

School of Education DQP Narrative

Institutions are expected to define the meaning of degrees they confer and to ensure the quality and integrity. WASC understands them to mean a rich, coherent, and challenging educational experience, together with assurance that students consistently meet the standards of performance that the institution has set for that educational experience (WASC, 2013)

To respond to the meaning, quality, and integrity of degrees, the School of Education looks to its conceptual framework to provide the structure and direction for **program development, course content, instructional practices, candidate assessments, academic scholarship, community service, and overall unit accountability**. At the undergraduate level, it supports candidates in reaching the school's overarching mission, at an initial level, of developing **high-performing reflective educators of noble character who impact the lives of learners to influence a broader community**. With an alignment to the mission and vision of the university, the SOE conceptual framework engages faculty, staff, and candidates in ongoing assessment, analysis, and reflection of the unit's beliefs regarding teaching and learning. It provides opportunities for rich discussion and input from educational partnerships in the community.

Embracing Nazarene heritage, the framework integrates the distinctive qualities of Wesleyan tradition and the philosophy that spiritual and academic learning go hand-in hand. Expressed throughout the conceptual framework is the integration of the cognitive and dispositions as well as the Nazarene call to wholeness in personal development and faithfulness to mission, where grace is foundational, truth is pursued, and holiness is a way of life. Embedded within in the SOE's educational philosophy and pedagogy, candidates are exposed to ethnic, socio-economic, linguistic, religious, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles into educational practices that portray student empowerment and social justice. Faculty, candidates, and graduates are recognized for pursuing initiatives such as U.S. Dept. of Education's No Child Left Behind (NCLB) Act and Race to the Top Initiative that promote equity and access for those who have become marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders (Maddox, 1996).

The SOE's themes – equip, transform, and empower serve as the foundational and philosophical structure on which each of the master degree programs is developed, implemented, assessed, and improved. The measures integrate the unit's values and beliefs that are shared about the landscape of learning:

- The EQUIP category focuses on the **meaning of the degrees**. For candidates, it is a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
 - o Evidence is articulated in signature assignment assessments and disposition assessments.
- The TRANSFORM category focuses on the **quality of the degrees**. It is the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
 - o Evidence is articulated in fieldwork experiences and disposition assessments

- The EMPOWER category focuses on the ***integrity of the degrees***. It is the capacity of graduates sustaining high levels of mastery and demonstrating continual transformation in their professional practice.
- o Evidence is articulated in culminating experiences (action research projects, portfolios, culminating projects)

Graduates, given excellence in academic preparation, as well as wholeness in personal development and faithfulness to mission, leave the SOE empowered to be servant leaders. With a depth of caring and the power of practice as educational leaders, graduates are vital forces of change in transforming the educational landscapes that lay before them

"Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things." Philipians 4:8.