

Lancaster Bible College

MEd ESL Program Specialist Certification Handbook

2018-2019







ESL Program Specialist Handbook
Lancaster Bible College

The Bible gives high honor and strong admonition to the work of a teacher. The New Testament lists teaching as one of the spiritual gifts that plays a vital role in the growth of individuals and the Church. (Romans 12:7; Ephesians 4:11-14). Just as the profession is held in esteem, the Bible is quick to warn that not many should be teachers as they will be judged more strictly (James 3:1).

As professors in the area of teacher certification, we contemplate this praise and warning as we design, implement, and evaluate our programs. Similarly, we prepare and disciple in-service and pre-service teachers in light of the teachings from God's word as we all seek to glorify God in what we do, say and think.

The programs leading to teacher certification at LBC encompass four academic departments at both the undergraduate and graduate levels.

			
Education	Health & PE	Worship & Performing Arts	Counseling & Social Work
Early Level (PreK-4) BS Instructional I	HPE (K-12) BS Instructional I	Music (K-12) BS & BA Instructional I	School Counseling MEd Edu. Specialist (K-12)
Middle Level (4-8) BS & BA Instructional I			
Special Education (K-8) MEd Instructional I			
ESL Program Specialist (PK-12)			

This Teacher Certification handbook seeks to outline the policies and procedures governing the ESL Program Specialist Certification. Information regarding other certifications can be found on that department's portion of the LBC website (www.lbc.edu)

This handbook is provided as a guide. It is the students' responsibility to consult regularly with their advisor and to check their LBC email account to be aware of changes and curriculum details which are not incorporated in this handbook.

The most up-to-date version of this handbook can be found under the student's academic program on the LBC website.

Education Department Mission Statement

The Education Department exists to prepare and disciple teachers to be reflective, relational, and relevant practitioners who think biblically in order to impact the educational community.

ESL Program Specialist Certification Mission and Outcomes

The courses leading to ESL Program Specialist Certification train students from a philosophical base which reflects a biblical worldview to serve as teachers of English as a Second Language (ESL) in public and private schools.

Program Outcomes

- 1 - The teacher candidate will demonstrate the ability to integrate knowledge of content, pedagogy, resources and learners particularly as it relates to English as a Second Language to design coherent learning experiences that are aligned with outcomes and that reach all learners.
- 2 - The teacher candidate will demonstrate the ability to implement safe, equitable, learning-focused environments developed through appropriate rapport between student and teacher, responsiveness to the needs and cultures of all learners, and effective classroom management techniques in an organized physical environment.
- 3 - The teacher candidate will demonstrate effective instructional practices as characterized by
 - a) clear verbal, nonverbal, and media communication,
 - b) reflective and responsive teaching using multiple instructional strategies,
 - c) implementation of a variety of assessment measures,
 - d) engagement of students in higher level thinking and learning,
 - e) effective techniques for meeting the unique needs of the English language learner.
- 4 - The teacher candidate will demonstrate professionalism by
 - a) adhering to ethical, institutional and legal guidelines,
 - b) maintaining accurate records,
 - c) seeking opportunities to grow professionally,
 - d) reflecting on his/her own practice, and
 - e) collaborating with colleagues, parents, and the community
 - f) advocating for the needs of the English language learner.
- 5 - The teacher candidate will integrate a biblical worldview. The teacher candidate will demonstrate a biblical worldview in his/her personal and professional life.

Program Faculty

Education Department Chair

Julia Hershey, MEd, Doctoral Candidate

Certification Officer, Field Placement Coordinator

Robert Dodson, EdD

Resident Faculty

Diane Dick, PhD

Robert Dodson, EdD

Julia Hershey, MEd, Doctoral Candidate

Stacey Martin, MEd, Doctoral Candidate

Diane Menga, MEd*

Adjunct Faculty

E. Penny Clawson, EdD

Leslie Schmucker, MEd

M. Raluca Snyder, EdD*

*These two professors teach the majority of the courses leading to ESL Program Specialist Certification.

Admission, Retention, Completion & Certification Policies 2018-2019

Admission to Lancaster Bible College | Capital Seminary and Graduate School

Acceptance into the courses leading the ESL Program Specialist Certification at Lancaster Bible College is consistent with the general admissions policy at the College. Individuals requesting entrance into any of the teacher certification programs must fulfill all the college admissions requirements. Individuals transferring with some credits who wish to obtain certification through Lancaster Bible College must follow the standard admissions policies of the College and consult with the Certification Officer to establish a course of study that will result in recommendation for certification. The number of transfer credits accepted, plus the date the transfer credits were completed, will be considered by the Certification Officer in conjunction with the Program Coordinator. Up to 9 graduate level credits can be transferred.

Admissions to ESL Program Specialist Certification

1. Official transcript of a Bachelor's degree in Education or its equivalent
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution *
3. A valid certificate at a minimum level of PA Instructional I (Any Level) **
4. Recent (within 1 year of admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances.
5. Two references from individuals who can speak of the candidate's abilities in the classroom
6. Completed MEd application form and submission of required application credentials
<https://www.lbc.edu/capital/admissions/>
7. Personal interview with the Program Director

Application Deadlines:

- August 1 for Fall Semester start
- December 1 for Spring semester start
- April 1 for summer semester start

*Graduate students with a GPA lower than 3.0 may be admitted to the program under provisional status with Program Coordinator approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits of the program in order to be fully admitted into the program.

** For graduate students, not holding a PA certification, they will not be eligible for PA ESL Program Specialist certification. If they desire to enter the program to earn the degree only without certification, they will need to complete and 3 credits in ELL.

Current LBC undergraduate students, already admitted into Teacher Certification Studies, who wish to apply will go through the admissions process the semester following their completion of 45 credits. Applications for these students must be completed and submitted by April 19 (Fall start) and November 11 (Spring start).

Students wishing to take courses solely for personal enrichment or Act 48 credits are classified as nonmatriculating students. Permission for enrollment in courses is based on completion of the Nonmatriculating Application and the adequacy of class space. If at a later time the student wishes to be admitted into the program, that student will need to go through the formal application process. Granting credit for courses taken while a nonmatriculating student is not automatic. The Program Coordinator will evaluate course work and grant or not grant credit on an individual basis.

Upon review of application materials, prospective students will be contacted by the Program Coordinator regarding their admission.

Retention in ESL Program Specialist Certification Courses

1. Minimum Cumulative GPA = 3.0

The criteria for retention are reviewed at the conclusion of each semester. Should the GPA fall below a 3.0 during the first three courses, the student is considered on probation for any certification. The student must meet with the advisor to determine a plan to raise the GPA to the minimum level. Student study groups and adjustment to schedules may help to restore the required grade levels. Further matriculation for the degree alone may also be in jeopardy.

If at the completion of the 4th course, the student has not raised the GPA, then the student will receive notice of academic dismissal. When students are academically dismissed, they have the right to appeal for reinstatement if they believe there were extenuating circumstances involved. The appeal must be written and submitted to the Education Department chair within 30 days of receiving the letter of dismissal. The appeal will be considered by the Education Department Chair in conjunction with the Provost. Decisions are final.

Eligibility to enter Field Placement in ESL 520 Instruction & Assessment for the English Learner

1. Successful formal admission and retention in the ESL Program Specialist Certification
2. Minimum Cumulative GPA = 3.0
3. Renewed Child Abuse, Criminal Record, and Fingerprinting Clearances (within 6 months)
4. TB test (within 6 months)
5. Proof of Liability Insurance
6. Completion of all ESL 500, ESL 515, and ESL 517
7. In good standing with Lancaster Bible College

Exit Criteria - Eligibility to be Recommended for Certification

1. Completion of all program requirements and field placement requirements
2. Minimum Cumulative GPA = 3.0
3. Minimum of basic on evaluation form from supervisor and cooperating teacher
4. Submitted application to TIMS for PA teacher certification. See appendix.
5. The recommendation of the LBC Certification Officer

Program Completion

The program must be completed in a maximum of five years. If a student wishes to temporarily withdraw from a program, the student must notify the Program Director in writing. If a student needs an extension to continue the program after the five years, a written request must be submitted to the advisor and Program Director. Even though students may be part-time, continuous enrollment is expected. If a student should not enroll for two consecutive semesters, he/she will be placed on non-student status and will need to reapply. A re-admission application is available through the Program Coordinator.

ESL Program Specialist Certification Requirements 2018-2019

In order to be eligible for ESL Program Specialist certification, each student must complete the following courses.

ESL 500 Culture and Communication
ESL 515 Language and Literacy Development for the English Learner
ESL 517 Language Foundations for Teachers
ESL 520 Instruction & Assessment for the English Learner
EDU 529 Collaborative Team Approach
ESL 610 ESL Internship & Seminar

Graduate courses will be offered in a face-to-face and blended format with supplemented online components. One week summer intensive courses are required.

ESL Certification		
Fall - Year 1	Spring - Year 1	Summer - Year 1
ESL 500 Culture & Communication	ESL 515 Lang & Literacy Development for EL	ESL 517 Lang Foundations for Teachers
Fall - Year 2	Spring - Year 2	
ESL 520 Instruction & Assess for EL	RSC 529 Collaborative Team Approach	
	ESL 610 ESL Internship & Seminar	

Advisement

Students will be assigned an advisor to monitor student progress and to provide encouragement through their studies. Advisors are available for in-person and email meetings. Advisement Sheets are located in the appendix.

Field Experiences Overview

Throughout the program, the student must make application of the principles learned through observation, participation, and teaching practice in a variety of field experiences. Students will be placed in field experiences with greater accountability and responsibility as they progress through the course sequence. In the first course, Culture and Communication, students will interact with various cultures through a field trip and interview of a non-native English speaker/family. Additionally, students will assess their cultural competency through a self-assessment as well as feedback from their professor on assignments and class participation.

Once the foundation is laid in the first three courses, the students will progress to their first field placement of 20 hours in ESL 520 Instruction & Assessment for the English Learner. For students seeking PA certification, this placement must be completed in a public school setting with a mentor who holds certification in ESL. As a part of this placement, the student will provide an instructional lesson that will be observed by the professor.

The culminating field experience will occur in the course ESL 610 Internship and Seminar. Students will complete 40 hours with requirements to analyze student needs, design and implement standards-based assessment and instruction. LBC's field placement coordinator will work with the professors to ensure appropriate placements in a variety of grade levels, background clearances, and teacher-mentor qualifications.

Placement Requirements: Prior to the first field experience, the student must have on file in the Education Department office a Criminal Record Check from the Pennsylvania State Police, a Child Welfare Review from the Department of Public Welfare, and an FBI Fingerprint Record Check to verify the nonexistence of a police record. Directions and forms for these processes are available in the Education office and on the document listed in the appendix. A TB test may be required.

Administration: Overall policy with regard to field assignments is determined by the Education Department as directed by the Field Placement Coordinator, Program Coordinator, and Department Chair. Assignments for all field experiences are made by the Field Placement Coordinator and are subject to the approval of the Department Chair and/or Program Coordinator. These assignments are made in cooperation with the administrators and mentor teachers of the local schools and school districts. Although placements are made through the administrative offices, students are assigned to specific classroom teachers, not to schools or school districts. The requests for field placements in stage 3 and 4 must be made during the semester prior to the placement.

Participants:

- Teacher Candidate – Student working toward certification(s)
- Mentor – Site based supervisor; also called cooperating teacher
- College Supervisor – Full-time or adjunct professor
- Field Placement Coordinator – One who finds placements

Certification Admissions and Completion

The following policies can be found at
<http://catalog.lbc.edu/content.php?catoid=8&navoid=1258>

◆ General Policy

Lancaster Bible College does not discriminate on the basis of race, color, national origin, gender, or disability in administration of its educational policies, admissions policies, financial aid programs, and athletic and other school-administered programs.

Because Lancaster Bible College exists for the purpose of educating Christian students to think and live a biblical worldview and to proclaim Christ by serving Him in the Church and society, the College maintains a specialized set of admissions requirements. The College is committed to educating the entire person and thus has basic admissions standards in the spiritual, personal, and academic areas.

The admissions standards in each of these areas involve expressions of distinctives associated with Lancaster Bible College as a higher educational institution with a particular religious heritage. Developing spiritual maturity, possession of capabilities for graduate level work, and appropriate preparation for such work are necessary for admission into the College.

Individuals wanting to take a course or courses at Lancaster Bible College on a part-time basis with no intent of pursuing a degree from or receiving certification through Lancaster Bible College may do so by completing a non-degree application. With the completion of three courses at the College, such individuals must indicate officially in writing to the College Registrar future intentions concerning the pursuing of a degree or the receiving of certification. If the individuals choose at that time to pursue a degree or receive certification, then the necessary admissions requirements for acceptance into the program must be fulfilled. (Complete details concerning admissions standards, requirements, and procedures are found in the *College Catalog*.)

◆ Specific Policy

The Teacher Certification programs at Lancaster Bible College exist to prepare and equip teachers for both public schools and private religious schools. Consistent with the College's desire for excellence in both process and outcomes, these programs observe all admissions standards, requirements, and procedures of the College.

Acceptance into the bachelor's/master's degree program at Lancaster Bible College with a specialization in teacher certification is consistent with general admissions policy at the College. Individuals requesting entrance into a certification program must fulfill all admissions requirements.

Individuals wanting to take a course or courses at Lancaster Bible College on a part-time basis with no intent of pursuing a degree from or receiving certification through Lancaster Bible College may do so by completing the application and registration form for taking a course.

Appendices

1. Field Experience Evaluation Form
2. Background Clearance Requirements
3. TIMS Directions
4. Advisement Sheet
5. ESL Program Specialist Certification with MEd – graduate students
6. ESL Program Specialist Certification – BS/MEd students

ESL 520 Instruction & Assessment Field Experience Evaluation

Student: _____ Date: _____

Placement: _____

Mentor Teacher: _____ College Supervisor: _____

Distinguished	Surpasses expectations for level of performance for novice ESL teacher
Proficient	Effectively meets expectations for level of performance for novice ESL teacher
Basic	Adequately meets expectations for level of performance for novice ESL teacher
Unsatisfactory	Does not meet expectations
Not Seen	Particular teacher performance was not see during this placement

Planning and Preparation

Demonstrates knowledge of students' language acquisition levels	D P B U NS
Demonstrates knowledge of students' cultural background	D P B U NS
Prepares teaching lessons/materials to reach stated objective	D P B U NS
Incorporates appropriate instructional practices	D P B U NS

Classroom Environment

Adapts/adjusts expectations based on student needs	D P B U NS
Establishes positive, professional rapport with students	D P B U NS
Models and holds students accountable for class rules and procedures	D P B U NS

Instructional Delivery (one-on-one, small or large group)

Engages students in their learning	D P B U NS
Employs effective instructional practices	D P B U NS
Communicates clearly to students	D P B U NS
Provides feedback to students on their learning	D P B U NS
Uses vocal inflection, project and volume effectively	D P B U NS
Provides clear directions to students	D P B U NS
Uses effective questioning	D P B U NS

Professionalism

Exhibits self-confidence and poise	D P B U NS
Demonstrates initiative	D P B U NS
Maintains a neat, professional appearance	D P B U NS
Demonstrates enthusiasm for teaching and learning	D P B U NS

Is prompt and dependable	D P B U NS
Accepts constructive criticism and feedback	D P B U NS

Describe the context of this field experience – grade level(s), lesson/unit content, type of school

An area of strength for the teacher:

An area for growth for the teacher:

Observer's Signature: _____ Role: _____

Date: _____

Pre-service Teacher Signature: _____

ESL 610 Internship and Seminar Field Experience Evaluation

Student: _____ Date: _____

Placement: _____

Mentor Teacher: _____ College Supervisor: _____

Distinguished	Surpasses expectations for level of performance for novice ESL teacher
Proficient	Effectively meets expectations for level of performance for novice ESL teacher
Basic	Adequately meets expectations for level of performance for novice ESL teacher
Unsatisfactory	Does not meet expectations
Not Seen	Particular teacher performance was not seen during this placement

Planning and Preparation

Demonstrates knowledge of students' language acquisition levels	D P B U NS
Demonstrates knowledge of students' cultural background	D P B U NS
Demonstrates knowledge of content	D P B U NS
Prepares teaching lessons/materials to reach stated objective	D P B U NS
Incorporates appropriate instructional practices	D P B U NS
Connects outcome to previous and future learning	D P B U NS
Incorporates assessment data in instructional design	D P B U NS

Classroom Environment

Adapts/adjusts expectations based on student needs	D P B U NS
Establishes positive, professional rapport with students	D P B U NS
Models and holds students accountable for class rules and procedures	D P B U NS
Establishes a culture of learning	D P B U NS

Instructional Delivery

Engages students in their learning	D P B U NS
Employs effective instructional practices	D P B U NS
Integrates technology into instruction	D P B U NS
Communicates clearly to students	D P B U NS
Provides feedback to students on their learning	D P B U NS
Uses vocal inflection, project and volume effectively	D P B U NS
Provides clear directions to students	D P B U NS
Uses effective questioning	D P B U NS

Professionalism

Exhibits self-confidence and poise	D P B U NS
Demonstrates initiative	D P B U NS
Maintains a neat, professional appearance	D P B U NS
Demonstrates enthusiasm for teaching and learning	D P B U NS
Is prompt and dependable	D P B U NS
Accepts constructive criticism and feedback	D P B U NS
Demonstrates collaboration with others	D P B U NS
Devises ways to communicate with families	D P B U NS
Reflects on teaching and learning	D P B U NS
Adheres to PA Code of Professional Practice and Conduct for Educators	D P B U NS

Describe the context of this field experience – grade level(s), lesson/unit content, type of school

An area of strength for the teacher:

An area for growth for the teacher:

Observer's Signature: _____ Role: _____

Date: _____

Pre-service Teacher Signature: _____

Education Department
901 Eden Road, Lancaster, PA 17601
(717) 560-8275
**Procedures for Clearances
2017-2018**

Record your usernames and passwords here as you apply.

	Username	Password
Criminal Record		
Child Welfare		

1. Criminal Record Check – Act 34 – For online application

Access the form at the following website: <https://epatch.state.pa.us/Home.jsp>

- Click submit a New Record Check (requires credit/debit card)
- Read the page that appears and click Accept
- Fill out the information that appears and click next – NOTE for reason for request select **Employment** from the drop box
- Next verify the information and click Proceed
- Fill out the remainder of information under Record Check and click **Enter This Request** (screen will go blank) click **Finish**
- Give credit card information for payment. Click Next.
- Verify credit card information
- Click on **certification form** to get to certificate
- Print the document and submit it to the Education Department

*Following the page prompts should get you through the process.

2. Child Welfare Review (Child Abuse Clearance) – Act 151 – For online application

Before filling out this form you MUST have the following information:

1. All previous addresses since 1975
2. All household members names, age, relationship, and gender since 1975

Access the form at the following website: <https://www.compass.state.pa.us/cwis/public/home>

- Under Child Welfare Portal click Create A New Account
- Read the page and click Next
- Under Profile Information you MUST create a New Keystone ID- fill out the information and click Finish
- They will send a temporary password through your e-mail (this takes seconds) – sign in with the Keystone ID you created and your temporary password, and it will prompt you to create your own password
- Login again with your new password (you may need to exit out of site completely and re-enter)
- Click Access my Clearances – read the information and click Continue (it may ask you to login again)
- Top right click Create Clearance Application box – read the page (important to read)
- Part 1 will be next – NOTE: for application purpose click **School Employment Governed by Public School Code** – fill in the information for the 6 components for Part 1

- Part 2 includes an e-signature and payment. Payment may be a credit or debit card. IF you desire a receipt for the payment, print a screenshot of the transaction number, amount and date/time BEFORE you click *finalize and submit application*.
- Print the document (**a message will come to your e-mail when it is ready to print and you will need your user name and password**) After you log into your account, click on Access My Clearances then follow the prompts to download the clearance certificate.
- submit to the Education Department (there is an option in the 6 components to have the form mailed- you may do that for you, but print off for the Education Department)

3. FEDERAL CRIMINAL HISTORY RECORD/FINGERPRINTING (ACT 114)

Access the site below to connect to the Identogo website to pre-enroll for fingerprinting:

<https://www.identogo.com>

****the cost is 22.60 and you pay when you get fingerprinting done****

1. Click "Get Fingerprinted"
2. Click the dropdown "Select a State" and scroll to "Pennsylvania", then click "Go".
3. When the Pennsylvania page opens, scroll to the bottom and click "Digital Fingerprinting".
4. Enter the service code **1KG6RT** where prompted (this is the code for PDE Colleges/Universities Teacher Education Program). Click "Go".
5. If you have a current U.S.-issued driver's license or U.S. passport, click "Schedule or Manage Appointment" to begin the registration. If you DO NOT have either of these items, click "What Do I Need to Bring to Enrollment" and enter your birth and citizenship information, then click the dropdown list to see what other forms of identification will be accepted at the fingerprinting site. Once you know what is required, go back to "Schedule or Manage Appointment".
6. Complete all required personal information on the page (social security number is NOT required) and click "Next". Be sure to enter email/phone number information you will easily be able to provide at the fingerprinting site, as this information will be used to confirm your identity.
7. Click on the dropdown to select the form of identification you will take with you to the fingerprinting site (i.e. U.S.-issued driver's license **OR** U.S. passport if you have one; other document as determined in step 6 if you do not). Check the box to mark "Yes" or "No" to verify that your identification matches the name under which you are registering. Note: If you check "No", you will be required to provide proof of your name change (i.e. marriage certificate, etc.). Click "Next".
8. When prompted, click "No" for "Authorization or Coupon Code". Enter a zip code into the search box to find the closest location to schedule your fingerprinting appointment. A list will be returned and you will see approximately how many appointments are available at each location within the next 7 days.
9. Click on the location you select and a dropdown will open to show you a list of all available appointments. Scroll to select the appointment you choose and click "Submit".
10. A status screen will appear showing your pre-enrollment information and your scheduled appointment at the location you selected. **PRINT THIS INFORMATION to take with you** and mark your calendar/reminders so you do not miss the appointment!

Most importantly- You **MUST** let Mrs. Kensinger, Education Department Assistant, know your UE ID # **ASAP**. It is found on your print out and on the receipt you receive after you have your fingerprinting done.

TIMS Directions for PA Certification Candidates Lancaster Bible College

If you have questions, ask **before** you submit your application. After your application is submitted, it cannot be revised.

Questions: Bob Dodson at bdodson@lbc.edu or 717-560-8200 Ext. 5368

Accessing TIMS

You need to register for a log in on PDE's site first (upper left part of page):

www.education.state.pa.us

The next day (it takes about 24 hours before you can log in to TIMS after you have set up your PDE log in), go back to the link to PDE's site above and log in. Click on "Teachers" in the center, then the "TIMS" bright blue logo in the center of the next screen. On the next screen, click on "Access TIMS" in the navy blue header row. Then there is a link in the middle of the screen to access the application here. If you see a screen divided into 4 segments (the dashboard), you are now in TIMS!

Entering a New Credential Application

Click "create a new application" and follow the questions and prompts to complete the application.

There is a user's guide on the PDE website to help answer questions or be in contact with Dr. Dodson.

PPID Professional Personnel ID

Once you register, you will receive a PPID number (Professional Personnel ID). It is important to keep this number so that you can check the status of your certification, add ACT 48 hours, change your last name, etc. Also the PA standard application asks for this number.

You will not receive a paper copy of your certificate. Once approved, TIMS will generate the credentials electronically for printing or download by the applicant, as paper certificates will no longer be issued.

**ESL Program Specialist Certification
Advisement Sheet**
Education Department

Student Name: _____ Date: _____

Current Certification: _____

A valid certificate at a minimum level of Instructional I (any area) must be submitted during admissions.

- _____ ESL 500 Culture and Communication
- _____ ESL 515 Language and Literacy Development for the English Learner
- _____ ESL 517 Language Foundations for Teachers
- _____ ESL 520 Instruction & Assessment for the English Learner
- _____ EDU 529 Collaborative Team Approach
- _____ ESL 610 Internship and Seminar

ESL Certification		
Fall - Year 1	Spring - Year 1	Summer - Year 1
ESL 500 Culture & Communication	ESL 515 Lang & Literacy Development for EL	ESL 517 Lang Foundations for Teachers
Fall - Year 2	Spring - Year 2	
ESL 520 Instruction & Assess for EL	RSC 529 Collaborative Team Approach	
	ESL 610 ESL Internship & Seminar	

MEd with ESL Program Specialist Certification
Advisement Sheet
 Education Department

Student Name: _____ Date: _____

Current Certification: _____

A valid certificate at a minimum level of Instructional I (any area) must be submitted during admissions.

- _____ EDU 519 Foundations & Frameworks for Learning
- _____ EDU 526 Diagnostic Reading Instruction
- _____ EDU 550 Socio-Cultural Perspectives on Education
- _____ EDU 560 Teacher's Life and Work
- _____ EDU 598 Seminar in Action Research
- _____ EDU 599 Project in Action Research
- _____ ESL 500 Culture and Communication
- _____ ESL 515 Language and Literacy Development for the English Learner
- _____ ESL 517 Language Foundations for Teachers
- _____ ESL 520 Instruction & Assessment for the English Learner
- _____ EDU 529 Collaborative Team Approach
- _____ ESL 610 Internship and Seminar
- _____ _____ Elective

MEd w/ESL Program Specialist Certification		
Fall - Year 1	Spring - Year 1	Summer - Year 1
ESL 500 Culture & Communication	ESL 515 Lang & Literacy Development for EL	ESL 517 Lang Foundations for Teachers
EDU 519 Foundations & Frameworks	Bible Courses *	EDU 526 Diagnostic Reading Instruction
Fall - Year 2	Spring - Year 2	Summer - Year 2
EDU 560 Teacher's Life & Work	RSC 529 Collaborative Team Approach	EDU 550 Socio-Cultural Perspectives
ESL 520 Instruction & Assess for EL	ESL 610 ESL Internship & Seminar	
Fall - Year 3	Spring - Year 3	
Elective		
EDU 598 Seminar in Action Research	EDU 599 Project in Action Research	

BS/MEd with ESL Program Specialist Certification - Advisement Sheet
Education Department

Student Name: _____ Date: _____

_____	FYE	101	First Year Experience I	0	_____	FYE	102	First Year Experience	0
_____	LBC	101	Engaging Faith & Life	3	_____	BIB	104	Biblical Hermeneutics	3
_____	THE	105	Prelude to Bib & Theo Studies	3	_____	LAN	104	Public Speaking	3
_____	LAN	101	English Composition	3	_____	LIT*	240	Lit for Children & Young Adults	3
_____	SOC	101	General Psychology	3	_____	MAT	201	Intro to College Math	3
_____	EDU	101	The Teaching Profession	3	_____	ELE	103	The Education of Children	3
_____					_____				
_____					_____				
_____				15	_____				15
_____					_____				
_____					_____				
_____	CSV	201	Christian Service I	0	_____	CSV	202	Christian Service II	0
_____	BIB	103	Creation & Covenants: OT 1	3	_____	BIB	104	Israel's Life and Literature: OT II	3
_____	THE	223	Christian Narrative I	3	_____	THE	224	Christian Narrative II	3
_____	MAT	202	Math Concepts for Teachers	3	_____	HIS	201	US History I (1600-1877)	3
_____	SOC	325	Human Growth & Develop	3	_____	SOC	326	Educational Psychology	3
_____	EDU	204	Instructional Design	3	_____	EDU	333	Exceptional Child	3
_____	ELE	205	Integrating Play, Move, Arts	3	_____	ELE	201	Math Instruction for the Young Child	3
_____					_____				
_____					_____				
_____				18	_____				18
_____					_____				
_____					_____				
_____	BIB	203	Life of Christ: NT I	3	_____	BIB	204	Early Church: NT II	3
_____	SCI	301	Integrated Science I	3	_____	THE	324	Christianity & Culture	3
_____	EDU	335	Inclusionary Practices	3	_____	SCI	302	Integrated Science II	3
_____	ELE	424	Literacy for the Young Child	3	_____	EDU	425	Classroom Assessment for Teacher	3
_____	ESL	500	Culture & Communication	3	_____	ELE	352	Social Studies in Elem School	3
_____	EDU	301	EDU Internship I	1	_____	ESL	515	Lang & Literacy Develop for EL	3
_____					_____	EDU	302	EDU Internship II	1
_____					_____				
_____				16	_____				19
_____					_____			Summer	
_____					_____	EDU	526	Diagnostic Reading Instruction	3
_____					_____	ESL	517	Language Found. for Teachers	3
_____					_____				
_____					_____				
_____	EDU	410	Tching the Eng Lang Learner	3	_____	BNT	_____	NT Elective	3
_____	EDU	430	Classroom Management	3	_____	BOT	_____	OT Elective	3
_____	ELE	354	Methods of Teaching Science	3	_____	_____	_____	Arts & Science Elec (400 level)	3
_____	EDU	519	Foundations & Frameworks	3	_____	EDU	461	Cross-Cultural Experience	1
_____	ESL	520	Instruction & Assessment for EL	3	_____	ESL	610	ESL Internship & Seminar	3
_____	EDU	401	EDU Internship III	1	_____	EDU	529	Collaborative Team Approach	3
_____					_____				
_____					_____				
_____				16	_____				16
_____					_____				
_____					_____			Summer	
_____					_____	EDU	550	Socio-Cultural Perspectives	3
_____					_____				
_____	EDU	570	Apprenticeship I	3	_____	EDU	580	Apprenticeship II	6
_____	EDU	598	Seminar in Action Research	3	_____	EDU	599	Project in Action Research	3
_____	EDU	560	Teacher's Life & Work	3	_____				
_____					_____				
_____					_____				
_____				9	_____				9
_____					_____				
_____					_____				
_____					_____			TOTAL	160