

# TEACHER EDUCATION

*Teacher Education*

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## *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 to 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 Subject and Single Subject. 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, family consumer sciences, religious studies, and early childhood education.

## *Step Into Your Future...*

The teacher education courses are sequenced to best prepare candidates for success on the California Teacher Performance Assessment. Throughout the program methodologies based on current practice and research are modeled and reinforced. 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 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 for the Single Subject Credential 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*

Todd Morano, M.A.  
*Point Loma Nazarene University*

Diana L. Treahy, Ph.D.  
*Indiana University*

*The Department of*

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

*~ A Bartlett Giamatti, President, Yale University*

# Liberal Studies MAJOR

*The information in this section of the Catalog applies to students entering the full-time program offered during the day in San Diego. Candidates who have completed a baccalaureate degree and are interested in a part-time or evening program in San Diego, Arcadia, or Bakersfield should refer to program information in the University's graduate Catalog.*

## 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
<b>AND</b>		
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	3
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 (SB 2042)

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 research and theory 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 California Subject Examination for Teachers (CSET).

**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 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical, and Wesleyan Perspectives on Education	.3
EDU 506	Principles of Language Acquisition	.3
EDU 508	Assessment and Research Practices	.3
EDU 520	Differentiated Reading and Related Language Arts Instruction For All Learners	.3
EDU 522	Differentiated Writing and Related Language Arts Instruction for All Learners	.3
EDU 524	Differentiated Mathematics Instruction for All Learners	.3
EDU 526	Differentiated Elementary Science, Health, And Physical Education Instruction for All Learners	.3
EDU 528	Differentiated Social Science and Visual and Performing Arts Instruction for All Learners	.3

EDU 540	Student Teaching I	4
EDU 541	Student Teaching Inquiry and Reflection I	1
EDU 550	Student Teaching II	4
EDU 551	Student Teaching Inquiry and Reflection II	1
	TOTAL	37

*Note: Post BA students taking a teacher preparation program may take these courses in a slightly different sequence. All students must be admitted to Level 2 prior to Student Teaching I (EDU 540).*

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

Students are required to take the CBEST, before being approved for student teaching (Education 540). Information and application forms are available in the Teacher Education Office. A passing score on CBEST is required prior to the second student teaching experience (EDU 550).

## 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 520.

## 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.

## 8. TEACHER PERFORMANCE ASSESSMENT (TPA)

In addition to completing the required coursework for the preliminary teaching credential, all candidates must also successfully pass California's Teacher Performance Assessment (TPA). The TPA consists of four tasks. Each task covers specific Teacher Performance Expectations (TPEs) defined by the California Commission on Teacher Credentialing. Specific TPA tasks are included as part of, or corresponding to, the coursework in PLNU's credential programs. An additional component of PLNU's credential program is development and completion of an electronic portfolio by each candidate.

## OBTAINING A PROFESSIONAL CLEAR MULTIPLE SUBJECT CREDENTIAL

Following coursework completion and successful passage of the TPA, candidates are eligible for

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jobs as teachers anywhere in California. Once employed, new teachers have two years to complete an induction program and receive their "clear" credential. Typically, induction programs are aligned with the California Beginning Teacher Support and Assessment (BTSA) program in the local school district.

For more information on the TPA, contact the Teacher Education Office. For more information on BTSA and/or the induction process, contact PLNU's BTSA liaison or the Office of Credentialing and Placement.

## Single Subject Teaching Credential (SB 2042)

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 502	Research-Based Learning Theory	.3
EDU 504	Legal, Ethical, and Wesleyan Perspectives on Education	.3
EDU 506	Principles of Language Acquisition	.3
EDU 508	Assessment and Research Practices	.3
EDU 530	Differentiated Instruction for All Learners in the Secondary Classroom	.3
EDU 532	Secondary Content Area Literacy	.3
EDU 534	General Methods for Secondary Teachers	.3
EDU 536	Curriculum Development, Innovation and Evaluation	.3
EDU 540	Student Teaching I	.4

EDU 541	Student Teaching Inquiry and Reflection I	.1
EDU 550	Student Teaching II	.4
EDU 551	Student Teaching Inquiry and Reflection II	.1
	TOTAL	.34

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

Students are required to take the CBEST before being approved for student teaching (Education 540). Information and application forms are available in the Education Office. A passing score on CBEST is required prior to the second student teaching experience (EDU 550).

### 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 532.

### 7. TEACHER PERFORMANCE ASSESSMENT (TPA)

In addition to completing the required coursework for the preliminary teaching credential, all candidates must also successfully pass California's Teacher Performance Assessment (TPA). The TPA consists of four tasks. Each task covers specific Teacher Performance Expectations (TPEs) defined by the California Commission on Teacher Credentialing. Specific TPA tasks are included as part of, or corresponding to, the coursework in PLNU's credential programs. An additional component of PLNU's credential program is development and completion of an electronic portfolio by each candidate.

By completing steps 1-7 satisfactorily a student may apply for a Preliminary Teaching Credential, which is valid for five years.

### OBTAINING THE PROFESSIONAL CLEAR SINGLE SUBJECT CREDENTIAL

Following coursework completion and successful passage of the TPA, candidates are eligible for jobs as teachers anywhere in California. Once employed, new teachers have two years to complete an induction program and receive their "clear" credential. Typically, induction programs are aligned with the California Beginning Teacher Support and Assessment (BTSA) program in the local school district.

For more information on the TPA, contact the Teacher Education Office. For more information on BTSA and/or the induction process, contact PLNU's BTSA liaison or the Office of Credentialing and Placement.

## Approval for Student Teaching I

Application for Student Teaching I should be made the semester before preliminary student teaching (Education 540).

Teacher Education candidates may not take any education courses associated with the Student Teaching II experience 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.** 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 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 550) 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 CSET 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 (CSET or 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.

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- *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 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 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.*

## Course Descriptions for the Professional Program

### **PART 1: CORE COURSES FOR ALL CREDENTIAL STUDENTS**

### **EDU 502 (3) RESEARCH-BASED LEARNING THEORY**

An overview of the major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all students are analyzed and applied. Research-based theories of human learning are examined as to how these theories and practices inform school policies and practices and affect student conduct, attitudes and achievements. This course also may be used for credit in the PLNU MA program.

### **EDU 504 (3) LEGAL, ETHICAL, AND WESLEYAN PERSPECTIVES ON EDUCATION**

Major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Research on the social and cultural conditions of K-12 schools are analyzed in relation to the purposes, functions and inequalities of schools. Different perspectives on teaching and learning, alternative conceptions of education are explored. A professional perspective that recognizes the ethical and professional responsibilities of teaching is developed. Relevant state and federal laws pertaining to the education of all students to sustain a just, democratic society are examined. The role of Christian educators in public and private schools from the Wesleyan tradition and perspective is emphasized.

### **EDU 506 (3) PRINCIPLES OF LANGUAGE ACQUISITION**

Knowledge and application of pedagogical theories, principles, and instructional practices for English language learners and an examination of principles of educational equity to provide English learners and special population students equitable access to the core curriculum. Theoretical foundations and principles of language acquisition and the development of academic English are investigated. Program models for bilingual instruction are examined and compared. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Foundational knowledge and classroom instructional practices are linked through the systematic study phonemic awareness, oral language, and literacy development. Specially Designed Academic Instruction in English (SDAIE) methodology is emphasized through a field experience practicum. **This course also may be used for credit in the PLNU MA program.**