



ART PRE-K-12 CERTIFICATION

MASTER OF ARTS IN TEACHING PROGRAM

The post-bacc art education program at Moravian College places child-centered teaching and learning theories into practice. As children and adolescents create works of art about big ideas that matter to themselves and others, they are problem-solving and problem-seeking. As they create works of art based on ideas shaped through dialogue with their peers and teachers, they are constructing new knowledge about their experiences in and through the world. They do so in an atmosphere that emphasizes cooperative, student-directed, and peer-group teaching and learning strategies. The primary outcome of this approach is that through the creation and sharing of personal meaning-making, students foster a greater understanding of themselves and others and awaken to alternative possibilities in the world. Art education provides an opportunity for children to respond to the question, “must things be as they are?” In doing so, they cultivate a more peaceful and socially just world and education becomes transformative.

Child-centered lesson units based on this philosophy and written by our pre-service art educators vigorously meet the Pennsylvania Department of Education Academic Standards for the Visual Arts and Common Core Standards. Moreover, because it is child-centered, this philosophy supports educators in teaching students with diverse needs, such as students who are learning the English language and those with disabilities. To carry out the ambitious goals set forth within this mission of art education, pre-service art educators at Moravian College develop and sustain their own studio art practice and use it to inform their pedagogy. In doing so, art educators come to understand their studio practice as research, as the place where they are constructing new knowledge. Through the mastery of art processes and techniques, the understanding of materials and their potential for shaping ideas, the pre-service educator calls on these experiences as he or she writes curricula that support and challenge the artistic, cognitive and social development and learning styles of all children.

Course Requirements

Professional Education Courses Required for Certification

- EDUC 502.2 Intro. to the Education of English Language Learners (fall)
- EDUC 503 Student Development & Instructional Design (40 hr. Stage 1&2 Field Exp.)
- EDUC 507 Culture, Community & Diversity: Intro. to Critical Pedagogy (spring; 40 hour Stage 1&2 Field Exp./fulfills M3)
- EDUC 534 Including Students with Disabilities
- EDUC 543 Art and Child Development (offered spring)
- EDUC 566 Curriculum & Instruction in Art (fall only; 150 hour Stage 3 Field Exp.)
- EDUC 575-7 Student Teaching
- EDUC 579 Seminar in Art Student Teaching

Art Courses Required for Certification

- ART 113 Global Perspectives in Art History to Renaissance (fall*)
- ART 114 Art History Since Renaissance (spring*)
- ART 119 Art processes and Structures:Material Investigations (offered every semester)
- ART 142 Visual Foundations: Composition, Color & Design (fall)
- ART 146.2 Printmaking & Book Arts (fall)
- ART 159 3-D Design & Sculpture (spring)
- ART 160 Ceramics I (fall*)
- ART 170 Drawing I (fall*)
- ART 180 Painting I (fall*)
- ART 270 Drawing II (spring*)
- ART 280 Painting II (spring)* May be offered some May or Summer Term

(Continued on Reverse)

Teacher Action Research

- EDUC 500 The Teacher as Inquirer
- EDUC 506 The Teacher as Researcher
- EDUC 508 The Teacher as Evaluator
- EDUC 700 Curriculum Development and Action Research
- EDUC 701 Writing a Review of Educational Research
- EDUC 702 Reflective Practice Seminar
- EDUC 704-5 Literacy-Based Action Research Thesis

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 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 503, Student Development & Instructional Design, and EDUC 507, Culture, Community, and Diversity: Introduction to Critical Pedagogy, require that students complete a 40 hour Stage1&2 field experience during the semester in a public or private school. EDUC 566, Curriculum and Instruction in Art Education, requires a more substantial 150 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 586.2, Early Field Experience or EDUC 558.2, Pre-Student Teaching Field Experience I prior to acceptance into 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.

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.

Important Guidelines

- Students must have an overall GPA of 3.0 in order to take education courses numbered above 510.
- All education courses must be completed prior to beginning student teaching. No other courses should be taken during the student teaching semester.
- Students must have prior written approval by the program coordinator if they plan to complete any of these courses at another institution.

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 Art (Pre-K-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 STAGE3 PST Field Experiences.

2

Content Area Tests (2 Required, Administered by ETS)

- **Fundamental Subjects:
- *Content Knowledge Test Code: 5511 and
- Art: Content Knowledge Test Code: 5134

**REQUIRED PRIOR TO CERTIFICATION IN PENNSYLVANIA.