

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 is required for the MS credential. To receive the SS credential, students must pass the appropriate subject matter exams (e.g. CSET) or complete an approved program. (Students should see the credential analyst or a faculty advisor for examination information.)
All single subject credential candidates must pass the subject matter competency requirement prior to registering for Education 550/552 Student Teaching II.
- **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.
- **Personal Dispositions:** Personal traits required in professional service are expected. These include appearance, dress, poise, punctuality, reliability, temperament, emotional security, and other personal habits and manners acceptable to pupils, co-workers, and school patrons.
- **Professional attitude.** Ability to work with pupils, parents, and school officials must be apparent.

GRADES AND GRADING SYSTEM

Acceptable Grades: The grade of C is the lowest grade acceptable for credential credit.

Required Minimum Grades: All students admitted to a credential program must maintain a grade point average of 3.000 (B) or better as computed on all courses taken since admission to the credential program. Courses accepted as transfer credit from other institutions are not used in computing the grade point average.

Required Minimum Student Teacher Evaluations for Admission Candidates Accepted on Appeal for both semesters of student teaching: The student teacher evaluations are based on a four-point scale (I, II, III, IV). Candidates accepted on appeal cannot receive any scores in the Level I category and cannot receive more than seven scores in the Level II category. The interview committee may recommend the completion of certain remedial work that must be completed prior to advancement to student teaching.

Education Courses

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 is 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

Preliminary Credential

Course Descriptions

Admission to the PLNU teacher credential program is prerequisite for enrollment in all "500-level" courses.

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. This course also may be used for credit in the PLNU M.A. program. Thirty hours of fieldwork required.

EDU 504 (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. Thirty hours of fieldwork required.

EDU 506 (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. This course also may be used for credit in the PLNU M.A. program. A total of 15-20 hours of fieldwork required.

EDU 508 (3) ASSESSMENT AND RESEARCH PRACTICES

Analyzes assessment practices and instruments used to evaluate student academic achievement and social behavior. Relationships between theory and practice and application of proven pedagogical strategies are explored.

EDU 540/EDU 550 (4/4) STUDENT TEACHING I AND STUDENT TEACHING II

In Student Teaching I and II, candidates observe and participate as teachers in the appropriate grade level classroom.

EDU 541/EDU 551 (1/1) STUDENT TEACHING INQUIRY AND REFLECTION I AND II

Application of principles for effective classroom management that maximize instructional time and enhance student academic achievement and social behavior. Candidates reflect on all aspects of their beginning teaching practice, become acquainted with and begin using professional information in their teaching, participate in professional growth experiences through the planning and implementation of specific teacher performance expectations, practice evidence gathering and analysis of student work to inform instructional decisions, develop and implement a classroom management plan, and engage in seminar style discussions with fellow candidates and supervisors. Repeated twice once each semester in conjunction with student teaching experiences. (A-F grades are given for Teacher Credentialing in San Diego.)

PART 2: METHODS COURSES FOR MULTIPLE SUBJECT (ELEMENTARY) CREDENTIALS

EDU 520 (3) DIFFERENTIATED READING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS

Intensive instruction grounded in methodologically sound research and organized, systematic, explicit teaching of skills that promote fluent reading. Opportunities for candidates to learn, understand and effectively use materials, methods and strategies for all students, including students with varied reading levels and language backgrounds are provided.

EDU 522 (3) DIFFERENTIATED WRITING AND RELATED LANGUAGE ARTS INSTRUCTION FOR ALL LEARNERS

Intensive instruction in how to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed English Language-Arts (K-8) content standards and English Language Development standards for “Writing” and “Listening and Speaking”. This course also may be used for credit in the PLNU M.A. program.

EDU 524 (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.

EDU 526 (3) DIFFERENTIATED ELEMENTARY SCIENCE, HEALTH, AND PHYSICAL EDUCATION INSTRUCTION FOR ALL LEARNERS

The major concepts, principles and investigations in the science disciplines including effective laboratory and field activities are utilized. Critical thinking skills, basic analysis skills, and study skills are incorporated into content-based instruction and active forms of science learning. Included also are specific teaching strategies that are effective in achieving goals of a) the development of a variety of motor skills and abilities in students; b) the acceptance of personal responsibility for lifelong health.

EDU 528 (3) DIFFERENTIATED SOCIAL SCIENCE AND VISUAL AND PERFORMING ARTS INSTRUCTION FOR ALL LEARNERS

Emphasizing a cross-curricular approach, the major concepts, principles and investigations in the social science disciplines and visual and performing arts disciplines are studied with a focus on academic content standards, critical thinking skills, and study skills. Specific teaching strategies that improve student access to the content-area curricula are emphasized.

PART 3: METHODS COURSES FOR SINGLE SUBJECT (SECONDARY) CREDENTIALS

EDU 530 (3) DIFFERENTIATED INSTRUCTION FOR ALL LEARNERS IN THE SECONDARY CLASSROOM

Designed to introduce secondary candidates to a variety of assessment, instructional, and management techniques for use in a heterogeneous public school classroom. Particular attention is given to the classroom dynamics presented by students with special needs and English language learners.

EDU 532 (3) SECONDARY CONTENT AREA LITERACY

Promotes the development of knowledge and skills necessary to support the literacy development of secondary students, including ELL populations, across the content areas. The core areas of reading, writing, listening, and speaking as outlined in the English Language-Arts (9-12) content standards provide the basis for this course. Intensive instruction, study, analysis, and application of proven teaching strategies focused on the development of reading comprehension skills, vocabulary development, and literary response and analysis are emphasized. Developing the ability to deliver a comprehensive program of systematic instruction to ensure that students meet or exceed the English Language Arts standards is the goal.

EDU 534 (3) GENERAL METHODS FOR SECONDARY TEACHERS

Demonstration of mastery of specific competencies including writing objectives and student learning plans to make content accessible to all students, classroom management, interpretation and use of assessment, appropriate questioning, and use of technology in the classroom. Extensive use of demonstration lessons provides opportunity for reflection on practices attempted.

EDU 536 (3) CURRICULUM DEVELOPMENT, INNOVATION AND EVALUATION

Mastery of specific knowledge and skills needed for effective instruction in their content areas. Curriculum is analyzed and modified as necessary to maximize student learning and curricular alignment to the California Standards and Frameworks. This course also may be used for credit in the PLNU M.A. program.

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