

POINT¹⁹**LOMA**⁰²
NAZARENE UNIVERSITY

School of Education



Master of Arts in Teaching/Preliminary Teaching Credential

Single Subject • Multiple Subject • Education Specialist

2022-2023

School of Education

Point Loma Nazarene University

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Purpose of the School of Education/MAT Preliminary Credential Candidate Handbook

The purpose of this handbook is to provide the prospective MAT/Preliminary Credential candidate in the School of Education with information essential for acceptance into the Master of Arts in Teaching (MAT)/Preliminary Credential program. This handbook addresses information both for those seeking the MAT and for those seeking only the Preliminary Credential.

The MAT faculty is committed to contributing to the success of the candidate's educational experience. Consistent with a long history of excellence in education, the faculty also expects that each candidate ultimately recommended for a degree and credential will be a model of professionalism.

Educators, counselors, and administrators of the future anticipate major changes in professional roles, instructional technology, teaching methodology, demographics, and the learning process. The MAT faculty is encouraging candidates to research each of the above and is infusing professional knowledge regarding each concept into the appropriate coursework. All coursework and class requirements address proficiencies of the California Standards for the Teaching Profession (CSTPs).



Vision/Mission

University Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

School of Education Vision

We strive to equip by inspiring and preparing our candidates to be **servant leaders**, who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

We seek to transform our candidates' ways of thinking and begin to embrace the positive power of **diversity** and become advocates for **universal justice** within their classrooms, schools, districts, and communities.

Philosophy

The PLNU MAT/Preliminary Credential program is composed of faculty and staff who approach educational theories and practices from Christ-centered foundation. Grace, truth, and holiness are central tenets of our Wesleyan tradition. Individually and collectively we seek daily guidance and strength to pursue our goals with the full understanding that our spirituality is not something we leave behind as we teach, but is totally integrated into, and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from PLNU. We follow a model of servant leadership, as

evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view her or his career as a calling.

2. **We are challenged and intrigued by the fact that California is culturally more a microcosm of the whole world than it is a microcosm of the United States. In light of California's cultural complexity, we believe that our candidates need to hone their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We believe that each one of us holds a piece of the puzzle that none of us could assemble alone.**
3. We believe that academic rigor for our future educator is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills as they learn their particular areas of study. Our faculty recognizes the importance of staying current and in the forefront of educational practices that are based on sound research and we are committed to continuously increasing our own technological and research skills. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor.
4. We teach our candidates to view not just each child, but also each parent, staff, faculty member, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their roles as community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."
5. We are intentional about supporting our candidates in developing skills to guide and support others to become the ethical and moral people God wants them to be. For our candidates who will become administrators, we help them view the role of leader as that of a humble servant. We urge our candidates, who will be educators, to commit their hearts and minds and souls to the work before them, in a spirit that demonstrates that they understand the value of each person with whom they will work.
6. We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

Spiritual Goals for Graduate Programs

- To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
- To provide regular opportunities for spiritual nurture and growth for both students and faculty.
- To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
- To provide both counsel in times of crisis and ongoing spiritual support.
- To provide opportunities to live out the call to holiness through service.

Curriculum Overview

The Master of Arts in Teaching and Preliminary Credential (MAT/PRELIMINARY CREDENTIAL) program within the PLNU School of Education is field-based and designed around themes and practices that reflect current MAT/PRELIMINARY CREDENTIAL research and practice. It is the intent of the faculty to infuse these themes into the courses they teach. We believe conceptualizing, personalizing, and applying these themes through extensive fieldwork is critical for the educator candidate to be effective in a contemporary educational system. The following are the School of Education's themes:

1. **Embracing all Learners:** MAT/PRELIMINARY CREDENTIAL candidates will acquire knowledge about and demonstrate sensitivity toward students of diverse backgrounds and abilities. Learning about second language acquisition theory and demonstrating the ability to effectively teach limited English proficient students and those students with special learning needs is expected.
2. **Morals, Ethics, and Values:** MAT/PRELIMINARY CREDENTIAL candidates will address such topics as the integration of morals, ethics, and values in the classroom. They will receive instruction on the rights and responsibilities of citizenship in a democratic society and about teaching values in the schools.
3. **Universal Design for Learning:** All effective educators must possess a repertoire of strategies from which to refer when teaching students from a full range of academic abilities, skills, and backgrounds. Through the application of diverse teaching models, MAT/PRELIMINARY CREDENTIAL candidates will learn how different approaches can enhance their future students' self-efficacy and academic achievement.
4. **Classroom Management:** To be effective in the classroom, educators need to have a strong background in classroom management. Various models will be explored.

The MAT/PRELIMINARY CREDENTIAL courses are sequenced so that candidates are initially educated from a more global perspective of education. Then, the focus of the courses shifts toward methodologies and the application and practice of theory and research. The practice and application components of the methods courses are easily facilitated due to the field-based nature of the MAT/PRELIMINARY CREDENTIAL program.

General and Progression Policies

Candidate Policies

Policies for MAT/PRELIMINARY CREDENTIAL candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the PLNU Graduate Catalog, available to current students at www.pointloma.edu.

In addition to these policies, candidates must meet all requirements for credentialing as outlined by the California Commission on Teacher Credentialing (CTC) and the California Education Code. Candidates of PLNU meet all accreditation standards for the Western Association of Schools and Colleges (WASC).

Progression Policies

Grades

Progression to the next level of the program is contingent upon successful completion of all required courses at the previous level. The candidate must receive a passing grade of "C" or above in each graded course and a grade of "Credit" in each clinical course. Theory courses and seminars are graded with letter grades (A, B, C, D, F). Clinical Practice courses are graded "Credit/No-Credit." The "Credit" grade is passing, or satisfactory; the "No Credit" grade is not passing. Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory ("C-" or lower or "No Credit") grade in either a theory course or a clinical course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor either in person, by telephone, or by e-mail to discuss any changes to their academic schedule.**

Candidates who receive a grade lower than a "B" will not be eligible for Internship.

Program Gates

Gate 1: Admission as a Graduate/Preliminary Credential Student to the PLNU School of Education

Candidates who hold an undergraduate degree are eligible to be considered for the PLNU School of Education MAT/PRELIMINARY CREDENTIAL when the following conditions are met:

- An interview with a MAT/PRELIMINARY CREDENTIAL faculty member
- **Verification of meeting the Basic Skills Requirement (official score report from the CBEST, official course review by PLNU Credential Analyst, qualifying SAT/ACT scores, etc)**
- **Verification of meeting the Subject Matter Competency Requirement via Course Review or Successful Completion of a Commission-Approved Subject Matter Program or proof of registration for a minimum of one (1) subtest of the California Subject Examinations (CSET).**

Gate 2: Admissions Interview

1. A successful interview with a MAT/PRELIMINARY CREDENTIAL faculty member
2. Formal acceptance to PLNU as a student

Gate 3: Completion of Some Coursework and Partial Completion of Subject Matter Competence via CSET

- Six (6) PLNU credential units successfully completed
- **If student is meeting Subject Matter Competency via passage of the CSETs, 1 subtest of CSET passed**

If one or more of the above criteria are not satisfied, the candidate will receive an “at-risk” notification letter via PLNU email.

Gate 4: Completion of Additional Coursework, Advancement Criteria, and Full Completion of CSET

- 12 PLNU credential units successfully completed
- **Fully meeting the Subject Matter Competency Requirement**
- Signature Assessment in EDU 6000 successfully completed (Average Score of 3 on a 4-point rubric) (For those candidates who do not take EDU 6000, the signature assessment will be submitted separately.)

If one or more of the above criteria are not satisfied, candidate will receive a “stop” notification letter via PLNU email.

If any components of Gate 4 are not satisfied, the candidate may enroll in one (1) unit of EDU 6091. *Advancement in the Program* to further develop those skills necessary for advancement **or** may continue to work towards completion of these requirements independently. Upon successful completion of these requirements, the candidate’s advisor will review the candidate’s status and determine whether Gate 4 has been met. **As part of the remediation process, the candidate may not register for any further credential coursework until all criteria for Gate 4 have been satisfied. With the approval of the advisor, the candidate may register for up to two (2) GED courses (GED 6016, GED 6041, GED 6068, or GED 6072) prior to completion of this Gate.**

Gate 5: Advancement to Clinical Practice

- Gates 1 – 4 successfully completed
- All prerequisite courses for Clinical Practice successfully completed
- Clinical Practice Screening or Interview successfully completed

If any components of Gate 5 are not satisfied, the candidate may enroll in one (1) unit of EDU 6091: *Advancement in the Program* to further develop those skills necessary for advancement or may continue to study independently. Upon successful completion of this course, the candidate’s advisor will review the candidate’s status and determine whether Gate 5 has been met. **As part of the remediation process, the candidate may not register for Clinical Practice until all criteria for Gate 5 have been satisfied.**

GATE CHART

	GATE 1	GATE 2	GATE 3	GATE 4	GATE 5
Acceptance to PLNU	X	X	X	X	X
Interview with Faculty Advisor	X	X	X	X	X
Verification of Basic Skills Requirement	X	X	X	X	X
Registration for a minimum of one (1) CSET subtest (if candidate is using CSETs to	X	X	X	X	X

meet Subject Matter Competency)					
6 units completed			X	X	X
1 subtest of CSET passed (if candidate is using CSETs to meet Subject Matter Requirement)			X	X	X
EDU 6000 Signature Assessment Passed				X	X
Subject Matter Competency Requirement fully met				X	X
Clinical Practice Screening or Interview					X

Successful Completion of EDU 6000 Signature Assessment

Upon completion of six (6) units, the candidate will have completed *EDU 6000: Foundations of Education and Learning Theory*. As part of this course, the candidate will successfully complete the signature assessment, which addresses beginning knowledge of education.

The professor for EDU 6000 will measure student responses using a 4-point rubric. A minimum average score of three (3) is required.

The candidate must demonstrate knowledge in the following areas of personal dispositions and professional domains: strengths the candidate will bring to the classroom, instructional design, cultural competence, academic language acquisition, and standards-based instruction.

The candidate will then be recommended to the Regional Center Faculty Committee (RCFC) at her/his respective regional center. The candidate will be allowed to advance in the program when a simple majority of the faculty agrees on advancement.

The RCFC comprises all full-time faculty at the candidate’s regional center. The RCFC serves to formalize the candidate’s progression in the program and her/his eventual approval for Clinical Practice.

If a candidate receives a score lower than the 3.0 minimum, the signature assessment will be scored by a second faculty member. If the score remains below a 3.0, the RCFC may

recommend that the candidate re-attempt the assessment without a change in course grade.

If a candidate does not successfully complete this measure, the candidate must contact her/his advisor and register for *EDU 6091: Advancement in the Program* for one (1) unit to further develop those skills necessary for advancement. Upon successful completion of this course, the candidate is eligible for another attempt on this measure. No allowance is made for candidates who are not successful in the second attempt. As part of the remediation process, the candidate may continue to take courses upon the recommendation of their advisor.

Candidates who are not required to enroll in EDU 6000 will submit this assessment separately. Candidates who already hold a valid California teaching credential are exempt from this requirement.

Maximum Number of Units Per Quad/Semester

The MAT/PRELIMINARY CREDENTIAL should be viewed as a holistic experience rather than a set of courses. The purpose of the credential and degree is to prepare educators as thoughtful practitioners serving K-12 students.

With this in mind, the MAT/PRELIMINARY CREDENTIAL is designed to be experienced not only in a timely manner, but also in a progression that leads to maximum candidate knowledge and practice.

Candidates may not exceed nine (9) semester units per quad or 12 semester units per semester, except in cases of direct approval from the Program Director or Associate Dean.

Course Sequence and Program Design

Phases of the MAT Degree and Preliminary Credential

The MAT is offered in 2 phases:

Phase I consists of 33 semester units of coursework and fieldwork/Clinical Practice for Multiple and Single Subject candidates and 48 semester units for Education Specialist, culminating in a preliminary teaching credential.

In most cases, Phase II occurs after a candidate has earned the preliminary credential. Candidates are advised to obtain their first teaching position before completing the finishing MAT coursework in accordance with local employment conditions and hiring preferences. The finishing courses in Phase II are 13 semester units for Multiple and Single Subject (Total = 46 semester units) and 7 semester units for Education Specialist candidates (Total = 55 semester units).

Candidates have the option of completing Phase I only to receive a preliminary credential and are NOT required to finish the MAT degree.

Candidates who have taken GED 6089 and leave the program for one (1) quad or more will be required to re-submit their project proposal and register for *GED 6091: Special Studies in Action Research* for one (1) unit to ensure additional support from their mentors. Those whose proposals are not still viable after an absence will register for GED 6089W for two (2) units to support revising and re-submitting their proposals.

All MAT/PRELIMINARY CREDENTIAL candidates must meet every semester with their graduate academic advisors to re-establish the proper sequence of courses, prepare for registration and program continuation, and ensure the fulfillment of all professional requirements. Candidates may not “self-advise” for courses not included in the established and approved advising guides. Also, candidates may not take courses in another program without completing a program change form.

Phase I

Common Courses

The common courses in the table below are required for a preliminary credential in Multiple/Single Subject and Special Education. They are numbered EDU 6000-6003 and EDU 6017.

EDU 6000	Foundations of Education and Learning Theory	3 units
EDU 6001	Language Acquisition and Diverse Population (20 Hours of Fieldwork)	3 units
EDU 6002	Foundations of Special Education (20 Hours of Fieldwork)	3 units
EDU 6003	Classroom Assessment and Research Practices	3 units
EDU 6017A	Contemporary Issues in the Vocation of Education: Special Needs and Trauma Informed Practices	.5 units
EDU 6017B	Contemporary Issues in the Vocation of Education: Instructional Design	.5 units
EDU 6017C	Contemporary Issues in the Vocation of Education: Using Technology to Enhance Instruction	.5 units
EDU 6017D	Contemporary Issues in the Vocation of Education: Cultural Competence	.5 units

*** Please note that EDU 6017 A-D is often scheduled to begin after the first week of the quad. Candidates who are enrolled in this course but do not attend will NOT be able to drop the course without penalty.**

Multiple Subject Courses

Multiple Subject courses are numbered EDU 6010-6012 and are required for the preliminary credential.

Multiple Subject candidates complete all of the courses listed in the Common Courses section above and the following unique courses in the table below.

EDU 6010	Methods of Teaching Reading and Writing (20 Hours of Fieldwork)	3 units
EDU 6011	Interdisciplinary Approaches and Methodology in Teaching in the Content Areas	3 units
EDU 6012	Differentiated Mathematics Instruction for All Learners (20 Hours of Fieldwork)	3 units

Candidates who earn a Preliminary Multiple Subject Credential will have an English Learner Authorization listed on their credentials.

Single Subject Courses

Single Subject courses are numbered EDU 6020-6029 and are required for the preliminary credential.

Single Subject candidates complete all of the courses listed in the Common Courses section above and the following unique courses in the table below.

EDU 6020	Literacy Instruction for Secondary Educators (20 Hours of Fieldwork)	3 units
EDU 6021	General Methods for Secondary Educators (20 Hours of Fieldwork)	3 units
EDU 6022-6029	Content-Specific Pedagogy	3 units

Candidates who earn a Preliminary Single Subject Credential will have an English Learner Authorization listed on their credentials.

Education Specialist – Mild/Moderate Support Needs & Extensive Support Needs Courses

Education Specialist candidates complete all of the courses listed in the Common Courses section above and the following unique courses in the table below.

EDU 6010	Methods of Teaching Reading and Writing (20 Hours of Fieldwork)	3 units
EDU 6012	Differentiated Mathematics Instructions for all Learners (20 Hours of Fieldwork)	3 units
-OR-		
EDU 6021	General Methods for Secondary Educators (20 Hours of Fieldwork)	3 units
EDU 6061	Supportive Environments and Plans for Students with Exceptionalities	3 units
EDU 6062	Assessment and Case Management	3 units
EDU 6063	Self-Determination and Partnerships: Keys to Successful Transitions	3 units
EDU 6064	Multi-Disciplinary Collaboration and IEP Development	3 units
EDU 6065	Social-Emotional, Communicative Strategies and Behavior Supports	3 units
EDU 6066	High Leverage Practices for Inclusive Environments	3 units

Candidates who earn a Preliminary Education Specialist Credential will have an English Learner Authorization listed on their credentials.

Clinical Practice Courses

All candidates for an initial preliminary credential must complete eight (8) units of Clinical Practice along with the requisite seminars. See the Clinical Practice Handbook located at www.plnusoe.com for further details.

Earning More than One Credential

Other candidates may choose to complete more than one credential as part of their coursework. Candidates must complete all courses specific to each credential. For example, a candidate who is completing the Multiple Subject credential and the Education Specialist credentials would need to complete all courses in both programs.

In the area of Clinical Practice, candidates must complete experiences in placements that satisfy the requirements for the credentials they are seeking. All testing and CTC requirements must be met for all credentials for which the candidate is applying. A candidate will never be asked to complete a third PLNU seminar.

Candidates Who Have Completed a First Preliminary Credential

Candidates who have already completed a Preliminary Credential in one area and are seeking a Preliminary Credential in a second area must complete the following:

Multiple Subject adding Single Subject:

- EDU 6022-6029 (Subject-specific pedagogy course)
- CSET or CTC-Approved Subject Matter Program

Single Subject adding Multiple Subject:

- EDU 6012 or EDU 6011
- EDU 6010
- RICA
- CSET: Multiple Subjects OR CTC-Approved Subject Matter Program

Education Specialist adding Single Subject:

- EDU 6021 (unless already satisfied by Education Specialist credential)
- EDU 6022-6029
- Clinical Practice (4 units, 9 weeks, full days or equivalent)
- Appropriate subject matter competence

Education Specialist adding Multiple Subject:

- EDU 6012 (unless already satisfied by Education Specialist credential)
- EDU 6011
- Clinical Practice (4 units, 9 weeks, full days or equivalent)
- CSET: Multiple Subjects OR CTC-Approved Subject Matter Program

Single Subject/Multiple Subject adding Education Specialist:

- Courses required for Education Specialist Credential
- Clinical Practice (4 units, minimum 5 weeks, full days or equivalent)
- Appropriate subject matter competence

Note: Those candidates adding Single Subject or Multiple Subject Credentials to current Single Subject or Multiple Subject Credentials must apply directly to the Commission. PLNU will aid candidates in this process through a courtesy application.

Candidates who hold a first, valid, California teaching credential **do not need to complete the TPA requirement.**

Candidates who hold a first, valid, California teaching credential **do not need to complete the EDU 6000 Signature Assessment** for Advancement.

Phase 2

Finishing Courses

Phase II of the MAT generally takes place after a candidate has obtained the Preliminary Teaching Credential.

Multiple Subject/Single Subject

The courses listed below are the final 13 semester units to complete the MAT degree for Multiple and Single Subject candidates for a total of 46 semester units.

Core Course:	GED 6072	Philosophy of Education	3 units
Curriculum Course:	GED 6016	Curriculum Development, Innovation, and Evaluation	3 units
Diversity Courses:	GED 6041	School Communities in a Pluralistic Society	3 units
Candidates choose			
Either:	-OR-		
	GED 6068	Advanced Practice for English Learners	3 units
Action Research:	GED 6089	Master's Research and Design -AND-	4 units
	GED 6089P1/P2	Culminating Research Project Support (taken twice for a total of 1 unit)	

Education Specialist – Mild/Moderate Support Needs & Extensive Support Needs

The courses listed below are the final seven (7) coursework units to complete the MAT degree in Special Education for a total of 55 units. The preliminary credential in Special Education requires an additional (13) units beyond the 33 required for the Multiple and Single Subject credentials, so only the courses listed below are required for the Master’s degree.

Core Course:	EDU 6072	Philosophy of Education	3 units
Action Research:	GED 6089	Master’s Research and Design	4 units
		-AND-	
	GED 6089P1/P2	Culminating Research Project Support (taken twice for a total of 1 unit)	

Teacher Performance Assessments

Every preliminary credential candidate in the School of Education at PLNU must submit and pass the California Teaching Performance Assessment (CalTPA) in order to be recommended to the CTC for a preliminary teaching credential. This requirement includes educator candidates in Multiple Subject, Single Subject, and Education Specialist credentials.

This requirement began with the passage of SB2042 in 1998, which mandates that candidates must successfully pass an assessment of their performance with respect to the Teaching Performance Expectations (TPEs). PLNU adopted the CTC’s assessment model, which is composed of two (2) cycles that increase in complexity, designed to be embedded within the educator preparation program.

Candidates receive direct instruction about each cycle within their courses. Cycle 1 is completed during Clinical Practice 1, and Cycle 2 is completed during Clinical Practice 2.

The Two (2) Cycles

Instructional Cycle 1 (instruction)

Instructional Cycle 1 focuses on developing an engaging, California standards content-specific lesson for the whole class and three (3) focus students based on what the candidate learns about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, the candidate demonstrates: how they selected learning objectives; what they expect the students to learn; how they will

assess that learning; and their development of content-specific activities and instructional strategies.

This cycle also focuses on how the candidate monitors student understanding during the lesson and makes appropriate accommodations to support individual student learning needs. As the candidate teaches and video-records the lesson, the candidate demonstrates how they establish a positive and safe learning environment and provide social and emotional supports through positive interactions with students. The candidate shows how they use resources, materials, and tools, including educational and assistive technologies as appropriate.

Instruction Cycle 2 (assessment, unit of instruction, technology)

Instruction Cycle 2 focuses on developing a learning segment that includes several, purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular California standards content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal.

The candidate's lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. The candidate will use several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking. For one class, the candidate will use what the candidate knows about the candidate's students' assets and needs and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of the candidate's discipline. Throughout the content-specific learning segment, the candidate will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding.

The candidate will then analyze and reflect on the evidence they observed of student learning of content and development of academic language based on the candidate's learning goals and objectives. The candidate then (a) creates a re-teaching activity or (b) creates a connecting activity to build on the instruction provided.

Education Specialist and Multiple Subject candidates must use math for one cycle and literacy for the other.

Failure to Pass the TPA

Candidates who are not successful in their 1st attempt must:

- Meet with the Professor of CP Seminar or their designee
- Register for one (1) unit of EDU 6091: TPA Support (Met as part of EDU 6048 for Interns)
- Re-submit the TPA at candidate's cost

Candidates who are not successful in their 2nd attempt must:

- Meet with the Professor of their completed EDU 6091: TPA Support (Met as part of EDU 6048 for Interns)
- Meet with the MAT/Preliminary Credential Program Director or Associate Dean
- Re-submit the TPA at candidate's cost

Failure on the 3rd attempt excludes the candidate from being recommended for a credential through PLNU. Therefore, there is no allowance for a 4th attempt on the TPA.

Signature Assessments

As part of MAT/Preliminary Credential program coursework, candidates will complete various signature assessments. These assessments serve as a benchmark of candidate achievement as well as a method for program evaluation and effectiveness.

Taskstream

All candidates will be assigned an account on Taskstream.com in order to fulfill the requirements for courses, fieldwork, and clinical practice and to help the PLNU School of Education assess its program. The subscription cost for Taskstream is included in the candidate's fees.

University Interns

At times, school districts need educators with intern credentials to meet unfilled needs for credentialed educators in elementary, middle, and high school and education specialists.

The School of Education partners with districts and offers the intern credential program for qualified Multiple Subject, Single Subject, and Education Specialist credential candidates to allow them to work as contract educators with strong support from PLNU faculty as they earn their preliminary credentials.

As an intern, a candidate will be assigned a district coach and a university supervisor to provide support and guidance in the classroom or be designated for alternative support to

address the candidate's direct needs. The candidate will enroll in this support through *EDU 6048: Intern Support Seminar*.

Candidates interested in an internship must complete an eligibility application that confirms they have satisfied the following CTC requirements:

- Bachelor's degree from an accredited school of higher education
- **Basic Skills Requirement (CBEST or other approved method)**
- **Subject Matter Competence (CSET or other approved method)**
- U.S. Constitution Course/Exam (CTC-approved course or passing score on an approved U.S. Constitution exam)
- A minimum of 45 hours of pre-service training in EL instruction (may be satisfied by EDU 6001)
- **A minimum of 120 pre-service hours in specific domains (e.g. pedagogy, classroom management, developmentally-appropriate teaching practices)**
- Letter on district letterhead confirming offer of employment as a university intern
- Letter must include official start date, position, school site, and individual identified as designated support provider.

Candidates must also complete/verify the following PLNU requirements:

- **A minimum of nine (9) units successfully completed at PLNU**
- Verification of placement appropriate to meet all CTC requirements
- Satisfactory academic progress (**No grade lower than a "B" in any course.**)
- Approval from advisor and Associate Dean or Program Director

Upon receiving an offer of employment as a university intern, candidates must complete the following:

- Register in the KCSOS support tracking database (SMS). Receipt showing \$30 payment to KCSOS required prior to credential recommendation.
- Set up an appointment with a Credential Analyst to obtain recommendation to the CTC for intern credential. The intern credential will cost \$102.50 through the CTC.

Once a candidate has become a university intern, they must adhere to the following requirements:

- Satisfactory academic progress throughout duration of internship (minimum 3.0 GPA, no grade lower than a "B")
- Adherence to Intern Progression Plan as developed by advisor
- Fieldwork/Clinical Practice requirements for university interns
- Enrollment in EDU 6048 (3 units) each quad except during clinical practice
- Support from district and university coaches/supervisors entered into KCSOS database
- Daily lesson plans – provided to university supervisor weekly

Failure to maintain the above requirements may result in the revocation of the intern credential.

More information regarding university internships can be found in the Intern Handbook (located at www.plnusoe.com)

Intern Approval Appeal

Candidates who have applied to be a University Intern and have been denied may formally appeal. Candidates should see their advisor for more information regarding this process.

Fieldwork

All PRELIMINARY CREDENTIAL/MAT candidates must complete assigned fieldwork experiences as part of their preparation for Clinical Practice and eventually classroom teaching. Candidates are never allowed to begin Clinical Practice with an outstanding fieldwork course or a failing grade in a course that must be repeated. Details about fieldwork (courses, prerequisites, deadlines for document submission, forms, etc.) can be found on the PLNU Field Experience website (www.plnusoe.com), as well as in the Fieldwork Handbook (also located on that website).

The purpose of fieldwork is to introduce the candidate to general classroom practices as well as specific instructional practices for the students whom they will serve.

After completing the prerequisites, the candidate will be placed in a school district that meets their educational program requirements. The placement of a candidate is vital to their educational growth, and for this reason, it is the Field Experience Coordinator's (FEC) responsibility to direct the placement of the candidate. Upon enrolling in a field experience course, the candidate understands that their placement preference (e.g. school site or grade level) is taken into consideration but **is not guaranteed**.

There are a minimum of six (6) field experience opportunities, including Clinical Practice, designed for the candidate's program. Each 20-hour field experience is to be completed separately and independently. Field experiences must be completed in a classroom in which at least 25% of the student population is **culturally and/or linguistically** diverse. Further details regarding fieldwork are located in each syllabus and at the field experience website located at www.plnusoe.com.

Candidates who do not submit their fieldwork pre-requisite documents by the published deadlines will be de-enrolled from their fieldwork course(s).

Fieldwork Prerequisites

- Certificate of Clearance (or equivalent)
- Liability coverage
- Health Clearance
- FERPA training

Transportation Policy—Fieldwork

Transportation for candidates to fieldwork assignments at various school sites is NOT provided by PLNU or the School of Education. The candidate must provide their own transportation. Fieldwork placements will not be based on transportation or carpooling needs.

Clinical Practice

Definition of Clinical Practice

Clinical Practice is the culmination of the program in which the candidate will be recommended for a credential. Clinical Practice involves extensive work with K – 12 students and prepares the candidate for lifelong service in a classroom. Therefore, the guidelines regarding Clinical Practice should be taken very seriously.

Information regarding PLNU’s Clinical Practice requirements (attendance requirements, length placement, calendar, daily schedule, etc.) may be found on the Clinical Practice website (www.plnusoe.com), as well as in the Clinical Practice Handbook (located on the website).

Clinical Practice Placement

All candidates are placed in Clinical Practice experiences by the Field Experience Coordinator (Bakersfield) or the Clinical Practice Coordinator (Mission Valley). The coordinator ensures that the candidate’s placements meet the requirements of diversity and variety. By the end of their fieldwork and Clinical Practice experiences, candidates must experience a minimum of two (2) different school settings (For multiple subject candidates, one (1) experience in primary and one (1) in intermediate if candidate is a traditional student). These settings must reflect the variety and diversity of California’s public schools.

The process for placement in a Clinical Practice setting is initiated when the candidate completes the Clinical Practice Application available at each regional center. Candidates will be placed at a school site or district that is within the attendance area of each regional center. “Out-of-Area” placements are not allowed.

Candidates will not be placed in a classroom where a conflict of interest might exist, such as with a relative or family friend. All placements will be carefully planned by the Field Experience Coordinator/Clinical Practice Coordinator to avoid these situations.

As a matter of course, candidates are placed in California public schools.

Transportation Policy—Clinical Practice

Transportation for candidates to Fieldwork and Clinical Practice at various school sites is NOT provided by PLNU or the School of Education. The candidate must provide their own transportation. Clinical Practice placements will not be based on transportation or carpooling needs.

Use of Private School Experience in Place of Clinical Practice

(Multiple/Single Subject Candidates Only)

Occasionally, a candidate may have completed more than three (3) years of successful, rigorously evaluated teaching in an accredited private school in the area of the credential that she/he is seeking. The candidate may be eligible to apply directly to the CTC upon successful completion of the program for preliminary credential without completing additional Clinical Practice. The candidate should work closely with the advisor and the credential analyst to meet the requirements of this option and must declare the intention to pursue this credentialing path prior to entering the credential.

Clinical Practice Entrance Process

In order to be admitted to Clinical Practice, candidates must have met the following measures, in addition to the requisite coursework and testing.

Content and Dispositions

1. Score an average of 3.0 or higher on the EDU 6000 Signature Assessment (Content)
2. Score an average of 3.0 or higher on all Course Dispositions Assessments (Dispositions)
3. Have no expressed concerns from Host Educator Evaluations during fieldwork (Content/Dispositions)
4. Have no expressed concerns from Faculty/Staff during the program (Content/Dispositions)
5. Have received no grade lower than a “C” at any time during the program (Content)

Failure to be Approved for Clinical Practice

If a candidate does not meet the requirements listed above, they will complete the Clinical Practice Interview. If they do not score an average score of three (3) in the Clinical Practice

interview, the candidate should contact their advisor and register for *EDU 6091: Advancement in the Program* for one (1) unit to further develop those skills necessary for advancement to Clinical Practice.

Upon successful completion of *EDU 6091: Advancement in the Program*, the candidate is eligible for a second Clinical Practice interview. **No allowance is made for candidates who are not successful in the second interview.** As part of the remediation process, the candidate may continue to take non-credential courses upon approval of their advisor.

Clinical Practice Application

All candidates must complete a Clinical Practice application according to the stated deadline prior to the commencement of the Clinical Practice experience.

Clinical Practice Prerequisites

Basic Skills Requirement: Satisfy ONE of the following options

- CBEST
- CSET: Multiple Subject (I, II, III) PLUS Writing Skills (Subtest 142)
- Passage of ACT, SAT or AP exams with appropriate scores
- Course Evaluation
- CSU Placement Exams:
 - Mathematics (score at least 50) AND
 - English (score at least 151)
- CSU Early Assessment Program (English & Math sections):
 - Taken during 11th-grade standardized testing
 - Scored “College-Ready” or “Exempt”
- Basic skills examination from another state

Subject Matter Competence: Satisfy ONE of the following methods:

- Passing score on the California Subject Examination for Educators (CSET) in the area in which the candidate will complete Clinical Practice
- Signed verification of completion of a CTC-approved subject matter program
- Academic major in CTC approved subjects as verified by the Credential Analyst
- Course evaluation and CSET passage as verified by the Credential Analyst

Coursework/Seminars:

- A grade of “C” or better in all coursework attempted during enrollment in the MAT program
- 3.0 GPA
- A passing grade (minimum “C”) in all courses requiring fieldwork

Signature Assessment (6000):

- An average score of 3 or higher on the Signature Assessment

Clinical Practice Screening:

- Successful completion of Clinical Practice Screening

Recommendation by the Advisor:

- Formal recommendation by the advisor of the program in which the candidate will complete Clinical Practice

Field Experience Prerequisites:

- Certificate of Clearance (or equivalent)
- Liability coverage
- Health Clearance
- FERPA training

RICA MS/SPED (Interns Only)

- Proof of passage of the RICA prior to Clinical Practice (Interns Only)

Credentialing and Graduation Policies

Requirements for Credentialing

In order to be considered for recommendation for a California teaching credential, a candidate must complete the following:

Multiple Subject

Basic Skills Requirement. Satisfy ONE of the following options:

- CBEST
- Course Review completed by PLNU Credential Analyst
- CSET: Multiple Subjects (I, II, III) PLUS Writing Skills (Subtest 142)
- Passage of ACT, SAT or AP exams with appropriate scores
- CSU Placement Exams:
 - Mathematics (score at least 50) AND
 - English (score at least 151)
- CSU Early Assessment Program (English & Math sections):
 - Taken during 11th-grade standardized testing
 - Scored "College-Ready" or "Exempt"
- Basic skills examination from another state

Subject Matter Competence: Satisfy ONE of the following options:

- Passing score on the California Subject Examination for Educators (CSET)

- Signed verification of completion of a CTC-approved subject-matter program
- Academic major in CTC approved subjects as verified by the Credential Analyst
- Course evaluation and CSET passage as verified by the Credential Analyst

TPA Cycles 1 and 2:

- Passage of Cycles 1 and 2

Completion of Coursework/Seminar:

- A grade of “C” or better in all credential coursework and a grade of CR in Clinical Practice (3.0 GPA). All program requirements/gates satisfied.

RICA:

- Passing score on RICA

Infant/Child/Adult CPR:

- Proof of valid Infant/Child/Adult CPR training that follows the guidelines of the American Red Cross or the American Heart Association.

U.S. Constitution:

- Proof of passage of an approved U.S. Constitution course or an approved U.S. Constitution examination.

Technology Competence:

- Met through PLNU MAT coursework

Transition Plan:

- Transition Plan/Individual Development Plan (IDP) submitted in Taskstream

* Private school experiences may, in some cases, be used to fulfill some requirements for Clinical Practice and TPAs. Please see <http://www.ctc.ca.gov/credentials/leaflets/cl834.pdf> for CTC stipulations on using private school experience. Private school experience must be approved by the candidate's advisor and the Credential Analyst before the candidate begins the program.

Single Subject

Basic Skills Requirement: Satisfy ONE of the following options:

- CBEST
- Course Review completed by PLNU Credential Analyst
- CSET: Multiple Subjects (I, II, III) PLUS Writing Skills (Subtest 142)
- Passage of ACT, SAT or AP exams with appropriate scores
- CSU Placement Exams:
Mathematics (score at least 50) AND

English (score at least 151)

- CSU Early Assessment Program (English & Math sections):
Taken during 11th-grade standardized testing
Scored “College-Ready” or “Exempt”
- Basic skills examination from another state

Satisfy ONE of the following options: Subject Matter Competence:

- Passing score on the California Subject Examination for Educators (CSET)
- Signed verification of completion of a CTC-approved subject-matter program
- Academic major in CTC approved subjects as verified by the Credential Analyst
- Course evaluation and CSET passage as verified by the Credential Analyst

TPA Cycles 1 and 2:

- Passage of Cycles 1 and 2

Completion of Coursework/Seminar:

- A grade of “C” or better in all credential coursework and a grade of CR Clinical Practice (3.0 GPA). All program requirements/gates satisfied.

Infant/Child/Adult CPR:

- Proof of valid Infant/Child/Adult CPR training that follows the guidelines of the American Red Cross or the American Heart Association.

U.S. Constitution:

- Proof of passage of an approved U.S. Constitution course or an approved U.S. Constitution examination.

Technology Competence:

- Met through PLNU PRELIMINARY CREDENTIAL/MAT coursework

Transition Plan:

- Transition Plan/Individual Development Plan (IDP) submitted in Taskstream

* Private school experience may, in some cases, be used to fulfill some requirements for Clinical Practice and TPAs. Please see <http://www.ctc.ca.gov/credentials/leaflets/cl834.pdf> for CTC stipulations on using private school experience. Private school experience must be approved by the candidate's advisor and the Credential Analyst before the candidate begins the program.

Education Specialist – Mild/Moderate Support Needs & Extensive Support Needs

Basic Skills Requirement. Satisfy ONE of the following options:

- CBEST
- Course Review completed by PLNU Credential Analyst
- CSET: Multiple Subjects (I, II, III) PLUS Writing Skills (Subtest 142)
- Passage of ACT, SAT or AP exams with appropriate scores
- CSU Placement Exams:
 - Mathematics (score at least 50) AND
 - English (score at least 151)
- CSU Early Assessment Program (English & Math sections):
 - Taken during 11th-grade standardized testing
 - Scored “College-Ready” or “Exempt”
- Basic skills examination from another state

Satisfy ONE of the following options: Subject Matter Competence:

- Passing score on the California Subject Examination for Educators (CSET)
- Signed verification of completion of a CTC-approved subject-matter program
- Academic major in CTC approved subjects as verified by the Credential Analyst
- Course evaluation and CSET passage as verified by the Credential Analyst

TPA Cycles 1 and 2:

- Passage of Cycles 1 and 2

Completion of Coursework/Seminar:

- A grade of “C” or better in all credential coursework and a grade of CR in Clinical Practice (3.0 GPA). All program requirements/gates satisfied.

RICA:

- Passing score on RICA

Infant/Child/Adult CPR:

- Proof of valid Infant/Child/Adult CPR training that follows the guidelines of the American Red Cross or the American Heart Association.

U.S. Constitution:

- Proof of passage of an approved U.S. Constitution course or an approved U.S. Constitution examination.

Transition Plan:

- Transition Plan/Individual Development Plan (IDP) submitted in Taskstream

Dispositions

In alignment with the Conceptual Framework, Point Loma Nazarene University is committed to supporting candidates as whole persons. Course professors and fieldwork partners will participate in the assessment of candidates' knowledge, skills and dispositions in an effort to equip, transform and empower each individual personally and professionally. Dispositions of Noble Character will be addressed in each course and will be assessed in designated courses across all programs.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
<p>1. Honor and Respect The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Treats all students and adults equally with civility and grace <input type="checkbox"/> Retains a non-judgmental demeanor <input type="checkbox"/> Displays professionalism in dress, posture and attitude <input type="checkbox"/> Committed to social justice, equity and cultural competency <input type="checkbox"/> Consistent in word and actions <input type="checkbox"/> Practices forgiveness and love for one another <input type="checkbox"/> Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role <input type="checkbox"/> Openly considers the contributions of diverse learners <input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff and students <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Articulates and models his/her calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities <input type="checkbox"/> Takes responsibility for this/her own learning <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth

and to empower every student to fulfill his or her full potential.		<input type="checkbox"/> Looks at an incident/activity to analyze what works and targets areas for improvement <input type="checkbox"/> Asks questions, seeks support and guidance <input type="checkbox"/> Uses journals or reflections to record thinking and improve practice
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.		<input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving <input type="checkbox"/> Seeks feedback from other professionals with a positive spirit <input type="checkbox"/> Willingly participates in the school community activities outside of the classroom <input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals <input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging <input type="checkbox"/> Remains aware of all the profession requires and makes changes to own practice.

Requirements for Degree Posting

Requirements for degree posting are stated in the university catalog located at www.pointloma.edu. A degree processing fee will be assessed to the candidate's account upon the candidate's application for degree candidacy.

Withdrawal and Readmission Procedures

Withdrawal from the University

When a candidate decides to withdraw from the university, the advisor must be notified. A withdrawal form must be signed and submitted. It is the candidate's responsibility to follow through with financial arrangements for tuition, library fees, and financial aid and loans.

Leave of Absence

A Leave of Absence (LOA) permits graduate candidates to leave their academic program for professional or personal reasons with the approval of their program director. There must be a reasonable expectation that the candidate will return to the University.

If a candidate fails to return after an approved LOA or fails to enroll at least half time, the candidate will be administratively withdrawn from the University as of the date the

candidate began the LOA. If the candidate is a Title IV loan recipient, this may have an effect on the candidate's loan repayment terms, including the possible exhaustion of the candidate's grace period. Upon returning, these candidates are required to apply for readmission through the Office of Admissions.

If candidates are Title IV loan recipients, it is advised that an exit interview be completed at the time of the LOA.

Administrative Withdrawal

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework, have not filed an approved leave of absence with the Office of Records, and have not officially withdrawn, will be administratively withdrawn. Such withdrawal may have financial aid implications. Students with this status must submit a new application to the university and to their degree program.

Readmission to the MAT/PRELIMINARY CREDENTIAL

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw from the MAT/PRELIMINARY CREDENTIAL and subsequently decide to re-enter must submit an application for readmission. The Academic and Student Affairs Committee considers the application for readmission on an individual basis and with regard to space availability in classes. Candidates should be aware that university degree requirements and CTC regulations may have changed since previous enrollment; returning candidates who have left the university for one (1) or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with their Faculty Advisor. Should candidates have further concerns, they should then appeal to the Program Director. If the issue is not resolved at this level, they are then directed to contact the Associate Dean and then the Dean, if not resolved with the Associate Dean. If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to take their concerns to the Vice Provost for Academic Administration.

Uniform Complaint Procedure

The Dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the University and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint is completing his/her fieldwork activities, and whether it should be resolved by the University's process for complaints concerning personnel and/or other University procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against University employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the Dean of the School of Education or designee (Associate Dean for the Center or Program Director for the program in which the person initiating the complainant is enrolled).
3. All complaints related to University personnel other than Associate Deans and Deans or against individuals at partner school districts shall be submitted in writing to the Dean of the School of Education or designee (Associate Dean for the program or center) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, Program Advisors shall help him/her to do so. Complaints related to a Program Director or Advisor shall be initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designee shall be initially filed in writing with the Vice Provost for Academic Affairs (VPAA).
4. When a written complaint is received, the employee shall be notified within five (5) days.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.

7. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Dean's or designee's decision as final. However, the complainant, the employee, or the Dean or designee may ask to address the VPAA regarding the complaint.
8. Before the VPAA's consideration of a complaint, the Dean or designee shall submit to the VPAA a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the Dean or designee, together with his/her specific finding that the problem has not been resolved and the reasons
9. The VPAA may uphold the Dean's or designee's decision without hearing the complaint.
10. All parties to a complaint may be asked to meet with the VPAA in order to clarify the issue and present all available evidence.
11. The decision of the VPAA shall be final.

Any complaint of child abuse or neglect alleged against a University employee or individual at a partner school district shall be reported to the appropriate local agencies in accordance with the law.

School of Education Fees in the MAT/Preliminary Credential

Course	Course Description	Fee	Description
EDU 6000	Foundational Course/ Entry into Program	\$150	Taskstream Subscription for Program
EDU 6030/6040/ 6070M/6070S	Clinical Practice 1 (Traditional)	\$525	Supervision System, Master Educator Costs
EDU 6032/ 6042/6072/6072M/6072S	Clinical Practice 1 (Intern)	\$165	Supervision System
EDU 6034/ 6044/6074M/6074S	Clinical Practice 2 (Traditional)	\$385	Master Educator Costs
EDU 6036/ 6046/6076M/6076S	Clinical Practice 2 (Intern)	\$25	Supervision System
EDU 6070EP/ 6070HP/ 6070MP/6070SP	Clinical Practice Practicum (Candidates seeking both Ed Specialist and Gen Ed Credentials)	\$525	Supervision System, Master Educator Costs
EDU 6048 A/B (May be repeated)	Intern Coaching/Support	\$85	Supervision System



School of Education

MAT/PRELIMINARY CREDENTIAL Candidate Handbook

Acknowledgement of Receipt 2022-2023*

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts in Teaching (MAT)/Preliminary Credential (MAT) program in the School of Education.

I have reviewed both the Fieldwork Handbook and the Clinical Practice Handbook located at www.plnusoe.com.

I agree to adhere to the School of Education's policies and procedures and will refer to them throughout the entire period I am a candidate in the MAT/Preliminary Credential program in the School of Education at Point Loma Nazarene University.

I have reviewed and understand the MAT/Preliminary Credential Gates outlined for program progression as outlined.

I acknowledge that I must confer with my advisor prior to making any changes to my original advising plan.

Yes, I give Point Loma Nazarene University permission to share my Point Loma email address with school districts who wish to contact me regarding potential job opportunities. _____ (*Please initial*)

Signature of the Candidate

Print Candidate Name

Date

*This form will be retained in the candidate's file.

Appendix

Clinical Practice Interview (For Non-Screening Process Candidates Only)

By attending this interview, it is understood that you have completed the prerequisite coursework for Clinical Practice.

Please give a brief biographical background and explain how you decided to pursue a teaching credential.

Please answer the following questions in light of your coursework, fieldwork, and personal reading or experience.

Domains and Questions:

Content:

1. Describe your classroom management plan for a grade level of your choice and briefly discuss your priorities in its design.
2. When designing a lesson, how will you determine what students will need to know and be able to do?
3. Describe how you will teach students how to learn. Provide 3 specific examples.
4. Describe how you meet the varied learning needs of students in your classroom. Provide 3 specific examples. (This can be the full range of needs: giftedness, disabilities, language, culture, ethnicity).

Dispositions:

1. What are 3 qualities you would like for your students to possess when they leave the classroom?
2. At one time or another, we all experience conflict with another person. Talk about a time you resolved a conflict with someone and how you approached that situation. Colleague? Professor? Host educator? Administrator? Student? Parent?
3. What are some strong convictions that guide your approach to teaching?
4. How will you promote community in your classroom?

5. How has your coursework helped you to begin the journey toward being an educator with regard to knowledge, skills, or dispositions?

6. Identify 1-2 areas that you would like to improve in order to become an effective educator.

Clinical Practice Interview Rubric - Content

<u>Content</u>	Little or No Evidence Value: 1	Limited Evidence Value: 2	Appropriate Evidence Value: 3	Detailed Appropriate Evidence Value: 4	Score/Level
Knowledge of classroom planning and design	Inappropriate, irrelevant, inaccurate or missing knowledge	Minimal, limited, cursory, inconsistent, or ambiguous knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	
Understanding of role of student learning in lesson planning	Inappropriate, irrelevant, inaccurate, understanding of language or special needs	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding of language or special needs	Appropriate, relevant, accurate, understanding of language or special needs	Detailed, appropriate, relevant, accurate, and clear understanding of language or special needs	
Understanding of role of teaching in creating independent learners	Inappropriate, irrelevant, inaccurate, understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of how to meet the needs of all students	Inappropriate, irrelevant, inaccurate understanding of diverse needs	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding of diverse needs	Appropriate, relevant, accurate understanding of diverse needs	Detailed, appropriate, relevant, accurate, and clear understanding of diverse needs	

Note: A minimum average score of 3 is required for advancement to Clinical Practice.

Clinical Practice Interview Rubric - Dispositions

Dispositions	Little or No Evidence Value: 1	Limited Evidence Value: 2	Appropriate Evidence Value: 3	Detailed and Appropriate Evidence Value: 4	Score/Level
Understanding of dispositional goals for students	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of conflict resolution	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of how convictions guide teaching and their relationship to classroom instruction	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of how to build community in the classroom	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Knowledge of skills and dispositions necessary for teaching	Inappropriate, irrelevant, inaccurate knowledge	Minimal, limited, cursory, inconsistent, ambiguous or weak knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	
Knowledge of need for personal growth	Inappropriate, irrelevant, inaccurate knowledge	Minimal, limited, cursory, inconsistent, ambiguous or weak knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	

Note: A minimum average score of 3 is required for advancement to Clinical Practice.