

SCHOOL OF EDUCATION

Purposes

Point Loma Nazarene University'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, the Inland Empire, 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 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 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.

Majors

- Liberal Studies
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Preliminary Level I Education Specialist Credential Mild-Moderate
- Teacher Credentialing Program Admissions

Courses

Faculty

Laura L. Amstead, Ed.D.
Northern Arizona University

Susan H. Bentley, Ed.D.
Pepperdine University

Don A. Burnard, Ed.D.
Regent University

Elizabeth A. Chamberlain, M.A.
Point Loma Nazarene University

Jerry R. Childs, M.A.
Point Loma Nazarene College

Conni C. Cintas, Ed.D.
University of La Verne

Carolyn Kay Croy, Ed.D.
University of Missouri, Kansas City

Shirlee M. Gibbs, Ed.D.
Northern Arizona University

Daniel N. Hall, M.A.
California State University, Bakersfield

Jill Hamilton-Bunch, Ph.D.
University of California, Santa Barbara

John W. Hawthorne, Ph.D., Interim Dean
Purdue University

Cynthia G. Hurley, Ed.D.
University of La Verne

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

Robin J. Kohl, Ed.D.
Northern Illinois University

Andrea G. Liston, Ph.D.
Argosy University

Enedina Martinez, Ed.D.
Northern Arizona University

Gary N. McGuire, Ed.D.
University of La Verne

James C. (Corey) McKenna, Ph.D.
University of California, Santa Barbara

Scott E. Meier, Ed.D.
University of La Verne

Jessica M. Miller, M.A.
Azusa Pacific University

Marjorie A. Morwood, M.A.
Pasadena College

Robert G. Morwood, Ed.D.
University of Southern California

Donald L. Phillips, M.A.
California State University, Bakersfield

Ray Posey, Ph.D.
Vanderbilt University

David A. Stevens, M.S.
California State University, Fullerton

Dione Brooks Taylor, Ed.D.
Northern Arizona University

Brian J. Thurman, Ed.D.

