



ENGLISH 7-12 CERTIFICATION

MASTER OF ARTS IN TEACHING PROGRAM

The Education Department's post-bacc secondary English certification program mission statement drives program design changes in a multiplicity of ways. Secondary pre-service teachers across the content areas need to be highly skilled in instructional pedagogy, to have a strong grasp of content knowledge, and to understand and apply adolescent development and learning theories to classroom instruction. The English certification program advisor works closely with the English Department content advisor, for example, to ensure that students have the content mastery needed to teach secondary school English, and when field experience performance suggests that content knowledge might be strengthened, the English Department has been highly cooperative in revising course content and assignments accordingly. The English certification program advisor also works closely with the Director of Secondary Education, the Field Experience Director, and the Education Department Chair to review English candidate progression through the secondary sequence of courses to ensure that accepted program candidates have had sufficient college classroom and field experience preparation to teach lessons effectively in the secondary school classroom. The junior-level EDUC 260: Reflective Teaching in Secondary Schools course and the senior-level EDUC 360: Curriculum and Instruction in English are taught by the Director of Secondary Education and the English certification program advisor, respectively, and undergo significant redesign each academic year based upon how well the courses and concomitant field experiences have worked in tandem to ensure pre-service teacher success in the student teaching practicum. The secondary English mission statement stresses the importance of teaching diverse learners effectively, and the fall 2019 EDUC 360 syllabus has been updated to examine specifically how to meet the needs of learners with autism spectrum disorder in the ELA classroom and to improve the teaching of writing to all learners within secondary schools.

Course Requirements

Professional Education Courses Required for Certification

- EDUC 502.2 Intro. to the Education of English Language Learners
- EDUC 503 Student Development & Instructional Design (40 hr. Stage 1&2 Field Exp)
- EDUC 507 Culture, Community & Diversity: Intro. to Critical Pedagogy (40 hour Stage 1&2 Field Experience)
- EDUC 530.2 Computer Technology in the Classroom
- EDUC 534 Including Students with Disabilities
- EDUC 540 Reflective Teaching in Secondary Schools (40 hour Stage 3 Field Exp.)

EDUC 560 Curriculum and Instruction in English (110 hr Stage 3 Field Exp.)

EDUC 575-7 Student Teaching

EDUC 578 Seminar in Secondary Teaching

English Courses Required for Certification

ENGL 221 The English Language

ENGL 225 Introduction to English Studies (writing intensive)

ENGL 230 Public Speaking

A major writer course (one of two required)

ENGL 330 Shakespeare

ENGL 350 Chaucer

A literary genre course (one of four required)

ENGL 232 Art of the Theatre

ENGL 233 Modern Drama & Theatre

ENGL 320 The Art of Poetry

ENGL 343 Am. Fiction after WWII

An American literary period course** (one of three required)

ENGL 340 American Lit. 1800-1865

ENGL 341 American Realism

ENGL 342 20th-C. American Lit. to 1950

A British literary period course** (one of five required)

ENGL 240 Post-Colonial Literature

ENGL 351 Brit. Renaissance & Neoclassicism

ENGL 352 British Literature 1780-1830

ENGL 354 20th-C. British Literature

ENGL 355 Lit. & Culture of Medieval Britain

The study of writing (one required)

ENGL 211 Creative Nonfiction

ENGL 212 Intro. to Creative Writing

(Continued on Reverse)

One elective course unit in English (consult with Advisor)
Students must take at least three courses at the 300 level.
** One of the two period courses must be pre-twentieth century.
*** One general literature course (ENGL 101, 102, 103, 104, or 105) may be used by Secondary English majors to satisfy the elective requirement for the major. The capstone experience is met by Student Teaching.

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. These are: EDUC 503, Student Development & Instructional Design, and EDUC 507, Culture, Community & Diversity: Intro. to Critical Pedagogy, both of which require a 40 hour Stage 1&2 field experience; EDUC 540, Reflective Teaching in Secondary Schools, with a 40 hour Stage 3 field experience; and EDUC 560, Curriculum and Instruction in Secondary English, with a 110 hour Stage 3 pre-student teaching field experience. The Education Department's Director of Field Experiences is responsible for securing all field placements which will be in local public or private schools. Candidates who are not able to complete these experiences will be required to take EDUC 586.2 Stage 1&2 Field Experience or EDUC 558.2 Stage 3 Pre-Student Teaching Field Experience 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.

- Students must have an overall GPA of 2.7 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 the 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 required to complete any necessary PAPA or CORE exams before enrolling in any education course numbered 540 or above.

A content knowledge Praxis Level II tests administered by ETS is 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 English (7-12)

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 Test
(One Required, Administered by ETS)

English

- **Language Arts: Content Knowledge Test Code: 5038

**REQUIRED PRIOR TO CERTIFICATION IN PENNSYLVANIA.

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.

