



School of Education



Master of Arts/Master of Science in Curriculum and Instruction

Reading Literacy Added Authorization

2024-2025

School of Education

Point Loma Nazarene University

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Purpose of the School of Education Master of Arts/Master of Science in Curriculum and Instruction Candidate Handbook

The purpose of this handbook is to provide the prospective Master of Arts/Master of Science in Curriculum and Instruction candidate in the School of Education with information essential for participation in the MA/MS program, including any certificates or credentials housed within this degree.

The graduate 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.

Educators of the future anticipate major changes in professional roles, instructional technology, teaching methodology, student demography and the learning process. The graduate faculty are encouraging candidates to research each of the above and infuse professional knowledge regarding each concept into the appropriate coursework. All coursework and class requirements in this degree address proficiencies of the California Standards for the Teaching Profession (CSTPs).

Vision/Mission

University Mission Statement

To Teach • To Shape • To Send

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

School of Education Mission Statement

Equip • Transform • Empower

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

School of Education Vision

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

We work to empower our candidates by helping them become reflective educational practitioners who engage in ongoing **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.

Philosophy

The PLNU Master of Arts/Master of Science Curriculum and Instruction program comprises 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 Master of Arts/Master of Science Curriculum and Instruction candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the PLNU academic catalog located 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).

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/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor/SSA 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.

Maximum Number of Units Per Quad/Semester

The Master of Arts/Master of Science Curriculum and Instruction program 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 this in mind, the Master of Arts/Master of Science Curriculum and Instruction program 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 are required for the Master of Arts degree:

GED6016: Curriculum Development, Innovation, and Evaluation	(3 units)
GED6029: Using Technology to Enhance Teaching and Learning	(3 units)
GED6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED6068: Advanced Practice for English Learners	(3 units)
GED6075: Family Systems	(3 units)
GEL6004: Equitable and Socially Just School Communities	(3 units)
GED6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GED6097: Advanced Literacy Assessment, Instruction, and Intervention for All Students	(3 units)
GED6072: Philosophy of Education	(3 units)
GED6081: Educational Measurement and Evaluation	(3 units)
GED6094: Action Research	(3 units)
GED6095: Action Research Project and Presentation	(3 units)

The following courses are required for the Master of Science degree:

GED6016: Curriculum Development, Innovation, and Evaluation	(3 units)
GED6029: Using Technology to Enhance Teaching and Learning	(3 units)
GED6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED6068: Advanced Practice for English Learners	(3 units)
GED6075: Family Systems	(3 units)
GEL6004: Equitable and Socially Just School Communities	(3 units)
GED6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GED6097: Advanced Literacy Assessment, Instruction, and Intervention for All Students	(3 units)

GED6072: Philosophy of Education	(3 units)
GED6081: Educational Measurement and Evaluation	(3 units)
GED6098: Master's Thesis Design	(3 units)
GED6099: Master's Thesis	(3 units)

Embedded Added Authorization

Candidates holding an initial teaching credential from the CTC and who have completed at least 3 years of teaching are eligible for embedded Reading and Literacy Added Authorization (RLAA) by successful completion of the following coursework:

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

Candidates enrolled in the Master of Arts/Master of Science in Curriculum and Instruction will be required to complete fieldwork activities in the Candidate's classroom setting to successfully complete the embedded coursework for the RLAA.

Signature Assessments

As part of the Master of Arts/Master of Science Curriculum and Instruction 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 and paid through the candidate's tuition.

Dispositions

In alignment with the SOE's 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.		<input type="checkbox"/> Treats all students and adults equally with civility and grace <input type="checkbox"/> Retains a non-judgmental demeanor <input type="checkbox"/> Displays professionalism in dress, posture and attitude <input type="checkbox"/> Committed to social justice, equity and cultural competency <input type="checkbox"/> Consistent in word and actions <input type="checkbox"/> Practices forgiveness and love for one another <input type="checkbox"/> Follows through with commitments
2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve their potential.		<input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role <input type="checkbox"/> Openly considers the contributions of diverse learners <input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff and students <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms
3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform		<input type="checkbox"/> Articulates and models his/her calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities <input type="checkbox"/> Takes responsibility for this/her own learning <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth

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

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

Requirements for Degree Posting

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

Withdrawal and Readmission Procedures

Withdrawal from the University

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 payments going into default, students are required to notify the Office of Records and complete a Notice of Intent to Withdraw from the university. If withdrawal occurs while a student is

registered for classes, students must follow the procedures listed below for withdrawing from a course.

Leave of Absence

Currently enrolled full-time students, or three-quarter-time for Adult Undergraduate students, in good academic/conduct standing may apply for a one semester Leave of Absence from their program of study. A "Leave of Absence" is when a 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, 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 from their Student Success Counselor, Program Director, or the Office of Records. The application must be signed by the university officers indicated, a length of leave proposed, and the application returned as indicated. Any courses proposed to be taken for credit during an approved Leave of Absence must have prior written approval. Upon return to campus, students must schedule an appointment with their Student Success Counselor or academic advisor. Also upon return, students are subject to availability of course offerings and course sequencing.

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

- **Filing Dates:** Current students must file for a Leave of Absence by the end of the tenth week of the semester, for the following semester.

Notification Dates: A decision regarding a Leave of Absence application will be communicated by the end of the last week of classes via university email.

Administrative Withdrawal

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework, and have not officially withdrawn, will be placed in an inactive status. Students who have been inactive for one year 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 Master of Arts/Master of Science in Curriculum and Instruction

A candidate may reapply to the program if she/he has previously withdrawn. Candidates who withdraw from the Master of Arts/Master of Science in Curriculum and Instruction program 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 would then appeal to the Program Director. If the issue is not resolved at this level, they are 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 complaint 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 complaint, 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 complain and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complain 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 allege 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 Master of Arts/Master of Science in Curriculum and Instruction Program

Course	Course Description	Fee	Description
Fee Assessed Upon Entry	First Course	\$150	Taskstream for Assessment



School of Education

Master of Arts/Master of Science in Curriculum and Instruction

Candidate Handbook

Acknowledgement of Receipt 2024-2025

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts/Master of Science in Curriculum and Instruction program and the Reading Literacy Added Authorization requirements 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.