

Lancaster Bible College – Capital Seminary & Graduate School

MEd Curriculum & Instruction Handbook

2022-2023



LANCASTER BIBLE COLLEGE
CAPITAL SEMINARY & GRADUATE SCHOOL

MEd in Curriculum & Instruction Handbook

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

**Early Level
(PreK-4) BS**
Instructional I
Middle Level (4-8)
BS & BA
Instructional I
Special Education
***(PreK-12) MEd**
Instructional I
ESL Program
Specialist
Certification (PK-12)
Post-Bacc or MEd
Early
Childhood/Special
Ed BS/MEd
Early Childhood/ESL
BS/MEd



Health & PE

HPE (K-12) BS
Instructional I



Worship & Performing Arts

Music (K-12)
BS & BA
Instructional I



Counseling & Social Work

School Counseling
MEd
Edu. Specialist
(K-12)

This Teacher Education handbook seeks to outline the policies and procedures governing the MEd in Curriculum & Instruction. Information regarding other programs can be found on 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.

Curriculum & Instruction

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 Curriculum & Instruction Mission and Outcomes

The courses leading to the MEd in Curriculum & Instruction train students from a philosophical base that reflects a biblical worldview to serve as Curriculum and Instruction specialists in public and private schools and in churches and other organizations.

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

Master's Degree Coordinator

Robin Bronkema, PhD

Certification Officer, Field Placement Coordinator

Robert Dodson, EdD

Resident Faculty

Robin Bronkema, PhD

Robert Dodson, EdD

Julia Hershey, DEd

Stacey Martin, EdD

Tim Shea, PhD

Adjunct Faculty

Brian Barnhart, EdD

Angela Becker, EdD

M. Raluca Snyder, EdD

Admission, Retention, Completion & Certification Policies 2022-2023

Admission to Lancaster Bible College | Capital Seminary and Graduate School

Acceptance into the courses leading the MEd in Curriculum & Instruction at Lancaster Bible College/Capital Seminary and Graduate School is consistent with the general admissions policy at the College. Individuals requesting entrance into any of the Education programs must fulfill all the college admissions requirements. Individuals transferring with some credits who wish to obtain a degree through Lancaster Bible College/Capital Seminary and Graduate School must follow the standard admissions policies of the College. The number of transfer credits accepted, plus the date the transfer credits were completed, will be considered by the Program Coordinator. Up to 9 graduate level credits, with a grade of B or higher, 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. Two references from individuals who can speak of the candidate's abilities in the classroom
4. Completed MEd application form and submission of required application credentials
<https://www.lbc.edu/capital/admissions/>

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.

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. 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 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 Registrar within 30 days of receiving the letter of dismissal. The appeal will be considered by the appeals committee. If the appeal is denied, the student may appeal to the Provost. Decisions are final.

Eligibility to enter EDU 588 and EDU 599 (Action Research Seminar and Project)

1. Successful formal admission and retention in the MEd in Curriculum & Instruction
2. Minimum Cumulative GPA = 3.0
3. Completion of all program courses
4. In good standing with Lancaster Bible College

Exit Criteria - Eligibility to be Recommended for Certification

1. Completion of all program requirements
2. Minimum grade of C+ in all courses (starting Fall 2023)
3. Minimum Cumulative GPA = 3.0

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.

MEd in Curriculum & Instruction Requirements
2022-2023

In order to be eligible for the MEd in Curriculum & Instruction, each student must complete the following courses.

EDU 519 Foundations & Frameworks for Learning

EDU 529 Collaborative Team Approach

EDU 540 Curriculum Design

EDU 543 Instructional Principles and Models

EDU 545 Using Data to Improve Learning

EDU 598 Seminar in Action Research

EDU 599 Project in Action Research

4 of the following 5 electives:

SEC 537 Technology for Teachers

EDU 550 Sociocultural Perspectives on Education

EDU 560 Teacher's Life and Work

SPE 510 Practices for the Inclusionary Classroom

ESL 520 Instruction and Assessment for the English Learner

BTC 503 Foundations for Integration OR BTC 504 Perspectives on Integration**

**Graduate students must show competencies and credits in Biblical and Theological Studies. There are two options to complete this requirement: (1) Take a 3-credit Biblical and Theological Foundation course (either BTC 503 or 504) before EDU 598 and 599; or (2) Transcript evaluation completed by the Program Coordinator.

Graduate courses are delivered fall, spring, and summer in an online format with weekly 30- to 60-minute synchronous sessions.

Advisement

Students will be assigned an advisor or Student Success Coach 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.

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 Education programs at Lancaster Bible College exist to prepare and equip professionals 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 education is consistent with general admissions policy at the College. Individuals requesting entrance into a 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. ESL 520 Field Experience Evaluation*

*Students who choose this elective must provide clearances (child abuse, criminal record check, and FBI fingerprinting)

2. Advisement/Curriculum Sheet

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: _____

Curriculum and Instruction (MEd)

Degree: Master of Education

Credits: 36

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	
Education Courses					
	EDU	519	Foundations & Frameworks for Learning	3	
	EDU	529	Collaborative Team Approach	3	
	EDU	540	Curriculum Design	3	
	EDU	543	Instructional Principles and Models	3	
	EDU	545	Using Data to Improve Learning	3	
	EDU	598	Seminar in Action Research	3	
	EDU	599	Project in Action Research	3	
Electives - Choose 4					
	SEC	537	Technology for Teachers	3	
	EDU	550	Sociocultural Perspectives on Education	3	
	EDU	560	Teacher's Life and Work	3	
	SPE	510	Practices for the Inclusionary Classroom	3	
	ESL	520	Instruction and Assessment for the English Learner	3	

Notes:

