

SCHOOL OF EDUCATION

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OBJECTIVES

Point Loma's School of 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 School of Education is approved by the California Commission on Teacher Credentialing to offer the following credentials: Multiple Subject and Single Subject and Special Education. The teacher education credential programs are offered in Arcadia, Bakersfield, and San Diego. Exclusively in San Diego, undergraduates may take courses toward the credential; hence, the program described in this section refers only to that aspect of the program. Details of the broader education program are found in the *2004-2005 Graduate Catalog*.

Faculty in the School of Education are practitioners and specialists in teacher education. The School 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 School of 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.

CAREER OPPORTUNITIES...

The professional program courses are sequenced to best prepare candidates for success on the California Teacher Performance Assessment and in your teaching career. 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 School of Education is field-based. 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 School of Education. However, it neither implies nor guarantees approval for student teaching (Level 2 admission). If, in the opinion of the School of 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 School of Education to establish the proper sequence of courses and the fulfillment of all professional requirements.

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.

MAJOR

Liberal Studies

FACULTY

Gennifer C. Bell, Ed.D.
Clark-Atlanta University

Susan H. Bentley, Ed.D.
Pepperdine University



Jo A. Birdsell, Ed.D.
Northern Arizona University

Teresa Tana Herchold, Ed.D.
University of Santa Barbara

James E. Johnson, Ed.D.
University of Southern California

Joann L. Jurchan, M.A.
United States International University

Enedina Martinez, Ed.D.
Northern Arizona University

Todd Morano, M.A.
Point Loma Nazarene University

Dione Brooks Taylor, Ed.D.
Northern Arizona University

Liberal Studies MAJOR

LOWER-DIVISION REQUIREMENTS

COURSE # TITLEUNITS

Choose one course from the following three courses:

ART 100	Intro to Art	.....2
ART 102	Fundamentals of Art	.....3
MUH 100	Intro to Music	.....2
BIO 103	Intro to Biology	.....4
CHE/		
PSC 110	Physical Science	.....4
FCS 120*	Child and Adolescent Development	.3
HIS 110	World Civilizations 1	.....3
HIS 111	World Civilizations 2	.....3
MTH 113	Intermediate Algebra (If not met by placement examination)	..3
MTH 213	Fundamentals of Elementary Mathematics 1	.....3
MTH 223	Fundamentals of Elementary Mathematics 2	.....3
PED 100	Fitness Through Movement (Physical Education 300 Optimal Health may be substituted)	..1-2
PHY 103	Earth Science	.....4
SOC 201	Cultural Anthropology OR	.....3
POL 190	Politics of Race, Class, Gender	.....4
SPA/FRE/		
GER 101	Foreign Lang 1	.....4
SPA/FRE/		
GER 102	Foreign Lang 2	.....4
TRE 101	Intro to Theater	.....2
WRI 110	Freshman Composition	.....5

UPPER-DIVISION REQUIREMENTS

COURSE # TITLEUNITS

EDU 304	Legal, Ethical, and Wesleyan Perspectives on Education	.....3
EDU 306	Principles of Language Acquisition	.3
EDU 324	Differentiated Mathematics Instruction for all Learners	.....3
EDU 402	Research-Based Learning Theory	...3

ART 319	Visual Arts in the Classroom I	.....3
HIS 370	California History	.....4
LIT 325	Children's Literature	.....3
MTH 303	Problem Solving	.....3
MUE 341	Music for Elementary Teachers	...3
PED 308	Physical Education for Children	...3
PSY 308*	Developmental Psychology-Birth through Adolescence	.....3

*May substitute for each other.

CONCENTRATIONS

Each Liberal Studies major will choose one 12-unit concentration from the following list.

Because of the breadth of study in the Liberal Studies major, the State of California requires that all Liberal Studies majors declare a concentration area to explore in more depth. PLNU offers a choice of fourteen concentrations from which you may choose. All concentrations must be in one of the following academic content areas:

1. Reading, Language, and Literature
2. History and Social Science,
3. Mathematics
4. Science
5. Visual and Performing Arts
6. Physical Education/Health
7. Human Development.

Notes: 1) One three-unit course required by the major may be counted in the concentration. 2) Specific course requirements for each concentration are found in the Liberal Studies Degree Planning Guide available in the School of Education Office.

1. Reading, Language, and Literature
English Emphasis
French Emphasis
Spanish Emphasis
2. History and Social Science
American Studies Emphasis
Constitutional Emphasis
International Studies Emphasis
Modern World History Emphasis
3. Mathematics
(Several options have been developed)
4. Science
5. Visual and Performing Arts
Art Emphasis
Music Emphasis
Theatre Emphasis
6. Physical Education/Health
7. Human Development

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.

I. SUBJECT MATTER COMPETENCE

All students must complete a Liberal Studies major with a cumulative and major grade-point average of 2.750, and 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.

Part of the Federal Government's *No Child Left Behind* (NCLB) legislation, is a requirement that all elementary school teaching candidates pass a "rigorous subject matter examination" on content normally taught in elementary schools. The **CSET-Multiple Subjects** is California's approved examination. You will need to pass all three subtests of this examination in order to be employed in any California public school. Updated information on the **CSET-Multiple Subjects** will be available at the Liberal Studies Advising Chapel each semester. The Academic Advisor is also an excellent source of information on this or any related degree or credential topic.

2. PROFESSIONAL PREPARATION

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

COURSE #	TITLE	UNITS
EDU 302/		
502	Research-Based Learning Theory	.3
EDU 304/	Legal, Ethical, and Wesleyan	
504	Perspectives on Education	.3
EDU 306/		
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 324/	Differentiated Mathematics	
524	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 54 1	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: All students must be admitted to Level 2 prior to Student Teaching I (Education 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 School of Education Office. A passing score on CBEST is required prior to the second student teaching experience (Education 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 School of Education Office.

8. TEACHER PERFORMANCE ASSESSMENT (TPA)

In addition to completing the required coursework for the preliminary teaching credential, all candidates must 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.

9. CURRENT CPR CERTIFICATION

Successful completion of an approved infant-child-adult CPR course and documentation of that fact is required before applying for a preliminary credential.

By completing steps 1-9 satisfactorily a student may apply for a Preliminary Teaching Credential which is valid for five years.

OBTAINING A PROFESSIONAL CREDENTIAL

Candidates may earn their Professional Credential in a variety of ways:

1. Through an approved district BTSA Induction program.
2. Through a joint BTSA Induction M.A. program offered by PLNU
3. Through a fifth-year course of study offered by PLNU designed for those teachers not under contract or private school teachers. This option may include an M.A.

More information is available at www.ptloma.edu/GradEd.

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 School of Education courses required for the Single Subject Credential.

COURSE #	TITLE	UNITS
EDU 302/		
502	Research-Based Learning Theory	3
EDU 304/		
504	Legal, Ethical, and Wesleyan Perspectives on Education	3
EDU 306/		
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.

8. CURRENT CPR CERTIFICATION

Successful completion of an approved infant-child-adult CPR course and documentation of that fact is required before applying for a preliminary credential.

By completing steps 1-8 satisfactorily a student may apply for a Preliminary Teaching Credential, which is valid for five years.

OBTAINING A PROFESSIONAL CREDENTIAL

Candidates may earn their Professional Credential in a variety of ways:

1. Through an approved district BTSA Induction program.
2. Through a joint BTSA Induction M.A. program offered by PLNU
3. Through a fifth-year course of study offered by PLNU designed for those teachers not under contract or private school teachers. This option may include an M.A.

More information is available at www.ptloma.edu/GradEd.

Approval for Student Teaching I

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

School of Education candidates may not take any education courses associated with the Student Teaching I 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 the School of 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 School of Education Office. The candidate must have filed for the certificate before approval.
- **Verification** that the California Basic Educational Skills Test (CBEST) has been taken.
- **School of Education 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 School of Education 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.
- **Professional attitude.** Ability to work with pupils, parents, and school officials must be apparent.

Education COURSES

EDU 302 (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. This course also may be used for credit in the PLNU M.A. program.

EDU 304 (3) LEGAL, ETHICAL, AND WESLEYAN PERSPECTIVES ON EDUCATION

Major laws and principles regarding the historical and contemporary purposes, roles and functions of education in American society are examined. Research on the social and cultural conditions of K-12 schools are analyzed in relation to the purposes, functions and inequalities of schools. The role of Christian educators in public and private schools from the Wesleyan tradition and perspective is emphasized. Open to all majors. 30 fieldwork hours are required.

EDU 306 (3) PRINCIPLES OF LANGUAGE ACQUISITION

This course focuses on the knowledge and application of pedagogical theories, principles, and instructional practices for English language learners, and examines the principles of educational equity to provide English learners equitable access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Open to all majors. A total of 15-20 fieldwork hours are required.

EDU 324 (3) DIFFERENTIATED MATHEMATICS INSTRUCTION FOR ALL LEARNERS

Planning of content-specific instruction and delivery of content consistent with state-adopted K-8 mathematics standards is the focus. The interrelated components of a balanced program of mathematics and the fostering of positive attitudes toward mathematics are stressed. Includes instruction on how to model and teach students to solve problems using multiple strategies and to anticipate, recognize and clarify mathematical misunderstandings that are common among K-8 students. A total of 15-20 fieldwork hours are required.

Prerequisite: Mathematics 223.

EDU 402 (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. Thirty fieldwork hours are required.

EDU 490 (1-3) SPECIAL STUDIES IN EDUCATION

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

Prerequisite: Consent of instructor.

EDU 499 (1-3) RESEARCH IN EDUCATION

Open to students of proven ability. May be repeated for a total of six units.

Consent of the Dean of the School of Education and of instructor are required.