Post-Baccalaureate Teacher Certification Program
In Early Childhood Education

DESCRIPTION
The post-baccalaureate teacher certification program in early childhood education is designed for individuals interested in teaching who already hold a bachelor’s degree in a liberal arts or science area and are now interested in teaching early childhood education in grades preschool through 3. This program is recognized by the National Council for the Accreditation of Teacher Education (NCATE) and is based conceptually on the InTASC principles and NAEYC standards.

BECOMING A CERTIFIED TEACHER
Upon completion of the program and achievement of acceptable scores on the Praxis I and II (www.ets.org/praxis/) assessments, the student is eligible for a Maryland certification in early childhood education for grades pre-school through three. Graduates of Maryland-approved teacher education programs are not only eligible for a Maryland teaching certificate but are also eligible for initial teaching certificates in many other states, providing the states offer the same certificate as Maryland (i.e., Early Childhood Education for grades preschool through three).

The post-baccalaureate early childhood education certification program includes robust coursework and a yearlong internship of student teaching in a Professional Development School (PDS). This internship typically consists of two student teaching experiences. One student teaching experience is in an elementary school kindergarten; another is in an elementary school 1st, 2nd or 3rd grade. We are proud of the fact that Hood College is one of the few schools in the nation that has a laboratory school on campus. So beginning in the prerequisite phase, students have the unique opportunity to observe and teach in the Onica Prall Child Development Laboratory School which offers preschool for children ages 3-4. Students utilize Chalk and Wire, an online data system to warehouse coursework activities and portfolio items. Candidates are expected to be enrolled continuously in the program once they begin. The length of the program varies depending on the student’s background. The final two semesters must be fulltime.

EDUCATION DEPARTMENT INSTITUTIONAL OUTCOMES (IOs)

The Education Department believes that upon completion of the Early Childhood Education program, students will possess six Institutional Outcomes or Dispositions. The department believes that it prepares educators that demonstrate proficiency in delivering content knowledge, in addressing diversity, in using assessment thoughtfully, in technology use, in communicating, and in reflecting on one’s teaching.

APPLYING TO THE PROGRAM
1. Submit the following to the Admissions Office:
   • Completed application for Post-Baccalaureate Teacher Certification Program.
   • Official transcripts of all undergraduate and graduate work sent directly from colleges/universities to the Admissions Office.
   Note: a minimum 2.75 G.P.A. on a 4.0 scale on bachelor’s degree work is required
   • Passing Praxis I (or ACT/SAT/GRE equivalents).
   • Two letters of recommendation from individuals who have known the applicant in a work-related capacity. Letters should be sent directly to the Admissions Office and must be received by the application deadline.
   • $30 application fee (waived if application is completed online)
2. Completed applications are processed by the Admission Office at Hood College. Applicants who meet the preliminary criteria are invited for an admissions interview.
3. Applicants participate in an admissions interview with the Hood College program coordinator for the early childhood education program. Applicants complete a short written essay in addition to the interview.

A final decision regarding admission to the program is communicated to the applicant. Students accepting admission into the program are assigned an advisor. The advisor will assist the student in developing a schedule to meet all requirements for the Early Childhood Education Certification Program.

LIBERAL ARTS and SCIENCE REQUIREMENTS:
All post-baccalaureate students entering the program are required to have completed an undergraduate major in the liberal arts or sciences area. Furthermore, the candidate must either show satisfactory completion of the following or enroll in these courses as part of the Post-Baccalaureate program:
   • 9 credits in English
• 12 credits in science (at least one course in a biological science and at least one course in physical science)
• 12 credits in mathematics (to include fundamental concepts of mathematics and statistics)
• 9 credits in social sciences to include U.S. History and Introduction to Psychology

BECOMING A TEACHER AT HOOD:
Once admitted to the program, students progress through the program in a series of sequential phases. Students first complete prerequisite courses as well as a PDS field experience in the prerequisite phase. Advancement through Phase I, II, and III is contingent upon fulfilling these standard requirements: (1) successfully completing required courses; (2) maintaining a 2.75 G.P.A. in education courses with no grade lower than a “C” and an overall G.P.A. of at least a 2.75; (3) successfully performing in prerequisite field experiences; (4) meeting Maryland’s minimum passing score on Praxis I or MSDE acceptable equivalent (e.g. SAT, ACT), (5) submitting the next Phase’s application, and (6) receiving endorsement by the Program Advisory Council.

PREREQUISITE PROGRAM and COURSEWORK:
Students complete the following courses as well as ½ day per week of field experiences in designated Professional Development Schools (PDSs).
EDUC 204: Foundations of Education in a Diverse Society
EDUC 223: Child Development
EDUC 224: Processes and Acquisition of Reading
EDUC 236: Exceptional Children and Youth

PHASE I PROGRAM and COURSEWORK:
Before entry is granted into Phase I, all the standard entry requirements must be met plus the student must meet Maryland’s minimum passing score on Praxis I or an MSDE equivalent (e.g., SAT, ACT). The following courses are completed in Phase I:
EDUC 316: Reading Instruction
EDUC 320: Science Curriculum, Methods, Materials, and Assessment
EDUC 330: Social Studies Curriculum, Methods, Materials, and Assessment
EDUC 323: Infants and Toddlers: Foundations and Methods
EDUC 324: Theory and Practice in Early Childhood Education
EDUC 302: Differentiating Instruction in the Primary Classroom (K-3) elective

Phase II is the initial semester of the yearlong internship, and students spend 2 ½ days per week in a designated PDS. Phase II courses include:
EDUC 317: Materials for Teaching Reading
EDUC 321: Mathematics Concepts, Curriculum, Methods, Materials, and Assessment
EDUC 340: Assessment for Reading Instruction
EDUC 347: Classroom Organization and Management
EDUC 360: Introduction to Teaching Seminar & Internship

PHASE II PROGRAM and COURSEWORK:
Before entry is granted for Phase II, all the standard entry requirements must be met plus the student must earn a score of “Emergent” or higher on the entry folio which is submitted by the end of Phase I.

PHASE III PROGRAM and COURSEWORK:
Before entry is granted into Phase III, all the standard entry requirements must be met. Student teaching in the PDS is the culminating experience in the professional educational sequence and requires a full-time, five days-per-week commitment.

For more information, please contact:
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The provisions of this publication are not to be regarded as an irrevocable contract between the applicant and Hood College. This publication contains updated information as of 9/3/13.