

Lancaster Bible College - Capital Seminary & Graduate School

MEd Special Education Program Handbook

2022-2023



LANCASTER BIBLE COLLEGE
CAPITAL SEMINARY & GRADUATE SCHOOL

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 Childhood (PreK-4)
Instructional I
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



Health & PE

HPE (K-12)
Instructional I



Worship & Performing Arts

Music (K-12)
Instructional I



Counseling & Social Work

School Counseling
MEd
Edu. Specialist (K-12)

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 Special 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 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.

MEd in Special Education Mission and Outcomes

The MEd in Special Education trains students, from a philosophical base that reflects a biblical worldview, to serve as teachers in Special Education in public and private schools.

Program Outcomes

- 1 - The teacher candidate will demonstrate the ability to integrate knowledge of content, pedagogy, resources, and learners to design coherent learning experiences that are aligned with outcomes and that reach all learners. The special education teacher candidate will synthesize assessment data to design individual educational plans for students.
- 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. The special education teacher candidate will design appropriate least-restrictive learning environments for students.
- 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, and
 - e) adherence to a student's individualized education plan.
- 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,
 - e) collaborating with colleagues, parents, and the community, and
 - f) applying knowledge of transition plans for students with special needs to ensure learner growth and advance the profession.
- 5 - The teacher candidate will integrate a biblical worldview. The teacher candidate will demonstrate a biblical worldview is 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

Adjunct Faculty

Brian Barnhart, EdD

Angela Becker, EdD

Abigail Fried, MEd

M. Raluca Snyder, EdD

Rachel Welsh, MEd

Admission, Retention, Completion & Certification Policies 2022-2023

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 Special Education

1. Official transcript of a 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 admissions) Child Abuse, Criminal Record, and Fingerprinting Clearances.
4. Two references from individuals who can speak of the candidate's abilities in the classroom
5. 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.

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 MEd Special 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 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 Apprenticeship I

1. Successful formal admission and retention in the MEd Special Education program
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 graduate courses excluding Teacher's Life & Work and Action Research
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. Conferral of degree(s)
3. 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 in order to be recommended for certification. The PDE-430 is completed by the college supervisor.
4. Successful completion of required certification tests (PECT). See appendix.
5. Minimum grade of C+ in all courses (starting fall of 2023)
6. Minimum Cumulative GPA = 3.0
7. Submitted application to TIMS for PA teacher certification. See appendix.
8. 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.

Program Requirements *2022-2023*

In order to earn the MEd in Special Education and be eligible for PreK-12 Special Education Instructional I certification, each student must complete the following courses.

EDU 519 Foundations & Frameworks for Learning
EDU 526 Diagnostic Reading Assessment
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
EDU 570 Apprenticeship I
EDU 580 Apprenticeship II (6 credits) or EDU 585 Apprenticeship II (3 credits)
SPE 501 Assessment and Special Education Processes
SPE 502 Meeting the Needs of Students with Autism & Behavioral Disorders
SPE 503 Teaching Students with Specific Learning and Intellectual Disabilities
SPE 504 Teaching Students with Low Incidence Disabilities
SPE 505 Professionalism, Ethical Practice, and Collaboration

** Graduate students must show competencies and credits in Biblical and Theological studies. There are two options to complete this requirement: (1) Take one 3-credit Biblical and Theological Foundation course (either BTC 503 or 504) before Apprenticeship I and Seminar in Action Research; or (2) Transcript evaluation completed by the Program Coordinator.

Graduate courses will be offered fall, spring, and summer in an online format with a weekly 30- to 60-minute synchronous session.

Apprenticeship I and Apprenticeship II must occur over the course of a full academic year, therefore the student must register for these courses in succession in order to complete the field placement requirement and action research.

Advisement and Monitoring

Students will be assigned a Student Success Coach to monitor student progress, enroll students in courses, and provide encouragement through their studies. Student Success Coaches are available for in-person, virtual, and email meetings. 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 and Student Success Coach regarding any deficiencies to be addressed and criteria not being met. Prior to Apprenticeship I and II, the Program Director will audit the student's file to ensure completion of necessary requirements for graduation and certification.

*Note: BS/MEd students will continue to work with their advisor rather than a Student Success Coach.

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 should access the appropriate Field Experience Handbook –BS/MEd or MEd Handbook.

Placement Requirements: For the MEd in Special Education, the field placements should occur in a classroom that includes students with some type of exceptionality. An inclusive classroom is defined as an educational setting that includes children with and without special needs. A special education classroom is defined as an educational setting that includes only children with special needs. For Apprenticeship II, the student teaching experience must be under the supervision of a certified Special Education teacher. At least one field experience in Apprenticeship I or II must be in a public school setting.

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.

Limited transportation is available to BS/MEd students during Stage 1 & 2 field experiences. The student must make necessary arrangements for transportation to and from the school for all other field experiences.

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

For students in BS/MEd program

Stage 1 & 2: Observation and Exploration (at the undergraduate level)

EDU 101	4 hours (2 hours Christian school, 2 hours public school)
EDU 204	10 hours
EDU 333	4 hours (inclusive classroom, special education classroom)
EDU 410	3 hours (ESL setting, diverse learners)
Program Electives	15 hours

Stage 3: Pre-student Teaching (at the undergraduate and graduate level)

EDU 301, 302, 401, 402 Internship	4 semesters; 36 hours each semester; 144 hours; Christian school regular education classroom, special education classrooms, urban experience
Apprenticeship I	120 hours in an inclusive classroom working with the classroom teacher and special education teacher

Stage 4: Student Teaching (at the graduate level)

Apprenticeship II	BS/MEd: 12 weeks in the same school as Apprenticeship I; 7 1/2 weeks under the supervision of a regular education teacher in an inclusive setting; 6 weeks under the supervision of a special education teacher.
-------------------	--

For students in MEd program only

Stage 1 & 2: Observation and Exploration

Graduate students show teaching experience and practice through employment as a full-time classroom teacher or as a regular substitute teacher and/or through field placement experiences at the undergraduate level.

Stage 3: Pre-student Teaching

Apprenticeship I	120 hours in an inclusive classroom. Graduate students may complete these hours in their full-time classroom teaching as long as the classroom contains students with exceptionalities. If graduate students are not in an inclusive classroom, then hours may be accumulated in alternative placements such as extended School Year programs (ESY). At least one field experience in stage 3 or 4 must be in a public school setting.
------------------	--

Stage 4: Student Teaching (Apprenticeship II)

Apprenticeship II	If Teacher Candidate has a previous certification, 6 weeks in at least an inclusive setting under the site supervision of a certified special education teacher. The College Supervisor cannot serve as the mentor. If no prior certification, 12 weeks in at least an inclusive setting under the site supervision of a certified special education teacher.
-------------------	--

Apprenticeship I and II requires a full academic year (fall and spring), therefore the students must register for these courses in sequence in order to complete the field placement requirements and action research courses.

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 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 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. Background Clearance Requirements
2. Certification Tests
3. TIMS Directions
4. MEd Special Education Advisement Sheet
5. Special Education (Cert Only) Advisement Sheet
6. BS/MEd Advisement Sheet



LANCASTER BIBLE COLLEGE

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

Procedures for Clearances 2022-2023

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 (you may need to exit out of site completely & 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/Fingerpringing- 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, Liz Mylin, know your UE ID # ASAP. Please email her at lpoff@lbc.edu It is found on your print out and on the receipt you receive after you have your fingerprinting done.

Certification Tests

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.

<http://www.education.pa.gov/Teachers%20-%20Administrators/Certifications/Pennsylvania%20Certification/Pages/default.aspx#tab-1>

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 - <http://www.pa.nesinc.com/>
Special Education: Core Knowledge and Applications (5354)
Fundamental Subjects: Content Knowledge (5511) – for individuals obtaining Special Ed PreK-12 as an initial certification

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.

MEd in Special Education
Advisement Sheet – 2022-2023
Education Department

Student Name: _____ Date: _____

- _____ EDU 519 Foundations & Frameworks for Learning
- _____ EDU 526 Diagnostic Reading Assessment
- _____ 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
- _____ EDU 570 Apprenticeship I
- _____ EDU 580 Apprenticeship II
- _____ SPE 501 Assessment and Special Education Processes
- _____ SPE 502 Meeting the Needs of Students with Autism & Behavioral Disorders
- _____ SPE 503 Teaching Students with Specific Learning and Intellectual Disabilities
- _____ SPE 504 Teaching Students with Low Incidence Disabilities
- _____ SPE 505 Professionalism, Ethical Practice, and Collaboration

Biblical and Theological Studies Courses (3 credits)

BTC 503 Foundations for Integration

OR

BTC 504 Perspectives on Integration



BS/MEd Early Childhood Education: Special Education

Degree: Bachelor of Science in Education, Masters of Education

Major: Early Childhood Education, Special Education, Biblical Studies Minor: _____
157 Credits

Name: _____ Date: _____ Proposed Graduation Date: _____

_____ Writing Intensive

Freshman Year

Sched	Gr				Sched	Gr					
		LBC	100	Foundations Seminar	1			BIB	103	Creation and Covenants: OT I	3
		BIB	106	Interpreting the Bible	3			LAN	104	Public Speaking	3
		THE	105	Prelude to Bib & Theo Studies	3			LIT	240	Lit for Children & Young Adults	3
		LAN	101	Academic Writing, Research, & Rhetoric	3			MAT	161	Integrated Math I	3
		ELE	101	Intro to Early Childhood Educ.	3			EDU	105	Instructional Technology	3
		EDU	103	Professional Seminar I	1			SOC	101	General Psychology	3
14					18						

Sophomore Year

Sched	Gr				Sched	Gr					
		CSV	201	Christian Service	0			CSV	202	Christian Service	0
		BIB	104	Israel's Life & Lit: OT II	3			BOT		Bible OT Exegetical Elective	3
		THE	223	Christian Narrative I	3			THE	224	Christian Narrative II	3
		MAT	162	Integrated Math II	3			HIS	201	U.S. History I (1600-1877)	3
		SOC	325	Human Growth & Dev't	3			SOC	326	Educational Psychology	3
		EDU	204	Instructional Design	3			EDU	333	The Exceptional Child	3
		ELE	205	Integrating Play, Move, the Arts	3			ELE	201	Math Inst. for the Young Child	3
18					18						

Junior Year

Sched	Gr				Sched	Gr					
		BIB	203	Life of Christ: NT I	3			BIB	204	Early Church: NT II	3
		SCI	151	Integrated Science I	3			SCI	152	Integrated Science II	3
		SCI	151L	Integrated Science I Lab	1			SCI	152L	Integrated Science II Lab	0
		EDU	340	Intro to Curriculum & Assessment	3			EDU	335	Inclusionary Practices	3
		ELE	320	Literacy Instruction-Primary	3			ELE	352	Social Studies in Elem School	3
		SPE	501	Assessment & Special Ed Proc	3			ELE	321	Literacy Instruction-Intermediate	3
		EDU	301	EDU Internship I	0			SPE	504	Teaching Students with Low Inc.	3
								EDU	302	EDU Internship II	0
16					18						

Senior Year

Sched	Gr				Sched	Gr					
		EDU	410	Tching the Eng Lang Learner	3			BNT		Bible NT Exegetical Elective	3
		EDU	430	Classroom Management	3			THE	320	Christianity & Culture	3
		ELE	354	Methods of Teaching Science	3					A&S Elective (400)	3
		EDU	519	Foundations & Frameworks	3			EDU	461	Cross Cultural Experience	1
		EDU	526	Diagnostic Reading Assess.	3			SPE	503	Tching Students with LD and ID	3
		EDU	401	EDU Internship III	0			SPE	505	Prof., Ethical Prac. & Collab.	3
								EDU	402	EDU Internship IV	0
15					16						

5th Year

Sched	Gr				Sched	Gr					
		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						

Summer/Winter Courses

Sched	Gr				
		EDU	550	Socio-Cultural Perspectives	3
		SPE	502	Meeting Needs with Autism	3