



Moravian College/ Theological Seminary
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: Moravian College/ Theological Seminary
Institution/ Program Type: Traditional
Academic Year: 2012-13
State: Pennsylvania

Address: 1200 Main Street

Bethlehem , PA, 18018

Contact Name: Dr. Joseph M. Shosh
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/ LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art Education (K-12)	No
Early Childhood Education (Pre-K - Grade 4)	No
Elementary Education (K-6)	No
French Foreign Language (K-12)	No
German Foreign Language (K-12)	No
Middle Level Education (Grades 4-8)	No
Music Education (K-12)	No
Secondary Biology (7-12)	No
Secondary Chemistry (7-12)	No

Secondary Citizenship Education (7-12)	No
Secondary English (7-12)	No
Secondary General Science (7-12)	No
Secondary Mathematics (7-12)	No
Secondary Physics (7-12)	No
Secondary Social Studies (7-12)	No
Spanish Foreign Language (K-12)	No
Total number of teacher preparation programs: 16	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Other AT LEAST TWO SEMESTERS PRIOR TO STUDENT TEACHING

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<http://home.moravian.edu/public/catalog/courses/education.html>

Please provide any additional comments about or exceptions to the admissions information provided above:

For initial admission to the program, students must have:

1. 48 credit hours (12 course units).
2. A minimum 2.8 GPA.
3. 6 credit hours (1.5 units) of college-level mathematics. (These credits may be part of the initial 48 credits, and one unit can be met by the Learning in Commo F2 requirement.)
4. 3 credit hours in English composition and 3 credit hours in English literature. (These credits may be part of the 48 initial credits and can be met by the Writin 100 course or the First Year Seminar and the LinCM2 requirement.)
5. A passing score on the PAPA (Pre-professional Academic Performance Assessment) in Reading, Writing, and Mathematics.
6. A successful stage 1 & 2 early field experience evaluation.
7. U.S. citizenship or a declared intent to file for U.S. citizenship. (This requirement is mandated by the Pennsylvania Department of Education and applies to teachers of all subjects except world languages.)

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (á205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	Yes
Interview	No	No

Other Student Teaching Portfolio	No	Yes
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What is the minimum GPA required for admission into the program?

2.8

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.4

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.47

Please provide any additional comments about the information provided above:

Students may be exempt from taking PAPA pre-professional skills tests if they have qualifying scores on the SAT or ACT exam as outlined by the Pennsylvania Department of Education.

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (á205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	Yes
Interview	No	No
Other Student Teaching Portfolio	No	Yes

What is the minimum GPA required for admission into the program?

2.8

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.25

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2012-13

3.8

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note

that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2012-13:	44
Unduplicated number of males enrolled in 2012-13:	8
Unduplicated number of females enrolled in 2012-13:	36

2012-13	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	43
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	250
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	148
Number of students in supervised clinical experience during this academic year	227

Please provide any additional information about or descriptions of the supervised clinical experiences:

Students have only been counted once although they may have been placed in multiple field experiences related to multiple courses during the year.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	43
Teacher Education - Junior High/Intermediate/Middle School Education	28
Teacher Education - Secondary Education	28
Teacher Education - Multiple Levels	11
Teacher Education - Agriculture	
Teacher Education - Art	3
Teacher Education - Business	
Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	3
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	

Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	4
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	5
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	1
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (â205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	

Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	7
Social Sciences	1
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	1
Sociology	6
Visual and Performing Arts	12
History	12
Foreign Languages	4
Family and Consumer Sciences/Human Sciences	
English Language/Literature	15
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	1
Engineering	
Biology	2
Mathematics and Statistics	6
Physical Sciences	1
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other	3
Specify: Marketing / Management / Park Management & Recreation	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 70

2011-12: 57

2010-11: 76

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii)**, **§206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

3

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

According to the Moravian College Mission Statement, "The College seeks to develop in students of all backgrounds the capacity to learn, reflect, reason, communicate, and act with integrity as individuals and in association with others." The Education Department remains committed to the development of teachers who meet high academic standards and who are reflective practitioners committed to the achievement of all learners. The five current full-time faculty in the Education Department hold doctoral degrees in literacy education, English education, Curriculum and Instruction, foundations of education, and special education with a concentration in hearing impaired learners, respectively. Missing is a full-time faculty member with Science, Technology, Engineering, and Mathematics pedagogical expertise to support the scientific learning, reflecting, reasoning, communicating, and acting with integrity that are central to the Moravian College Mission. The Education Department has submitted a proposal to the Academic Personnel and Program Committee to gain approval to recruit a full-time tenure-track faculty member with STEM pedagogical expertise during the 2014-2015 academic year. This colleague would assume additional responsibility for growing the middle level education program and increase enrollment and retention in the natural sciences division in alignment with the College's strategic plan.

The STEM/Middle Level Educator would assume primary responsibility for teaching EDUC 130: Student Development and Instructional Design, EDUC 331: Science for Middle Level Learners, EDUC 332: Mathematics for Middle Learners, EDUC 362: Curriculum & Instruction in Secondary Mathematics, and/or EDUC 363: Curriculum & Instruction in Secondary Science. In addition, the successful candidate would assume primary responsibility for advising both STEM and middle level teacher certification candidates and providing the STEM professional development opportunities that contribute to the graduate education program.

Provide any additional comments, exceptions and explanations below:

The chair of the Education Department has reviewed mathematics certification completer data with full-time departmental faculty, who agree that the College must work toward a goal of certifying a minimum of 6 middle level/secondary mathematics teachers each year by the 2015-2016 academic year. To recruit additional mathematics candidates the Education Department is working closely with the Vice President for Enrollment Management, the Executive Director of Admissions, and the Director of Transfer Enrollment to ensure that the Department will achieve and/or exceed its goal.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

2

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**â205(a)(1)(A)(ii)**, **â206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

3

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

According to the Moravian College Mission Statement, "The College seeks to develop in students of all backgrounds the capacity to learn, reflect, reason, communicate, and act with integrity as individuals and in association with others." The Education Department remains committed to the development of teachers who meet high academic standards and who are reflective practitioners committed to the achievement of all learners. The five current full-time faculty in the Education Department hold doctoral degrees in literacy education, English education, Curriculum and Instruction, foundations of education, and special education with a concentration in hearing impaired learners, respectively. Missing is a full-time faculty member with Science, Technology, Engineering, and Mathematics pedagogical expertise to support the scientific learning, reflecting, reasoning, communicating, and acting with integrity that are central to the Moravian College Mission. The Education Department has submitted a proposal to the Academic Personnel and Program Committee to gain approval to recruit a full-time tenure-track faculty member with STEM pedagogical expertise during the 2014-2015 academic year. This colleague would assume additional responsibility for growing the middle level education program and increase enrollment and retention in the natural sciences division in alignment with the College's strategic plan.

The STEM/Middle Level Educator would assume primary responsibility for teaching EDUC 130: Student Development and Instructional Design, EDUC 331: Science for Middle Level Learners, EDUC 332: Mathematics for Middle Learners, EDUC 362: Curriculum & Instruction in Secondary Mathematics, and/or EDUC 364: Curriculum & Instruction in Secondary Science. In addition, the successful candidate would assume primary responsibility for advising both STEM and middle level teacher certification candidates and providing the STEM professional development opportunities that contribute to the graduate education program.

Provide any additional comments, exceptions and explanations below:

The chair of the Education Department has reviewed Science certification completion data with full-time departmental faculty, who agree that the College must work toward a goal of certifying a minimum of 6 middle level/secondary science teachers each year by the 2015-2016 academic year. To recruit additional mathematics candidates the Education Department is working closely with the Vice President for Enrollment Management, the Executive Director of Admissions and the Director of Transfer Enrollment to ensure that the Department will achieve and/or exceed its goal.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

No

How many prospective teachers did your program plan to add in special education in 2012-13?

Did your program meet the goal for prospective teachers set in special education in 2012-13?

Data not reported

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

The May 2011 Shifting Trends in Special Education Report produced by the Thomas B. Fordham Institute indicates that in the 2009-10 academic year, 13.1% of students nationwide held an Individualized Education Plan, with an average identification rate within the Commonwealth of Pennsylvania of 16.66%. Locally, the Bethlehem Area School District with an enrollment of 14,959 has an identification rate of 16%; the Allentown City Schools with an enrollment of 17,637 identifies 16.5%; and the Easton Area School District with an enrollment of 9,010 identifies 15.2%. The Lehigh Valley Planning Commission projects that by 2040, local population will have grown by 35% to 873,954 residents with a continued influx of families from New York and New Jersey with a higher than state average percentage of city school students likely needing special education services. In addition, Moravian College's most recent poll of graduating seniors indicated a high degree of interest in earning special education certification as part of the graduate degree program, and the Admissions Office reports strong interest among current undergraduate students in the opportunity to add special education certification through the Master of Education program.

As a result the Education Department submitted a proposal to the Pennsylvania Department of Education in Harrisburg to offer special education certification, grades K-8. On April 23, 2014, Moravian College received approval from PDE to offer this certification, beginning with the 2014-2015 academic year. By 2015-2016, the Education Department anticipates certifying 6 candidates in special education annually through its graduate education program.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

0

Provide any additional comments, exceptions and explanations below:

Special Education Certification is offered for teachers who already possess their initial teaching certificate.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

0

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

100% of our Program Completers are expected to be trained in ELL

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

100% of our Program Completers are expected to be trained in ELL

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

0

Provide any additional comments, exceptions and explanations below:

Moravian College was the sixth institution of higher education in the Commonwealth of Pennsylvania to offer ESL program specialist certification, debuting its initial sequence of certification courses in 2003. Since that time, 88 teachers have successfully completed all requirements for ESL program specialist certification. Located in the heart of the Lehigh Valley, Moravian has enrolled ESL certification candidates from 25 local school districts and private or Diocesan schools, including 5 teachers from the Allentown School District, where 36% of students speak primarily a language other than English at home; 19 teachers from the Bethlehem Area School District, where 20% of students speak English less than "very well;" and 14 teachers from the Easton Area School District, where 13% of students are identified as English language learners. Lehigh Valley demographic data mirror the continued growth of English language learners in Pennsylvania that was reported in U.S. Department of Education Data (July 2010) for Pennsylvania, and The Lehigh Valley Planning Commission projects that by 2040, local population will have grown by 35% to 873,954 residents with a continued influx of families from New York and New Jersey. Moravian's re-designed graduate-level English as a Second Language Certification program received a special designation from the Commonwealth of Pennsylvania as a model program within the state.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (205(a)(1)(A)(iii), 206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

NA

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The Education Department is in constant communication with area schools through active supervision of student teachers and pre-student teachers, through the teaching of practicing teachers in our graduate education program, and through regular meetings with local school officials. This communication and more keeps the Department up-to-date on the needs of area schools and their communities. To ascertain the needs of new teachers, we communicate with our graduates, both informally and through more formal surveys.

Instructional I certification candidates enroll in a minimum of nine credit hours on meeting the needs of students with disabilities and three credit hours in meeting the needs of English language learners. Students must demonstrate competence in this area through field experiences and through student teaching. From foundations through all methods courses, students explore the special needs of rural and urban students and children of poverty. Students complete at least one of two student teaching assignments in an urban school.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0134 -ART CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0087 -CITIZENSHIP ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	43	178	40	93
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	32	181	31	97
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	38	182	36	95
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5174 -FRENCH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) Other enrolled students	4			
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2012-13	52	173	52	100
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2011-12	41	175	39	95
ETS0511 -FUNDAMENTAL SUBJECTS CK Educational Testing Service (ETS) All program completers, 2010-11	56	175	55	98
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5183 -GERMAN WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2011-12	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	8			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	173	12	100
ETS5159 -PA 4-8 CORE SUBJ CONC SCIENCE (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETS5154 -PA 4-8 CORE SUBTEST ENG LANG ARTS SOC STU (CD) Educational Testing Service (ETS) Other enrolled students	1			
ETS5155 -PA 4-8 CORE SUBTEST MATH AND SCIENCE (CD) Educational Testing Service (ETS) Other enrolled students	1			

ETS5153 -PA 4-8 CORE SUBTEST PEDAGOGY (CD) Educational Testing Service (ETS) Other enrolled students	1			
ESP0001 -PAPA - MODULE 1 READING Evaluation Systems group of Pearson Other enrolled students	19	240	18	95
ESP0002 -PAPA - MODULE 2 MATH Evaluation Systems group of Pearson Other enrolled students	19	242	16	84
ESP0003 -PAPA - MODULE 3 WRITING Evaluation Systems group of Pearson Other enrolled students	19	246	18	95
ESP0006 -PECT PREK-4 - MODULE 1 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0007 -PECT PREK-4 - MODULE 2 Evaluation Systems group of Pearson Other enrolled students	4			
ESP0008 -PECT PREK-4 - MODULE 3 Evaluation Systems group of Pearson Other enrolled students	4			
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	25	180	25	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	68	180	68	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	53	181	53	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	74	181	74	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	25	179	25	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2012-13	69	179	69	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	53	180	53	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	74	181	74	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	25	177	25	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2012-13	69	178	69	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	53	178	53	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	74	178	74	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE	4			

Educational Testing Service (ETS) All program completers, 2011-12				
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7			
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5195 -SPANISH WORLD LANGUAGE (CD) Educational Testing Service (ETS) All program completers, 2010-11	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	70	65	93
All program completers, 2011-12	55	53	96
All program completers, 2010-11	76	73	96

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Students in the Education Department take a course entitled "Computer Technology in the Classroom." In that course, students learn fundamental aspects of educational technology including web 2.0 technologies, Classroom Response Systems, and more. In subsequent courses and during field experiences, students learn how to integrate such technology into the curriculum. Students explore particular uses of technology for a given subject area. They explore these uses in both the college classroom and in the field. Moravian College will become a ubiquitous Mac laptop and iPad campus beginning with the incoming first year students during the 2014-2015 academic year. Several members of the Education Department field-tested such a learning environment during the current school year, using the Education Department's laptop cart to augment certification candidates' BYOD.

Pre-service teachers in the program study how to use technology to gather, manage, and analyze data to improve instruction. They design individual lessons in workshop environment using Google docs and develop formative and summative assessment devices to measure how adequately their students attain instructional goals. They analyzed the effectiveness of their teaching through analysis of digital video clips, and they construct digital narratives that articulate their understanding of research-based best practices. The Moravian program is built on a reflective practice model, and students use the data they have gathered to determine how well instructional goals have been met and the extent to which teaching strategies need to be maintained, adapted, or abandoned.

The program is also built on a model of universal design, which pre-service educators explore conceptually and practically throughout the Education Department's sequence of courses and field experiences. As they create plans, they must consider all learners in the classroom and work to create activities and materials that meet the needs of a variety of students, including students with learning disabilities and English language learners.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
Yes
- **participate as a member of individualized education program teams**
Yes
- **teach students who are limited English proficient effectively**
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates in our undergraduate teacher preparation program are required to take our education course EDUC 244, Including Students with Disabilities. The content of this course has been specifically designed to address the PDE competencies related to diverse learners. Examples of the topics as they relate to the roles and responsibilities of general education teachers presented in this course include but are not limited to, special education laws (IDEA, Section 504, ADA, The Gaskin Settlement), collaboration, parent involvement, assessment techniques, data collection, participation in the pre-referral and referral processes, RTI, universal design, strategy design and implementation, and self-advocacy skills. Activities include, but are not limited to class discussions, journal writing, research papers, interviews, simulations of pre-referral team meetings, Multidisciplinary Team meetings, and IEP meetings, field experiences, strategy presentations, and guest speakers. In addition, the roles and responsibilities of the general education teacher are incorporated in all education courses as appropriate to the specific course.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
NA
- **participate as a member of individualized education program teams**
NA
- **teach students who are limited English proficient effectively**
NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

There is currently no Special Education Certificate program for initial teacher certification candidates.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

During the past four years the Moravian Education Department totally restructured its teacher certification programs. New programs in Early Childhood and Middle Level Certification were developed, initially approved by the state and began in the fall of 2010. All Secondary and K-12 certification programs were redesigned to be in compliance with state competencies in Special Education and ELL. Additional stage 1 and 2 field experiences were added to the program. The required number of hours for stage 3 field experience was increased to 150 hours in all certification programs. We continue to evaluate the changes we made and decide our path for the coming year.

Supporting Files

Complete Report Card

AY 2012-13