



School of Education

Purposes

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 *2006-2007 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

- Gary Brett Arnold, Ed.D.
National-Louis University
- Susan H. Bentley, Ed.D.
Pepperdine University
- Shirlee M. Gibbs, Ed.D.
Northern Arizona University
- Gordon Golsan, Ed.D.
University of Northern Colorado
- James E. Johnson, Ed.D.
University of Southern California
- JoAnn L. Jurchan, Ed.D.
Alliant University
- Andrea G. Liston, M.S.
University of San Diego
- Enedina Martinez, Ed.D.
Northern Arizona University
- Todd Morano, Ed.D.
Alliant International University
- Donald L. Phillips, M.A.
California State University, Bakersfield
- Ray Posey, Ph.D.
Vanderbilt University
- Dione Brooks Taylor, Ed.D.
Northern Arizona University
- Brian J. Thurman, Ed.D.
University of Southern California, Los Angeles

PHY 103	Earth Science	4
PSC 110	Physical Science	4

Choose one course from the following 2 courses:

PED 100	Fitness Through Movement	1
PED 300	Optimal Health	2

Choose one course from the following 2 courses:

POL 190	The Politics of Race, Class and Gender	4
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SOC 201	Cultural Anthropology	3
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HIS 110	World Civilizations I	3
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HIS 111	World Civilizations II	3
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Choose one course from the following 3 courses:

ART 100	Intro to Art	2
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ART 102	Fundamentals of Art	3
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MUH 100	Intro to Music	2
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TRE 101	Intro to Theatre	2
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Choose one course from the following 2 courses:

PHL 201	Intro to Philosophy	3
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PHL 211	Ethics	3
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Choose one course from the following 3 courses:

LIT 201	Masterpieces of World Lit I	3
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LIT 202	Masterpieces of World Lit II	3
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LIT 203	Masterpieces of World Lit III	3
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One of the following sequences:

SPA 101		
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and 102	Elementary Spanish	8
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FRE 101		
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and 102	Elementary French	8
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GER 101		
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and 102	Elementary German	8
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TOTAL		57-60
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Liberal Studies *Major*

LOWER-DIVISION REQUIREMENTS

COURSE #	TITLE	UNITS
BIB 101	Old Testament History and Religion	2
BIB 102	New Testament History and Religion	3
PSY 101	Psychology of Personal Development	4
OR		
PSY 103	General Psychology	3
WRI 110	Freshman Composition	3
OR		
WRI 115	Freshman Composition (Writing)	3
AND		
WRI 116	Freshman Composition (Research)	2
COM 100	Principles of Human Communication	3
MTH 113	Intermediate Algebra (or passing placement exam scores)	3
MTH 213	Fundamentals of Elementary Mathematics I	3
MTH 223	Fundamentals of Elementary Mathematics II	3
BIO 103	Introduction to Biology	4

UPPER-DIVISION REQUIREMENTS

COURSE #	TITLE	UNITS
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Choose one course from the following 2 courses:

CHU 395	The Christian Tradition	3
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THE 306	The Life of Holiness	3
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One course from the following 2 courses:

MTH 303	Problem Solving	3
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MTH 164	Calculus	3
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Choose one course from the following 2 courses:

PSY 308	Developmental Psychology – Birth Through Adolescence	3
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FCS 120	Child Development	3
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ART 319	Visual Arts for the Classroom	3
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HIS 370	California History	4
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LIT 325	Children’s Literature	3
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MUE 341	Music for Elementary Teachers	3
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PED 308	Physical Education for Children	3
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TOTAL		27
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EDU UPPER DIVISION REQUIREMENTS

COURSE #	TITLE	UNITS
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
	TOTAL	12

CONCENTRATIONS

Each Liberal Studies major will choose one 12-unit concentration from the following list. The State of California requires that all Liberal Studies majors declare a concentration area to explore more in-depth. At PLNU majors may choose from 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 course required by the major may be counted toward the concentration. 2) Specific course requirements for each concentration are found in the Liberal Studies Degree Advising Guide available in the School of Education Office.

Refer to the Liberal Studies Advising Guide on the School of Education website or obtain a hard copy of the advising guide from the School of Education Office for the required courses for each concentration.

Multiple Subject Teaching Credential (SB2042)

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. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

1. SUBJECT MATTER COMPETENCE

All students must pass the California Subject Examination for Teachers (CSET). The CSET-Multiple Subjects is California's approved examination. All subtests of the CSET must be passed prior to registering for Education 550/551, Student Teaching II/ Student Teaching Inquiry and Reflection II. Additionally, students must have registered for and taken at least one CSET subtest prior to applying for admission to the credentialing program. Priority will be given to those candidates who have passed all sub-tests of the CSET prior to application for admission to the teacher credentialing program. Information and application forms for the CSET are available in the School of Education Office in Evans hall and at Mission Valley.

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 402/502	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 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 324/524	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: All students must be formally approved and admitted to the Teacher Credentialing Program prior to Student Teaching I (Education 540).

3. CALIFORNIA BASIC EDUCATIONAL SKILLS TEST (CBEST)

All students must pass the California Basic Educational Skills test to qualify for a teaching credential in California. A passing score on the CBEST is required prior to registration for Education 540/541 Student Teaching I/ Student Teaching Inquiry and Reflection I. Evidence of progress toward passing the CBEST will be required as part of the application process. Information and application forms are available in the School of Education Office at Evans Hall and Mission Valley.

4. EDUCATION

Completion of a baccalaureate or higher degree from a regionally accredited college or university is required in applying for the preliminary teaching credential. A 2.750 minimum overall grade point average is required for admission into the teacher credentialing program. Students with 2.600-2.749 overall grade point averages may be considered for admission on appeal.

5. U.S. CONSTITUTION

Met by exam or approved course.

6. DEVELOPING ENGLISH LANGUAGE SKILLS

Met by passing 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 in Evans Hall and Mission Valley.

8. TEACHER PERFORMANCE ASSESSMENT (TPA)

In addition to completing the required coursework for the preliminary teaching credential, all candidates will also be required to 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.

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.

10. COMPUTER LEVEL I COMPETENCIES

Computer Level I competencies are imbedded into EDU coursework and successful completion of coursework will meet this standard.

By completing steps 1-10 satisfactorily, a student may apply for a Preliminary Teaching Credential which is valid for five years.

APPLICATION PROCESS:

Students must file for the credential through the credential analyst at Mission Valley. Students are recommended for their credential based on successful passage of all current credential requirements. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

This application process is completed with credential analyst.

Additional Endorsements: Subject matter and supplementary authorizations are endorsements to a credential that allow an individual to teach a class or classes in a subject outside the area in which he/she earned a credential.

There are two types of added endorsements: Subject matter authorizations and supplementary authorizations. The subjects include but are not limited to: Art, English, Languages other than English, Mathematics, Science and Social Science. For more information about authorizations, contact a School of Education faculty advisor or credential analyst.

OBTAINING A PROFESSIONAL CREDENTIAL

Candidates will earn the Professional Clear Credential through a California Commission on Teacher Credentialing (CCTC) approved Professional Teacher Induction program, through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special education, computer education, and teaching English learners.

PLNU offers a special Master of Arts in Education degree with a concentration in Teaching and Learning in partnership with public school districts offering a Beginning Teacher Support and Assessment (BTSA) Induction Program. For more information see www.ptloma.edu/graded or contact the School of Education Office in Evans Hall (Main Campus) or Mission Valley.

Single Subject Teaching Credential (SB2042)

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. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

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 Matter Program; 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, Science: Biology. The currently approved single subject matter programs must be completed by June 2009. New single subject programs are currently being written for approval. For more information contact the School of Education Office in Evans Hall or Mission Valley.

CCTC authorizes the following Single Subject Credentials: Agriculture, Art, Biological Sciences (Specialized), Business, English, Foundational Level Mathematics, Geosciences (Specialized), Health Science, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, Music, Physical Education, Physics (Specialized) Science: Biological Science, Science: Chemistry, Science: Geosciences, Science: Physics, Social Science. PLNU provides the single subject credential program for these credentials.

2. PROFESSIONAL PREPARATION

The sequenced School of Education courses required for the Single Subject Credential.

COURSE #	TITLE	UNITS
EDU 402/502	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)

A passing score on the CBEST is required prior to registration for Education 540/541 Student Teaching I/ Student Teaching Inquiry and Reflection I. Evidence of progress toward passing the CBEST will be required as part of the application process. Information and application forms for the CBEST are available in the School of Education Office in Evans Hall and Mission Valley.

4. EDUCATION

Completion of a baccalaureate or higher degree from a regionally accredited college or university for application for the preliminary teaching credential. A 2.750 minimum overall grade point average is required for admission into the teacher credentialing program. Students with 2.600-2.749 overall grade point averages may be considered for admission on appeal.

5. U.S. CONSTITUTION

Met by exam or approved course.

6. DEVELOPING ENGLISH LANGUAGE SKILLS

Met by passing Education 532.

7. TEACHER PERFORMANCE ASSESSMENT (TPA)

In addition to completing the required coursework for the preliminary teaching credential, all candidates will also be required to 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.

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.

9. COMPUTER LEVEL I COMPETENCIES

Computer Level I competencies are imbedded into EDU coursework and successful completion of coursework will meet this standard.

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

APPLICATION PROCESS:

Students must file for the credential through the credential analyst at Mission Valley. Students are recommended for their credential based on successful passage of all current credential requirements. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

This application process is completed with credential analyst.

Additional Endorsements: Subject matter and supplementary authorizations are endorsements to a credential that allow an individual to teach a class or classes in a subject outside the area in which he/she earned a credential.

There are two types of added endorsements: Subject matter authorizations and supplementary authorizations. The subjects include but are not limited to: Art, English, Languages other than English, Mathematics, Science and Social Science. For more information about authorizations, contact a School of Education faculty advisor or credential analyst.

OBTAINING A PROFESSIONAL CREDENTIAL

Candidates will earn the Professional Clear Credential through a California Commission on Teacher Credentialing (CCTC) approved Professional Teacher Induction program through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special education, computer education, and teaching English learners.

PLNU offers a special Master of Arts in Education degree with a concentration in Teaching and Learning in partnership with public school districts offering a Beginning Teacher Support and Assessment (BTSA) Induction Program.. For

more information see www.ptloma.edu/graded or contact the School of Education Office in Evans Hall (Main Campus) or Mission Valley.

Preliminary Level I Education Specialist Credential Mild- Moderate

Special Education Teaching Credential

A Special Education teaching credential enables a person to teach special education students either as an intern or in a traditional credential preparation program. This credential prepares teachers to create, develop and implement individualized adaptations and accommodations to facilitate access to learning of the core curriculum in a variety of environments. Coursework focuses on state and federal regulations, Individual Education Plan (IEP mandates), specialized curricula, learning, behavior and transition strategies as well as the use of current and assistive technologies. Candidates in this program develop skills in working as collaborators in educational settings.

1. SUBJECT MATTER COMPETENCE

All candidates must pass the appropriate California Subject Examination for Teachers (CSET) or the coursework requirement for secondary level teaching assignments. Priority will be given to those candidates who have passed all sub-test of the appropriate CSET prior to application for admission to the teacher credentialing program.

2. PROFESSIONAL PREPARATION

All students take:

COURSE #	TITLE	UNITS
EDU 402/502	Research-Based Learning Theory3
EDU 304/504	Legal, Ethical and Wesleyan Perspectives on Education3
EDU 306/506	Principles of Language Acquisition .	.3
EDU 508	Assessment and Research Practices .	.3
EDU 520	Differentiated Reading and Related Language Arts3
EDU 522	Differentiated Writing and Related Language Arts Instruction for all Learners3
EDU 324/524	Differentiated Mathematics Instruction for All Learners3

EDU 534	General Methods for Secondary Teachers	3
EDU 533	Foundations of Special Education and Characteristics of Students with Mild/Moderate Disabilities	3
GED 621	Assessment Procedures and Services for Students with Mild/Moderate Disabilities	3
GED 631	Curricular and Instructional Adaptations for Students with Mild/Moderate Disabilities	3
GED 632	Collaboration and Consultation for IEP Implementation, Evaluation and Program Improvement	3
	TOTAL	33

Students who are not under contract with a school district also take:

COURSE #	TITLE	UNITS
EDU 540	Student Teaching I	4
EDU 541	Student Teaching Inquiry and Reflection I	1
EDU 560	Special Education Student Teaching II	4
EDU 561	Special Education Student Teaching Inquiry and Reflection II	1
	TOTAL	10

Students who are under an intern contract with a school district also take:

COURSE #	TITLE	UNITS
EDU 555	Educational Specialist Intern Support Seminars (.5 unit for 4 semesters)	2
EDU 570	Special Education Supervised Intern Teaching I	4
EDU 571	Special Education Supervised Intern Inquiry and Reflection I	1
EDU 580	Special Education Supervised Intern Teaching II	4
EDU 581	Special Education Supervised Intern Inquiry and Reflection II	1
	TOTAL	12

Refer to the Special Education Advising Guide on the School of Education website or obtain a hard copy from the School of Education Office in Evans Hall.

3. CALIFORNIA BASIC EDUCATIONAL SKILLS TEST

A passing score on the CBEST is required prior to registration for Education 540/541 Student Teaching I/Student Teaching Inquiry and Reflection I. Evidence of progress toward passing the CBEST will be required as part of the application process. Information and application forms for the CBEST are available in the School of Education Office in Evans Hall and Mission Valley.

4. EDUCATION

Completion of a baccalaureate or higher degree from a regionally accredited college or university. A 2.750 minimum overall grade point average is required for admission into the teacher credentialing program. Students with 2.600-2.749 overall grade point averages may be considered for exceptions admission.

5. U.S. CONSTITUTION

Met by examination or approved course.

6. DEVELOPING ENGLISH LANGUAGE SKILLS

Met by passing Education 520 (elementary) or Education 532 (secondary).

7. READING INSTRUCTION COMPETENCE ASSESSMENT (RICA)

Students are required to pass the RICA exam. Information is available in Evans Hall on the main campus and in the offices of the School of Education at PLNU, Mission Valley.

By completing Steps 1-7 satisfactorily, a student may apply for a Preliminary Level I Education Specialist Credential which is valid for five years. This application is completed in collaboration with the School of Education credential analyst.

APPLICATION PROCESS:

Students must file for the credential through the credential analyst at Mission Valley. Students are recommended for their credential based on successful passage of all current credential requirements. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

This application process is completed with credential analyst.

OBTAINING A LEVEL II CREDENTIAL

Candidates will earn the Professional Clear Credential through a California Commission on Teacher Credentialing (CCTC) approved Professional Teacher Induction program, through an approved school district, county office of education, college or university, consortium, or private school.

Candidates will earn the Professional Clear Credential by completing the following requirements:

- The student must present a complete and individualized induction plan designed in

collaboration with the student's employer and a California college or university holding a Commission-approved education specialist program.

- **Health education.** The student must complete a Commission-approved health course.
- **CPR certification.** The student must provide proof of infant, child, and adult CPR certification.
- **Computer education.** The student must complete a Commission-approved course covering general and specialized skills in the use of computers in educational settings.
- The student must provide verification of a minimum of two years of successful experience in a public school (or a private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential.

Teacher Credentialing Program Admissions

Application for the Teacher Credentialing Program should be made during the semester prior to the desired start date, following School of Education timelines. Undergraduate students may enroll in Education 304, 306, and 402 on the main campus prior to application and admission to the Teacher Credentialing Program. These courses require a fieldwork component. (See course descriptions.) Potential School of Education candidates may NOT enroll in a 500 level course prior to official admission to the credential program. Request for exceptions need approval of the Director, School of Education, San Diego.

The following steps outline the application process:

- **Formal Application:** Completion of the appropriate application form.
- **Letters of Recommendation:** Two letters of recommendation from individuals other than a professor who are knowledgeable of the personal qualities and potential of the candidate on the appropriate form.
- **Speech clearance:** An acceptable grade ("C" or above) in an introductory speech course or equivalent.
- **Scholarship:** A cumulative grade-point average of 2.750 or higher. Students with a grade-point average of 2.600-2.749 may be considered for admission on appeal.
- **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.

- **Subject Matter Competence:** Applicants must demonstrate satisfactory progress toward Subject Matter Competence by coursework (for Single Subjects) or by examination. 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 an approved subject matter examination. Priority will be given to students who have passed all subtests of the approved subject matter competency examination.
- **Certificate of Fingerprint Clearance:** Forms for this certificate should be obtained in the School of Education Office. The candidate must have filed for the certificate before the interview.
- **Verification** that the candidate has registered or taken the California Basic Educational Skills Test (CBEST). The passing of CBEST is required prior to Education 540/541 Student Teaching I/Student Teaching Inquiry and Reflection I.
- **School of Education Interviews:** Teacher education candidates may 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 admission. All teacher education admission procedures are under the supervision of the Teacher Education Committee.
- **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.

APPROVAL FOR STUDENT TEACHING II

Approval to the second student teaching experience (Education 550) requires formal review and approval by the School of Education faculty. 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 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.