

# TEACHING, PRELIMINARY TEACHING CREDENTIALS, M.A.

The School of Education offers a specially designed Master of Arts in Teaching (M.A.T.) degree that includes one/two of the four preliminary teaching credentials approved by the California Commission on Teacher Credentialing:

- **Multiple Subject** - Teaching credential program designed for candidates seeking to teach at the elementary grade levels or in P - Adult self-contained, general education classrooms.
- **Single Subject** - Teaching credential program designed for candidates seeking to teach at the junior high, middle school, or high school levels or in a departmentalized setting serving grades P - Adult.
- **Education Specialist Mild/Moderate** - Teaching credential program related to services for individuals with learning disabilities, emotional disturbance, mild/moderate or moderate/severe disabilities, other health impairment, and autism spectrum disorders.

<sup>1</sup> Completing credential courses does not guarantee the California Commission on Teacher Credentialing (CTC) will issue a credential. If any requirements for a preliminary credential are altered by the CTC during the candidate's program, the candidate will be held responsible for those requirements in accordance with regulations designated by this accrediting agency.

The M.A.T. is offered in two (2) phases to candidates who hold a Bachelor's degree:

1. Phase I consists of 23-38 units of coursework and 10 units of clinical practice (student teaching) culminating in a preliminary teaching credential (33-48 units). The candidate is not required to finish Phase II of the M.A.T. degree in order to earn the preliminary credential.
2. Phase II usually takes place after a candidate has obtained the preliminary credential and has obtained a first teaching position. Phase II consists of 9-15 units, depending on the program, for a total of 48-57 units.

## Program Learning Outcomes

*Candidates who complete the Master of Arts in Teaching, Preliminary Teaching Credentials and Professional Services Credentials will be able to:*

### Equip

- Promote the success of all students by being servant leaders who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

### Transform

- Demonstrate the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and
- Apply faith-based influences and beliefs within educational organizations.

### Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as research-based, transformational leaders within their classrooms, schools, districts, and communities.

## Program Eligibility for the Master of Arts in Teaching and Preliminary Teaching Credentials

- Proof of passage of the California Basic Educational Skills Test (CBEST) or another form of Basic Skills Testing as approved by the California Commission on Teacher Credentialing (CTC).
- Proof of registration for the California Subject Examination for Teachers (CSET) test.
- Education and Grade-Point Average: Teacher candidates must have completed a baccalaureate or higher degree from an accredited college or university. A cumulative undergraduate grade point average of 3.000 is required in order to be admitted into the M.A.T. or credential(s) housed within the degree program. Candidates with a cumulative grade point average lower than 3.000 may apply for "Admission under Exception".
- Two or more letters of recommendation from appropriate persons who have the knowledge of the applicant's character and ability to work with children or youth. (References from friends or relatives are not appropriate);
- An interview with the appropriate program director or Admissions chair.

*Applicants who do not meet the above standards but can demonstrate that they have an exceptionally rich experiential background and/or have demonstrated dramatic change in academic performance may petition the School of Education to review their status.*

Code	Title	Units
<b>Common Courses Required of all Multiple, Single, and Special Education Preliminary Credentials</b>		
EDU 6000	Foundations of Education and Learning Theory	3
EDU 6001	Language Acquisition and Diverse Populations <sup>1</sup>	3
EDU 6002	Foundations of Special Education <sup>1</sup>	3
EDU 6003	Classroom Assessment and Research Practices	3
EDU 6017 (A,B,C,D)	Teaching and Learning Capstone: Contemporary Issues in the Vocation of Education	1
<b>Preliminary Credentials</b>		
Select one (1) from the following:		19-37
Multiple Subject (p. 2)		
Single Subject (p. 2)		
Education Specialist Mild Moderate & Extensive (p. 3)		
<b>Total Units</b>		32-50

<sup>1</sup> Course requires 20 clock hours of observation and participation specific to culturally and linguistically diverse learners in a culturally diverse and inclusive school setting.

**Total Common Courses Required for all Preliminary Credentials: 13 Units**

*Teacher Education candidates who have completed 14 units of the Education coursework at Point Loma Nazarene University required for their bachelor's degree may complete the remainder of the teaching credential within the*

**Master of Arts in Teaching degree, requiring the addition of the Reading and Literacy Added Authorization nine (9) units and six (6) elective units to complete the M.A.T. degree.**

## Preliminary Multiple Subject Teaching Credential and Intern Program

A Multiple Subject Teaching Credential enables a candidate to teach in a self-contained (P-Adult) classroom in California. Candidates receive coursework in educational research and theory as well as methodology in reading, language arts, and mathematics. Credential requirements are subject to change based on state and federal requirements which supersede any existing catalog requirements.

**Candidates for the Multiple Subject credential must complete the 13 units listed above under Common Courses.**

### Program Learning Outcomes

**Candidates who complete the Master of Arts in Teaching (Multiple Subject) program will be able to:**

#### Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

#### Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities; and
- Apply faith-based influences and beliefs within educational organizations.

#### Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.

### Multiple Subject Specific Courses

Code	Title	Units
EDU 6010	Methods of Teaching Reading and Writing <sup>1</sup>	3
EDU 6011	Interdisciplinary Approaches to Teaching in the Content Areas	3
EDU 6012	Differentiated Mathematics Instruction for All Learners <sup>2</sup>	3
<b>Total Units</b>		<b>9</b>

<sup>1</sup> Course requires 20 clock hours of participation in a classroom specific to literacy instruction in a culturally diverse and inclusive school setting. Candidates work with a small group in the area of literacy under the direction of a cooperating teacher.

<sup>2</sup> Course requires 20 clock hours of observation and participation specific to math instruction in a culturally diverse and inclusive school setting.

### Clinical Practice

Clinical Practice is the culminating experience in which candidates work full time in classrooms under the guidance of cooperating teachers in public or private schools assigned by the field experience coordinator at the branch campus.

**Traditional Candidates take:**

Code	Title	Units
EDU 6030	Elementary Clinical Practice I (CalTPA Cycle 1)	4
EDU 6034	Elementary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
<b>Total Units</b>		<b>10</b>

**Or Candidates who are under an intern contract with a school district take:**

Code	Title	Units
EDU 6032	Intern Elementary Clinical Practice I (CalTPA Cycle 1)	4
EDU 6036	Intern Elementary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
<i>Intern Support Courses<sup>1</sup></i>		<i>3-27</i>
EDU 6048A	Individual Support	
EDU 6048B	Individual Support	
EDU 6048D	Individual Development Plan	
EDU 6049R1	RICA Support Seminar	
EDU 6049R2	RICA Support Seminar	
EDU 6049S1	Classroom Management Seminar	
EDU 6049S2	Effective Instruction Seminar	
EDU 6049T1	TPA Support	
EDU 6049T2	TPA Support	
<b>Total Units</b>		<b>13-37</b>

<sup>1</sup> This series of courses is designed to support intern educators with just-in-time learning to support classroom management and effective instruction practice. There are nine (9) support seminars to assist intern educators in the classroom which may be taken in sequence or as needed. The intern is required to take three (3) units of intern support each quad until all credentialing requirements are completed.

**Total Multiple Subject Clinical Practice Courses: 10+ Units**

**Total Units Required for M.A.T. Phase I for Multiple Subject Candidates: 33 Units + Up to 18 additional units for Interns**

### Preliminary Single Subject Teaching Credential and Intern Program

Individuals who plan to teach at the secondary level pursue the Single Subject credential in an approved discipline of their choice. A Single Subject credential enables a candidate to teach in a departmentalized (P-Adult) classroom. Credential requirements are subject to change based

on state and federal requirements which supersede any existing catalog requirements.

**Candidates for the Single Subject credential must complete the 13 units listed above under Common Courses.**

## Program Learning Outcomes

**Candidates who complete the Master of Arts in Teaching (Single Subject) program will be able to:**

### Equip

- Possess the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.

### Transform

- Possess the skills and dispositions to promote the learning of diverse learners at the secondary level;
- Utilize subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students; and
- Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.

### Empower

- Analyze assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.

## Single Subject Specific Courses

The Single Subject Content Methods courses (EDU 6022-EDU 6029) consist of 15 hours of assigned coursework and 30 hours with a subject-specific mentor. Candidates should contact their program advisor about dates for these courses.

Code	Title	Units
EDU 6020	Literacy Instruction for Secondary Teachers	3
EDU 6021	General Methods for Secondary Teachers	3
Choose one (1) of the content-specific pedagogy courses:		3
EDU 6022	Methods of Teaching Secondary Language Arts	
EDU 6023	Methods of Teaching Secondary Mathematics	
EDU 6024	Methods of Teaching Secondary Science	
EDU 6025	Methods of Teaching Secondary Social Science	
EDU 6026	Methods of Teaching Secondary Foreign Language	
EDU 6027	Methods of Teaching Secondary Visual Arts	
EDU 6028	Methods of Teaching Secondary Physical Education	
EDU 6029	Content-Specific Pedagogy for Secondary Teachers <sup>1</sup>	
<b>Total Units</b>		<b>9</b>

<sup>1</sup> EDU 6029 is offered for content areas that are not listed in EDU 6022-EDU 6028 (i.e., Business, Music, Agriculture, and Home Economics).

## Clinical Practice

**Traditional Candidates take:**

Code	Title	Units
EDU 6040	Secondary Clinical Practice I (CalTPA Cycle 1)	4
EDU 6044	Secondary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
<b>Total Units</b>		<b>10</b>

**Candidates who are under an intern contract with a school district take:**

Code	Title	Units
EDU 6042	Intern Secondary Clinical Practice I (CalTPA Cycle 1)	4
EDU 6046	Intern Secondary Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
<i>Intern Support Courses<sup>1</sup></i>		<i>3-27</i>
EDU 6048A	Individual Support	
EDU 6048B	Individual Support	
EDU 6048D	Individual Development Plan	
EDU 6049R1	RICA Support Seminar	
EDU 6049R2	RICA Support Seminar	
EDU 6049S1	Classroom Management Seminar	
EDU 6049S2	Effective Instruction Seminar	
EDU 6049T1	TPA Support	
EDU 6049T2	TPA Support	
<b>Total Units</b>		<b>13-37</b>

<sup>1</sup> This series of courses is designed to support intern educators with just-in-time learning to support classroom management and effective instruction practice. There are nine (9) support seminars to assist intern educators in the classroom which may be taken in sequence or as needed. The intern is required to take (3) units of intern support each quad until all credentialing requirements are completed.

**Total Single Subject Clinical Practice Courses: 10+ Units**

**Total Units Required for M.A.T. Phase I for Single Subject Candidates: 33 Units +Up to 18 additional units for Interns**

## Preliminary Mild Moderate & Extensive Support Needs Education Specialist Instruction Credentials and Intern Dual Program

The program prepares individuals seeking teacher certification to work with students who have **Mild to Moderate Support Needs (MMSN)** and **Extensive Support Needs (ESN)**. The foundation for the duality of the program is the assumption that educational services and supports for students with disabilities should be implemented in the least restrictive environment; and the goal of those services and supports is to teach skills and arrange educational and social settings to increase the students' ability to participate fully in school, home, and community environments including students with learning disabilities,

English language learners with language/learning disabilities, Autism Spectrum Disorder, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment (e.g. Attention Deficit Disorder), Specific Learning Disability, or Traumatic Brain Injury. The program also provides instruction and field experiences in multidisciplinary data decision making, classroom and environment structure, case management, self-determination, student centered planning, assessment, IEP and ITP planning, instructional programming, behavior management, and collaboration and co-teaching among general and special educators. Credential candidates learn to develop close relationships with students and apply specialized supports in numerous educational settings.

The program uses research-based curricula and pedagogy to prepare highly qualified teachers using research-based curricula and pedagogy to provide quality educational services to students from culturally and linguistically diverse backgrounds.

In addition, a three-semester sequence of supervised fieldwork ensures that teacher candidates are able to apply the knowledge and skills acquired through course content and assignments to the instruction of students with extensive support needs in urban school settings.

**Candidates for the Dual Preliminary Mild Moderate & Extensive Support Needs Preliminary credential must complete the 13 units listed above under Common Courses.**

## Program Learning Outcomes

**Candidates who complete the Master of Arts in Teaching (Ed. Specialist Dual) program will be able to:**

### Equip

- Promote the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity;
- Possess the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.

### Transform

- Engage in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice;
- Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students; and
- Reflect positive presence, age-appropriate strategies, and research-based knowledge to create safe classroom environments that promote learning.

### Empower

- Reflect and engage in on-going scholarly, professional, and spiritual growth; and
- Serve effectively as a research-based transformational leader within their classrooms, schools, and districts.

## Dual Mild/Moderate and Extensive Support Needs Courses

Code	Title	Units
EDU 6010	Methods of Teaching Reading and Writing <sup>1</sup>	3
EDU 6061	Supportive Environments and Plans for Students with Exceptionalities <sup>1</sup>	3

EDU 6062	Assessments and Case Management <sup>1</sup>	3
EDU 6063	Self-Determination and Partnerships: Keys to Successful Transitions <sup>1</sup>	3
EDU 6064	Multidisciplinary Collaboration and IEP Development <sup>1</sup>	3
EDU 6065	Social-Emotional, Communicative Strategies, and Behavior Supports <sup>1</sup>	3
EDU 6066	High Leverage Practices for Inclusive Environments <sup>1</sup>	3
Choose one (1) course from the following:		3
EDU 6012	Differentiated Mathematics Instruction for All Learners	
EDU 6021	General Methods for Secondary Teachers <sup>2</sup>	
<b>Total Units</b>		<b>24</b>

<sup>1</sup> Courses require 200 clock hours of participation in classrooms with specific course designed instruction in culturally diverse and inclusive school settings. Candidates work with a small group in the area of specialized activities under the direction of a cooperating teacher and university supervisor.

<sup>2</sup> Course requires 20 clock hours of observation and participation specific to content area teaching strategies in a culturally diverse and inclusive school setting.

### Traditional Candidates take:

Code	Title	Units
EDU 6070M	Special Education Mild-Moderate Clinical Practice I (CalTPA Cycle 1)	4
EDU 6074M	Special Education Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
<b>Total Units</b>		<b>10</b>

### Candidates who are under an intern contract with a school district take:

Code	Title	Units
EDU 6072M	Intern Ed. Specialist Support Needs Clinical Practice I (CalTPA Cycle 1)	4
EDU 6076M	Intern Ed. Specialist Support Needs Clinical Practice II (CalTPA Cycle 2)	4
EDU 60CP1	Clinical Practice Seminar I	1
EDU 60CP2	Clinical Practice Seminar II	1
<i>Intern Support Courses<sup>1</sup></i>		<i>3-27</i>
EDU 6048A	Individual Support	
EDU 6048B	Individual Support	
EDU 6048D	Individual Development Plan	
EDU 6049R1	RICA Support Seminar	
EDU 6049R2	RICA Support Seminar	
EDU 6049S1	Classroom Management Seminar	
EDU 6049S2	Effective Instruction Seminar	
EDU 6049T1	TPA Support	
EDU 6049T2	TPA Support	
<b>Total Units</b>		<b>13-37</b>

<sup>1</sup> This series of courses is designed to support intern educators with just-in-time learning to support classroom management and effective instruction practice. There are nine (9) support seminars to assist intern educators in the classroom which may be taken in sequence or as needed. The intern is required to take (3) units of intern support each quad until all credentialing requirements are completed.

**Total: 10+ Units**

**Total Units Required for M.A.T. Phase I for Mild Moderate and Extensive Support Dual Candidates: 39 Units+Up to 18 additional units for Interns**

## The California Teaching Performance Assessments (CalTPA)

The School of Education implements the CalTPA as one of several measures to assess candidate proficiency and the preliminary credential program effectiveness for all preliminary credential programs. The CTC requires that all credential candidates pass the Teaching Performance Assessment before applying for a teaching credential as defined in Standard 19 of the 2042 credential document.

### Information about TPA

All preliminary teacher candidates at Point Loma Nazarene University in Multiple Subject, Single Subject, and Special Education programs are required to participate in the CalTPA program.

The CalTPA process is an integrated part of the clinical practice experience.

All candidates are required to follow the calendar and deadlines of the CalTPA process and must receive an acceptable score on both Cycle 1 and Cycle 2 to be recommended for a teaching credential.

The Teacher Education Assessment Fee includes all assessment services except a second attempt of the Cycles.

The content of the two cycles will be introduced and practiced throughout the preliminary credential course of study following an intentional course sequence.

### Teacher Performance Assessments

Every teaching credential candidate in the School of Education at PLNU must attempt and receive an acceptable score on the California Teaching Performance Assessment (CalTPA) in order to be recommended to the CCTC for a preliminary teaching credential. This requirement includes teacher candidates in Multiple Subject, Single Subject, and both Special Education credentials (Mild/Moderate and Extensive Support).

This requirement began with the passage of SB2042 in 1998, which mandates that candidates must successfully pass an assessment of their performance with respect to the Teaching Performance Expectations (TPEs). PLNU employs an assessment model that is comprised of Cycle 1 (Instruction) and Cycle 2 (Assessment, Unit of Instruction and Technology).

Candidates who are not successful on their first attempts on either Cycle must enroll in GED 6091 or one (1) unit to re-mediate and re-submit the failed Cycle a second time (up to once for each Cycle). There is no allowance for a third attempt on the TPA.

Candidates will receive direct instruction about each cycle within their courses.

### Title II Information

According to federal regulations, all accredited departments, schools, and colleges of education are required to report information regarding their candidates' passing rates on examinations. A summary of the passage rates may be found on the PLNU web site at [www.pointloma.edu/education/](http://www.pointloma.edu/education/) (<http://www.pointloma.edu/education/>)

## M.A.T. Phase II Finishing Courses

Phase II of the M.A.T. normally takes place after a candidate has obtained the preliminary teaching credential and has obtained a first teaching position.

### Multiple and Single Subject Candidates

The courses listed below are the final thirteen (13) units or sixteen (16) to complete the M.A.T. degree, for a total of 46 or 49 semester units.

Code	Title	Units
<b>Core Course</b>		
GED 6072	Philosophy in Education	3
<b>Curriculum Course</b>		
GED 6016	Curriculum Development, Innovation, and Evaluation	3
<b>Diversity Course</b>		
GED 6041	Culturally Inclusive Environments: Instruction and Advocacy	3
or GED 6068	Advanced Practice for English Learners	
<b>Action Research</b>		
GED 6094	Action Research and Capstone	3
GED 6095	Capstone Project and Presentation	3
<b>Total Units</b>		<b>15</b>

**OR**

Code	Title	Units
<b>Core Course</b>		
GED 6072	Philosophy in Education	3
<b>Reading and Literacy Coursework</b>		
GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
<b>Action Research</b>		
GED 6094	Action Research and Capstone	3
GED 6095	Capstone Project and Presentation	3
<b>Total Units</b>		<b>18</b>

### Special Education - Mild/Moderate or Extensive Support Needs

The courses listed below are the final seven (7) or sixteen (16) units to complete the M.A.T. degree in Special Education (for a total of 46 or 56 units).

Code	Title	Units
<b>Core Course</b>		
GED 6072	Philosophy in Education	3
<b>Action Research</b>		
GED 6094	Action Research and Capstone	3
GED 6095	Capstone Project and Presentation	3
<b>Total Units</b>		<b>9</b>

Or

Code	Title	Units
<b>Core Course</b>		
GED 6072	Philosophy in Education	3
<b>Reading and Literacy Coursework</b>		
GED 6029	Using Technology to Enhance Teaching and Learning	3
GED 6096	Advanced Research-Based Literacy Instruction for All Students	3
GED 6097	Advanced Literacy Assessment, Instruction, and Intervention for All Students	3
<b>Action Research</b>		
GED 6094	Action Research and Capstone	3
GED 6095	Capstone Project and Presentation	3
<b>Total Units</b>		<b>18</b>

## Graduation Requirements

In order to earn and receive a Master of Arts in Teaching, Preliminary Teaching Credentials degree, a candidate must satisfy all of the following:

1. A completed Application for Degree Candidacy (online or in the Records Office, Point Loma campus);
2. Satisfactory completion of the prescribed course of study with a cumulative grade-point average of 3.000 or higher;
3. Completion of the approved graduate program consisting of a minimum of 46 units;
4. A recommendation from the credential analyst and director of the Branch Campus;
5. Payment in full of all tuition, fees, and other financial obligations owed to the university, including a degree processing fee; and
6. All requirements for graduate degrees must be completed within an eight (8)-year period from the time of initial enrollment in the program.