



School of Education



Master of Arts in Teaching/Preliminary Teaching Credential
Single Subject • Multiple Subject • Education Specialist

2025-2026
School of Education
Point Loma Nazarene University

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Purpose of the School of Education Teacher Education Handbook

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

The MAT/PTC 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 work to empower our candidates by helping them become reflective educational practitioners who engage in on-going **scholarly**, professional, personal, and spiritual growth, and serve effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.

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.

Program Philosophy

The PLNU MAT/PTC program is composed of faculty and staff who approach educational theories and practices from a 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 encourage our candidates to wholeheartedly dedicate their hearts, minds, and spirits to their calling, embracing each person they serve with deep respect and a genuine value for each person.
6. We are purposeful about creating an environment in which candidates will need to delve deeply to arrive at creative solutions to the complex problems they will face 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

1. 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.
2. To provide regular opportunities for spiritual nurture and growth for both students and faculty.

3. To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
4. To provide counsel in both times of crisis and ongoing spiritual support.
5. To provide opportunities to live out the call to holiness through service.

Curriculum Overview

The MAT/PTC program within the PLNU School of Education is field-based and designed around themes and practices that reflect current MAT/PTC 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/PTC 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/PTC 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. Grounded in research from the learning sciences, including cognitive neuroscience, the MAT/Preliminary Teaching program prepares candidates to design flexible learning environments that accommodate diverse learning needs. Through the application of varied instructional models, candidates will expose how different teaching approaches can foster student self-efficacy and improve 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/PTC 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/PTC program.

General and Progression Policies

Candidate Policies

Policies for MAT/PTC 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/student success advisors (SSA) 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, by Zoom, or by e-mail to discuss any changes to their academic schedule.**

Candidates who receive a grade lower than a "B" in any course are not eligible for internship.

Registration

The deadline for candidates to register for SOE courses is the Sunday before the start of the first week of a quad and/or semester. Exceptions to this deadline will only be considered if candidates have extenuating circumstances beyond their control. If a candidate registers for a course(s) past this deadline, they will be administratively withdrawn from the course(s).

Late Work Policy

The School of Education believes educators must be persons of noble character. Becoming a professional means taking responsibility for your own learning and following through with commitments.

For full credit, all assignments are to be submitted when they are due as posted in Canvas. Assignments submitted from 1-3 days late without an approved extension are assessed a 30% late penalty. Assignments will not be accepted beyond a 72 hour deadline.

SOE instructors expect proactive communication at all times. Below is the process for requesting an extension on an assignment due date.

General Policies:

- Requests should be made via email well before the assignment deadline.
- Requests made more than 3 days after an assignment due date will only be considered if you were unable to communicate during that time.
- Granting an extension and the amount of time given is at the discretion of the instructor.
- If you are given an extension, the work must be completed by the new assignment deadline with a comment referencing the approval of your extension.

Email (via your PLNU student email) requests for an extension should include:

- Your name
- The course name and section
- The name of the assignment and module location
- The reason you are requesting an extension. Please be specific.
- The amount of additional time you need or when you anticipate being able to complete the work.
- Proof of the emergency preventing advance notice of the request, if you are requesting the extension more than three days after the assignment was due.

Acceptable Reasons to Request an Extension:

Personal Medical Emergency: a severe health event that you cannot anticipate.

- Examples include: hospitalization, diagnosis of a life altering condition, broken bone, concussion, COVID/flu diagnosis, a fever over 101 degrees, or severe illness that prevents you from doing daily tasks.
- This does not include routine medical appointments or procedures that were scheduled in advance. In those cases, you are expected to be proactive and complete the work before the due date.

Mental Health Emergency: a severe or life-threatening onset of mental health symptoms that results in you seeking professional treatment and prevents you from doing normal life tasks. If this occurs, please let your instructor know how they can best support you.

Family Emergency: a catastrophe occurring to an immediate or close family member or friend with a sudden or serious illness occurring; a death in the family.

Housing Emergency: an unexpected event that requires you to leave your house or prevents you from accessing your house during the time the assignment was due. This

includes events such as a house or complex fire, flooding, evacuation orders, or police blocking access to your immediate neighborhood.

Internet or Power Outage lasting more than 1 hour and occurring during the time the assignment was due. Work must be completed & turned in within 8 hours of service being restored & proof of the outage must be submitted (screenshot of a notification from the provider, community outage report, etc.) for the extension to be granted.

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 application and review with a MAT/Preliminary credential faculty member
- 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 Review/Interview

- A successful application and review by a MAT/Preliminary credential faculty member
- Formal acceptance to PLNU as a student

Gate 3: Initial Completion of Subject Matter Competence Requirement via one of the CTC approved pathways

- Six (6) PLNU credential units successfully completed
- If a candidate 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 from the School of Education.

Gate 4: Completion of Additional Coursework, Advancement Criteria, and Full Completion of Subject Matter Competency

- 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, the candidate will receive a “stop” notification letter from the School of Education.

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 student success 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 approval, 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
Review/Interview with Faculty Advisor	X	X	X	X	X
Registration for a minimum of one (1) CSET subtest (if candidate is using	X	X	X	X	X

CSETs to 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 areas of personal dispositions and professional domains including basic learning theory, the California Standards for the Teaching Profession, and their personal development during the course.

The candidate will then be recommended to the Program Faculty Committee. The candidate will be allowed to advance in the program when a simple majority of the faculty agrees on advancement.

The Program Faculty Committee comprises all full-time faculty in the candidate's program. The Program Faculty Committee 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 Program Faculty Committee 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/PTC 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 two (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 15 semester units for Multiple and Single Subject (Total = 48 semester units) and nine (9) 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 6094 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 be advised every semester 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-advice” 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	3 units

(20 Hours of Fieldwork)

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

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
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EDU 6021	General Methods for Secondary Educators (20 Hours of Fieldwork)	3 units
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EDU 6022-6029	Content-Specific Pedagogy	3 units
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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
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EDU 6012	Differentiated Mathematics Instructions for all Learners (20 Hours of Fieldwork)	3 units
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-OR-

EDU 6021	General Methods for Secondary Educators (20 Hours of Fieldwork)	3 units
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EDU 6061	Supportive Environments and Plans for Students with Exceptionalities (20 Hours of Fieldwork)	3 units
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EDU 6062	Assessment and Case Management (20 Hours of Fieldwork)	3 units
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EDU 6063	Self-Determination and Partnerships: Keys to Successful Transitions (20 Hours of Fieldwork)	3 units
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EDU 6064	Multi-Disciplinary Collaboration and IEP Development (20 Hours of Fieldwork)	3 units
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EDU 6065	Social-Emotional, Communicative Strategies and Behavior Supports (20 Hours of Fieldwork)	3 units
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EDU 6066	High Leverage Practices for Inclusive Environments (20 Hours of Fieldwork)	3 units
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Candidates who earn a Preliminary Education Specialist credential will have an English Learner Authorization listed on their credentials. Also included in the Ed Specialist dual credential are the following Authorizations: Autism, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Traumatic Brain Injury, and Deaf-Blind.

Clinical Practice Courses

All candidates for an initial preliminary credential must complete eight (8) units of clinical practice along with the requisite clinical practice seminar courses for a total of 10 units. See the Clinical Practice handbook located at www.plnusoe.com for further details.

Earning More than One Credential

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)
- Subject Matter Competency for the Single Subject credential being pursued

Single Subject adding Multiple Subject

- EDU 6012 or EDU 6011
- EDU 6010
- Subject Matter Competency for Multiple Subject credential

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)
- Subject Matter Competency for the Single Subject credential being pursued

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)
- Subject Matter Competency for Multiple Subject credential
- Multiple Subject competencies

Single Subject/Multiple Subject adding Education Specialist

- EDU 6061, EDU 6062, EDU 6063, EDU 6064, EDU 6065, and EDU 6066
- EDU 6010 (if not fulfilled in first credential)
- EDU 6002 (if not fulfilled in first credential)
- EDU 6012 (if not fulfilled in first credential)
- Clinical practice (4 units, minimum 5 weeks, full days or equivalent)
- Any additional requirements not satisfied by prerequisite credential
- Appropriate Subject Matter competence

Note: Those candidates adding Single Subject, Multiple Subject, or Education Specialist credentials to current Clear Single Subject, Clear Multiple Subject, or Clear Education Specialist credentials must apply directly to the Commission. PLNU will aid candidates in completing the paper application process.

Candidates who hold a valid preliminary or level one, California teaching credential **do not need to complete the TPA requirement if the TPA was successfully completed and documented with the CTC during their first credential.**

Candidates who hold a Clear California teaching credential **do not need to complete the TPA requirement, regardless of if the TPA was successfully completed with their first credential or not.**

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 15 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	Culturally Inclusive Environments: Instruction and Advocacy	3 units
		-OR-	
	GED 6068	Advanced Practice for English Learners	3 units
Action Research:	GED6094	Action Research Design	3 units
		-AND-	
	GED 6095	Action Research Project and Presentation	3 units

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

The courses listed below are the final nine (9) coursework units to complete the MAT degree in Special Education for a total of 57 units. The preliminary credential in Special Education requires an additional 15 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:	GED 6072	Philosophy of Education	3 units
Action Research:	GED 6094	Action Research	3 units
		-AND-	
	GED 6095	Action Research Project and Presentation	3 units

Teaching Performance Assessments

As part of the California Teaching Performance Assessment (CalTPA), all teacher candidates must complete and pass two instructional cycles aligned with the California Teaching Performance Expectations (TPEs). The structure and focus of these assessments differ based on the candidate's credential area:

Multiple Subject and Education Specialist Candidates

Multiple Subject and Education Specialist candidates will complete two discipline-specific performance assessments designed to measure their readiness to teach in key content areas:

- **Cycle 1: Mathematics Performance Assessment:** In this cycle, candidates plan, teach, and assess a single mathematics lesson aligned with California state standards. Candidates analyze student learning and reflect on their instructional decisions using formative and summative evidence, with an emphasis on mathematical reasoning, problem-solving, and academic language development. Candidates must demonstrate how they used their knowledge of students' assets and needs to support equitable access to rigorous mathematics instruction.
- **Cycle 2: Literacy Performance Assessment:** In this cycle, candidates design and deliver a multi-day literacy learning segment that develops students' reading, writing, and language skills. Candidates assess student progress using a variety of informal and formal tools and provide feedback to support students' continued development. Candidates analyze evidence of student learning in literacy and academic language and design either a re-teaching or extension activity to address student needs.

These cycles are intentionally structured to ensure that candidates demonstrate instructional competency in both math and literacy — core areas of focus for elementary and special education teaching.

Single Subject and World Language Candidates

Single Subject and World Language candidates will continue to complete the **traditional CalTPA Cycles 1 and 2:**

- **Instructional Cycle 1: Learning About Students and Planning Instruction:** Candidates demonstrate their ability to learn about their students' assets and learning needs and use this information to plan and deliver an effective standards-based lesson in their content area.
- **Instructional Cycle 2: Assessment-Driven Instruction:** Candidates design and teach a content-specific learning segment made up of several purposefully connected lessons taught over multiple days. The segment should reflect the candidate's use of formative and summative assessment data to inform instruction

and provide students with meaningful feedback. Candidates then analyze student learning and academic language development and design a follow-up activity to either reteach or extend the learning.

Failure to Pass the TPA

Candidates who are not successful in their first attempt must:

- Meet with the professor of clinical practice 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 second 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 third attempt excludes the candidate from being recommended for a credential through PLNU. Therefore, there is no allowance for a fourth attempt on the TPA.

Signature Assessments

As part of MAT/PTC 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.

SOE's Assessment System

All candidates must maintain an active SOE assessment system account for the duration of their program 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 SOE's assessment system 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 the recommending authority, PLNU is the final determiner of intern eligibility and reserves the right to deny intern eligibility to a candidate, regardless of employment status.

As an intern, a candidate will be assigned university support 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 assigned support through *EDU 6048* or *EDU6049: Intern Support Seminar*.

Candidates interested in an internship must complete an eligibility application with a SOE credential analyst that confirms they have satisfied the following CTC requirements:

- Bachelor's degree from an accredited school of higher education
- Subject Matter competence (CSET or other CTC 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 an offer of employment as a university intern that does not displace a certificated employee.
- Letter must include official start date, position, school site, and district personnel identified as designated support provider.

Candidates must also complete/verify the following PLNU requirements:

- A minimum of nine (9) EDU 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 of the Teacher Preparation Program.

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 is required prior to credential recommendation.
- After completing an eligibility review and submitting all intern requirements, the candidate will set up an appointment with a credential analyst to obtain recommendation to the CTC for an 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:

- Active enrollment in the PLNU credential program, including timely participation in the registration clearance and course enrollment process every semester.
- Adherence to an intern program plan as developed with a student success advisor, including a first attempt completion of all planned courses.
- Satisfactory academic progress throughout the duration of the internship (minimum 3.00 GPA and grades of B or better)
- Adherence to all fieldwork and clinical practice requirements for university interns
- While the candidate's school year with students is in session, enrollment in EDU 6048/6049 (3 units) each quad except during clinical practice, which provides the intern with university support. Interns must earn a passing grade and comply with all attendance policies for this course.
- Submission of intern support hours to the KCSOS SMS database a minimum of every two weeks with sufficient hours entered each quad, semester, and school year.
- Continuous employment in the school site/district for which the credential was issued with satisfactory performance reviews. .
- Demonstration of the Dispositions of Noble Character
- Consistent, timely, and professional communication with School of Education staff and faculty
- Demonstration of California Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs)

Failure to maintain the above requirements may result in the revocation of the intern credential. PLNU retains the right to cancel the intern credential of any candidate who is out of compliance with intern requirements, regardless of employment status.

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 email the credential analyst for more information regarding this process.

Fieldwork

All MAT/PTC 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 Placement Coordinators (PC) 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, integrated with 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.

Candidates who do not submit their fieldwork pre-requisite documents by the published prerequisite deadlines will be de-enrolled from their fieldwork course(s) and unable to proceed into fieldwork. Candidates who submit their fieldwork prerequisite documents by the published deadlines but fail to enroll in their fieldwork course(s) by the same deadline will be unable to proceed into fieldwork.

Fieldwork Prerequisites

- Certificate of Clearance (or equivalent)
- \$1,000,000 Professional Liability coverage
- Health clearance
- FERPA training

Fieldwork Transportation Policy

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 clinical practice coordinator. The coordinator ensures that the candidate's placements meet the requirements for 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.

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 clinical practice coordinator to avoid these situations.

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

Clinical Practice Transportation Policy

Transportation for candidates in Clinical Practice 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

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

Subject Matter Competency

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 (EDU 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)
- \$1,000,000 Professional Liability Coverage
- Health Clearance
- FERPA Training

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

Subject Matter Competency

Satisfy ONE of the following options:

- Passing score on the California Subject Examination for Teachers (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.

Teaching Performance Assessments

- Passage of both Cycles 1 and 2 aligned with the candidate's credential.

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 are satisfied.

Infant/Child/Adult or Pediatric/Adult CPR

- Proof of valid Infant/Child/Adult or Pediatric/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.

Individual Development Plan

- Individual Development Plan (IDP) submitted in SOE's assessment system.

**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

Subject Matter Competency

Satisfy ONE of the following options:

- Passing score on the California Subject Examination for Teachers (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.

Teaching Performance Assessments:TPA Cycles 1 and 2

- Passage of both Cycles 1 and 2 aligned with candidate's credential.

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 are satisfied.

Infant/Child/Adult or Pediatric/Adult CPR

- Proof of valid Infant/Child/Adult or Pediatric/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/PTC coursework.

Individual Development Plan

- Individual Development Plan (IDP) submitted in SOE's assessment system.

**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

Subject Matter Competency

Satisfy ONE of the following options:

- Passing score on the California Subject Examination for Teachers (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.

Teaching Performance Assessments:TPA Cycles 1 and 2

- Passage of both Cycles 1 and 2 aligned with the candidate's credential.

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 are satisfied.

Infant/Child/Adult or Pediatric/Adult CPR

- Proof of valid Infant/Child/Adult or Pediatric/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.

Individual Development Plan

- Individual Development Plan (IDP) submitted in SOE's assessment system.

Dispositions

In alignment with the Conceptual Framework, Point Loma Nazarene University faculty and staff are 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:
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.		<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
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 ensures that all students have the opportunity to achieve their potential.		<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
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, transform, and empower every student to fulfill his or her full potential.		<input type="checkbox"/> Articulates and models their calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities <input type="checkbox"/> Takes responsibility for their own learning <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth <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.

Candidates are expected to exhibit the above Dispositions of Noble Character and abide by the Community Expectations of the university. Candidates who violate university and School of Education behavioral standards may be subject to responses ranging from caution placed in the candidate's file to expulsion from the university, depending on the severity and history of the violation.

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

All academic and general policies can be found in the university catalog located at <https://pointloma-public.courseleaf.com/>.

Withdrawal from the University

There are times when a candidate finds it necessary to withdraw from the university. In order to avoid being administratively withdrawn, courses and incompletes being converted to a failing grade, and financial payments going into default, students are required to notify the Office of Records and complete a Notice of Intent to Withdraw from the university. If withdrawal occurs while a candidate is registered for classes, candidates must follow the procedures listed below for withdrawing from a course.

The Vice Provost of Graduate and Professional Studies Operations, in consultation with other university officials, is responsible for the administration of this policy.

Leave of Absence

Currently enrolled full-time students, or three-quarter-time for Adult Undergraduate students, in good academic/conduct standing may apply for a one semester leave of absence from their program of study. A leave of absence is when a candidate is still enrolled in the university during their leave or time away from the university, and where the candidate does not need to reapply for admission into the university when they want to return to the university. The maximum leave of absence allowed is one academic term, not to exceed 180 days in any 12 month period. Candidates receiving financial aid will continue to be considered "in-school status" only for institutional aid. Candidates receiving federal or state financial aid will not be considered "in-school status" for Title IV loan repayment purposes.

Candidates who wish to apply for a leave of absence should obtain an application from their student success advisor, program director, or the Office of Records. The application must be signed by the university officers indicated, a length of leave proposed, and the application returned as indicated. Any courses proposed to be taken for credit during an approved leave of absence must have prior written approval. Upon return to campus, students must schedule an appointment with their student success advisor. Also upon return, candidates are subject to availability of course offerings and course sequencing.

The completed leave of absence form is filed either with the student success advisor or with the Office of Records. Failure to return to campus and resume taking courses following the approved leave of absence period will result in an administrative withdrawal from the university as of the start date of the leave of absence. This withdrawal may also have financial aid implications, such as the expiration of a loan's grace period which may cause a student loan to immediately be in repayment, and may affect a candidate's eligibility for further financial aid.

- Filing Dates: Current candidates must file for a leave of absence by the end of the tenth week of the semester, for the following semester.
- Notification Dates: A decision regarding a leave of absence application will be communicated by the end of the last week of classes via university email.

Administrative Withdrawal

Candidates who have not attended or enrolled in a course for one semester, are not currently completing coursework, and have not officially withdrawn, will be placed in an inactive status. Candidates who have been inactive for one year will be administratively withdrawn. Such withdrawal may have financial aid implications. Candidates with this status must submit a new application to the university and to their degree program.

Readmission to the MAT/PTC Program

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw from the MAT/PTC and subsequently decide to re-enter must submit an application for readmission. The credential analyst and program director 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 the parties involved. 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 the PLNU catalog for further options.

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 with 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 or program director for the program in which the person initiating the complaint 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 f) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, a program assistant may help him/her to do so. Complaints related to a program director 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 an 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.

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/PTC Program

Course	Course Description	Fee	Description
Upon Entry	SOE's Assessment System	\$150	All candidates in the School of Education programs at PLNU will be enrolled in SOE's Assessment System and Student Financial Services has placed this fee on the candidate's account. Assessing the fee in this way allows the candidate to use financial aid to cover the cost of enrollment. The candidate pays this fee through university tuition.
EDU 6030 EDU 6040 EDU 6070M EDU 6070S	Clinical Practice 1 (Traditional)	\$525	Supervision System, Master Education Costs
EDU 6032 EDU 6042 EDU 6072M EDU 6072S	Clinical Practice 1 (Intern)	\$165	Supervision System
EDU 6034 EDU 6044 EDU 6074M EDU 6074S	Clinical Practice 2 (Traditional)	\$385	Cooperating Teacher Costs
EDU 6036 EDU 6046 EDU 6076M EDU 6076S	Clinical Practice 2 (Intern)	\$25	Supervision System

School of Education

MAT/PTC Candidate Handbook

Acknowledgement of Receipt 2025-2026*

I have reviewed the candidate handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts in Teaching and Preliminary Teaching Credential (MAT/PTC) 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/PTC 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.*