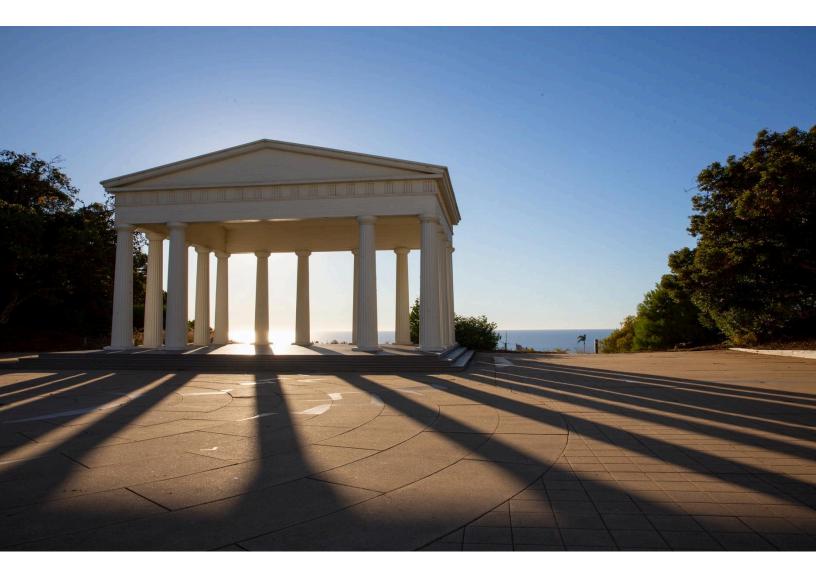# POINT 19 02 LOMA
NAZARENE UNIVERSITY

School of Education

Traditional Undergraduate Preliminary Credential
Single Subject • Multiple Subject

2025-2026
School of Education
Point Loma Nazarene University
Point Loma Campus

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Purpose of the School of Education Traditional Undergraduate Credential Handbook

The purpose of this handbook is to provide the prospective Traditional Undergraduate Preliminary Credential (TUG-CRED) candidate at Point Loma Nazarene University (PLNU) School of Education with information essential for progress in the Traditional Undergraduate Credential program.

The TUG-CRED faculty and staff are 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.

Teachers of the future anticipate major changes in professional roles, instructional technology, teaching methodology, demographics, and the learning process. The TUG-CRED 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).

Overview of the TUG-CRED Program

Introductory credential courses are located at PLNU's Point Loma campus, while advanced courses may be located at the Mission Valley campus and online. The candidate should closely follow the PLNU academic catalog for the exact courses required for their credential.

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 being to embrace the positive power of **diversity** and become advocates for **universal justice** within their classrooms, schools, districts, and communities.

Program Philosophy

The PLNU TUG-CRED 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 Point Loma Nazarene University. 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.

Curriculum Overview

The Traditional Undergraduate Credential (TUG-CRED) program within the PLNU School of Education is field-based and designed around themes and practices that reflect current 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:

- **Embracing all Learners**: TUG-CRED 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.

- **Morals, Ethics, and Values**: TUG-CRED 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.

- **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. Based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences and through the application of diverse teaching models, TUG-CRED candidates will learn how different approaches can enhance their future students' self-efficacy and academic achievement.

- **Classroom Management**: To be effective in the classroom, educators need to have a strong background in classroom management. Various models will be explored. The TUG-CRED 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 TUG-CRED program.

Admission and Progression Policies

Candidate Policies

Policies for TUG-CRED candidates regarding admission to the University, progression, retention, dismissal, graduation, and rights and responsibilities are published in the *PLNU Undergraduate 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 in EDU Courses Only

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 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, by Zoom, or by e-mail to discuss any changes to their academic schedule.**

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: Liberal Studies – Teacher Education Majors

Gate 1: Admission as a Student to PLNU

Gate 2: Continuance in PLNU School of Education

- Six (6) PLNU credential units successfully completed
- Successful completion of fieldwork in EDU 3002 (Scores of 3 or higher on rubric)
- Successful completion of fieldwork in EDU 4004 (Scores of 3 or higher on rubric)
- Signature Assessment in EDU 3002 successful completed (Average score of 3.0 on a 4-point rubric)

If a candidate earns below a 3 on the fieldwork rubric, the candidate will meet with the Program Director to review the host teachers' scores/comments and discuss actions for the candidate to take to improve in the skills highlighted.

If the Signature Assessment in EDU 3002 is not successfully completed with an average score of 3 or higher, the candidate will enroll in one (1) unit of EDU 4090: Special Studies in Education to further develop those skills necessary for advancement in the program..

Gate 3: Completion of PLNU Initial EDU Coursework

- Nine (9) PLNU credential units successfully completed
- Successful completion of EDU 3002, EDU 4004, EDU 3006 inclusive of fieldwork and signature assessments
- ***Request for Program Advancement*** approved

Gate 4: Completion Advanced EDU Coursework

- 14 additional PLNU credential units successfully completed; inclusive of EDU 3024, EDU 4009, EDU 4010, EDU 4017, EDU 4022 (EDU 4017 may be taken concurrently with Clinical Practice, depending on student timeline)
- Gates 1-3 met successfully

If one or more of the above criteria are not satisfied, the candidate will be notified in writing and will meet with their advisor to discuss alternative routes toward the degree.

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 4090: Special Studies in Education* 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**. [Note: Students majoring in Liberal Studies: Teacher Education will meet their Subject Matter Competency with a degree match once they graduate with their B.A.]

Program Gates: Single Subject and Non-Liberal Studies – Teacher Education Majors

Gate 1: Admission as a Student to PLNU

Gate 2: Continuance in PLNU School of Education

- Six (6) PLNU credential units successfully completed
- Successful completion of fieldwork in EDU 3002 (Scores of 3 or higher on rubric)
- Successful completion of fieldwork in EDU 4004 (Scores of 3 or higher on rubric)
- Signature Assessment in EDU 3002 successful completed (Average score of 3.0 on a 4-point rubric)

If a candidate earns below a 3 on the fieldwork rubric, the candidate will meet with the Program Director to review the host teachers' scores/comments and discuss actions for the candidate to take to improve in the skills highlighted. If the Signature Assessment in EDU 3002 is not successfully completed with an average score of 3 or higher, the candidate will enroll in one (1) unit of EDU 4090: Special Studies in Education to further develop those skills necessary for advancement in the program.

Gate 3: Completion of PLNU Initial EDU Coursework

- Nine (9) PLNU credential units successfully completed
- Successful completion of EDU 3002, EDU 4004, EDU 3006 inclusive of fieldwork and signature assessments

- ***Request for Program Advancement*** approved

Gate 4: Completion Advanced EDU Coursework

- 14 additional PLNU credential units successfully completed; inclusive of EDU 4009, EDU 4017, EDU 4020, EDU 4021, EDU 4032-39 (one 3-unit methods course) (EDU 4017 may be taken concurrently with Clinical Practice, depending on student timeline)
- Gates 1-3 met successfully

If one or more of the above criteria are not satisfied, the candidate will be notified in writing and will meet with their advisor to discuss alternative routes toward the degree.

Gate 5: Advancement to Clinical Practice

- Gates 1 – 4 successfully completed
- All prerequisite courses for Clinical Practice successfully completed
- Subject Matter Competency satisfied via 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
- 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 4090: Special Studies in Education* 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**.

Successful Completion of EDU 3002 Signature Assessment

As part of *EDU 3002: Foundations of Education and Learning Theory*, the candidate will successfully complete the signature assessment, which addresses beginning knowledge of education.

The professor for EDU 3002 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.

If the candidate receives a score lower than the 3.0 minimum, the signature assessment will be scored by a second faculty member to ensure validity.

If a candidate does not successfully complete this measure, the candidate must contact their advisor and register for *EDU 4090: Special Studies in Education* 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.

Note for Liberal Studies – Teacher Education Candidates Only: *Candidates who are not successful on this measure will not be able to complete the teaching credential, but they will have the opportunity to complete the degree.*

Advancement in the Program

Upon successful completion of the EDU 3002 Signature Assessment, as well as the completion of six (6) units of EDU coursework, the candidate will complete a "***Request for Program Advancement***" form in their EDU 3006 course. The candidate's request will be considered by the SOE Traditional Undergraduate Team. The candidate will be allowed to advance in the program when a simple majority of the faculty agree on advancement.

The SOE Traditional Undergraduate Team serves to formalize the candidate's progression in the program and her/his eventual approval for Clinical Practice.

Note for Liberal Studies – Teacher Education Candidates Only: *Candidates who are not successful on this measure will not be able to complete the teaching credential, but they will have the opportunity to complete the degree.*

Course Sequence and Program Design

Components of the TUG-CRED (Liberal Studies: Teacher Education)

The TUG-CRED is offered in two (2) components:

- Component 1, the **credential component**, consists of 33 semester units of coursework and fieldwork/Clinical Practice culminating in a Multiple Subject Credential.
- Component 2 consists of successfully completing the Liberal Studies: Teacher Education, B.A. degree, in order to meet Subject Matter Competency for a Multiple Subject Credential.

Components of the TUG-CRED for Single Subject Credential or Multiple Subject (Not Liberal Studies: Teacher Education)

The TUG-CRED for Single Subject and Multiple Subject (not Liberal Studies: Teacher Education) is offered in two (2) components:

- Component 1, the **credential component**, consists of 33 semester units of coursework and fieldwork/Clinical Practice.
- Component 2 consists of meeting the Subject Matter Competency for the content in which the candidate will teach. Please see the following list for how students can satisfy Subject Matter Competency.

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

All TUG-CRED candidates must meet every semester with their 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.

Component 1

Common Courses

The common courses in the table below are required for a preliminary credential in Multiple and Single Subject. They are the following:

EDU 3002	Foundations of Education and Learning Theory (20 hours of fieldwork)	3 units
EDU 3006	Principles of Language Acquisitions (20 hours of fieldwork)	3 units
EDU 4004	Foundations of Special Education (20 Hours of Fieldwork)	3 units
EDU 4009	Classroom Assessment and Research Practices	3 units
EDU 4017	Contemporary Issues in the Vocation of Education: Capstone Course	2 units

Multiple Subject Specific Courses

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 4010	Methods of Teaching Reading and Writing (20 Hours of Fieldwork)	3 units
EDU 4022	Interdisciplinary Approaches and Methodology in Teaching in the Content Areas	3 units
EDU 3024	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 candidates complete all of the courses listed in the Common Courses section above and the following unique courses in the table below:

EDU 4020	Literacy Instruction for Secondary Teachers (20 Hours of Fieldwork)	3 units
EDU 4021	General Methods for Secondary Teachers (20 Hours of Fieldwork)	3 units
EDU 4032-4039	Content-Specific Pedagogy	3 units

Candidates who earn a Preliminary Single Subject 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 (student teaching) along with the requisite seminars. See the Clinical Practice Handbook located at www.plnusoe.com for further details.

Component 2

Component 2 consists of meeting the Subject Matter Competency for the content in which the candidate will teach. Please see the following list for how students can satisfy Subject Matter Competency.

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

All TUG-CRED candidates must meet every semester with their 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.

Earning More than One Credential

Often candidates may choose to complete more than one credential as part of their coursework. Candidates must complete all courses specific to each credential.

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 Clinical Practice seminar.

Teaching Performance Assessments and Signature Assignments

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 CalTPA

Candidates who are not successful in their first attempt must:

- Meet with the Professor of CP Seminar or their designee
- Register for one (1) unit of *EDU 4090: TPA Support or the graduate equivalent EDU 6091: TPA Support*
- 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 4090: TPA Support or the graduate equivalent EDU 6091: TPA Support*
- Meet with the TUG-CRED 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 4th attempt on the TPA.

Signature Assessments

As part of TUG-CRED 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 Assessment System

All candidates will be assigned an account through the SOE assessment system 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 the SOE assessment system is included in the candidate's fees.

Fieldwork

All TUG-CRED 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 on 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
- California Fingerprint and Background Clearance
- Certificate of Clearance (or equivalent)
- $1,000,000 Professional Liability Coverage
- Health Clearance
- Completion of FERPA training (located at www.plnusoe.com)

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/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, which is 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.

Clinical Practice Transportation Policy

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.

Clinical Practice Screening Process

By completing this screening, it is understood that candidates have met the minimum requirements to enter Clinical Practice:

Content and Dispositions

1. Score an average of 3.0 or higher on the EDU 3002 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 Teacher 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 in any EDU course 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 4090: Special Studies in Education* for one (1) unit to further develop those skills necessary for advancement to Clinical Practice.

Upon successful completion of *EDU 4090: Special Studies in Education* 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 EDU coursework attempted during enrollment in the TUG program
- 3.0 GPA

Signature Assessment (3002)

- 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

Credentialing Policies

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 Educators (CSET) Multiple Subjects I, II, & III
- 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 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 SOE coursework.

Transition Plan

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

Single Subject

Subject Matter Competency

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 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 SOE coursework.

Individual Development Plan:

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

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:
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.		☐ Treats all students and adults equally with civility and grace ☐ Retains a non-judgmental demeanor ☐ Displays professionalism in dress, posture, and attitude ☐ Committed to social justice, equity, and cultural competency ☐ Consistent in word and actions ☐ Practices forgiveness and love for one another ☐ 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 to their potential.		☐ Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role ☐ Openly considers the contributions of diverse learners ☐ Proactive rather than reactive with classmates, educators, parents, staff, and students ☐ Employs healthy conflict resolution skills in one-on-one and group situations ☐ Assists in resolving conflict and promotes acceptance of one another ☐ 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.		☐ Articulates and models his/her calling to the profession ☐ Understands personal strengths and demonstrates consistent performance in given activities ☐ Takes responsibility for this/her own learning ☐ Develops and monitors a plan that balances personal and professional growth ☐ Looks at an incident/activity to analyze what works and targets areas for improvement ☐ Asks questions, seeks support and guidance

		☐ 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.		☐ Enthusiastic, energetic, prepared, constantly reflecting and improving ☐ Seeks feedback from other professionals with a positive spirit ☐ Willingly participates in the school community activities outside of the classroom ☐ Remains involved in the planning and innovation necessary of professionals ☐ Holds high expectations for all, and scaffolds learning when assignments are challenging ☐ 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 [Academic Behavior Policy](#) of the university. Candidates who violate university and School of Education behavioral standards may be subject to discipline, depending on the severity and history of the violation.

Requirements for Degree Posting

Requirements for degree posting are stated in the university catalog located a 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

There are times when a student 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 repayments going into default, students are required to notify the Office of Records and complete an Official Notice of Intent to Withdraw from the university. The form can be found on the Office of Records webpage or in the Office of Records. If withdrawal occurs while a student is registered for classes, students must follow the procedures listed below for withdrawing from a course.

For additional information on these procedures, please refer to the undergraduate catalog located here: www.pointloma.edu.

Leave of Absence (Voluntary General Leave of Absence)

Currently enrolled full-time 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 student is still enrolled in the university during their leave or time away from the university, and where the student 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 (Fall or Spring), not to exceed 180 days in any 12-month period. Students receiving financial aid will continue to be considered "in-school status" only for institutional aid. Students receiving federal or state financial aid will not be considered "in-school status for Title IV loan repayment purposes.

Students who wish to apply for a Leave of Absence form should obtain an application form either Student Life and Formation 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 with Junior and Senior classification must schedule an appointment for a graduation check in the Office of Records.

The completed Leave of Absence form is filed in either the Office of Student Life and Formation or 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 student's eligibility for further financial aid.

- Filing Dates: Current students must file for a Leave of Absence by the close of Priority Registration.
- 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.

For additional information, please refer to the undergraduate catalog located here: www.pointloma.edu.

Readmission to the TUG-CRED Program

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw from the TUG-CRED and subsequently decide to re-enter must submit an application for readmission. The Office of Admissions 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 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 for the Center 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 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:
   - The full name of each employee involved
   - A brief but specific summary of the complaint and the facts surrounding it
   - 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:
   - The full name of each employee involved
   - 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
   - A copy of the signed original complaint
   - 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 TUG-CRED Program

Course	Course Description	Fee	Description
EDU 3002	Foundations of Education and Learning Theory	$150	SOE Assessment System subscription for program
EDU 4040/4050	Clinical Practice 1 (Traditional)	$525	Supervisions System, Cooperating Teacher Costs
EDU 4060/4055	Clinical Practice 2 (Traditional)	$385	Cooperating Teacher Costs

School of Education

TUG-CRED 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 Liberal Studies: Teacher Education (TUG-CRED) program in the School of Education.

I have reviewed 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 that I am a candidate in the TUG-CRED program in the School of Education at Point Loma Nazarene University.

I have reviewed and understand the TUG-CRED Gates outlined for program progression as outlined.

I acknowledge that I must check 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.