

The Department of TEACHER EDUCATION



"Memories of Point Loma's glorious legacy do two things: they enhance the present and inspire a vision for the future."

~ Cecil W. Miller, Professor Emeritus of Education

OBJECTIVES

Point Loma Teacher Education offers selected credential and degree programs of academic rigor in an environment of vital Christianity in the Wesleyan tradition. Our commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators who utilize the latest research and exemplary methods which ensure learning and achievement. The faculty is committed to equip students to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society.

TRADITION OF EXCELLENCE...

The Department of Teacher Education is approved by the California Commission on Teacher Credentialing to offer the following credentials: Multiple and Single Subjects; Crosscultural Language and Academic Development Emphasis (CLAD). The teacher education credential programs are also offered in Pasadena and Bakersfield.

Faculty in the department are practitioners and specialists in teacher education. The Department of Teacher Education articulates with all other academic departments in the University regarding subject matter preparation of single subject and multiple subject teacher candidates. While the primary focus of the Department of Teacher Education is to prepare teachers, many of the courses are also of value to those who are interested in professions such as social work, human environmental sciences, religious studies, and early childhood education.

STEP INTO YOUR FUTURE...

The teacher education courses are sequenced so that candidates are initially educated from a more global perspective of education. Then, the focus of the courses shift toward methodologies, and the application and practice of theory and research. The practice and application components of the methods courses are easily facilitated because the Teacher Education

Program is field-based. All candidates are required to be in classrooms for approximately 85 hours of documented and evaluated observation and participation prior to student teaching.

Admission to the University may be considered Level 1 admission to the Teacher Education program. However, it neither implies nor guarantees approval for student teaching (Level 2 admission). If, in the opinion of the Department of Teacher Education, a student fails to meet acceptable professional and personal standards, the department may disqualify any individual from attempting to complete preparation for a career in education.

Students desiring to fulfill the requirements of a credential for public school service are advised to declare their intentions as early as possible in their academic careers. For the *Multiple Subject* Credential candidate, this decision should be made during the first year of the student's enrollment at the University. The *Single Subject* Credential candidate should decide no later than the beginning of the sophomore year. Transfer students should consult with the appropriate departmental advisor immediately. All prospective teachers should plan their major requirements and those set forth by the Department of Teacher Education to establish the proper sequence of courses and the fulfillment of all professional requirements.

Credential Programs are led by coordinators.

- *Coordinator for the Multiple Subject Credential*
- *Coordinator of the Single Subject Credential program*
- *Coordinator of the CLAD emphasis program*

Each one of the coordinators is responsible to advise, teach, develop, and nurture the teacher candidates in the program for which they are responsible.

The Credentialing and Educational Placement Office provides a variety of services: transcript evaluation, credential applications, and career services for the student. The credential analyst acts as a liaison between the candidate and the California Commission on Teacher Credentialing.

FACULTY

- Charles R. Downing, Ph.D.
Walden University
- Teresa Tana Herchold, Ed.D.
University of Santa Barbara
- Enedina Martinez, Ed.D.
Northern Arizona University
- Jeanie S. Milliken, Ph.D.
United States International University
- Todd Morano, M.A.
Point Loma Nazarene University
- Diana L. Treahy, Ph.D.
Indiana University

Liberal Studies MAJOR

LOWER-DIVISION REQUIREMENTS

COURSE #	TITLE	UNITS
ART 100	Intro to Art <i>OR</i>	
ART 102	Fundamentals of Art	2-3
BIO 101*	Human Biology and Bioethics <i>OR</i>	
BIO 102*	Environmental Biology	4
PHY 110*	Physical Science	4
CHE 110*	Physical Science <i>OR</i>	
CHE 101*	Chemistry and Society	4
	<i>AND</i>	
PHY 103*	Earth Science	4

**One or more must include a lab.*

UPPER-DIVISION REQUIREMENTS

COURSE #	TITLE	UNITS
EDU 300	Foundations of Education	3
EDU 400	Multicultural Education	3
EDU 442	Language Acquisition and Language Development	3
MTH 314	Mathematics for Elementary Teachers I	4
MTH 324	Applied Mathematics	4
ART 317	Art Education in the Classroom I <i>OR</i>	
ART 318	Art Education in the Classroom II	3
MUE 341	Music Skills for the Elementary Classroom Teacher	2
MUT 110	Fundamentals of Music	2
PED 308	Physical Education for Children	3
PSY 305	Developmental Psychology: Childhood	3
HIS 316	Revolutionary Americans 1763-1816	4
HIS 370	California <i>OR</i>	
POL 165	American Government	4

Choose one from the following four courses:

COM 312	Gender and Communication	3
COM 400	Communication in the Classroom	3
LIN 312	Intro to Linguistics	3
LIT 325	Children's Literature	3

- Choose twelve additional upper-division units from one of the individual disciplines in one of the following groups:

Group A

Communication, Literature, Writing, Linguistics

Group B

Math, Science

Group C

History, Political Science, Psychology, Sociology

Group D

Art and Design, Bible/Church History, Music Education, Spanish, French

Other

Physical Education

DISTRIBUTION REQUIREMENT

In meeting the General Education requirements and the major, at least 84 units, including lower and upper-division, must be selected. At least 18 units must be chosen from two of the following groups and at least 24 units must be chosen from each of the other two groups:

Group A

All Writing, Linguistics, Literature, Communication courses and:

COURSE #	TITLE	UNITS
SPA 302	Advanced Grammar and Reading	3
SPA 303	Advanced Conversation and Composition	3
SPA 320	Mexican American Literature and Culture	3
SPA 390	Current Spanish Linguistics	3
SPA 400	Peninsular Literature before 1800	3
SPA 402	Peninsular Literature after 1800	3
SPA 439	Latin American Literature since 1910	3
BIB 477	The Literature of Second Temple Judaism	3
BIB 378	Wisdom in Judaism and Christianity	3
EDU 442	Language Acquisition and Language Development	3

Group B

All courses in Science and Mathematics/Computer Science departments and:

COURSE #	TITLE	UNITS
FCS 225	Fundamentals of Nutrition	3
FCS 305	Life Cycle Nutrition	4
FCS 315	Personal, Family, and Community Health	3
FCS 425	Child Nutrition	4

Group C

All Economics, History, Political Science, Psychology, Sociology courses and:

COURSE #	TITLE	UNITS
BIB 413	The Beginnings of the Hebrew Nation	3
CHU 484	Ancient and Medieval Christianity	3

CHU 485	Modern Christianity	3
CHU 496	Seminar in Church History	2
ART 300	History of Western Art I	4
ART 301	History of Western Art II	4
EDU 430	Psychology of the Exceptional Child	3
FCS 120	Intro to Child Development	4
FCS 150	Human Development	3
FCS 350	Consumer Economics	2
FCS 420	Child Development in the Family and Community	4
SPA 310	Latin American Culture and Civilization I	3
SPA 315	Culture and Civilization of Spain . . .	3

Group D

All courses in Art and Design, Music, Languages, Philosophy, Bible, Theology.

Other

Kinesiology and Physical Education classes.

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. Point Loma prepares Liberal Studies majors as well as other students who have completed a bachelor's program for the teaching profession. Students receive coursework in educational philosophy and psychology as well as methodology in reading, language arts, science, social studies, and mathematics.

1. SUBJECT MATTER COMPETENCE

All students must complete a Liberal Studies major with a cumulative and major grade-point average of 2.750, or pass 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 sequenced courses are required by the Department for a Multiple Subject Teaching Credential. For detailed explanations of these courses see descriptions in this section of the *Catalog*.

COURSE #	TITLE	UNITS
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 . . .	2-6
EDU 405A	Elementary Student Teaching Seminar I	1
EDU 408	Educational Psychology	3

NOTE: Graduate students taking a teacher preparation program may take a slightly different schedule of courses. All students must be admitted to Level 2 prior to Student Teaching I (Education 402).

3. CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

Students are required to take the CBEST, before being approved for student teaching (Education 402, 405). Information and application forms are available in the Teacher Education Office.

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 301.

7.READING INSTRUCTION COMPETENCE ASSESSMENT (RICA).

Students are required to pass the RICA exam. Information is available in the Teacher Education Office.

By completing steps 1-7 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. This Credential may 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); 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). This credential is valid for five years, with renewal 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.

1. SUBJECT MATTER COMPETENCY

In order to acquire adequate knowledge in the specific academic discipline, the candidate must complete either 1) A California Commission of 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 and Design, 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 sequenced Teacher Education courses required for the Single Subject Credential.

COURSE #	TITLE	UNITS
EDU 300	Foundations of Education	.3
EDU 400	Multicultural Education	.3
EDU 408	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
<i>Note: Students must be admitted to Level 2 prior to Student Teaching I.</i>		
EDU 412	Methods of Teaching in Secondary Schools	.3
EDU 414	Principles and Curriculum in Secondary Schools	.3
<i>Note: Must be taken from the academic department of the major if offered.</i>		
EDU 415	Secondary Student Teaching II	.2-6
EDU 416	Secondary Classroom Management and Discipline	.1

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 in the Education Office.

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 SINGLE SUBJECT TEACHING CREDENTIAL

A Professional Clear Single Subject Teaching Credential may be obtained by completing 30 upper-division or graduate level units beyond the bachelor's degree. These must be approved by the Department of Teacher Education. Included should be the following three courses: a health education course (Physical Education 301 or Family and Consumer Sciences 315); a mainstreaming course (Education 430 or Graduate Education 577); a computers in education course (Graduate Education 528), and CPR Certification (Adult, Child, and Infant). This credential is valid for five years, with renewal 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	Multicultural Education	.3
EDU 442	Language Acquisition and English Language Development	.3
EDU 468	Bilingual Education and Specially Designed Academic Instruction in English	.2

• 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 preliminary student teaching (Education 402 or Education 411). The first course, Education 300, should be taken after the student has completed a minimum of 40 units.

Teacher Education candidates may not take any education methods courses numbered 401 or above until they have been officially granted Level 2 admission to the program.

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*):

- **Formal application** for approval to Level 2. Completion of the appropriate application form. (Form A)
- **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 and Theatre 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)
- **Major program approval**. The student must obtain from his/her academic advisor a listing of courses necessary for completion of the Single Subject program at Point Loma Nazarene University. The Multiple Subject Credential candidate, with the assistance of the education advisor, will complete Form E. Students who have completed a CCTC approved program at another institution must obtain a letter from the credential analyst at the granting institution. Students not meeting subject matter competence through coursework

must submit verification of registration to take any required subject matter examination.

- **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 who are representatives from the entire campus. 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.

Approval for Student Teaching II

Approval to the second student teaching experience (Education 405, 415) requires an additional step following approval to Level 2.

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.

Education COURSES

- *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.

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.

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.

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.

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.

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.

EDU 405 (2-6) 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 six units.

EDU 405A (1) ELEMENTARY STUDENT TEACHING SEMINAR

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

EDU 408 (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.

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.

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.

EDU 411A (.5) SECONDARY STUDENT TEACHING SEMINAR

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

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.

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 six units.

EDU 416 (1) SECONDARY CLASSROOM MANAGEMENT AND DISCIPLINE

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

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 (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) 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. Offered summers.

EDU 499 (1-3) RESEARCH IN EDUCATION

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