

MULTIPLE SUBJECT CREDENTIAL INTERN (GRADUATE)

Program Description

Biola's California Multiple Subject Preliminary Teaching Credential program allows students to study in a fully online environment. The SB2042 Professional Teacher Preparation Program is available for the Multiple Subject Credential (<https://www.biola.edu/degrees/g/multiple-subject-credential/>) and is accredited by the California Commission on Teacher Credentialing (CTC) and the Association of Christian Schools International (ACSI). The SB2042 Multiple Subject Credential authorizes instruction in any self-contained classroom for grades K-12, preschool, and classes organized primarily for adults, but is especially appropriate for grades K-6. This credential also includes authorization to teach English Language Learners in self-contained core settings.

The intern track involves successful completion of prerequisites and additional requirements followed by completion of online coursework while you are employed as a full-time Multiple Subject credential teacher under our intern credential.

The Multiple Subject Teaching Credential is primarily appropriate for elementary school teachers. As you develop a foundation in lesson planning, classroom technology, psychology and reading, you will have opportunities to observe and participate firsthand in the methods used by cooperating teachers during fieldwork placements. After completion of coursework and the associated requirements, you will be formally recommended for the California Preliminary Multiple Subject Teaching Credential. You can also receive your ACSI Teacher Certification while earning your California preliminary teaching credential by meeting additional requirements.

Learning Outcomes

Program Learning Outcomes

Biola University's graduate teacher preparation candidates are expected to exemplify the following outcomes upon the completion of the Multiple Subject credential, students will be able to:

1. Identify and articulate God's calling as Christian educators by reflecting on their spiritual journey and their educational preparation in a Biblically integrated essay, and demonstrate Christian attitudes and actions conducive to professional excellence and witness by maintaining high professional disposition marks in coursework and fieldwork (ULO 1, 2, and 3).
2. Examine and analyze their students' cognitive, social, and physical growth through the gathering of student profile data, monitoring their progress, and providing constructive feedback to maximize students' optimum development (ULO 1).
3. Demonstrate respect for diversity in cross-cultural and special population educational settings in order to promote equity and justice as exhibited in differentiated learning plans, response to profile data, and high marks in professional dispositions throughout coursework and fieldwork experiences (ULO 1, 2, and 3).
4. Design and implement appropriate adaptations to ensure the attainment of a productive learning environment for each student enrolled in candidates' classes by focused evaluation and reflection of each student's strengths and needs. Candidates will also utilize developmental and learning theories, as a foundation for professional decision-making and reflection by identifying student learning needs and making appropriate adaptations to ensure student learning (ULO 1 and 3).
5. Design and implement developmentally appropriate lessons, by using the California state-adopted academic content and Common Core standards as a foundation for lessons that integrate aspects of God's natural revelation (ULO 1 and 3).
6. Design and implement appropriate and effective learning strategies by designing grade and subject-specific lesson and unit plans (ULO 1 and 3).
7. Design and practice strategies that foster a safe and equitable learning environment that encourages students to take intellectual risks by demonstrating their knowledge of a comprehensive classroom management plan (ULO 1 and 3).

Each Program Learning Outcome (PLO) listed above references at least one of the University Learning Outcomes (ULO 1, 2, 3), which may be found in the General Information section (<https://catalog.biola.edu/general-information/#UniversityLearningOutcomes>) of this catalog.

Requirements

Admission Requirements

- Completion of all bachelor's requirements prior to the start of the program and must have a bachelor's degree conferred from a regionally accredited institution prior to applying for Intern Credential.
- Foreign transcripts must be evaluated by a California Commission on Teacher Credentialing approved organization ([https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-\(cl-635/](https://www.ctc.ca.gov/credentials/leaflets/foreign-transcript-evaluation-(cl-635/)) and verified equivalent to a U.S. bachelor's degree.
- Satisfy Basic Skills Requirement by an approved California Commission on Teacher Credentialing (CTC) option ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/)).
- Satisfy Subject Matter Competency by an approved California Commission on Teacher Credentialing (CTC) option (<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/>).
- Passage of the U.S. Constitution exam or completion of approved course passed with a grade of C or higher. Official exam scores or official transcript required.
- Have a minimum 2.75 cumulative GPA on a 4.0 scale.
- Verification of a valid Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB test results.
- Verification of an offer of employment from a school district which meets site criteria.
- Applicants for whom English is not a primary language must verify a score of 100 iBT on the TOEFL exam.
- Complete Biola University's Graduate Education Application.
- Interview with a member of the School of Education.

Official documents presented for admission or evaluation become part of the student's academic file and normally cannot be returned or copied for distribution.

Preliminary Credential Teacher Preparation Requirements

Candidates will be formally recommended to the State of California's Commission on Teacher Credentialing for an Intern Credential when all of the above admissions requirements are met and candidate is enrolled in pre-service coursework.

After successfully completing the requirements below, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Credential from the State of California's Commission on Teacher Credentialing.

Transfer of Credential Coursework Credit

Coursework from an accredited program may be considered for waiver up to a maximum of 9 director-evaluated and approved credits for their Multiple or Single Subject Preliminary Credential courses. Courses being used for waiver must be equivalent to Biola University's Teacher Credential programs and have direct applicability to the student's program design. Only courses with a grade of B- (2.7) on a 4.0 grade scale or higher will be considered towards the Teacher Credential programs; a grade of C+ (2.3) or lower will not be waived. Courses considered for waiver must have been taken within five years prior to the date of admission. Credential courses taken as an Undergraduate may be used to waive credential course requirements, however, such courses cannot transfer in for academic graduate credit on a Biola transcript. Waived course credits are not required to be made up.

1. Teacher Preparation and Subject-Specific Pedagogy Courses

All candidates for the Preliminary Multiple Subject (MS) Teaching Credential must complete the following graduate teacher preparation courses. Please meet with an academic advisor for course scheduling options. This program must be started in the summer and can take up to five semesters.

| Code | Title | Credits |
|---------------------------------------|--|---------|
| Pre-Service Coursework | | |
| SEED 519 | Foundations of Education | 2 |
| SEED 541 | Methods of Teaching Linguistically Diverse Students | 3 |
| SEED 520 | Elementary Reading/Language Arts | 3 |
| Teacher Preparation Coursework | | |
| SEED 526 | Psychological Foundations of Education | 3 |
| SEED 538 | Elementary Curriculum, Differentiation, and Assessment | 3 |
| Pedagogy Coursework | | |
| SEED 507 | Art Workshop for Elementary School Teaching | 1 |
| SEED 508 | Music Workshop for Elementary School Teaching | 1 |
| SEED 509 | Elementary Mathematics/Science Workshop | 3 |

| | | |
|--|--|-----------|
| SEED 516 | Elementary Physical Education Workshop | 1 |
| SEED 536 | Elementary Health Curriculum and Methods | 1 |
| SEED 537 | Elementary History - Social Science Curriculum and Methods | 1 |
| SEED 549 | Studies in Children's Literature | 1 |
| Intern Support Seminar Coursework | | |
| SEED 621 | Elementary Intern Seminar I | 3 |
| SEED 622 | Elementary Intern Seminar II | 3 |
| SEED 623 | Elementary Intern Seminar III | 3 |
| SEED 624 | Elementary Intern Seminar IV | 3 |
| Total Credits | | 35 |

2. Taskstream Subscription

Candidates must have a paid subscription to Taskstream while taking teacher preparation courses, pedagogy courses, and during intern seminars.

3. Certificate of Clearance and Tuberculosis (TB) Test

Candidates must obtain a valid Certificate of Clearance prior to taking SEED 519, in order to participate in the required fieldwork sequence. Fees required.

Candidates must submit valid TB test results prior to taking SEED 519, and as needed in order to participate in the required fieldwork sequence in the Teacher Preparation Program. Fees required.

4. Minimum Grades and GPA Requirements

All teaching credential candidates must maintain an overall 3.0 grade point average (GPA). Students must receive a grade of B- or higher in all teacher preparation and pedagogy courses and score an 83% or higher in all key assignments in order to intern and to be formally recommended for a Preliminary Multiple or Single Subject Teaching Credential.

5. Basic Skills Requirement

Candidates must satisfy the basic skills requirement by an approved California Commission on Teacher Credentialing (CTC) option ([https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-\(cl-667/](https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667/)). This requirement must be met prior to applying for internship.

6. Literacy Performance Assessment

Pursuant to SB 488, beginning July 1, 2025, all newly enrolled credential candidates in Preliminary Multiple Subject, Education Specialist, and PK-3 Early Childhood Education Specialist Instruction credential programs must pass a Commission-adopted performance assessment that includes literacy instruction in order to be recommended for their credential. This means that current and prospective candidates who wish to take the RICA examination to meet the credential requirement for literacy instruction must take and pass either all three subtests of the written examination or the video performance assessment by July 1, 2025. The RICA examination will be retired as of July 1, 2025, and will no longer be available. Candidates who attempt or have attempted RICA but do not pass either all three subtests of the written examination or the video performance assessment by July 1, 2025, will be required to instead pass the Commission-adopted performance assessment that includes literacy instruction.

7. Subject Matter Competency Requirement

Candidates must satisfy subject matter competency by an approved California Commission on Teacher Credentialing (CTC) option (<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements/>). This requirement must be met prior to applying for internship.

8. CalTPA

Candidates must meet or exceed the minimum standards for passing the two state-mandated California Teaching Performance Assessments (CalTPAs). Candidates are expected to pass Cycle 1 of the CalTPAs prior to Elementary Intern Seminar III. (Candidates will be required to enroll in additional CalTPA remediation course(s) if Cycle 1 is not passed by the end of Intern Seminar II.) Cycle 2 must be passed prior to applying for the Preliminary Multiple Subject Credential.

9. Recommendation

Candidates must be recommended by the faculty of the School of Education as having all requisite professional qualities to be successful as a teacher.

10. Professional Dispositions and Competencies Evaluations

Candidates must demonstrate high performance in each Professional Dispositions and Competencies Evaluation for teacher preparation and pedagogy coursework in order to remain in the Teacher Preparation Program. Evidence of unaddressed concerns (scores of 1 or 2), or failing to meet a professional disposition may lead to dismissal.

11. Fieldwork Evaluation

Candidates must obtain good to excellent scores in each fieldwork evaluation for teacher preparation coursework including intern seminars.

12. U.S. Constitution Requirement

The California Commission on Teacher Credentialing requires that a teaching credential candidate must have completed a minimum 2-credit course that covers the U.S. Constitution or fulfill this requirement by examination. This requirement must be met prior to applying for the intern program.

Transfer coursework must be reviewed by a credential analyst in the School of Education. Candidates who have taken one of the courses listed below, with a grade of C or better at Biola University, have met this requirement.

| Code | Title | Credits |
|----------|-------------------------------|---------|
| HIST 200 | United States History To 1865 | 3 |
| POSC 225 | Survey of American Government | 3 |

13. CPR

Candidates must show verification of current training in cardiopulmonary resuscitation (CPR) — infant, child and adult — that meets the standards of either the American Heart Association or the American Red Cross when applying for the Preliminary Teaching Credential.

14. Advisor Contact

Candidates must meet regularly with an advisor to ensure that all requirements are met.

Early Completion Option

The Early Completion Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple Subject (MS) or Single Subject (SS) Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the Early Completion Intern Option Requirements ([https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-\(cl-840/\)](https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-(cl-840/)).

Applying for a Credential

After successfully completing all intern support seminars and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Preliminary Teaching Credential from the State of California's Commission on Teacher Credentialing.

Teaching, ACSI

Application information may be obtained from the ACSI liaison in the School of Education Office. The credential program at Biola University meets the requirements for the Association of Christian Schools International (ACSI) Certificate. Requirements are identical to the California Preliminary Credential Program as well as:

| Code | Title | Credits |
|--------------------------------|--|----------|
| Add 6 credits of Bible courses | | 6 |
| Select one of the following: | | 3 |
| BBST 4652 | Integration Seminar: Christian Philosophy of Education | |
| SEED 501 | Philosophy and Values in Schools and Society | |
| Total Credits | | 9 |

The Intern Credential Program leading to a California Preliminary Teaching Credential at Biola University is subject to change in response to new legislation and for accreditation/reporting purposes. Please see a credential analyst for current information on completing the requirements for a teaching credential.