



THE TEACHER EDUCATION PROGRAM FOR THE FRENCH LANGUAGE

The mission of the world language education program is to prepare professionals who understand that pedagogical choices grow from a deep understanding of the study of world languages and cultures and also the unique needs of all learners, honoring the diverse students in our classrooms and the larger community being served. Further, in keeping with the national standards of the five C's, the mission of the world language education program is to prepare world language teachers to teach students how to 1) to communicate in languages other than English, in written and spoken form, 2) to understand perspectives, and products of other cultures, 3) to compare the target language to one's native tongue so as to develop insight into the general nature of linguistic communication, 4) to develop ease in participating in multilingual communities at home and around the world. Starting with these four principles and a mindfulness of student profiles, candidates construct standards-based plans that are grounded in a study of best practices as defined by research, models of excellence in the field, and creative and ever-dynamic thought. Candidates understand that this reflective practice continues—and, in fact, defines—one's entire career.

Important Guidelines

- Students must have an overall QPA of 2.7 in order to take education courses at the 200 level or above.
- All education courses must be completed prior to beginning student teaching. No other courses should be taken during the student teaching semester which is completed in the senior year.
- Students must have prior written approval by the program coordinator if they plan to complete any of the these courses at another institution.

Professional Education courses required for certification

Recommended for the freshman year, spring

EDUC 160 Culture, Community & Diversity: Intro. to Critical Pedagogy
(40 hour Stage 1&2 Field Experience/ fulfills M3)

Recommended for the sophomore year

EDUC 130 Student Development & Instructional Design (40 hour Stage 1&2 Field Exp)
EDUC 100.2 Intro. to the Education of English Language Learners (Spring)
EDUC 244 Including Students with Disabilities (Spring)
EDUC 140.2 Computer Technology in the Classroom

Recommended for the junior year

EDUC 260 Reflective Teaching (fall only; 40 hour Stage 3 Field Experience)

Recommended for the senior year

EDUC 361 Curriculum and Instruction in Foreign Language
(fall only; 110 hour Stage 3 Field Experience)
EDUC 375-7 Student Teaching
EDUC 378 Seminar in Secondary Student Teaching

The French major requires ten courses (above FREN 105)

Three required courses

FREN 110 Introductory French III
FREN 210 Films as Keys to French and Francophone Cultures
FREN 215 Texts as Keys to French and Francophone Cultures

Two courses of the following three

FREN 225 French Connections: Letters and Culinary Art
FREN 241 Introduction to French Literature
FREN 250 France from 1950 to the present - Politics and Society

Two courses at the 300 level

One of these must be taken at the College in the senior year. After completing Foreign language 215 or 241, students may no longer take 100-level courses.

STUDY ABROAD

All students majoring in French will be required to study abroad for a minimum of one semester (taking three courses minimum) in a country where French is the principal language. Courses taken during study abroad must be approved by the department prior to the student's registration for the program.

ACTFL

All non-native speakers of French, who are candidates for secondary teacher certification are required to pass the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) with a minimum grade of Intermediate High in order to be recommended by the Department of Foreign Languages for student teaching.

Clearance Requirements

There are three clearance checks required of ALL STUDENTS by the Pennsylvania Department of Education at every level of Field Experience. These are: FBI Federal Criminal History Record, Pennsylvania State Police Criminal Record Check, and Pennsylvania Child Abuse History Clearance. Students will be placed in field experiences only if all background checks are clear of record. Clearances must be updated annually and valid for the entire field experience placement. Unless clearances have been updated, students will be unable to register for Education courses with field experiences.

In addition, all students must have a TB test within three months of the start of any field placement.

The LinC Curriculum

The Pennsylvania Department of Education mandates that all teacher certification candidates complete the courses bulleted below. These courses also satisfy Moravian College LinC requirements and the liberal education guidelines for most Moravian students. Exceptions are listed in the catalog under the topics "Individually Designed Majors," and "Add Venture."

- First Year Seminar (F1)
- One course in American or English Literature (ENG 101, 102, 103, 104, 105 or acceptable Special Topics) (M2)
- One and one-half course units in Math (F2) (the LinC requirement is for one course unit; PDE and the Moravian Education Department mandate an additional 0.5 course unit)

Dual Certification in Modern Languages

When a student completes a full major in one language, certification may be obtained in a second under the following conditions:

- Completion of seven courses above the elementary level in the second language (see current Course Catalog). The student must achieve the required 3.00 average in each language to be recommended for certification. Student teaching experience is required in all languages in which certification is anticipated.
- Students interested in dual certification in modern languages are advised to consult with their advisors early in their academic program.

Moravian College is accredited by the Middle States Association of Colleges and Secondary Schools and is an institutional member of the Association for Continuing Higher Education. The information in this document is provided for the assistance of the student. It is accurate at the time of printing but is subject to change from time to time as deemed appropriate by the College in order to fulfill its role and mission, or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation, and unless specified otherwise, are effective when made.

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We accept the uniqueness of all individuals, and we cultivate an environment that respects, affirms, and defends the dignity of each member of our community.

Moravian College does not discriminate against any person based on actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, mental or physical disability, use of guide or support animals and/or mechanical aids, or any other basis protected by applicable federal, state, or local laws.



The Field Experience Program

The purpose of the field experience is to provide students with appropriate class-room experiences at each level of their coursework. These experiences are meant to assist the student in determining whether teaching is an appropriate career choice.

Several courses in the professional education sequence require day-time field experiences. EDUC 130, Adolescent & School: Developmental Issues, and EDUC 160, Culture, Community, and Diversity: Introduction to Critical Pedagogy, require students to complete a 40 hour Stage 1&2 field experience in a public or private school. EDUC 260, Reflective Teaching, requires a 40 hour Stage 3 Experience and EDUC 361, Curriculum and Instruction in Foreign Language, requires a more substantial 110 hour Stage 3 pre-student teaching field experience. The Education Department's Director of Field Experiences is responsible for securing all field placements. Candidates who are not able to complete these experiences will be required to complete EDUC 158.2 Stage 1&2 Field Experience or EDUC 358 Stage 3 Pre-Student Teaching Field Experience prior to student teaching.

Stage 4 Student Teaching is the culminating experience of the teacher preparation program. It takes place under the supervision of qualified program faculty and cooperating teachers. Student teachers will have two placements during the semester. All U.S. placements are in Pennsylvania schools near the College. In addition to the daily classroom experience, students are required to attend a weekly seminar with their College supervisors.

The ACTFL Oral Proficiency Interview Requirement

All non-native speakers of French, who are candidates for secondary teacher certification are required to pass the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) with a minimum grade of Intermediate High in order to be recommended by the Modern Language & Literatures Department for student teaching.

The Requirement for Basic Skills Assessment

Students in all Pennsylvania Instructional I teacher certification programs must successfully complete basic skills assessments in reading, mathematics and writing. Currently there are two testing options. You may take either the Pearson PECT Pre-service Academic Performance Assessment (PAPA) or the ETS Praxis Core Academic Skills for Educators (CORE) exams. Please consult test provider websites for additional information regarding test content, testing locations and registration procedures. See: <http://www.pa.nesinc.com>, select 'tests', then 'PAPA' and/or <https://www.ets.org/praxis/about/core/>.

Students may qualify for exemption from the basic skills assessment exams based on their SAT or ACT scores. Please contact the Education Department regarding exemptions and other test related questions you may have.

Candidates are encouraged to take the PAPA or CORE exams prior to or during the sophomore year. If not exempt, all teacher certification candidates will be required to pass these tests prior to admission into the teacher certification program and participation in any Stage 3 Field Experiences.

Two content knowledge Praxis Level II tests administered by ETS are also required. Content knowledge tests should be taken after most appropriate course work has been completed, but prior to student teaching. The Praxis Series Registration Bulletin found online at: <http://www.ets.org/praxis/about/bulletin/> will have the most up-to-date information. Test scores should be reported to Moravian College (RA2418) and the Pennsylvania Department of Education. Students who test in another state must list PDE as a score recipient to avoid processing delays of their teaching certificate. Test results for in state tests are automatically reported to the Pennsylvania Department of Education.

Testing Requirements for French (PK-12)

1

Basic Skills Assessments

(Administered by Pearson or ETS)

*PAPA Modules:
Reading/Math/Writing

*or CORE Modules:
Reading/Math/Writing

*or testing EXEMPTION
based on SAT/ACT scores

*REQUIRED PRIOR TO
Acceptance into the Teacher
Certification Program and
Participation in
STAGE 3 PST Field Experiences.

2

Two Required Content Area
Tests (Administered by ETS)

Fundamental Subjects:
Content Knowledge

Test Code: 5511

and

French:

World Language
Test Code: 5174

ARE REQUIRED PRIOR TO
CERTIFICATION IN PENNSYLVANIA.