LANCASTER BIBLE COLLEGE
CAPITAL SEMINARY & GRADUATE SCHOOL

MEd in Early Childhood Education Program Handbook

2025-2026

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 Childhood (PreK-4) Instructional I Post-Bacc or MEd	**HPE (K-12)** Instructional I Post-Bacc or MEd	**Music (K-12)** Instructional I	**School Counseling** MEd Edu. Specialist (K-12)
Middle Level (4-8) Instructional I			
Special Education *(PreK-12) MEd Instructional I			
ESL Program Specialist Certification (PreK-12) Post-Bacc or MEd			
Early Childhood/Special Ed BS/MEd			
Early Childhood/ESL BS/MEd			

This Teacher Certification handbook seeks to outline the policies and procedures governing the programs at the *graduate* level that lead to a *Pennsylvania Instructional I* certification in Early Childhood Education. 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 program director and success coach, as well as 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.

MEd in Early Childhood Education Mission Statement
The MEd in Early Childhood Education program trains students from a philosophical base which reflects a biblical worldview to serve the community in various early childhood settings.

Program Overview
The Master of Education in Early Childhood Education program offers students with an earned bachelor's degree the opportunity to further develop their knowledge and skills as a professional in their field. This program offers a pathway to Pennsylvania teacher certification for individuals enrolled in the certification track. All coursework is offered in an online format which incorporates field placement opportunities within the student's community. One semester (Student Teaching, 16 weeks) or one school year (Intern Certification Concentration) must be completed in person within the state of Pennsylvania, in accordance with Pennsylvania Department of Education requirements.

Program Highlights
- Concise presentation of all skills and knowledge necessary to become an effective PreK-4 teacher
- Online format offers convenience and flexibility
- Blending of theory and practice
- Examination of teaching practices through the lens of a biblical worldview

Program Outcomes
As a result of this program, students will:

1. Integrate knowledge of content, pedagogy, resources and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners.

2. Design 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. 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, and d) engagement of students in higher level thinking and learning.

4. 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 to ensure learner growth and advance the profession.

5. Demonstrate a biblical worldview in his/her personal and professional life.

Program Faculty

Director of Graduate Programs
Robin Bronkema, PhD

Program Director
Angela Becker, EdD

Certification Officer, Field Placement Coordinator
Robert Dodson, EdD

Resident Faculty
Robin Bronkema, PhD
Robert Dodson, EdD
Christine Kirkpatrick, EdD
Stacey Martin, EdD

Adjunct Faculty
Brian Barnhart
Angela Becker
Garrett Derr
Andrea Dupler
Lyntel Murphy
Meredith Powell
Raluca Snyder

Admission, Retention, Completion & Certification Policies

Admission to Lancaster Bible College | Capital Seminary and Graduate School
Acceptance into the Master's degree program 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 (with a B or higher) can be transferred.

Admissions to MEd Early Childhood Education
1. Official transcript of a completed Bachelor's degree
2. A cumulative GPA of 3.0 or better as documented on an official transcript from the undergraduate accredited institution*
3. Recent (within 1 year of admission) Child Abuse, Criminal Record, and Fingerprinting Clearances
4. Completed application form and submission of required application credentials (https://www.lbc.edu/capital/admissions/)

Graduate students with a GPA lower than 3.0 may be admitted under provisional status with Program Director approval. In provisional admittance status, the student must maintain a 3.0 in the first 12 credits and complete GWW 500 Introduction to Graduate Writing to be fully admitted into the program.

Application Deadlines for Acceptance

Fall Term (August)	July 31	September 25
Spring Term (January)	December 11	February 5
Summer Term (May)	April 9	June 4

Students wishing to take courses solely for personal enrichment or Act 48 credits are classified as non-degree students. Permission for enrollment in courses is based on completion of the Non-degree 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. Credit for courses taken while a non-degree student is not automatically applied to the degree program. The Program Coordinator will evaluate course work and count or not count credit on an individual basis.

Retention in MEd Early Childhood Education
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 student success coach 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 after 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.

Graduation Requirements
- Satisfactory completion of all course work
- A minimum cumulative GPA for 3.0
- Minimum grade of C+ in all courses
- Fulfillment of all financial obligations
- Adherence to biblical standards and ethics in living one's lifestyle

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.

CERTIFICATION TRACK ONLY
Eligibility to enter EDU591 Student Teaching
1. Minimum Cumulative GPA of 3.0
2. Minimum grade of C+ in all courses
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 graduate courses excluding Teacher's Life & Work and Action Research
7. In good standing with Lancaster Bible College

Eligibility to Enter Intern Certification Concentration
1. Employed full-time (permanent position or long-term substitute) in the area of certification within the state of Pennsylvania
2. Minimum Cumulative GPA of 3.0
3. Completion of all graduate courses excluding Action Research (EDU598/599)
4. Minimum grade of C+ in all courses
5. Successful completion of the required certification tests (PECT)
6. In good standing with Lancaster Bible College
7. Approved application in TIMS for Intern Certificate

Exit Criteria - Eligibility to be Recommended for Certification
1. Completion of all program requirements and field placement requirements. EDU 591 Student Teaching or Intern Certification **must** be completed within the state of Pennsylvania to be eligible for Pennsylvania Teacher Certification.
2. A minimum of a satisfactory rating (1) in each of the 4 categories on the Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE 430). There must be 2 final forms. A minimum total of at least 4 points must be achieved on the final summative rating to be recommended for certification. The PDE 430 is completed by the college supervisor.
3. Successful completion of the required certification tests (PECT)
4. Minimum Cumulative GPA of 3.0
5. Minimum grade of C+ in all courses
6. Submitted application to TIMS for PA Teacher Certification
7. The recommendation of the LBC Certification Officer

MEd in Early Childhood Education – Certification Track <u>with Student Teaching</u>

COURSE		CREDITS
Bible & Theology Course (3 credits)		
BTC 503/4	Foundations for Integration OR Perspectives on Integration	3
Professional Core (15 credits)		
EDU 519	Foundations and Frameworks for Learning	3
EDU 550	Socio-cultural Perspectives on Education	3
EDU 560	Teacher's Life and Work	3
EDU 598	Seminar in Action Research	3
EDU 599	Project in Action Research	3
Program Courses (36 credits)		
EDU 520	Foundations of Early Childhood Education	3
EDU 523	Theoretical Foundations of Development and Learning	3
SEC 537	Technology for Teachers	3
EDU 524	Literacy Instruction in the PreK-4 Classroom	3
EDU 526	Diagnostic Reading Assessment	3
EDU 530	Mathematics Instruction in the PreK-4 Classroom	3
EDU 533	Pedagogy for the Content Areas	3
ESL 517	Language Foundations for Teachers	3
SPE 510	Practices for the Inclusionary Classroom	3
EDU 590	Pre-Student Teaching Field Experience (16 week course)	3
EDU 591	Student Teaching (16 week course)	6
	Total Credits	54

MEd in Early Childhood Education – Certification Track <u>with Intern Certificate</u>

COURSE		CREDITS
Bible & Theology Course (3 credits)		
BTC 503/4	Foundations for Integration OR Perspectives on Integration	3
Professional Core (15 credits)		
EDU 519	Foundations and Frameworks for Learning	3
EDU 550	Socio-cultural Perspectives on Education	3
EDU 560	Teacher's Life and Work	3
EDU 598	Seminar in Action Research	3

COURSE		CREDITS
EDU 599	Project in Action Research	3
Program Courses (27 credits)		
EDU 520	Foundations of Early Childhood Education	3
EDU 523	Theoretical Foundations of Development and Learning	3
SEC 537	Technology for Teachers	3
EDU 524	Literacy Instruction in the PreK-4 Classroom	3
EDU 526	Diagnostic Reading Assessment	3
EDU 530	Mathematics Instruction in the PreK-4 Classroom	3
EDU 533	Pedagogy for the Content Areas	3
ESL 517	Language Foundations for Teachers	3
SPE 510	Practices for the Inclusionary Classroom	3
	Intern Certification Concentration (1 year)	0
	Total Credits	**45**

MEd in Early Childhood Education – No Certification Track

COURSE		CREDITS
Bible & Theology Course (3 credits)		
BTC 503/4	Foundations for Integration OR Perspectives on Integration	3
Professional Core (15 credits)		
EDU 519	Foundations and Frameworks for Learning	3
EDU 550	Socio-cultural Perspectives on Education	3
EDU 560	Teacher's Life and Work	3
EDU 598	Seminar in Action Research	3
EDU599	Project in Action Research	3
Program Courses (21 credits)		
EDU 520	Foundations of Early Childhood Education	3
EDU 523	Theoretical Foundations of Development and Learning	3
SEC 537	Technology for Teachers	3
EDU 524	Literacy Instruction in the PreK-4 Classroom	3
EDU 526	Diagnostic Reading Assessment	3
EDU 530	Mathematics Instruction in the PreK-4 Classroom	3
EDU 533	Pedagogy for the Content Areas	3
	Total Credits	**39**

Program Sequence

COURSE		PRE-REQUISITE
EDU 524	Literacy Instruction in the PreK-4 Classroom	EDU 519
EDU 526	Diagnostic Reading Assessment	EDU 519
EDU 530	Mathematics Instruction in the PreK-4 Classroom	EDU 519
EDU 533	Pedagogy for the Content Areas	EDU 519
EDU 598	Seminar in Action Research	Any time after completing 24 credits
EDU 599	Project in Action Research	EDU 598
EDU 590	Pre-Student Teaching Field Experience	All courses completed
EDU 591	Student Teaching	All courses completed
	Intern Certification Concentration	All courses completed

Graduate courses will be offered fall, spring, and summer in an online format of 8-week terms with EDU598, EDU599, EDU590, and EDU591 being 16-week terms and all courses having a weekly 30- to 60-minute synchronous session.

Advisement and Monitoring

The Program Director and/or Success Coach will work with the student to monitor student progress, enroll students in courses, and provide encouragement through their studies through virtual meetings or emails. Students will receive and have access to the Handbook for policies and procedures. Additionally, the handbook contains advisement/curriculum sheets (see Appendix). The Program Director will monitor student progress each semester and alert the student regarding any deficiencies to be addressed and criteria not being met. Prior to Pre-Student Teaching Field Experience and Student Teaching, or the Intern Certificate Concentration, the Program Director will audit the student's file to ensure completion of the necessary requirements for placement, graduation and certification.

Certification Admissions and Completion

The following policies, plus additional information, can be found within the [Capital Seminary and Graduate School Catalog](#):

◈ **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 without completing an application for admission and receiving formal admission to the College. However, these individuals must complete a registration form for attending a course or courses and agree to adhere to all College regulations and observe all student lifestyle standards. With the completion of three courses at the College, such individuals must indicate officially in writing to the College Registrar future intentions concerning the pursuit of a degree or the receipt 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 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. MEd Early Childhood Education (Certification) Planning Sheet

2. MEd Early Childhood Education (No Certification) Planning Sheet

3. Course Descriptions

4. Protocol for Observation Hours

5. Intern Certification Concentration

6. Background Clearance Requirements and Procedures

7. Certification Test Requirements

8. TIMS Directions for PA Certification Guidelines

Early Childhood Education (MEd) - with PA Certification

Degree: Master of Education
Credits: 54

Name: Date:

Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
Biblical & Theological Course					
	BTC BTC	503 or 504	Foundations for Integration or Perspectives on Integration	3	
Professional Core					
	EDU	519	Foundations & Frameworks for Learning	3	
	EDU	550	Sociocultural Perspectives on Education	3	
	EDU	560	Teacher's Life and Work	3	
	EDU	598	Seminar in Action Research	3	
	EDU	599	Project in Action Research	3	
Program Courses					
	EDU	520	Foundations of Early Childhood Education	3	
	EDU	523	Theoretical Foundations of Development & Learning	3	
	SEC	537	Technology for Teachers	3	
	EDU	524	Literacy Instruction in the PreK-4 Classroom	3	
	EDU	526	Diagnostic Reading Assessment	3	
	EDU	530	Mathematics Instruction in the PreK-4 Classroom	3	
	EDU	533	Pedagogy for the Content Areas	3	
	ESL	517	Language Foundations for Teachers	3	
	SPE	510	Practices for the Inclusionary Classroom	3	
	EDU	590	Pre-Student Teaching Field Experience	3	
	EDU	591	Student Teaching	6	

Notes:

Early Childhood Education (MEd) – no PA Certification
Degree: Master of Education
Credits: 39

Name: Date:

Semester Completed	Course Code	Course Number	Course Name	Course Credits	Advising Notes
			Biblical & Theological Course		
	BTC BTC	503 or 504	Foundations for Integration or Perspectives on Integration	3	
			Professional Core		
	EDU	519	Foundations & Frameworks for Learning	3	
	EDU	550	Sociocultural Perspectives on Education	3	
	EDU	560	Teacher's Life and Work	3	
	EDU	598	Seminar in Action Research	3	
	EDU	599	Project in Action Research	3	
			Program Courses		
	EDU	520	Foundations of Early Childhood Education	3	
	EDU	523	Theoretical Foundations of Development & Learning	3	
	SEC	537	Technology for Teachers	3	
	EDU	524	Literacy Instruction in the PreK-4 Classroom	3	
	EDU	526	Diagnostic Reading Assessment	3	
	EDU	530	Mathematics Instruction in the PreK-4 Classroom	3	
	EDU	533	Pedagogy for the Content Areas	3	

Notes:

Course Descriptions

EDU 519 *Foundations and Frameworks for Learning*
This course is designed to provide a theoretical and practice framework for creating effective instruction, including an understanding of professional ethics. The biblical worldview is the foundation for guiding professional decision making, as well as the analysis of each learning theory and the components of instructional plans. It will include a study of human learning with a procedure for planning, delivering, and evaluating instruction. Students will develop a rationale for instructional plans with appropriate outcomes, resources, procedures, and assessments.

EDU 550 *Socio-cultural Perspectives on Education*
Guided by a biblical worldview, a socio-cultural perspective provides the lens through which students will look at education. A review of historical events and people will illuminate the state of schooling today by focusing on culturally-relevant and sustaining education. Various theories will aid in understanding the ramifications that education holds for the students, families, and all of society.

EDU 560 *Teacher's Life and Work*
This course will take a more theoretical and philosophical look at who teachers are and what teachers do. Personal reflection and development of action plans will allow the student to personalize the content to his/her experiences and goals. Students will examine teaching, learning and education through the lens of a biblical worldview. Students will develop confidence in who they are called to be as teachers.

EDU 520 *Foundations of Early Childhood Education*
This course will introduce students to teaching in grades PreK-4 and the environments in which that teaching takes place. Students will explore the various types of early childhood settings, classroom environments for young children, the educational models that direct the design of teaching and learning, and the legislation that impacts early childhood programs. Students will be challenged to consider the influence of the Christian teacher in both public and private early childhood settings.

EDU 523 *Theoretical Foundations of Development and Learning*
This course is a study of theories of development and learning that influence practice in the elementary classroom. Students will explore development of the whole child- physical, social, emotional, intellectual, and spiritual and its impact on the learning process.

SEC 537 *Technology for Teachers*
Teachers of students with specific needs can be assisted by technology. This course will examine the technology available for teachers who assist in the instruction in an inclusion classroom. Technology can also be integrated across the curriculum to assist in all instruction for all learners.

EDU 524 *Literacy Instruction in the PreK-4 Classroom*
This course will equip students to design and implement instruction for all aspects of structured literacy in grades PreK-4. A basis of the theories of reading instruction will be combined with the knowledge of phonemic, morphemic, semantic, syntactic, and orthographic systems of language and the practical skills for reading instruction. Students will be prepared to plan instruction and to prepare effective materials for each pillar of literacy. Includes 10 hours of classroom observation.

EDU 526 *Diagnostic Reading Assessment*
A review of the instruments for the accurate assessment and preparation of intervention for the literacy needs of students in the classroom is included in this course. Emphasis is placed on the selection and application of the appropriate tools, programs, materials, strategies, and techniques available for classroom use.

EDU 530 *Mathematics Instruction in the PreK-4 Classroom*
This course will equip students to effectively instruct PreK-4 learners in mathematical concepts, computation, and application. Students will understand a conceptual approach to the teaching of mathematics extending beyond the standard algorithm. Emphasis will be placed on the use of manipulatives, multiple paths to problem solving, and the use of technology tools in the instruction of mathematical skills. Includes 10 hours of classroom observation.

EDU 533 *Pedagogy for the Content Areas*
This course will equip students to teach science and social studies in the PreK-4 classroom. Students will review the academic standards for science and social studies and design instruction aligned to them. Instructional strategies and resources will be examined. Students will explore the teaching of concepts in each discipline through the lens of a biblical worldview.

ESL517 *Language Foundations for Teachers*
This course provides an introduction to language systems (phonology, morphology, syntax, pragmatics, and semantics) as they relate to practical English language teaching. Emphasis is given to the roles of pragmatics, grammar, and pronunciation in the development of communicative competence. Students explore these language systems through interactive methods designed to simulate teaching in a language classroom.

SPE510 *Practices for the Inclusionary Classroom*
This course will equip students to meet the needs of diverse students in the PreK-12 classroom. These students include those who are at risk, those who are culturally diverse, and those with any academic, emotional, mental, physical, or communicative differences. Focus will be on the range of needs for each student group and the differentiation of instruction to meet those needs. Universal Design for Learning will also be introduced.

EDU 598 *Seminar in Action Research*
This seminar course introduces students to the field of educational research, particularly action research. Best practices in research will be discussed as well as the ethical responsibilities. Students in the seminar course will design their action research project.

EDU 599 *Project in Action Research*
This seminar course entails the implementation of the action research project in coordination with their field placement supervisor. Students will then present their findings and complete an action research report for supervisor and peer review.

EDU590 *Pre-Student Teaching Field Experience*
This field experience (150 hours) is designed to provide the pre-student teacher with the opportunity to practice professional instructional and management skills in a classroom within the certification area. The student's performance will be reviewed by a classroom cooperating teacher and regular remote observations by a college supervisor. It is accompanied by an online seminar that includes a variety of experiences to prepare pre-service teachers for the transition from student to teacher. Opportunity will be given to develop job search materials, including a resume, cover letter, and electronic portfolio.

EDU591 *Student Teaching*

This course is the culminating field placement for students in the Early Childhood Education Post-Baccalaureate and MEd programs. This 16-week field experience takes place within the state of Pennsylvania. The details of this course are outlined in the Student Teaching Handbook. It includes a face-to-face seminar designed to complement the student teaching experience through additional activities and discussions. The student teacher is required to reflect on the classroom experiences through writing assignments in order to prepare for the professional levels of competency required of the first-year teacher.

Protocol for Observation Hours

The Master's in Early Childhood Education provides the opportunity for the student to gain experience in the classroom throughout the program. There is a minimum of 170 observation hours required before student teaching. The hours are obtained throughout the following courses:

EDU 524 *Literacy Instruction in the PreK-4 Classroom*
- 10 hours of observation

EDU 530 *Mathematics Instruction in the PreK-4 Classroom*
- 10 hours of observation

EDU590 *Pre-Student Teaching Field Experience*
- Requires 150 hours of observation and teaching in an <u>assigned</u> ECE classroom.

The expectation is that all hours are obtained through observation as directed through the respective courses. However, for students with emergency certification, the policy is extended to include hours spent as the substitute teacher in an ECE classroom to count towards the overall total. **The amount of time substituting cannot exceed 50% of the overall hour requirement**. As such, for a course requiring 10 hours of observation, the student may submit only 5 of those hours from time spent as a substitute teacher. The remainder is to be completed through observation.

Intern Certification Concentration

As part of the path towards certification, a student can apply for the Intern Certificate established by the Pennsylvania Department of Education, which is an alternative route to receiving certification through a "professional [intern] certificate that entitles the holder to fill a full-time professional teaching position" (Commonwealth of Pennsylvania, 2025).

> Upon 1) completion of all MEd coursework and program requirements, excluding Action Research (EDU598/599), 2) passing the required state certification tests, and 3) receiving the Intern Certificate from PDE, the student will be enrolled in the Intern Certificate Concentration at Lancaster Bible College.

Instead of the traditional path of student teaching, this approach allows the student to teach full-time while receiving monthly formal observations from a college supervisor. After one school year with satisfactory ratings on all evaluations, the student will be recommended for Pennsylvania Instructional I Certification in PreK-4 Education.

Background Clearances Requirements and Procedures

LANCASTER BIBLE COLLEGE

Education Department
901 Eden Road, Lancaster, PA 17601
(717) 560-8275

Record your usernames and passwords here as you apply.

	Username	Password
Criminal Record		
Child Welfare		
FBI Fingerprint		

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 (may need to exit out of the site completely & re-enter)
- Click "Access my Clearances" – read the information and click "Continue" (may have to log in 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 23.85 and you pay when you get fingerprinting done**
- Click "Get Fingerprinted"
- Click the dropdown "Select a State" and scroll to "Pennsylvania", then click "Go".
- When the Pennsylvania page opens, scroll to the bottom and click "Digital Fingerprinting".
- Enter the service code **1KG6RT** where prompted (this is the code for PDE Colleges/Universities Teacher Education Program). Click "Go".
- 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".
- 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.
- 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".
- 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.
- 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".
- 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 the Education Department Assistant, Laura Miller, know your UE ID # ASAP. Please email her at** lmiller@lbc.edu. **It is found on your printout and on the receipt you receive after you have your fingerprinting done.**

Certification Test Requirements

Please refer to the following link for the latest on certification tests and passing scores. If the student has questions regarding which tests to take, be in touch with the appropriate program coordinator or the Certification Officer.

Early Childhood Certification (PreK-4)

 PreK-4 Test from PECT - http://www.pa.nesinc.com/
  Module 1: Child Dev, Assessment, Professionalism (8006)
  Module 2: Lang, Social Studies, Arts (8007)
  Module 3: Math, Science, Health (8008)

Middle Level Education (4-8)

 Praxis II from ETS - https://www.ets.org/praxis
  All students must take
   Module 1 – Pedagogy (5153)
   Module 2 – English/Language Arts & Social Studies (5154)
   Module 3 – Mathematics & Science (5155)
  Depending on the Concentration/Focus, choose the appropriate test
   English/Language Arts (5156)
   Science (5159)
   Social Studies (5157)
   Mathematics (5158)

Health and PE

 Praxis II from ETS - https://www.ets.org/praxis
  Fundamental Subjects Content Knowledge (5511/0511)
  Health & Physical Education Content Knowledge (5857)

Music Education

 Praxis II from ETS - https://www.ets.org/praxis
  Fundamental Subjects Content Knowledge (5511/0511)
  Music Education (5113/0113)

Special Education

 PreK-12 Test from PECT - Certification Testing (pa.gov)
  Special Education Foundational Knowledge (5355)
  Fundamental Subjects Test (FST): Content Knowledge (5511) – for individuals obtaining Special Ed PreK-12 as an initial certification. If you are getting dual certification (e.g., PK-4 + special ed), you do **not** need the FST.

> 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.