

School of Education

The School of Education

Mission

The mission and hallmark of the program for professional educators prepared at Holy Family University is to instill in the students the ability to replicate in their own classrooms the atmosphere modeled for them throughout their professional preparation program. All teacher certification programs support and strive to implement the University mission in their goals and objectives, and, in particular, to affirm the dignity of the human person. Each program supports the overall mission as a part of a comprehensive four-year degree program with a Core Curriculum in the liberal arts and through professional preparation focusing on curricular, pedagogical, and professional issues in Education. To that end, developmental programs move the student through higher levels of understanding, proficiency, and integration. The programs reflect the belief that the child's needs are best served by teachers who are life-long learners, teachers who understand human development and who apply that knowledge in a constructivist approach to teaching.

Contact Information

School Dean: Leonard G. Soroka, DEd

Associate Dean: Antoinette M. Schiavo, EdD

Undergraduate Programs

Undergraduate Program Chairs: Valerie Bell, EdD and Patricia Joergensen, EdD

Director of Student Services: Patricia Duncan, EdD

Director of Field Placements: Stephen B. Young, EdD

Graduate Programs

Graduate Program Chairs: Grace O'Neill, EdD and Geralyn Arango, EdD

Doctoral Program - Education in Leadership and Professional Studies

Director of Doctoral Program: Elizabeth A. Jones, PhD

Information about Holy Family University's Master Programs in Education is available on the web at <http://www.holyfamily.edu/academics/catalog2.shtml>

Certification Specialist

- Undergraduate Pre K-4, Middle Level 4-8, and Elementary Education: Maria Agnew, PhD
- Undergraduate Special Education and Dual Majors: Claire Ann Sullivan, EdD

- Graduate Pre K-4, Middle Level 4-8 and Elementary Education: Patricia Joergensen, EdD
- Graduate Reading Supervisor/Reading Specialist: Helen Hoffner, EdD
- Graduate Educational Leadership: Bruce B. Rachild, EdD
- Graduate ESL: Roger Gee, PhD
- Graduate Special Education: Roseanna J. Wright, PhD

Undergraduate Degree Programs

Bachelor of Arts degree programs include:

- Education
 - Concentrations in:*
 - Pre K-4
 - Middle Level 4-8
 - Secondary Education
 - Pre K-4/Special Education (*initial approval*)

Teacher Certification programs are available as post-baccalaureate certificate options as well as degree options. These include:

- Pre K-4
- Pre K-4/Special Education (*initial approval*)
- Middle Level 4-8

Certification in:

- Mathematics
- Science
- Language Arts-Reading
- Social Studies
- Mathematics/Science
- Mathematics/Language Arts Reading
- Mathematics/Social Studies
- Science/Language Arts Reading
- Science/Social Studies
- Secondary Education
 - Certification in:*
 - Art (K-12)
 - Biology
 - Chemistry
 - English
 - History/Social Studies
 - Mathematics

Courses

- Education courses

Degree Program in Education

Goals

- Active learning in which students play a significant role in identifying, analyzing, and evaluating learning rather than merely receiving it
- The formation of student and faculty groups whose function is to guide, support, and develop learning
- The recognition of the social dimensions of learning and concept development and their relationship to the University mission. Primary among these is the teacher's ethical responsibility to all others, whether as colleagues, students, professionals, or dignified human beings
- The acceptance of responsibility for learning on the part of all students
- The development of learning environments where both students and faculty can take risks and in which students can exercise elements of control and faculty can give up some of those same elements in an atmosphere of mutual respect
- The ability of students to (and the expectation that they will) reflect on, monitor, and assess their own learning and take appropriate action when learning is inadequate to meet the demands of the profession. This ability presupposes that they have clear criteria for the assessment and monitoring of their own progress and that these criteria are congruent with those of the School of Education as a whole
- The ability to think about programs in a critical and integrated fashion, drawing upon resources that cut across the liberal arts and professional content areas.

Program Criteria

Competencies for the program are specified in the course outlines for each course. These competencies are developed, reviewed, and updated on a regular basis based on the criteria listed below and the standards provided by the Pennsylvania Department of Education.

Holy Family University teacher certification candidates will be expected to demonstrate:

1. Initiative as an active learner
 - Comes prepared for class (readings and assignments)
 - Attends each class and arrives promptly
 - Sets goals for own learning
 - Is open to new ideas
 - Demonstrates willingness to take risks through involvement with children, colleagues, faculty, and supervisors
 - Participates actively in class discussions and group work

- Demonstrates creative thinking
 - Displays ability to think critically and engage in problem-solving.
2. The ability to listen, speak, read, write, view, calculate, and compute at the university level
 - Demonstrates characteristics of an attentive and engaged listener
 - Communicates ideas fluently and accurately and uses standard English
 - Prepares appropriate written materials free from mechanical, logical, and organizational errors
 - Reads, views, analyzes, synthesizes, and interprets selected course materials
 - Demonstrates the ability to use mathematics appropriately.
 3. Respect and care for all children
 - Demonstrates understanding of the cognitive, physical, social, emotional, language, and moral development of children
 - Sees relationship between human development theories and best practice in the classroom
 - Identifies differentiating characteristics of learners and the laws and policies affecting both teachers and students
 - Identifies basic components of culture and recognizes how students share and vary in these components based on cultural background
 - Creates inclusive learning environments that promote equal access to Education for all people regardless of culture, ability level, or educational needs.
 4. Knowledge of content and content-related pedagogy
 - Engages in continuous learning to ensure current knowledge in the content areas
 - Knows and teaches accurate content to students
 - Plans learning experiences that encourage students to integrate ideas from a variety of content areas
 - Selects and organizes content effectively according to prescribed standards
 - Adjusts pedagogy for specific content presentations.
 5. Knowledge of constructivist pedagogy
 - Believes that the most valuable types of learning occur when people discover links among experiences, ideas, and concepts they already possess and the experiences, ideas, and concepts expressed by others
 - Understands the importance of a warm, safe, and respectful learning classroom community
 - Develops knowledge of democratic classroom management
 - Learns a variety of grouping and behavior management strategies

- Acquires the ability to lead discussions
 - Develops questioning techniques that promote exploration of ideas
 - Identifies methods to assist students in thinking creatively
 - Develops knowledge of multiple teaching strategies to respond to student needs
 - Understands multiple approaches to learning
 - Acquires ability to develop meaningful learning experiences to engage all students
 - Develops knowledge of authentic assessment strategies (e.g., observation, portfolios, informal interviews, rubrics, tests)
 - Identifies methods to assist students in thinking critically
 - Acquires problem-solving methods.
6. Knowledge of technology
- Evaluates and selects appropriate educational software to support instructional goals
 - Displays ability to use word processing, data base, and spreadsheet software
 - Demonstrates knowledge of uses of a database
 - Exhibits proficiency in use of e-mail and other communication tools
 - Demonstrates ability to use a variety of multimedia tools
 - Evaluates and appropriately uses Internet sites and other technological resources in support of instructional goals.
7. Planning and preparation for constructivist instruction
- Plans instruction based on students' needs, interests, and abilities
 - Plans instruction that provides all students with the opportunity for involvement in constructing knowledge through hands-on, minds-on learning
 - Develops instruction based on instructional goals
 - Plans instruction in which students demonstrate creativity
 - Develops and uses appropriate materials and resources to promote student thinking
 - Prepares for flexible grouping strategies
 - Identifies management strategies based on democratic principles
 - Adapts instructional and management strategies based on student needs
 - Plans instruction in which students can demonstrate critical thinking and problem-solving
 - Creates plans that integrate technology across content areas.
8. The ability to implement constructivist instruction

- Demonstrates enthusiasm for the content, for teaching, and for learning
 - Implements instruction based on students' needs, interests, and abilities
 - Creates safe, respectful, learning classroom community based on democratic principles
 - Provides for flexible strategies to achieve educational goals
 - Facilitates effective discussions that help students explore ideas related to educational goals
 - Uses effective questioning techniques that promote exploration of ideas
 - Demonstrates instructional creativity and promotes students' creativity
 - Uses multiple teaching and management strategies in response to student needs
 - Engages all students in meaningful and challenging hands-on, minds-on learning experiences
 - Implements authentic assessment strategies
 - Integrates appropriate technology into instruction across content areas.
9. The ability to meet professional responsibilities
- Exhibits thoughtful reflection regarding teaching and learning effectiveness
 - Accepts and uses constructive input and/or reflections to modify instruction
 - Maintains accurate student records
 - Communicates effectively with families, colleagues, and supervisors
 - Respects confidentiality
 - Engages in effective collaboration with peers, faculty, and cooperating teachers
 - Demonstrates a sincere desire and the necessary commitment to become an effective classroom teacher
 - Demonstrates emotional maturity, cooperation, good judgment, promptness, dependability, initiative, effort, and self-reliance.

Faculty Commitment to these Goals

Faculty is dedicated to the principles of a constructivist classroom as outlined below:

- Teacher and student questioning that promotes exploration of ideas rather than rote learning
- Students who summarize their own learning whenever possible rather than listening to the summaries of others
- Lecturing limited to those situations where it is most appropriate to the material and the learning context-discovery learning experiences

- Flexible grouping in which students are grouped for a variety of purposes, not solely by ability
- An emphasis upon the structure of ideas and the relationships that exist between and among ideas
- Adjustments to instruction based on student need rather than programmatic considerations
- Some opportunity for students to pursue their own interests and make their own choices.

Our faculty pledge to model these goals for students and faculty will provide on-going assessment of these goals. The faculty will strive for continuous improvement of the Education program at Holy Family University.

General Requirements

NOTE: The Pennsylvania Department of Education (PDE) has revised the course standards and program guidelines for Teacher Certification in the State of Pennsylvania, including the need to address the accommodations and adaptations for diverse students as well as meeting the needs of English Language Learners. The new guidelines will be in effect for all seeking teacher certification after January 1, 2013. The School of Education will make every effort to notify the students of these changes, but the student is responsible for checking these changes with his/her faculty advisor.

New Pennsylvania Teacher Certificates will be issued by the Pennsylvania Department of Education starting on January 1, 2013. The current Elementary K-6, the Special Education N-12, and the Early Childhood N-3 certificates will be discontinued. The certificates issued prior to this date will be grandfathered and remain active. New certificates will be issued after this date for all approved programs in Early Childhood Pre K-4 and Middle Level 4-8. All other K-12 and Secondary Education 7-12 certifications will be revised to include additional coursework in Special Education and the Teaching of English Language Learners. The new Special Education Pre K-8 and Special Education 7-12 certifications must be coupled with either a Pre K-4, a Middle Level 4-8, a K-12, or with a secondary certification area.

All students who wish to enroll in the professional educator programs at Holy Family University are required to file an application and be formally admitted to the School of Education when they have met the requirements established by the Pennsylvania Department of Education (usually within the first 48 credits of their university coursework). At the time of application, the student should make an appointment with an Education advisor. Students who have not completed the necessary requirements for admission within the first 48 credits of their university work may require an additional Summer or semester of coursework. Students should also review with the advisor at the time of the

first interview the program requirements listed in the *School of Education Handbook* and the *Guide to Undergraduate Teacher Certification* (See also University website, and *Policy Manual VIII-D*).

Requirements for Entry into the Professional Educator Programs at Holy Family University:

1. Applicants to the professional educator program must have completed a minimum of 48 semester credit hours of university level coursework.
2. All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (Act 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.
3. Applicants to the professional educator program must have attained passing scores on the following Praxis Pre-Professional Skills Tests to enroll in the Junior level certification coursework:
 - PPST: Reading (10710 or 5710)
 - PPST: Writing (20720 or 5720)
 - PPST: Mathematics (10730 or 5730)
 On the day of testing, students should list Holy Family University and PDE as score recipients.
4. Students admitted to the School of Education after September 1, 2003 must earn a GPA of at least 2.8 to enter the Junior level certification program and a GPA of at least 3.0 to exit the State of Pennsylvania certification program.
5. Applicants to the professional educator program must have completed at least 6 semester credits in university level Mathematics, with a minimum grade of C and at least 6 semester credits in university-level English Composition and English Literature with a minimum grade of C.
6. Applicants to the professional educator program must present 2 recommendation forms that have been completed by faculty members from Holy Family University or recommendation letters from faculty members from another college or university they have attended.

Transfer Students

All transfer students who wish to enroll in the professional educator programs at Holy Family University are required to file an application to the certification program when they have met the necessary requirements established by the Pennsylvania Department of Education for admission to teacher Education. At the time of application, the student should make an appointment with an Education or Admissions advisor. Before being admitted to a professional educator program at Holy Family University, transfer applicants must:

1. Complete a minimum of 48 semester credit hours of university level coursework.
2. Achieve passing scores on the following Praxis Pre-Professional Skills Tests:
 - PPST Reading (10710 or 5710)
 - PPST Writing (20720 or 5720)
 - PPST Mathematics (10730 or 5730)
3. For students admitted to the School of Education, the GPA must be at least 2.8 for entrance and 3.0 for exit.
4. Have completed at least six semester credits in university level Mathematics, with a minimum grade of C and at least six semester credits in university level English Composition and English Literature with a minimum grade of C.
5. Present two recommendation forms that have been completed by faculty members from Holy Family University or recommendation letters from faculty members from another college or university they have attended.
6. All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (Act 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.
7. During the Freshman and Sophomore years students planning to enter the Education Program with Certification in Pre K-4 and Middle Level 4-8, must take and pass the required PRAXIS PPST tests for admission to the School of Education. Clearances must be on file in the Field Placement Office. Students are expected to complete an English Composition course, a Literature courses, and two courses in mathematics. A GPA of 3.00 or better is expected.

Introductory courses must be completed with a grade of "C" or better.

Transfer students should meet with an Education faculty advisor or an Admissions Advisor when they plan to enter the program.

Additional Pennsylvania Department of Education Praxis Test Requirements by Certification Area

In addition to fulfilling the University requirements for graduation, Education students also must meet specific requirements for certification in Pennsylvania. These include attaining passing scores on the following series of Praxis tests as appropriate to your area of concentration:

Fundamental Subjects: Content Knowledge Test Code 30511

Taken prior to Student Teaching in Elementary Education, Early Childhood, Special Education, and K-12 art certification. Not required by secondary 7-12 certification areas but is required by K-12 certification areas, including Art Education majors. The fundamental Subjects: Content Knowledge Test #30511 consists of four parts: Mathematics, Citizenship, Science, and English Literature/Composition.

Specialty Area Tests for Holy Family University Teacher Certification Programs

Note: Test codes subject to change

Elementary Education: Curriculum Instruction, and Assessment Test Code 10011

Taken prior to certification by all Elementary/Early Childhood, and Elementary/ Special Education majors prior to certification.

Early Childhood Education Test Code 10020

Taken by all Early Childhood majors prior to certification.

Art Content Knowledge Test Code 10133

Taken by all Art Education majors.

Biology Content Knowledge Test Code 20235

Taken by all Secondary Education Biology majors.

English Language, Literature, and Composition: Content Knowledge Test Code 10041

Taken by all English/Secondary Education majors.

Mathematics: Content Knowledge (Graphing Calculator Required) Test Code 10061

Taken by all Secondary Education Mathematics majors.

Social Studies: Content Knowledge Test Code 10081

Taken by all Secondary Education Social Studies majors.

Special Education of Exceptional Students Core Principles: Content Knowledge Test Code 20354

Taken by all Special Education majors.

Field Experience Requirements

Field experience is required as a component of several beginning Education courses. Assignments are made in first year and in Sophomore-level Education classes requiring the student to participate in field observations.

All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal

Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

During each semester of the Junior year all Education students must participate in a one credit practicum field experience. One day per week is spent in basic Education classrooms. Students are assigned and supervised by Education faculty.

Professional Semester/Student Teaching

Upon satisfactory completion of the Junior-level Education courses, students are expected to apply for placement as student teachers and enter the professional semester. During the student teaching semester, students register for a 12 credit student teaching requirement and a three credit Senior seminar. As part of the 12 credit student teaching requirement, students meet with their university supervisors and attend the three credit Senior seminar. No other courses may be taken during this professional semester without special permission.

See section on Secondary Education regarding requirements in student teaching for those seeking certification in grades 7-12.

Application for Student Teaching

Applications for student teaching should be submitted in the Spring semester of the Junior year, (February 15th) prior to the year of student teaching. Admission to student teaching requires that the student meet these requirements:

- Be formally admitted into the School of Education
- Attain and submit passing scores as determined by the Pennsylvania Department of Education for the PRAXIS PPST tests in reading, writing, and mathematics
- Present evidence of having successfully completed the required field experiences as outlined in the *School of Education Handbook*
- Obtain passing grades for both semesters of the Junior Practicum and satisfactory reports from both field placement supervisors
- Demonstrate a disposition that is conducive to effective teaching; participation in support services provided by the Counseling Center or through the psychology staff may be required
- Obtain a minimum grade of C in the basic university writing course (ENGL 101, 102), speech course (ENGL 115), and mathematics courses (MATH 121 and MATH 122 or higher), and a literature course
- Obtain a minimum grade of C in all Education course requirements and have an overall GPA of 2.8

- Obtain a minimum grade of C for all courses in the area of concentration and submit satisfactory recommendations by the school that represents the applicant's field of concentration. This applies to all Secondary Education majors
- All students must submit to the Field Placement Office (ETC 441 or ETC 442) a current TB test, PA Child Abuse Clearance (ACT 151), PA Criminal Background Check (ACT 34), and the Federal Criminal History Records (Fingerprinting) (ACT 114) as required by the Pennsylvania Department of Education.

The director of field placements and the certification specialist review applications for student teaching based on the above factors. Students are accepted and placed if they have met the above criteria. If students do not meet the above criteria, remedial activities may be required or the student may be excluded from completing the required student teaching course in their field.

Intern Student Teaching

For teachers currently employed in schools, the requirement for student teaching is arranged for by the School of Education in the teacher's own classroom, as long as the teacher's assignment is appropriate for the certificate sought. For example, a teacher must be employed in an elementary grade classroom in order to be supervised for an elementary certification. Intern teachers register for a six-credit internship and a three-credit Senior seminar. Intern teachers must be screened and present evidence of readiness for intern student teaching as previously described.

Teacher Certification and Program Approval

The Pennsylvania Department of Education (PDE) has revised the course standards and program guidelines for Teacher Certification in the State of Pennsylvania. The new guidelines will be in effect for all seeking teacher certification after January 1, 2013. The School of Education will make every effort to notify the students of these changes, but the student is responsible for checking these changes with his/her faculty advisor.

New Pennsylvania Teacher Certificates will be issued by the Pennsylvania Department of Education starting on January 1, 2013. The current Elementary K-6, the Special Education N-12, and the Early Childhood N-3 certificates will be discontinued. The certificates issued prior to this date will be grandfathered and remain active. New certificates will be issued after this date for all approved programs in Early Childhood Pre K-4 and Middle Level 4-8. All other K-12 and Secondary Education 7-12 certifications will be revised to include additional coursework in Special Education and the Teaching of English Language Learners. The new Special Education Pre

K-8 and Special Education 7-12 certifications must be coupled with either a Pre K-4, a Middle Level 4-8, a K-12, or with a secondary certification area.

Upon completing one of the state-approved teacher Education programs, a student is eligible to apply for an Instructional I certificate to teach at the designated level in public schools in the Commonwealth of Pennsylvania.

Effective September 1, 1980, all persons who qualify for or who hold a valid Instructional I certificate shall have six service years to complete an additional 24 hours of post-baccalaureate credit in an accredited four-year college or university in order to receive the Level II certificate. Certificates will be converted to Level II status after a minimum of three years of satisfactory teaching experience in Pennsylvania, completion of an additional 24 post-baccalaureate degree credits, and demonstrated participation in an induction program provided the certificate holder satisfies the academic and experience requirements established for the Level II certification.

Since certification requirements vary from state to state, it is the responsibility of the students to ascertain the requirements of the state in which they plan to teach and to consult with their faculty advisor early in their university career.

Holders of a Pennsylvania teaching certificate may also qualify for certification in other states that are party to the Interstate Certification Compact. A listing of these states may be obtained from the School of Education, along with information concerning the specific procedures to be followed in order to become certified in a different state.

Graduate Help and Assistance for Teachers-GRAD HAT

The Holy Family University School of Education faculty has developed a website called **GRAD HAT**. This website is designed as an outreach program to serve new graduates and teachers who have completed their initial teacher certification requirements. During a teacher's first years, challenges will arise which often involve planning for instruction, managing the classroom, motivating students, dealing with individual differences, assessing student work, and working with parents. Navigating the path to continued professional development and additional credentials also present a challenge. The School of Education has assembled information on GRAD HAT as a starting place for new teachers to find answers and to obtain assistance. This site can be accessed through the School of Education website at <http://www.holyfamily.edu/sedu/index.shtml> under **GRAD HAT – Graduate Help and Assistance for Teachers**.

Post-Baccalaureate Teacher Certification

Students who already possess a Bachelor's degree and enroll in the University solely for the purpose of obtaining certification may do so provided that:

- The applicant has met the same requirements for admission to the teacher certification program as all other students (see *Education School Handbook*)
- A transcript of all grades from institutions previously attended is submitted for evaluation
- The applicant agrees to undertake continuous registration for coursework until the requirements for the approved program have been met. Students must take a minimum of four courses at the University, in addition to student teaching
- The applicant recognizes that completion of the approved program, not an accumulation of credit hours, is required for certification purposes. Failure to meet any one of these provisions may deny the individual the opportunity to achieve certification by this means.

Appeal Procedure

- If a student questions a decision made by a faculty member or by the Education Compliance Committee, the first level for appealing the decision is to the Dean of the School of Education
- The final appeal is to the Vice President for Academic Affairs or designee. At each level, decisions will be rendered within 15 school days. Appeals will be addressed only when school is in session during the Fall and Spring semesters.

Certification Options

Secondary Education

To receive Secondary Education teacher certification for Pennsylvania at Holy Family University, students must complete the following teacher education requirements.

Teacher Education Requirements

PSYC 206	Child and Adolescent Development	3
EDSP 203	Foundations in Inclusive Education for All Learners	3
EDSP 303	Collaboration and Assessment	3
EDSP 304	Collaboration and Best Practices for All Learners	3
EDUC 205	Teaching Reading in the Content Area	3
EDUN 201	Educational Psychology	3
EDUN 303	Meeting the Needs of English language Learners	3
EDUN 315*	Practicum I (Field Experience/Mentorship)	1
EDUN 316*	Practicum II (Field Experience/Mentorship)	1
EDUN 320	Classroom Management	3
EDUN 331	General Methods and Technology	3
EDUN 332*	Education Methods and Curriculum in the Content Area	3
EDUN 412*	Student Teaching: Secondary Education	3
MATH 121	Contemporary Mathematics	3-4
(higher level Mathematics substitution may be possible)		
MATH 122	Math for Education Majors	3-4
Literature elective (American and/or British Literature Content Required)		3

**These courses require field experience*

BA with Secondary Certification Candidacy

Bachelor's degree candidates must meet all of the University's requirements for graduation in addition to the teacher certification requirements listed above. Coordination of the Secondary Education programs is the joint responsibility of the student's Education faculty advisor and the faculty advisor associated with the academic area of concentration. Advising regarding the teacher education sequence of courses, experiences, and requirements is provided by the Education faculty advisor. Faculty advisors for coursework in specific disciplines are assigned by the Dean of the School of Arts and Sciences/designee.

Areas of concentrations in Secondary Education are: Art (K-12), Biology (7-12), English (7-12), Mathematics (7-12) and History/Social Studies (7-12). The requirements for these specific certification areas are listed.

Degree Requirements with Secondary Education Certification

Art Education (K-12 Certification)

Teacher Education Requirements on page 188

Core Curriculum: BA Requirements 45

Studio Arts

ARTS 213	Art History I	3
ARTS 214	Art History II	3
ARTS 217	Sculpture I	3
ARTS 223	Two-Dimensional Design	3
ARTS 224	Three-Dimensional Design	3
ARTS 225	Drawing and Composition	3
ARTS 226	Drawing from the Model	3
ARTS 310	Elementary Arts Education	3
ARTS 311	Art in the Secondary School	3
ARTS 319	Painting I	3
ARTS 325	Seminar in Art History	3
ARTS 327	Advanced Studio III	3
ARTS 427	Research Seminar	3
ARTS 428	Research Seminar	3
Art electives*		9

Related

PHIL 303	Philosophy of Art	3
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**(Art electives must include ARTS 323: Printmaking; ARTS 321: Ceramics; and a second level studio course.)*

Other Requirements for Art Education

- Senior Exhibition
- Successful completion of an Art History Comprehensive Examination
- Portfolio Review

Biology (7-12 certification)

See Teacher Education Requirements on page 188

Core Curriculum: BA Requirements 45

Biology

BIOL 120, 121*	Biological Principles I, II	4, 4
BIOL 207, 208	Anatomy and Physiology I, II (with lab)	4, 4
BIOL 209	Cell Biology	3
BIOL 210	Introduction to Scientific Techniques	3
BIOL 304	Principles of Genetics	3
BIOL 325	Seminar: Scientific Literature	2
BIOL 326	Seminar: Inorganic, Organic and Cultural Evolution	2
BIOL 331	Botany, the Biosphere and Ecosystems	3
BIOL 407	Molecular Genetics	3
Biology Elective at the 300/400 level		3-6

Related

CHEM 120, 121	Chemistry Principles I, II (with lab)	4, 4
GSCI 110	The Science of Physics (with lab)	3
MATH 211	Calculus I	4
MATH 130	Calculus II or Elementary Statistics	3

At least 9 credits in 200/300-level Biology coursework must be completed at Holy Family to meet degree requirements.

** May be taken as part of the core requirements*

Other Requirements for Biology with Certification in Secondary Education

- Successful completion of a written and oral comprehensive exam.

English (7-12 certification)

See Teacher Education Requirements on page 188

Core Curriculum: BA Requirements 45

English

ENGL 201*, 202	World Literature I, II	3, 3
ENGL 203, 204	American Literature I, II	3, 3
ENGL 205, 206	British Literature I, II	3, 3
ENGL 309	Creative Writing	3
ENGL 327	Junior Seminar: Literature	3
ENGL 400	The English Language	3
ENGL 410	Advanced Writing Workshop	3
ENGL 425	Senior Seminar: Literature	3
English electives		9

Related

COMM 220	Communication and Culture	3
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At least 9 credits in upper division English courses must be completed at Holy Family to meet degree requirements.

** May be taken as part of the core requirements*

Other Requirements for English with Certification in Secondary Education

- Successful completion of the comprehensive examination in English

History/Social Studies (7-12 Certification)

Teacher Education Requirements see page 168

Core Curriculum: BA Requirements 45

History/Social Studies

ANTH 101	Cultural Anthropology	3
ECON 103	Introduction to Economics	3
GEOG 205	Principles of Geography	3
HIST 108	Global History to 500 C.E.	3
HIST 109	Global History 500 to 1700 C.E.	3
HIST 203	American History to 1820	3
HIST 204	American History 1820-1920	3
HIST 205	U.S. History since 1920	3
HIST 208	Global History 1700-Present	3
HIST 315	History of Pennsylvania	3
HIST 351	History Seminar I	3
HIST 405	Contemporary Society	3
HIST 451	History Seminar II	3
History electives*		6
POLS 103	Introductory Politics	3
POLS 204	American national Government	3
SOCO 212	Race, Class, Gender: Diversity and Equality	3

Other Requirements for History/Social Studies with Certification in Secondary Education

Successful completion of the comprehensive examination in History/Social Studies

Mathematics (7-12 certification)

Teacher Education Requirements see page 168

Core Curriculum: BA Requirements 45

Mathematics

MATH 211*, 212, 213	Calculus I, II, III	4, 4, 4
MATH 220	Linear Algebra with Applications	4
MATH 221	Ordinary Differential Equations	4
MATH 250	Discrete mathematics	3
MATH 303	Modern Geometry	3
MATH 308	Probability	3
MATH 316	Modern Algebra I	3
MATH 327	Junior Seminar: History of Mathematics	3
MATH 403	Advanced Calculus	3
MATH 430	Senior Seminar	3

Related

CMIS 107	Structured Programming	3
PHYS 201, 202	General Physics I, II (with lab)	4, 4

At least 9 credits in 200/300-level Mathematics coursework must be completed at Holy Family to meet degree requirements.

**May be taken as part of the core requirements*

Other Requirements for Mathematics with Certification in Secondary Education

- Successful completion of written and oral components of comprehensive examination and research paper.

Pre K-4 Requirements

Core Curriculum: BA requirements (credits) 45

Concentration Requirements for the Pre K-4 certification:

EDEC 101	Child Development and Learning Ages Pre K-5	3
EDEC 102*	Child Development and Learning Ages 6-9	3
EDEC 201	Introduction to Early Childhood Education	3
EDEC 203	Developing Language, Literacy, and Numeracy Skills	3
EDEC 204	Literacy Instruction for Young Learners – Part I	3
EDEC 205*	Theory and Pre-Practicum I	3
EDEC 206*	Theory and Pre-Practicum II	3
EDEC 301	Literacy Instruction for Young Learners – Part II	3
EDEC 302	Science and the Young Child	3
EDEC 303	Mathematics and the Young Child	3
EDEC 304	Social Studies and the Young Child	3
EDEC 305*	Theory and Practicum I – Grades 2-4	3
EDEC 306*	Theory and Practicum II – Grades Pre K-1	3
EDEC 401*	Student Teaching Pre K-4	12
EDEC 403	Family and Community Relations	3
EDEC 404	Internship in Special Topics	3

**Requires Field Experiences*

Related Requirements

EDUN 303	Meeting the Needs of English Language Learners	3
EDSP 203*	Inclusive Education for All Learners	3
EDSP 303	Collaboration and Assessment	3
EDSP 304	Collaboration and Best Practices	3

Middle Level 4-8 Requirements

Core Curriculum: BA requirements (credits) 45

Single Certification Options

- English, Language Arts, Reading
- Social Studies
- Mathematics
- Science

Dual Certification Options

- Mathematics & Science
- Mathematics and English, Language Arts, Reading
- Mathematics and Social Science
- Science and English, Language Arts, Reading
- Science and Social Studies

Courses Common to All Options

ENGL 201	World Literature	3
GEOG 205	Geography	3
Core Mathematics		3-4

MATH 122	Mathematics for Education Majors	3
EDML 107	Introduction to Middle Level School	3
EDUN 201	Educational Psychology	3
EDUN 303	Meeting the Needs of English Language Learners	3
EDUN 315	Practicum I	1
EDUN 316	Practicum II	1
EDUN 320	Classroom Management	3
EDUN 331	General Methods and Technology	3
EDUN 332	Education Methods & Curriculum in the Content Area	3
EDUN 402	Student Teaching	9
EDUN 404	Senior Seminar	3

Additional credits required according to the choice of option. For additional course requirements, please see your advisor.

Related Requirements

EDSP 203	Inclusive Education for All Learners	3
EDSP 303	Collaboration and Assessment	3
EDSP 304	Collaboration and Best Practices	3

The Pennsylvania Department of Education (PDE) has revised the course standards and program guidelines for Teacher Certification in the State of Pennsylvania. New Pennsylvania Teacher Certificates will be issued by the Pennsylvania Department of Education starting on January 1, 2013.