



THE TEACHER EDUCATION PROGRAM FOR EARLY CHILDHOOD CERTIFICATION

The mission of the Early Childhood Education certification program at Moravian College is to prepare knowledgeable and competent professionals who become educational leaders. We provide a comprehensive approach to mentoring pre-service teachers through teaching and research. Early childhood certification candidates are required to complete a liberal arts core of studies, an academic major in any discipline, education courses for teacher certification, and a sequence of field experiences that are developmentally appropriate, linked directly to education coursework, and occur in a variety of educational settings. Moravian's early childhood pre-service teachers are knowledgeable about the organization and philosophy of early childhood education, developmentally appropriate practices, child development, the pre-kindergarten through fourth grade curriculum, strategies and skills for effective practice and management, the use of data to inform instruction, current skills in the use of educational technology, and the design of successful interventions responsive to the needs of individual children.

Important Program Guidelines

- Students must complete all foundation (100 level) courses with a grade of C or better in order to continue taking upper level courses. Students in the early childhood program should take Education 100.2 in their first term of study at the College.
- Students must have an overall QPA of 2.7 in order to take education courses at the 200 level or above.
- A lab science (F4) course with a grade of C or better is required prior to enrolling in EDUC 323. MATH 125 with a grade of C or better is the pre-requisite for EDUC 322, and an American history course with a grade of C or better is the prerequisite for EDUC 324.
- All education courses must be completed prior to the start of student teaching. No other courses should be taken during the student teaching semester which is completed in the senior year.
- Any of the above courses which you plan to complete at another institution must have prior written approval of the program coordinator.

Professional Education Courses required for certification

Recommended for the freshman year

- EDUC 100.2 Intro. to the Education of English Language Learners (fall)
 EDUC 160 Culture, Community & Diversity: Intro. to Critical Pedagogy (spring; 40 hour Stage 1&2 Field Experience/ fulfills M3)
 EDUC 214.2 Music and Movement (spring)

Recommended for the sophomore year

- EDUC 210 Child Development & Cognition I (fall, 40 hour Stage 1&2 Field Experience)
 EDUC 213.2 Imagination & Creativity in Young Children (fall)
 EDUC 216 Early Childhood Theories, Practices, & Family Partnerships (fall)
 EDUC 244 Including Students with Disabilities (fall)
 EDUC 211 Child Development & Cognition II (spring, 40 hour Stage 1&2 Field Experience)
 EDUC 222 Emerging Language & Literacy, PK-Grade 4 (spring, Educ 211 Co-requisite)

Recommended for the junior year

- EDUC 312 Data Driven Analysis & Decision Making in ECE (fall)
 EDUC 323 PK-Grade 4 Instructional Strategies for Scientific Reasoning (fall with 358.2)
 EDUC 324 PK-Grade 4 Social Studies (fall with 358.2)
 EDUC 358.2 Pre-Student-Teaching Field Experience (fall, 75 hour Stage 3 Field Experience)
 EDUC 218.2 Wellness, Movement & Health for Young Children (spring)
 EDUC 321 Language Arts for Children, PK-Grade 4 (spring with 359.2)
 EDUC 322 PK-Grade 4 Inst. Strategies for Math Thinking (spring with 359.2)
 EDUC 359.2 Pre-Student-Teaching Field Experience (spring, 75 hour Stage 3 Field Experience)

Recommended for the senior year

- EDUC 375-7 Student Teaching Experience (fall recommended, Stage 4 Field Experience)
 EDUC 370 Seminar for EC: Advocacy, Ethics, Leadership, Collaboration

Major Requirements

Students seeking certification in early childhood education must complete a major of their choice as well as the College's program of general education (Learning in Common). If preferred, early childhood education certification candidates may complete a pre-approved interdisciplinary program, which is composed of either eight or nine course units. Students should consult with departmental advisors for details concerning the selected major.

The LinC Requirements

Students must select MATH 125 to fulfill the Learning in Common Quantitative Reasoning (F2) requirement. (Students pursuing early childhood certification who choose a major in math are exempt from this course and requirement.) Students except for Math majors, also need an additional half-unit course in math. In the multidisciplinary (M) categories, students must take either HIST 113 or 114 to fulfill the requirement in Historical Studies (M1); ENG 101, 102, 103, 104, or 105 to fulfill the Literature (M2) requirement; EDUC 160 to fulfill the Ultimate Questions (M3) requirement; and both EDUC 213.2 and EDUC 214.2 to complete the Aesthetic Expression (M6) requirement. Early childhood candidates must complete an M4 or M5 (but not both), which may be a part of the major. The requirement not completed – M4 or M5 – is waived. In addition, early childhood candidates must complete only one of the Upper-Division (U) categories, which may be a part of the major.

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 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.

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.



The Basic Skills Assessment Requirement

Students in all Pennsylvania Instructional I teacher certification programs must successfully complete basic skills assessments in reading, mathematics and writing. There are two testing options. You may take 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/>. Candidates may combine passing scores from individual PAPA and CORE tests to meet the basic skills reading, math, and writing requirement.

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 Basic Skills Test (PAPA or CORE) 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 be enrolled in any 300 level and above courses in Education and any Stage 3 Field Experiences.

Content area tests for PreK-Grade 4 administered by Pearson must also be completed successfully before you apply for Teacher Certification in Pennsylvania.

The Field Experience Program

The purpose of the field experience is to provide students with appropriate classroom experiences at each level of their coursework. These are meant to assist the student in determining whether teaching is an appropriate career choice. For those who decide to pursue teacher certification, field experiences will progress from early field experiences to pre-student teaching to student teaching. All field experiences are directly related to materials presented in the sequence of education courses. The Education Department's director of field experiences is responsible for securing all field placements.

Cooperating teachers for field experiences hold appropriate certification and are selected for their willingness and ability to mentor, their excellence in teaching, their knowledge of teaching practice, and their devotion to the teaching profession. The cooperating teacher or any field experience provides a valuable opportunity for students to observe a teaching professional and participate in a classroom setting.

The Early Field Experience (Stage 1 & 2: Observation and Exploration) is an opportunity for the student to become familiar with classroom teaching and responsibilities under extensive support and direction. Students in the Early Childhood program enrolled in EDUC 160, 210/222, and 211 will participate in field experiences and are required to complete a minimum of 40 hours in a classroom for each.

The Pre-Student-Teaching Experience (Stage 3) is an opportunity for the student, before student teaching, to experience daily classroom activities as well as planning and presentation of lessons. Students enrolled in EDUC 358.2 and 359.2 will complete a minimum of 75 hours per semester in the fall and spring prior to student teaching.

The Student Teaching Experience (Stage 4) is the culminating experience of the teacher-preparation program. Its purpose is to help the student develop into a competent professional. Student teaching is physically and psychologically exhausting, but it is also satisfying. It is a full-time commitment and will consume most of the student's time in the semester in which it occurs. It takes place under the supervision of qualified program faculty and cooperating teachers. Student teachers will have two experiences (different grades and different schools) over the semester. All placements are in Pennsylvania schools near the College. In addition to daily classroom experience, students enrolled in EDUC 370 Seminar for Early Childhood Educators: Advocacy, Ethics, Leadership, Collaboration, are required to attend a weekly seminar with their College supervisors.

Testing Requirements for Early Childhood (PK-Grade 4)

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 Teacher Certification
Program and Participation in
STAGE3 PST Field Experiences.

2

****Content Area Tests for**
Early Childhood Education
PK-Grade 4

Module 1 (8006)
Module 2 (8007)
Module 3 (8008)

Administered by Pearson

****REQUIRED PRIOR TO**
CERTIFICATION IN PENNSYLVANIA.