



---

School of Education



# **Master of Arts in Education Leadership in Learning**

Reading Literacy Added Authorization • Instructional Leadership • Instructional Design with  
Technology • Diverse and Cross-Cultural Environments for Leaders •  
Leading Instructional Design for Professionals

**2022-2023**

**School of Education  
Point Loma Nazarene University**

## Table of Contents

<b>Purpose of the School of Education Master of Arts, Leadership in Learning Candidate Handbook</b>	<b>4</b>
<b>Program Mission and Goals</b>	<b>4</b>
<b>University Mission Statement</b>	<b>4</b>
<b>School of Education Mission Statement</b>	<b>4</b>
<b>School of Education Vision</b>	<b>5</b>
<b>Philosophy</b>	<b>5</b>
<b>Spiritual Goals for Graduate Programs</b>	<b>6</b>
<b>General and Progression Policies</b>	<b>6</b>
<b>Candidate Policies</b>	<b>6</b>
<b>Grades</b>	<b>7</b>
<b>Maximum Number of Units Per Quad/Semester</b>	<b>7</b>
<b>Course Sequence and Program Design</b>	<b>8</b>
<b>Program Options</b>	<b>8</b>
<b>CTC-Authorized Programs as In-Depth Options</b>	<b>9</b>
<b>Reading and Literacy Added Authorization (RLAA)</b>	<b>9</b>
<b>PLNU Certificates as In-Depth Options</b>	<b>9</b>
<b>Instructional Leadership</b>	<b>9</b>
<b>Instructional Design with Technology</b>	<b>10</b>
<b>Diverse and Cross-Cultural Environments for Leaders</b>	<b>10</b>
<b>Leading Instructional Design for Professionals</b>	<b>11</b>
<b>Signature Assessments</b>	<b>11</b>
<b>Taskstream</b>	<b>11</b>
<b>Dispositions</b>	<b>11</b>
<b>Requirements for Degree Posting</b>	<b>13</b>
<b>Withdrawal and Readmission Procedures</b>	<b>13</b>
<b>Withdrawal from the University</b>	<b>13</b>
<b>Leave of Absence</b>	<b>13</b>
<b>Administrative Withdrawal</b>	<b>13</b>

<b>Readmission to the MALL</b>	<b>14</b>
<b>Grievance Policy</b>	<b>14</b>
<b>Uniform Complaint Procedure</b>	<b>14</b>
<b>Acknowledgement of Receipt* 2022-2023</b>	<b>17</b>

## **Purpose of the School of Education Master of Arts, Leadership in Learning Candidate Handbook**

The purpose of this handbook is to provide the prospective Master of Arts Leadership in Learning (MALL) candidate in the School of Education with information essential for participation in the MALL program, including any certificates or credentials housed within this degree.

The MALL faculty is committed to contributing to the success of your 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 or certificate will be a model of professionalism.

Future education analysts anticipate major changes in professional roles, instructional technology, teaching methodology, student demography and the learning process. The MALL faculty is encouraging candidates to research professional and community support organizations who depend on individuals who can infuse professional knowledge into the organization and its constituency through expertise in the teaching learning process.. All coursework and class requirements in this degree address proficiencies of the California Standards for the Teaching Profession, as well as those required of people landing instructio in venues outside of the K-12 environment

## **Program Mission and Goals**

### **University Mission Statement**

#### **To Teach • To Shape • To Send**

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

### **School of Education Mission Statement**

#### **Equip • Transform • Empower**

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

### School of Education Vision

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

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

We work to empower our candidates by helping them become reflective education 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.

### Philosophy

The PLNU MALL programs comprise 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.

- 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 his or her career as a calling.
- **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 refine 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.**
- 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.

- We teach our candidates to view each community member as a special human being of great worth. We ask our candidates to see beyond their respective workplace to their role 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.”
- 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 organizational leaders,, 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.
- We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

### **Spiritual Goals for Graduate Programs**

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

## **General and Progression Policies**

### **Candidate Policies**

Policies for MALL candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the PLNU academic catalog located at [www.pointloma.edu](http://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).

### Grades

Progression to 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 any course designated "Credit/No Credit". Theory courses and seminars are graded with letter grades (A, B, C, D, F). Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower or "No Credit") grade in any course will necessitate the repetition of the course.

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

### Maximum Number of Units Per Quad/Semester

The MALL should be viewed as a holistic experience rather than a set of courses. The purpose of the degree is to prepare teachers as thoughtful practitioners serving K-12 students with special needs.

With this in mind, the MALL 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 twelve (12) semester units per semester, except in cases of direct approval from the Program Director or the Associate Dean.

## Course Sequence and Program Design

The following courses (18 units) are required core curriculum for the MALL degree:

GED 6016	Curricular Development, Innovation & Evaluation	3 units
GED 6028	Using Technology to Enhance Teaching and Learning	2 units
GED 6068	Advanced Practice for English Learners	3 units
GED 6072	Philosophy in Education	3 units
GED 6081	Educational Measurement and Evaluation	3 units

### Culminating Research

GED 6089	Master's Research and Design	3 units
GED 6089P1	Culminating Research Project Support	.5 units
GED 6089P2	Culminating Research Project Support	.5 units

### Program Options

An additional 18 units in one (1) or more certifications and electives completes the MALL degree. As the candidate enters the program, information is gathered regarding the candidate's goals, future career plans, and expected timeline for attaining the MALL. The candidate and the advisor discuss which in-depth option best meets the candidate's needs. These options are:

Reading and Literacy Added Authorization	9 units
Instructional Leadership Leadership	15 units
Instructional Design and Technology	12 units
Diverse and Cross-Cultural Environments for Leaders	15 units
Leading Instructional Design for Professionals	15 units

Note: The program option that meets the standard required by the California Commission on Teacher Credentialing (CTC) is the Reading and Literacy Added Authorization.

**Advertisement is provided to the candidate throughout the program until completion. ALL MALL, credential and certificate candidates should meet every semester to ensure the proper sequence and the fulfillment of all professional requirements.**



## CTC-Authorized Programs as In-Depth Options

### Reading and Literacy Added Authorization (RLAA)

This 9-unit added authorization provides specialized certification to teach reading in the K-12 setting. The program follows an explicit philosophy and purpose based on current, confirmed, replicable, and reliable research in literacy.

You may complete the Reading and Literacy Added Authorization on its own or as part of the MALL. Upon successful completion of all coursework and completion of three (3) years of successful teaching in a California school, the candidate may apply to the California Commission on Teacher Credentialing (CTC) for the RLAA.

The requirements for this added authorization are:

GED 6029	Using Technology to Enhance Teaching and Learning	3 units
GED 6096	Advance Research-Based Literacy Instruction or All Students	3 units
GED 6097	Advanced Literacy Assessment, Instruction and Intervention for All Students	3 units

## PLNU Certificates as In-Depth Options

Four (4) additional in-depth options/specializations are available to candidates to complete the units for the MA degree in Leadership in Learning. Each specialization may also be completed as a stand-alone certificate authorized by the university.

### Instructional Leadership

The 15-unit Teacher Leadership certificate prepares current teachers with the practical skills to serve as instructional mentor, coach, department chair, clinical practice supervisor, and professional developer. With a mix of student-centered learning and adult learning theory, the holder of the Teacher Leadership certificate employs effective instructional leadership and is prepared to serve the entire school community.

GEL 6003	Instructional Leadership	3 units
GEL 6008	Ethical Visionary Leadership	3 units
GED 6029	Using Technology to Enhance Teaching and Learning	3 units
GED 6077	Teaching Strategies for Special Populations	3 units
GED 6083	New Teacher Induction and Reflective Coaching	3 units

### **Instructional Design with Technology**

Utilizing technology for global learning opportunities, this 12-unit certificate gives professionals grounding in the pedagogy of online and hybrid teaching and learning, beyond teaching or training resources currently in use. Using best practices in instructional design and technology, graduates will gain the confidence and up-to-date knowledge necessary to design, implement, and teach effective online courses. Intended for candidates with a teaching background.

GED 6016	Curriculum Development, Innovation, and Evaluation	3 units
GED 6083	New Teacher Induction and Reflective Coaching	3 units
GED 6029	Using Technology to Enhance Teaching and Learning	3 units
GED 6030	Assessment and Design of Hybrid and On-line Learning	3 units
GED 6038	Development and Implementation of Hybrid and On-Line Learning	3 units

### **Diverse and Cross-Cultural Environments for Leaders**

This 15-unit certificate prepares the candidate to lead academic, social, and organizational venues to be knowledgeable and responsive to the social, emotional, and academic needs of children, families, and community members from a variety of cultures and socio-economic backgrounds. This includes military families, foster families, and those impacted by homelessness. Candidates with this concentration will understand how cognitive, social, and emotional development intersects with community and cultural contexts.

GEL 6007	Professional Learning and Growth Leadership	3 units
GED 6029	Using Technology to Enhance Teaching and Learning	3 units
GED 6068	Advanced Practice for English Learners	3 units
GED 6075	Family Systems	3 units
GEL 6004	Equitable and Socially Just School Communities	3 units
	OR	
GED 6041	Cultural Competence in a Pluralistic Society	3 units

## Leading Instructional Design for Professionals

This 15-unit certificate prepares the professional to design and manage professional development in the workplace. Candidates will understand adult learning theory, effective instructional design, and leadership for organizational success in both face to face and online venues. Designed for professionals who aim to design teaching and learning experiences and may be new to the leadership role.

GEL 6003	Instructional Leadership	3 units
GEL 6007	Professional Learning and Growth Leadership	3 units
GEL 6005	Organizational and Systems Leadership	3 units
GEL 6016	Curriculum Development, Innovation, and Evaluation	3 units
GED 6029	Using Technology to Enhance Teaching and Learning	3 units
GED 6070	Applied Psychology of Learning	3 units

## Signature Assessments

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

## Taskstream

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

## Dispositions

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

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
<p><b>1. Honor and Respect</b> 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,</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Treats all students and adults equally with civility and grace</li> <li><input type="checkbox"/> Retains a non-judgmental demeanor</li> <li><input type="checkbox"/> Displays professionalism in dress, posture and attitude</li> <li><input type="checkbox"/> Committed to social justice, equity and cultural competency</li> </ul>

demonstrating coherence in attitudes and actions.		<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
<b>2. Spirit of Harmony and Collaboration</b> The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.		<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
<b>3. Reflective Learner</b> The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.		<input type="checkbox"/> Articulates and models his/her calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities <input type="checkbox"/> Takes responsibility for this/her own learning <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth <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
<b>4. Professional and Positive Perseverance</b> The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.		<input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving <input type="checkbox"/> Seeks feedback from other professionals with a positive spirit <input type="checkbox"/> Willingly participates in the school community activities outside of the classroom <input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals <input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging <input type="checkbox"/> Remains aware of all the profession requires and makes changes to own practice.

## **Requirements for Degree Posting**

Requirements for degree posting are stated in the university academic catalog located at [www.pointloma.edu](http://www.pointloma.edu). A degree processing fee will be assessed to the candidate's account upon the candidate's application for degree candidacy.

## **Withdrawal and Readmission Procedures**

### **Withdrawal from the University**

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

### **Leave of Absence**

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

If a candidate fails to return after an approved LOA or fails to enroll at least half time, the candidate will be administratively withdrawn from the University as of the date the candidate began the LOA. If the candidate is a Title IV loan recipient this may have effect on the candidate's loan repayment terms, including the possible exhaustion of the candidate's grace period. Upon returning these candidates are required to apply for readmission through the Office of Admissions.

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

### **Administrative Withdrawal**

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

## **Readmission to the MALL**

A candidate may reapply to the program if she/he has previously withdrawn. Candidates who withdraw from the MALL and subsequently decide to re-enter must submit an application for readmission. The Academic and Student Affairs Committee considers the application for readmission on an individual basis and with regard to space availability in classes. Candidates should be aware that university degree requirements and CTC regulations may have changed since previous enrollment; returning candidates who have left the university for 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 University's process for complaints concerning personnel and/or other University procedure.

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 complaint should communicate directly to the employee in order to resolve concerns.
2. If a complaint 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 shall be initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designees 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 complaint 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 the VPAA a written report concerning the complaint, including but not limited to:
  - a. The full name of each employee involved
  - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
  - c. A copy of the signed original complaint
  - d. A summary of the action taken by the Dean or designee, together with his/her specific finding that the problem has not been resolved and the reasons
9. The VPAA may uphold the Dean's or designee's decision without hearing the complaint.
10. All parties to a complaint may be asked to meet with the VPAA in order to clarify the issue and present all available evidence.
11. The decisions 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 MALL Program

<b>Course</b>	<b>Course Description</b>	<b>Fee</b>	<b>Description</b>
Upon entry	First Course	\$150	Candidate pays this fee directly to Taskstream
GED 6089	Master's Research and Design	\$25	Required Institutional Review Board (IRB)



## School of Education

### MALL Candidate Handbook

#### Acknowledgement of Receipt\* 2022-2023

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts in Leadership in Learning (MALL) program, certifications and/or Reading Literacy Added Authorization in the School of Education.

I agree to adhere to the School of Education's policies and procedure and will refer to them throughout the entire period I am a candidate in the program(s) in the School of Education at Point Loma Nazarene University.

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

---

*Signature of the Candidate*

---

*Print Candidate Name*

---

*Date*

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