



School of Education



Master of Arts / Master of Science in Curriculum and Instruction

**2026-2027
School of Education
Point Loma Nazarene University**

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Purpose of the School of Education Curriculum and Instruction Handbook

This handbook provides prospective MA/MS in Curriculum and Instruction candidates 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 encourages 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 our candidates by inspiring and preparing them 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 so that they embrace the positive power of **diversity** and become advocates for **universal justice** within their classrooms, schools, districts, and communities.

Program Philosophy

The PLNU MA/MS in 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 integrated into and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from PLNU. We follow a servant leadership model, 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.

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 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 of us holds a piece of the puzzle that none of us could assemble alone.
3. We believe that academic rigor for our future educators 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 at the forefront of educational practices based on sound research, and we are committed to continuously increasing our technological and research skills. We intend to maintain academic relevance and rigor through our own effective modeling of all we advocate.
4. 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 workplaces 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."
5. We intentionally support our candidates in developing skills to guide and support others in becoming 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 a leader as that of a humble servant. We urge our candidates who will be educators to commit their hearts, minds, and souls to 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 must 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, calling, and behaviors are in concert.

Spiritual Goals for Graduate Programs

1. To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
2. To provide regular opportunities for spiritual nurture and growth for both students and faculty.

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

General and Progression Policies

Candidate Policies

Policies regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities for MA/MS Curriculum and Instruction candidates are published in the PLNU academic catalog, which is located at www.pointloma.edu.

In addition to these policies, candidates must meet all credentialing requirements as outlined by the California Commission on Teacher Credentialing (CTC) and the California Education Code. PLNU candidates meet all accreditation standards for the Western Association of Schools and Colleges (WASC).

Grades

Progression to the program is contingent upon completing 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.

Candidates need to contact their advisors/student success advisors (SSA) frequently 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.**

Registration

Candidates who have completed registration clearance and been cleared to register by Friday before the first week of a quad must register for SOE courses on or before the Sunday before the start of the first week of a quad and/or a semester. To ensure a smooth registration process and seat availability in courses, candidates should complete registration clearance and course registration prior to the priority registration deadline. Exceptions to this deadline will only be considered if candidates have extenuating circumstances beyond their control. If a candidate registers for a course(s) past this deadline or for a course for which they have not been approved to register, they will be administratively withdrawn from the course(s).

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

Withdrawals

Candidates may drop a course within the first week of the quad or within the first two weeks of a semester, in accordance with university policy. Candidates may also withdraw from a course prior to completion of 60% of the total course duration, in accordance with university policy. Dropping a course during any of these timeframes may have financial ramifications, and candidates are expected to speak to their One-Stop Financial Counselor to determine the financial outcome of a drop or withdrawal.

Repeated course drops or withdrawals will prompt a review of the candidate's academic progress by the School of Education and may require a meeting with the Program Director before proceeding further in the program. In response to repeated course drops or withdrawals, the School of Education reserves the right to administratively revise a candidate's Academic Plan without the candidate's input. The revisions include, but are not limited to, rescheduling the course, requiring a lighter course load, and/or extending the expected program completion timeline. Either of these actions may result in dismissal from the program.

Candidates are expected to demonstrate satisfactory academic progress toward completion of the program. Failure to maintain adequate academic progress may result in probationary action or dismissal from the program.

Late Work Policy

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

All assignments must be submitted for full credit when they are due, as posted in Canvas. Assignments submitted 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 could not communicate during that time.
- Granting an extension and the amount of time given is at the instructor's discretion.
- 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 the 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 request the extension more than three days after the assignment is 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, a 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 scheduled in advance. In those cases, you must 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. Please let your instructor know how they can best support you if this occurs.

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.

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

Maximum Number of Units Per Quad/Semester

The MA/MS in Curriculum and Instruction program should be viewed as a holistic experience rather than a set of courses. The degree's purpose is to prepare thoughtful practitioners who serve diverse learners across educational contexts through responsive, inclusive, and research-informed practices.

With this in mind, the MA/MS in Curriculum and Instruction program is designed to be experienced promptly and 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 with direct approval from the Program Director or the Associate Dean.

Course Sequence and Program Design

Core Courses

All Curriculum and Instruction candidates must complete the following:

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)
GED6072: Philosophy of Education	(3 units)
GED6075: Family Systems	(3 units)
GED6081: Educational Measurement and Evaluation	(3 units)

Concentration Courses

Innovative and Lifelong Learning Concentration

GED6050: Universal Access: Equity for All Students	(3 units)
GHE6069: Research and Evaluation of College Student Success	(3 units)
GHE6070: Applied Psychology of Learning	(3 units)
GHE6074: Emergent Adult Development Theory	(3 units)

Multilingual Education Concentration

EDU6001: Language Acquisition and Diverse Populations	(3 units)
GED6068: Advanced Practice for English Learners	(3 units)
GED6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GEL6004: Equitable and Socially Just School Communities	(3 units)

Candidates enrolled in the MA/MS in Curriculum and Instruction, Multilingual Education Concentration will be required to complete fieldwork activities in the K-12 setting as assigned by the School of Education to complete the embedded coursework for the CTCL successfully.

Reading and Literacy Concentration

GED6068: Advanced Practice for English Learners	(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)
GEL6004: Equitable and Socially Just School Communities	(3 units)

Candidates enrolled in the MA/MS in Curriculum and Instruction Reading and Literacy concentration will be required to complete fieldwork activities in early (PreK-3rd) and intermediate (4th grade and up) levels of literacy acquisition to complete the embedded coursework for the RLAA successfully.

Special Education Concentration

GED6022: Advanced Special Education Assessment and Analysis of Behavior	(3 units)
GED6050: Universal Access: Equity for All Students	(3 units)
GED6056: Shared Leadership, Legislation, and Due Process	(3 units)
GEL6004: Equitable and Socially Just School Communities	(3 units)

Finishing Courses

All MA candidates must complete the following:

GED6094: Action Research	(3 units)
GED6095: Action Research Project and Presentation	(3 units)

All MS candidates must complete the following:

GED6098: Master's Thesis Design	(3 units)
GED6099: Master's Thesis	(3 units)

Signature Assessments

Candidates will complete various signature assessments as part of the MA/MS Curriculum and Instruction coursework. These assessments serve as a benchmark of candidate achievement and a method for program evaluation and effectiveness.

SOE's Assessment System

All candidates must maintain an active SOE assessment system account for the duration of their program to fulfill the course requirements and help the PLNU School of Education assess its program. The subscription cost for SOE's Assessment System is included in the candidate's fees and paid through the candidate's tuition.

Fieldwork

Fieldwork requirements only apply to candidates in the Multilingual Education and Reading & Literacy pathways.

Candidates in the Special Education and Innovation & Lifelong Learning pathways do not complete fieldwork and are not required to complete any fieldwork requirements.

Fieldwork Prerequisites

The following must be completed and submitted to soeforms@pointloma.edu prior to beginning any fieldwork course.

Please go to: www.plnusoec.com to view course prerequisites.

- **CA Fingerprint and Background Clearance:** A valid CA Commission on Teaching Credentialing document is the first of the four prerequisites that must be submitted prior to field experience which requires the completion of your fingerprints and background clearance. It can be met one of two ways: (1) If you have a permit or credential listed on the CTC website such as a substitute teacher permit, emergency permit, or a teaching credential. (2) If you do not have any of these, then you would need to get a Certificate of Clearance which is a 2-step process.
- **Health Clearance:** Evidence must be presented that the candidate is free from tuberculosis. In some cases, a lung X-ray may be required. Proof of clearance may be provided by doctor's test/signature or through a district at-risk assessment completed by your district nurse. (Both must be valid within last four (4) years)
- **CA Fingerprint and Background Clearance:** Evidence of a valid certificate of clearance must be presented. A valid 30-day substitute permit or other CTC-issued credential also satisfies this requirement.
- **FERPA Training:** Please complete the FERPA 101: Local Education Agencies. The training is located here: [FERPA Training](#).
- **Liability Insurance:** Prior to starting field experience, all traditional candidates must show proof of current personal liability insurance with at least \$1,000,000.00 in coverage. Affordable liability insurance can be purchased via membership in the following organizations:
 - California Teachers Association/National Education Association
 - Association of American Educators

Fieldwork/Clinical Practice Placement

After completing the prerequisites listed above and receiving clearance from the field experience coordinator, a candidate may begin completing fieldwork. The placement of a

candidate is vital to her/his educational growth, and for this reason, it is the field experience coordinator's responsibility to direct the placement of the candidate. **Upon enrolling in a field experience course, the candidate understands that her/his placement preference (e.g., school site or grade level) is taken into consideration but is not guaranteed. Confirmed placements must meet all CTC and PLNU requirements.**

Before beginning any field experience observations, candidates must ensure their school site has been officially approved by the university. Candidates should collaborate with their placement coordinator to verify their site's qualification status. Hours cannot begin until the placement coordinator has approved the placement.

Dispositions

In alignment with the SOE's conceptual framework, PLNU faculty and staff are committed to supporting candidates as whole persons. Course professors and fieldwork partners will participate in the assessment of candidates' knowledge, skills, and dispositions to equip, transform, and empower each individual personally and professionally. Dispositions of Noble Character will be addressed in each course and 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 words 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 ensure that all students have the opportunity to achieve their potential.		☐ Cooperative and flexible when working in a group, and easily moves between leadership and participant roles. ☐ 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 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 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 for 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 University's Community Expectations. Candidates who violate university and School of Education behavioral standards may be subject to responses ranging from a letter of 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. Upon submitting an application for degree candidacy, a degree processing fee will be assessed to the candidate's account.

Exit Survey

All SOE candidates will complete an Exit survey on SOE's assessment system at the satisfactory completion of all coursework.

Requirements for Credentialing

Candidates in the Innovation and Lifelong Learning Concentration and Special Education Concentration do not have a credentialing component.

Candidates in the Reading and Literacy Concentration and Multilingual Education Concentration will work with the Credential Analysts to complete the credential review and recommendation process at the conclusion of their program. Candidate participation and proactive communication is required in order to receive a recommendation to the California Commission on Teacher Credentialing.

Reading and Literacy Concentration: Requirements for RLAA

In order to be considered for recommendation for Reading and Literacy Added Authorization (RLAA), a candidate must complete the following:

Preliminary Credential:	Candidate must hold a valid California Teaching Credential that meets the CTC requirements
Completion of Coursework:	A grade of "C" or better in all credential coursework and a minimum 3.0 GPA
Fieldwork Requirements	Candidates will work with individuals and/or small groups of students at both early (preK-3) and intermediate (4th grade and up) levels of literacy acquisition.
Verification of Experience	Provide verification of three (3) years of successful, full-time teaching experience while holding a prerequisite credential. This experience excludes teaching experience earned while on an emergency or intern permit.

Multilingual Education Concentration: Requirements for English Learner Added Authorization (CTEL/CLAD)

In order to be considered for recommendation for a full English Learner Added Authorization (CTEL/CLAD), a candidate must complete the following:

Preliminary Credential:	Candidate must possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children's Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils. The following, however, are not appropriate prerequisite credentials or permits: • Emergency Permits • Provisional Internship Permits • Short-Term Staff Permits • District Intern Credentials • University Intern Credentials • Exchange Credentials • Sojourn Certificated Employee Credentials • Services credentials without a special class authorization
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Completion of Coursework:	A grade of "C" or better in all credential coursework and a minimum 3.0 GPA
Completion of Fieldwork	Proof of 20 hours as part of EDU6001 and all fieldwork requirements for GED6096

Withdrawal and Readmission Procedures

Withdrawal from the University

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

Leave of Absence

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

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

The completed leave of absence form is filed with the student success advisor 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 be in repayment immediately, and may affect a candidate's eligibility for further financial aid.

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

Administrative Withdrawal

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

Readmission to the MA/MS Curriculum and Instruction Program

A candidate may reapply to the program if she/he has previously withdrawn. Candidates who withdraw from the MA/MS in Curriculum and Instruction program and subsequently decide to re-enter must apply 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 one or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with the parties involved. Should candidates have further concerns, they should then appeal to the program director. If the issue is not resolved at this level, they are then directed to contact the associate dean and then the dean if not resolved with the associate dean. If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to the PLNU catalog for further options.

Uniform Complaint Procedure

The dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the university and/or an individual employee or against an individual within a partner school district where the person initiating the complaint is completing his/her fieldwork activities and whether it should be resolved by the university's process for complaints concerning personnel and/or other university 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 as soon as possible. Whenever possible, the complaint should be communicated directly to the employee to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the dean of the School of Education or designee (associate dean or program director for the program in which the person initiating the complaint is enrolled).
3. All complaints related to University personnel other than associate deans and deans or against individuals at partner school districts shall be submitted in writing to the dean of the School of Education or designee (associate dean) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, a program assistant may help them 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 within 30 days to the satisfaction of the parties involved.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by the 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, employee, or the Dean or designee may ask to address the VPAA regarding the complaint.
8. 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 MA/MS in Curriculum & Instruction Program

Course	Course Description	Fee	Description
Upon Entry	SOE's Assessment System	\$150	All candidates in the School of Education programs at PLNU will be enrolled in SOE's Assessment System and Student Financial Services has placed this fee on the candidate's account. Assessing the fee in this way allows the candidate to use financial aid to cover the cost of enrollment. The candidate pays this fee through university tuition.



School of Education

MA/MS Curriculum and Instruction Candidate Handbook

Acknowledgment of Receipt 2026-2027*

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University, the Master of Arts and Master of Science in Curriculum and Instruction program, and the applicable credentialing requirements in the School of Education.

I agree to adhere to the School of Education's policies and procedures and will refer to them throughout my time as a candidate in the program(s) at Point Loma Nazarene University.

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

I acknowledge that the University reserves the right, at its sole discretion and at any time, to amend, modify, revoke, or add to the policies, procedures, requirements, and other provisions outlined in this Handbook. Such changes are effective immediately upon publication, and candidates are responsible for reviewing and complying with all updated policies.

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.*