



# CREDENTIALS IN TEACHER EDUCATION

*"Teaching is an instinctual art, mindful of potential, craving of realizations, a pausing, seamless process."*

~ A. Bartlett Giamatti, President, Yale University

Faculty in Education believe that the world can be radically changed and brought closer to the Kingdom of God through graduates from PLNU. It is for this reason that our faculty strive not only to teach students the fundamentals of being in the education field, but also strive to build character and critical thinking in the future leaders enrolled at PLNU. Students develop strong reading, thinking, listening, speaking, mathematical, research, technological, writing and interpersonal skills as they learn their particular area of study. Small class sizes allow more opportunities for faculty-student interaction, which offers a more personalized approach in and out of the classroom. A teacher placement service helps the candidates establish a placement file. Many PLNU alumni who have remained in the teaching profession are in leadership roles at the school-site level, at the central office level, and in related educational activities.

## PROGRAM OBJECTIVES

- To prepare thoughtful, culturally sensitive, scholarly, professional educators who utilize the latest research and exemplary methods that ensure student learning and achievement;
- To provide an array of selected credential and degree programs of academic rigor;
- To equip students to become influential moral and ethical educational leaders in a highly competitive, diverse and ever-changing society.

## TITLE II INFORMATION

According to Federal regulations, all accredited departments, schools and colleges of education are required to report information regarding their institutions' candidates' passing rates on examinations.

Reading Instruction Competence Assessment (RICA)

In California all candidates for the Multiple Subject Credential are required to take and pass the RICA exam in order to apply for the credential.

## PRAXIS/MULTIPLE SUBJECT ASSESSMENT TEST

This exam measures the candidates' understanding of the content required to teach the subjects covered by the Multiple Subjects Credential. Candidates who take this exam completed a BA with a major in a field other than a State-approved Liberal Studies program.

## PRAXIS/SSAT

This exam measures the candidates' understanding of a content area required for a specific discipline in a secondary school setting. Candidates who take this exam did not major in a State-approved program in the area in which they would like to teach.

## Multiple Subject Teaching Credential with CLAD

A Multiple Subject Teaching Credential enables a person to teach in a self-contained (K-12) classroom in California. Students receive coursework in educational philosophy and psychology as well as methodology in reading, language arts, science, social studies, and mathematics.

## CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT EMPHASIS (CLAD)

The purpose of this emphasis is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages. Students must complete specialized coursework for the CLAD (EDU 400 or GED 540, EDU 442/GED 542, EDU 468/GED 568), students teach in a classroom with a significant population of English Language Learners as well as a trained master teacher, and have experience learning a second language by the time of the completion of the program. This last requirement may be fulfilled by providing written evidence of one of the following:

- Successful completion of three years of coursework in a language other than English in grades 7-12 in a public school with an average grade of “B” or better.
- Six semester units or nine quarter units of coursework in a second language with a grade “C” or better.
- Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older.
- Other options—Contact the coordinator of the CLAD emphasis program for specifications.

**1. SUBJECT MATTER COMPETENCE**

All students must demonstrate subject matter competence by either completing a State-approved Liberal Studies major with a cumulative and major grade-point average of 2.750, or passing the Multiple Subject Assessment Test (MSAT).

Second Teaching Areas. Additional teaching areas are called supplementary authorizations. Some supplementary authorizations limit the teacher to certain grade level material. For specific requirements, contact the Credentialing and Educational Placement Office or the Coordinator of the Multiple Subject Credential program.

**2. PROFESSIONAL PREPARATION**

The following courses are required for a Multiple Subject Teaching Credential. For detailed explanations of these courses see descriptions in this section of the *Catalog*.

<b>COURSE #</b>	<b>TITLE</b>	<b>UNITS</b>
EDU 300	Foundations of Education	3
EDU 301	Methods and Curriculum in Elementary Reading and Language Arts	3
EDU 400*	Multicultural Education	3
EDU 401	Advanced Methods and Curriculum in Elementary Language Arts and Elementary Reading	3
EDU 402	Elementary Student Teaching I and Seminar	2-6
EDU 403	Methods and Curriculum in Science and Social Studies	2
EDU 404	Advanced Methods and Curriculum in Science and Social Studies	2
EDU 405	Elementary Student Teaching II	3-6
EDU 405A	Elementary Student Teaching Seminar I	1
EDU 408/		
GED 508	Educational Psychology	3
EDU 442/	Language Acquisition and English	
GED 542	Language Development	3
EDU 468/	Bilingual Education and Specially	
GED 568	Designed Academic Instruction in English (SDAIE)	3
GED 515	Curriculum Development, Innovation & Evaluation	3

MATH 314 Math for Elementary and 324 Teachers I and II . . . . . 8  
*\*Post BA candidates in Arcadia and Bakersfield fulfill this requirement through the completion of GED 540 School Communities in a Pluralistic Society*

**3. CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)**

Student are required to take the CBEST, before being approved for student teaching (Education 402, 405). Information and application forms are available from the program director.

**4. EDUCATION**

Completion of a baccalaureate or higher degree from a regionally accredited college or university.

**5.U.S. CONSTITUTION**

Met by exam available on the main campus or by taking Political Science 490. Consult your program director for specific dates and times of the workshop. or approved course.

**6.METHODS OF TEACHING READING**

Met by taking Education 301.

**7. READING INSTRUCTION COMPETENCE ASSESSMENT (RICA).**

Students are required to pass the RICA exam. Information is available at each location. By completing steps 1-7 satisfactorily a student may apply for a Preliminary Multiple Subject Teaching Credential which is valid for five years.

**PROFESSIONAL CLEAR CREDENTIAL REQUIREMENTS**

The State of California requires the completion of the Professional Clear Credential requirements within five years of the granting of the Preliminary Teaching Credential. This Credential may be obtained by completing 32 approved upper-division or graduate semester units past a bachelor’s degree and must include the following three courses and certificate: a health education course (Physical Education 301 or Family and Consumer Sciences 315 or workshops Education 491-59); a special education course (Education 430 or Graduate Education 577), a computers in education course (Graduate Education 528); and a CPR Certificate (Adult, Child, and Infant) which can be fulfilled either through PLNU or at a community college. The Professional Clear Credential is valid for five years. Subsequent renewals will be facilitated through the district of employment.

# Single Subject Teaching Credential with CLAD

Individuals who plan to teach at the secondary level need to pursue the Single Subject Credential in an approved discipline of their choice. A Single Subject Credential enables a person to teach in a departmentalized (K-12) classroom.

## CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT EMPHASIS (CLAD)

The purpose of this emphasis is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages. Students must complete specialized coursework for the CLAD (Education 400/Graduate Education 540, Education 442/Graduate Education 542, Education 468/Graduate Education 568), student teach in a classroom with a significant population of English Language Learners as well as a trained master teacher, and have experience learning a second language by the time of the completion of the program. This last requirement may be fulfilled by providing written evidence of one of the following:

- Successful completion of three years of coursework in a language other than English in grades 7-12 in a public school with an average grade of "B" or better.
- Six semester units or nine quarter units of coursework in a second language with a grade "C" or better.
- Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older.
- Other options—Contact the coordinator of the CLAD emphasis program for specifications.

## 1. SUBJECT MATTER COMPETENCY

In order to acquire adequate knowledge in the specific academic discipline, the candidate must complete either 1) A California Commission on Teacher Credentialing approved Single Subject Program with a cumulative and major grade-point average of 2.750; or 2) Pass the appropriate subject matter examinations. Point Loma Nazarene University offers Single Subject Programs in the following areas: Art, Music, Physical Education, English, Social Science, Home Economics, Mathematics, Biology.

## SECOND TEACHING AREAS

Additional teaching areas are called supplementary authorizations. Some supplementary authorizations limit the teacher to certain grade level material. For specific requirements contact the Credentialing and Educational Placement Office

or the Coordinator of the Single Subject Credential program.

## 2. PROFESSIONAL PREPARATION

The following courses are required for the Single Subject Credential.

COURSE #	TITLE	UNITS
EDU 300	Foundations of Education	3
EDU 400*	Multicultural Education	3
EDU 408/		
GED 508	Educational Psychology	3
EDU 410	Methods in Teaching Reading in the Content Areas	3
EDU 411	Secondary Student Teaching I	2-6
EDU 411A	Secondary Student Teaching Seminar	5
EDU 412	Methods of Teaching in Secondary Schools	3
EDU 414/	Curriculum Development,	
GED 515	Innovation and Evaluation	3
<i>May also be taken within department of the major.</i>		
EDU 415	Secondary Student Teaching II	2-6
EDU 416	Secondary Classroom Management and Discipline	1
EDU 442/	Language Acquisition and English	
GED 542	Language Development	3
EDU 468/	Bilingual Education and Specially	
GED 568	Designed Academic Instruction in English (SDAIE)	2

*\*Post BA candidates in Arcadia and Bakersfield fulfill this requirement through the completion of GED 540 School Communities in a Pluralistic Society*

## 3. CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

Students are required to take the CBEST before being approved for student teaching (Education 411, 415). Information and application forms are available from the program director.

## 4. EDUCATION

Completion of a Baccalaureate or higher degree from a regionally accredited college or university.

## 5. U.S. CONSTITUTION

Met by exam or approved course.

## 6. METHODS OF TEACHING READING

Met by taking Education 410.

By completing steps 1-6 satisfactorily a student may apply for a Preliminary Teaching Credential, which is valid for five years.

## PROFESSIONAL CLEAR CREDENTIAL REQUIREMENTS

The State of California requires the completion of the Professional Clear Credential requirements within five years of the granting of the Preliminary Teaching Credential. This Credential may also be obtained by completing 30 approved

upper-division or graduate semester units past a bachelor's degree and must include the following three courses and certificate: a health education course (Physical Education 301 or Family and Consumer Sciences 315 or workshops); a special education course (Education 430 or Graduate Education 577), a computers in education course (Graduate Education 528); and a CPR Certificate (Adult, Child, and Infant) which can be fulfilled either through PLNU or at a community college. The Professional Clear Credential is valid for five years. Subsequent renewals will be facilitated through the district of employment.

### **CROSSCULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT EMPHASIS (CLAD)**

The purpose of this emphasis is to prepare teachers to effectively deliver English language development and specifically designed instruction for academic content to limited English proficient students from all languages.

To be recommended for this emphasis, teacher candidates must take the following courses:

EDU 400/GED 540

EDU 442/GED 542

EDU 468/GED 568

Candidates must have experience learning a second language by the time of completion of the program. This requirement may be fulfilled by providing written evidence of one of the following:

1. Successful completion of three years of coursework in a language other than English in grades 7 through 12 in a public school with an average grade of "B" or better.
2. Six semester units or nine quarter units of coursework in a second language with a grade of "C" or better.
3. Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older.

For specifications and other options, contact the coordinator of the CLAD Emphasis Program.

### **APPROVAL FOR STUDENT TEACHING I**

Application for Student Teaching I should be made the semester before the anticipated start.

The following steps need to be taken before a candidate will be considered for approval to student teaching (all necessary forms are in the Handbook for Prospective Teachers):

- Completion of the appropriate application form. (Form A)
- Letters of recommendation. Two letters of recommendation other than a professor. (Form B)
- Speech clearance. An acceptable grade ("C" or above) in an introductory speech course or satisfactory rating in speech obtained from the Department of Communication Studies or

Department of Teacher Education. (Form C)

- Scholarship. A cumulative and major grade-point average of 2.750 or higher.
- Health clearance. Evidence must be presented that the student is free from tuberculosis. The University Wellness Center is able to provide the skin test. In some cases, a lung X-ray may be required. (Form D)
- Students who have completed a CCTC approved program must obtain a letter from the credential analyst at the granting institution. Students who have not completed such a program should begin the process of preparing for passage of the MSAT exam for multiple subject credential) or the appropriate subject matter exams (PRAXIS and SSAT) for the single subject credential.
- Certificate of Clearance. Forms for this certificate should be obtained in the Teacher Education Office. The candidate must have filed for the certificate before approval.
- Verification that the California Basic Educational Skills Test (CBEST) has been taken.
- Teacher Education Program Interview. Teacher education candidates interview with faculty. Following the submission of all required materials and the completion of the admissions interview, candidates will be notified in writing of the action regarding their approval for student teaching. All teacher education admission procedures are under the supervision of the Teacher Education Committee.

Students who do not meet one or more of these requirements may be admitted as "exceptions" by the Teacher Education Committee at the respective location. Such students will be "provisional" for one semester, after which the status will be reviewed by the program director. Depending upon the student's progress, at that time the program director will decide whether the student shall continue in the program.

### **APPROVAL FOR STUDENT TEACHING II**

Student teaching is a privilege granted to the candidate through the courtesy of the cooperating schools to which the student teacher is assigned. Prompt and regular attendance is required, along with complete cooperation with the master teacher. In order that a student may receive the greatest benefit from these experiences, the student's academic load and schedule of outside work must be limited. In considering the individual's application, faculty in the Teacher Education Program review the following procedures and minimum standards in addition to formal application:

- Completion of the "Application for approval to Elementary/Secondary Student Teaching II."
- Subject Matter Competency. Subject matter competency is demonstrated either by

coursework or examination(s). Passage of the MSAT exam or completion of an approved program is required for the MS credential. To receive the SS credential, students must pass the appropriate subject matter exams (PRAXIS and SSAT) or complete an approved program. (Students should see the credential analyst or a faculty advisor for examination information.)

- Scholarship. A cumulative and major grade-point average of 2.750 or higher.
- English language and speech qualification. Use of clear, correct language, both oral and written is required. A pleasing voice and good speech are essential for successful student teaching.
- A passing score on the CBEST.
- Physical fitness. All candidates for teacher education and student teaching must show evidence that they are physically fit to engage in teaching.
- Experience. Evidence that the candidate has had experience with youth at the appropriate level of development is required.
- Personal character. Personal traits required in professional service are expected. These include appearance, dress, poise, force, temperament, emotional security, and personal habits and manners not offensive to pupils, co-workers, and school patrons.
- Professional attitude. Ability to work with pupils, parents, and school officials must be apparent.

## Education COURSES

### EDU 300 (3) FOUNDATIONS OF EDUCATION

An overview of historical, philosophical, sociological, economic, and legal foundations of education. Requires thirty-five hours of fieldwork.

### EDU 301 (3) METHODS AND CURRICULUM IN ELEMENTARY READING AND LANGUAGE ARTS

A study of literary acquisition and assessment. Curricular areas include: developmental language acquisition, listening, speaking, reading, the writing process, and appreciation of literature.

*Corequisite (in San Diego): Education 401 and 402.*

### EDU 400 (3) MULTICULTURAL EDUCATION

A course which provides a knowledge base and current instructional practices about teaching and learning in a multilingual educational context. Students participate in fieldwork experiences that prepare them to teach students from a diverse cultural, ethnic, linguistic, and/or socio-economic background. This course is required for students working toward cross-cultural language, and academic development (CLAD) emphasis credential. Requires thirty-five hours of fieldwork.

*Prerequisite: Education 300.*

### EDU 401 (3) ADVANCED METHODS AND CURRICULUM IN ELEMENTARY LANGUAGE ARTS AND ELEMENTARY READING

Methods of reading and language arts applied across the curriculum in upper elementary grades. Topics include: integrated approaches, curriculum planning, listening, speaking, reading, writing and literature response.

*Corequisite: Education 301 and 402.*

### EDU 402 (2-6) ELEMENTARY STUDENT TEACHING I AND SEMINAR

Student teaching experience in the elementary level under the skilled professional guidance of a cooperating teacher. Graded Credit/No Credit. May be repeated up to six units.

*Prerequisite: Admission to the Teacher Education program and approval to Level 2.*

### EDU 403 (2) METHODS AND CURRICULUM IN SCIENCE AND SOCIAL STUDIES

Provides a study of instructional procedures and curriculum materials, and appropriate use of technology.

*Corequisite: Education 404 and 405.*

### EDU 404 (2) ADVANCED METHODS AND CURRICULUM IN SCIENCE AND SOCIAL STUDIES

Provides a study of instructional procedures and curriculum materials and technology for science and social studies with an emphasis of integrated long-range planning for diverse populations.

*Corequisite: Education 403 and 405.*

### EDU 405 (3-6) ELEMENTARY STUDENT TEACHING II

Student teaching experience in the elementary school under the skilled professional guidance of a cooperating teacher. Graded Credit/No Credit. May be repeated up to 6 units.

*Prerequisite: Approval for Student Teaching II.*

*Corequisite: Education 405A.*

### EDU 405A (1) ELEMENTARY STUDENT TEACHING SEMINAR

Classroom management strategies for grades K-6 classroom teacher. Required of all elementary student teachers.

*Prerequisite: Approval for Student Teaching II.*

*Corequisite: Education 405.*

### EDU 408/GED 508 (3) EDUCATIONAL PSYCHOLOGY

Students explore learning from perspectives of behavioral, cognitive and human psychology, centering on such topics as developmental states, intelligence, culture, mainstreaming, motivation, evaluation and classroom discipline.

*Prerequisites: Education 300, Education 303 and/or corequisite 402 or 405 or 415.*

**EDU 410 (3) METHODS IN TEACHING READING IN THE CONTENT AREAS (SECONDARY)**

Reading strategies and assessment in the content area with application to unit plans on the Education 411 teaching site.

*Prerequisites: Admission to the Teacher Education program.*

*Corequisites: Education 411 and 412.*

**EDU 411 (2-6) SECONDARY STUDENT TEACHING I**

A preliminary secondary student teaching experience under the skilled guidance of a cooperating teacher and a university supervisor. May be repeated to a maximum of six units. Graded Credit/No Credit.

*Prerequisites: Admission to Teacher Education Program and approval to Student Teaching I.*

*Corequisites: Education 411A.*

**EDU 411A (.5) SECONDARY STUDENT TEACHING SEMINAR**

Classroom management strategies for grades 7-12 classroom teacher. Required of all secondary student teachers.

*Prerequisite: Approval to Student Teaching II.*

*Corequisites: Education 411.*

**EDU 412 (3) METHODS OF TEACHING IN SECONDARY SCHOOLS**

Students demonstrate mastery of specific competencies including writing objectives and student learning plans, classroom management, measurement, evaluation, questioning, and use of technology in the classroom. This class is required of all single subject candidates.

*Corequisites: Education 410 and 411.*

**EDU 415 (2-6) SECONDARY STUDENT TEACHING II**

Student teaching experience in the secondary school under the professional guidance of a cooperating teacher and includes curriculum construction, teaching methods, and evaluation of student performance. Graded Credit/No Credit. May be repeated to a maximum of 6 units.

*Prerequisites: Approval for Student Teaching II.*

*Corequisite: Education 416.*

**EDU 416 (1) SECONDARY CLASSROOM MANAGEMENT AND DISCIPLINE**

Classroom management strategies for grades 7-12 classroom teacher. Required of all secondary student teachers.

*Prerequisite: Approval for Student Teaching II.*

*Corequisite: Education 415.*

**EDU 430 (3) PSYCHOLOGY OF THE EXCEPTIONAL CHILD**

A survey of the field of special education and persons with disabilities. Students will explore the nature, degree and incidence of conditions which characterize children, youth, and adults with disabilities. Topics include: psychological theory and research including information processing and applications of brain research related to learning; developmental theory related to maturation patterns and emotional development in exceptional children and youth; state and federal law relating to persons with disabilities; effective methods/strategies for educating and counseling persons with disabilities and their families.

**EDU 442/GED 542(3) LANGUAGE ACQUISITION AND ENGLISH LANGUAGE DEVELOPMENT**

The emphasis of this course is to identify and apply the various aspects of the structure of the English language, the theoretical framework of language acquisition research, and the socio-cultural factors effecting language development. Through the course and fieldwork assignment, students will explore the concepts of primary language development, second language acquisition, language proficiencies, and the implementation of successful English Language Development (ELD) programs for English language learners (ELLs).

*Prerequisite: Education 400.*

**EDU 468 (2)/GED 568 (3) BILINGUAL EDUCATION AND SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE)**

The purpose of this course is to provide a knowledge base of the theory and practice of bilingual education and other related socio-political issues. Models of teaching specially designed academic instruction in English (SDAIE) is emphasized in this course. This course is required for students working toward a cross-cultural, language, and academic development (CLAD) emphasis credential.

*Prerequisite: Education 400.*

**EDU 490 (1-3) SPECIAL STUDIES IN EDUCATION**

Intensive study of a special topic in education under the direction of a faculty member. Consent of department chair. May be repeated to a total of six units.

**EDU 491 (1-3) WORKSHOP IN EDUCATION**

An intensive study of a special topic in education involving University faculty and expert lecturers. May be repeated to a total of six units. Graded Credit/No Credit.

**EDU 499 (1-3) RESEARCH IN EDUCATION**

Open to students of proven ability. Consent of instructor and department chair.