

# SPECIAL EDUCATION, M.S.SP.ED. – PRELIM ED SPEC INSTR CREDENTIAL (MILD/MODERATE) - STUDENT TEACHING

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## Program Description

The Master of Science in Special Education develops technical skills, such as special education pedagogy, assessment, behavior management, curriculum design, diagnosis, remediation, consultation, collaboration, and instructional techniques to assist those with special needs.

## Learning Outcomes

### Program Learning Outcomes

Upon completion of the Master of Science in Special Education, students will be able to:

1. Analyze, evaluate, and apply knowledge of current educational issues, settings, and legislative requirements from a biblical perspective (ULO 1).
2. Identify personal assumptions and generalizations related to diversity (e.g., gender, ethnicity, religion, socioeconomic status, sexual orientation, and [dis]abilities) while affirming that all students are valued as image bearers of God (ULO 2).
3. Demonstrate Christian attitudes and actions conducive to the development of professional excellence and witness to the community (ULO 3).
4. Exhibit growth in one's professional practice by utilizing professional databases, conducting empirical research, and articulating findings through effective communication in both speaking and writing (ULO 1, 2, and 3).
5. Evaluate qualitative and quantitative journal articles based on standard criteria within the profession (ULO 3).
6. Exercise discernment, individually and in team settings, creatively solving problems as contextual needs emerge within the educational community (ULO 2 and 3).
7. Demonstrate God's calling to maximize one's leadership skills, demonstrating the qualities of a constructive change agent in the educational community to advance the Kingdom of God (ULO 3).
8. Synthesize knowledge, skills, and perspectives from concentration-specific content of the master of science program to determine implications for professional practice (ULO 2).\*

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 (<https://catalog.biola.edu/general-information/>) section of this catalog.

\*Evidence for proficiency of the SPED PLOs is provided in the SPED portfolio.

## Requirements

### Admission Requirements

- Applicants must have completed all bachelors requirements prior to the start of the program and must have a bachelor's degree conferred from a regionally accredited institution prior to the start of the second term.
- Have a minimum 3.0 cumulative GPA on a 4.0 scale.
- Submit GRE General test scores to determine writing proficiency (waived if cumulative GPA is 3.5 or above or if CBEST and all CSET subtests are passed).
- Hold a preliminary credential or provide verification of the equivalent professional experience.
- 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.
- Must be a California resident in order to fulfill fieldwork requirements.
- Take the California Basic Educational Skills Test (CBEST) or have satisfied the Basic Skills Requirement (BSR).
- Verify subject matter competency. Candidates must present a letter verifying completion of a state-approved subject matter program or evidence of continuous progress toward meeting the subject matter requirement.
- Verify possession of a Certificate of Clearance from the California Commission on Teacher Credentialing and submit valid TB tests results.
- Verify computer literacy sufficient to become actively engaged in learning online by passing an online proficiency test offered by Biola University's Distance Learning Department or providing proof of successful online learning in a prior course.
- Verify access to a computer and the Internet sufficient to engage in Biola University's Distance Learning Programs.

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

### Graduation Requirements

1. M.S.Sp.Ed. core courses and Capstone must be passed with a grade of "B" or higher.
2. Candidates must complete the Master of Science in Special Education with a 3.0 cumulative GPA.
3. Candidates must successfully complete one Capstone, and all professional requirements (e.g., electronic portfolio, including key assignments) related to the coursework and learning outcomes.
4. Candidates must demonstrate professional behavior as an important aspect of their preparation to effectively impact the field of education (inside and beyond the classroom). For candidates on probationary status, or where a candidate has struggled with professional dispositions (scores of 1 or 2), these concerns may prevent the candidate from moving forward in the program and graduation.
5. A minimum of 40 credits is required for the Master of Science in Special Education.
6. Candidates must complete the program within six years of continuous enrollment. Candidates who are not continuously enrolled must complete the program within eight years total.

7. Candidates must meet with a department advisor and Graduate Graduation Counselor in the Office of the Registrar one year prior to graduation to declare intent to graduate. (See Graduate Graduation Check description in the Admission, Enrollment and Graduation Requirements (<http://catalog.biola.edu/general-information/admission-enrollment-graduation-requirements/>) section).

## Transfer of Credits

Students transferring from an accredited graduate program may transfer a maximum of 6 approved credits for their M.S. in Special Education. Courses transferred must be equivalent to Biola University's and have direct applicability to the student's program design. Only courses with a grade of "B" (3.0) on a 4.0 grade scale or higher will be considered for transfer towards the M.S. in Special Education degree; a grade of "B-" or lower is not transferable. Credits considered for transfer must have been taken within five years prior to the date of admission.

## Curriculum Requirements

All candidates for the M.S.Sp.Ed. Preliminary Education Specialist Instruction Credential (Mild/Moderate) - Student Teaching must complete the following courses and required fieldwork.

Preliminary Education Specialist Instruction (Mild/Moderate) candidates who come to Biola University with a SB2042 Multiple Subject or Single Subject Credential will have the prerequisite coursework waived. Additionally, candidates who have taken undergraduate or graduate equivalents of the prerequisite coursework will have their transcripts evaluated for equivalency. The Prerequisite Option will be determined by the Program Director during the interview process to the program.

Code	Title	Credits
<b>Prerequisite Options</b>		
Prerequisite Option #1: Hold a valid SB2042 Multiple Subject or Single Subject Credential		
Prerequisite Option #2: Accelerated Graduate Prerequisite/ concurrent coursework online		
SEED 518	Designing Successful Classrooms: Starting Right	
SEED 530	Reading Process and Approaches	
Prerequisite Option #3: Taken in sequence on campus		
SEED 519	Foundations of Education	
SEED 526	Psychological Foundations of Education	
SEED 541	Methods of Teaching Linguistically Diverse Students	
SEED 520 or SEED 525	Elementary Reading/Language Arts Secondary Content Area Reading	

Code	Title	Credits
<b>Program Courses (Offered Online)</b>		
SEED 501	Philosophy and Values in Schools and Society	3
SEED 503	Educational Research and Statistics	3
SEED 524	Research in Culture and Intercultural Instruction	3
SEED 532	Diagnosis and Remediation in Reading	3
SEED 548	Collaborative Research <sup>1</sup>	1

SEED 553	Writing Literature Reviews <sup>2</sup>	2
SEED 561	Issues in Special Education	3
SEED 562	Assessment and Evaluation of Exceptional Learners	3
SEED 563	Teaching Students with Mild Disabilities in Inclusive Settings	3
SEED 564	Behavior and Classroom Management for Students with Special Needs	3
SEED 580	Introduction to Autism Spectrum Disorders	3
SEED 582	Consultation, Collaboration, and Communication for the Education Specialist	3
SEED 583	Curriculum Design for Students with Mild/Moderate Disabilities	3
SEED 596	Professional Development Module	1
Select one of the following:		3
TTBE 732	Exposition of New Testament Segments or Themes (taken as "Life of Christ")	
Other approved TTBE 3-credit course		
<b>Capstone Course</b>		
Select one of the following:		3
SEED 598	Curriculum Research Project <sup>3</sup>	
SEED 599	Thesis <sup>3</sup>	
<b>Specialization Courses</b>		<b>12</b>
SEED 584	Student Teaching in Special Education I	
SEED 585	Student Teaching in Special Education II	
Total Credits		55

<sup>1</sup> SEED 548 will be ongoing throughout the program, but actual enrollment in the 1-credit course will occur in the last term of the M.S. in Special Education program. Minimum of two semesters of participation required.

<sup>2</sup> Successful passage of SEED 553 is required for advancement in the program. Writing support and documentation may be mandatory for some students. SEED 554 may be substituted for SEED 553.

<sup>3</sup> This course must be completed in the final semester. To produce quality research, it is recommended to be the only course taken in the final semester.

## Minimum Grades and GPA Requirements for Credential Courses

All Education Specialist coursework must be completed with a grade of "B-" or higher. Overall, a 3.0 GPA must be maintained in the Education Specialist course sequence in order to student teach and to be recommended for a Preliminary Education Specialist Instruction Credential. For the M.S. degree, all courses must be passed with a grade of "B" or higher.

## Taskstream Subscription

Candidates must have a paid subscription to Taskstream while taking Education Specialist courses, including prerequisites, and during student teaching.

## Certificate of Clearance and Tuberculosis (TB) Test

Candidates must complete the application for a Certificate of Clearance prior to taking Education Specialist courses in order to participate in the required fieldwork. Fees required.

Candidates must submit valid TB tests results prior to taking Education Specialist courses with fieldwork. TB tests results must be done annually in order to participate in the required fieldwork. Fees required.

## Basic Skills Requirement

All candidates must pass the California Basic Educational Skills Test (CBEST) or equivalent. This requirement must be met prior to applying for student teaching.

## RICA Exam

Candidates must pass the Reading Instruction Competence Assessment (RICA) exam. Not required for candidates who have earned a California teaching credential.

## Subject Matter Competency Requirement

Candidates must prove subject matter competency by completing an approved subject matter program or passing equivalent subject matter exams (CSET). These exams must be passed prior to applying for student teaching.

## Portfolio Assessments

Candidates must complete and successfully present the Preliminary Education Specialist Credential (Mild/Moderate) electronic portfolio.

## 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.

## Professional Dispositions and Competencies Evaluations

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

## Fieldwork Evaluation

Candidates must obtain good to excellent scores in each fieldwork evaluation for Education Specialist coursework, including student teaching.

## 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.

Transfer coursework must be reviewed by a credential analyst in the School of Education. If an exam is required, a U.S. Constitution exam and study packet is available in Biola's 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. This requirement must be met prior to applying for student teaching.

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

## 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 Education Specialist Instruction (Mild/Moderate) Credential.

## Advisor Contact

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

## Applying for a Credential Preliminary Education Specialist Instruction (Mild/ Moderate) Credential

After successfully completing student teaching and the associated requirements, candidates make an appointment with a credential analyst in the School of Education at Biola University and apply for the Education Specialist Instruction (M/M) Credential from the State of California's Commission on Teacher Credentialing.

**The Education Specialist Instruction (M/M) Program leading to a California 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.**