

School of Education



**Master of Arts/Master of Science in Higher Education**

**2023-2024**  
**School of Education**  
**Point Loma Nazarene University**

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# **Purpose of the School of Education MA/MS in Higher Education Candidate Handbook**

The purpose of this handbook is to provide the prospective MA/MS in Higher Education candidate in the School of Education with information essential for acceptance into the Master of Arts or Master of Science in Higher Education program and successful completion of all requirements for graduation.

The Higher Education faculty are committed to contributing to the success of the candidate's educational experience. Consistent with a long history of excellence in education, the faculty also expects that each candidate ultimately recommended for a degree will be a model of professionalism.

MA/MS in Higher Education candidates who become higher education professionals in a variety of college and/or university contexts, can anticipate major changes in professional roles due to the rapidly changing landscape in higher education. Technology is being used to support and serve college students across the U.S. in academics, advising and connecting with their campuses. Therefore, the faculty create opportunities for MA/MS in Higher Education candidates to learn to use technology, research and data to drive programming to better serve diverse populations of college and university students.

## **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 to become advocates for **universal justice** within various higher education institutions.

## Philosophy

The PLNU MA/MS in Higher Education program is composed of faculty and staff who approach educational theories and practices from 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.

1. 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 her or his 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 that our candidates need to hone 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.

3. We believe that academic rigor for our future educator is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, 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.
4. We teach our candidates to view not just each individual student, but also to value and celebrate the diverse family systems, communities and cultures that have shaped each college student they will encounter. We ask our candidates to see beyond their respective roles to their roles 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 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 higher education 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.
6. 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.

## Curriculum Overview

The Master of Arts and Master of Science in Higher Education program within the PLNU School of Education is field-based and designed around themes and practices that reflect current research and practice in two-year and four-year higher education contexts. It is the intent of the faculty to infuse these themes into the courses they teach. We believe conceptualizing, personalizing, and applying these themes through extensive fieldwork is critical for the higher education candidate to be effective in a contemporary educational system. The following are the School of Education's themes:

1. **Embracing all Learners:** MA/MS in Higher Education candidates will acquire knowledge about and demonstrate sensitivity toward students of diverse backgrounds and abilities. Learning about the diverse cultural and linguistic backgrounds of students is critical in educational programming, as well as understanding the needs of students with disabilities. Utilizing a paradigm of Universal Design for Learning in various college/university contexts, can contribute to inclusive practices and environments that help college students to thrive.
2. **Morals, Ethics, and Values:** MA/MS in Higher Education candidates will address such topics as the integration of morals, ethics, and values aligned with professional practices in their field. They will receive instruction on the rights and responsibilities of citizenship in a democratic society and about teaching and modeling these values in their respective roles.
3. **Universal Design for Learning:** All effective educators must possess a repertoire of strategies from which to refer when developing programming for college and university students who represent a range of academic abilities, skills and backgrounds.

# General and Progression Policies

## Candidate Policies

Policies for MA/MS in Higher Education candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the PLNU Graduate Catalog, available to current students at [www.pointloma.edu](http://www.pointloma.edu).

In addition to these policies, candidates must meet all accreditation standards for the Western Association of Schools and Colleges (WASC).

## Progression Policies

### Grades

Progression to the next level of 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 each fieldwork course, while also maintaining a minimum Grade Point Average of 3.0, which is required to graduate. Theory courses and seminars are graded with letter grades (A, B, C, D, F). Fieldwork courses are graded "Credit/No-Credit." The "Credit" grade is passing, or satisfactory; the "No Credit" grade is not passing. Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower or "No Credit") grade in either a theory course or a clinical 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, e-mail, or Zoom, to discuss any changes to their academic schedule.**

## Maximum Number of Units Per Quad/Semester

The MA/MS in Higher Education program should be viewed as a holistic experience rather than a set of courses. The purpose of the program is to prepare higher education leaders as thoughtful practitioners who are equipped to effectively serve diverse college and university students in a variety of higher education contexts.



With this in mind, the MA/MS in Higher Education 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 12 semester units per semester, except in cases of direct approval from the Program Director or Associate Dean.

## Course Sequence and Program Design

The MA/MS in Higher Education program is designed to provide candidates with the knowledge and skills to serve in a variety of roles that support the programming of college and university students, emerging adults, and adult learners. The degree allows you to work effectively in a variety of settings such as student services, administration in higher education, residential life, academic advising, and career counseling. The MA/MS in Higher Education program focuses on resiliency, the value of diversity and how to complement the academic experience of college and university students with the belief that all individuals can succeed. Candidates complete the Higher Education core coursework, 335 hours of field experience, and Research coursework for a total of 36 units. The fieldwork requirements are tiered, meaning that some initial pre-fieldwork requirements are completed through assignments, observations, informational interviews, workshops or conferences leading to a field placement when 250 hours are completed over two semesters (125/semester). Some courses that require hours aligned with an assignment may be at the same time as fieldwork, but this will be beneficial in that MA/MS in Higher Education candidates have access to departments and individuals who may help in completing the course requirements. Fieldwork hours are included below.

Course	Title	Units
GED 6041	Cultural Competence in a Pluralistic Society	3
GED 6062	Counseling Theory and Techniques* (10 hrs.)	3
GED 6066	Foundations of Counseling and Advising in Higher Education	3
GED 6069	Research and Evaluation of College Student Success	3
GED 6070	Applied Psychology of Learning	3

GED 6072	Philosophy in Education	3
GED 6074	Emergent Adult Development Theory* (15 hrs.)	3
GED 6076	Higher Education Leadership in Student Development* (10 hrs.)	3
GED 6081	Educational Measurement and Evaluation	3
GED 6071S	Seminar in College Counseling and Student Development* (50 hrs.)	1
GED 6071 (A,B)	Research, Field Studies, and Practicum in College Counseling and Student Development (Total of 2 units)* (125/sem.)	2
GED 6094	Action Research (M.A. Candidates Only)	3
GED 6095	Action Research Project and Presentation (M.A. Candidates Only)	3
GED 6098	Master's Thesis Design (M.S. Candidates Only)	3
GED 6099	Master's Thesis (M.S. Candidates Only)	3
	*indicates courses where pre-fieldwork hours or fieldwork hours are required. Yellow Highlight are M.A. in Higher Education Courses Blue Highlight are M.S. in Higher Education Courses	
	<b>Total Units</b>	<b>36</b>

## Fieldwork Experience

The MA/MS in Higher Education program requires successful completion of 335 hours of fieldwork. The Higher Education Program Director oversees the placement of MA/MS in Higher Education candidates and the selection of their Site Supervisor and a PLNU University Supervisor. The Site Supervisor is a professional in the area of focus in a higher education setting who has been in their role for a minimum of 2 years. University Supervisors monitor and evaluate the candidate's fieldwork experience providing support and advocacy as needed. For additional details regarding the fieldwork process, please refer to the [Higher Education Fieldwork website](#).

## GED 6071

### Fieldwork Course Sequence

Course Title	Number of units and fieldwork hours	Course Description
GED 6071S	1 unit (50 hours)	<p>GED 6071S is a prerequisite for GED 6071 A, the candidate's first fieldwork course. The GED 6071S course is designed to introduce the MA/MS in Higher Education candidate to possible areas of field experience and provide pre-fieldwork opportunities that prepare the candidate for a successful field experience. Successful completion of the course with a satisfactory grade must be received in GED 6071S before the candidate is eligible for fieldwork in GED 6071 A or B. Candidates can apply for fieldwork while enrolled in GED 6071S but beginning a fieldwork placement is contingent upon successful completion of the seminar course.</p> <p>The Program Director will send out approved Fieldwork Sites for eligible MA/MS in Higher Education candidates at the beginning of the semester. Candidates can apply to an approved site or work with the Program Director on another relevant option.</p> <p>PRIOR to GED 6071A (first Fieldwork course), Candidates:</p> <ul style="list-style-type: none"><li>● Apply for placement at an approved fieldwork site, see directions on the <a href="#">Higher Education</a></li></ul>

		<p><a href="#">Fieldwork website.</a></p> <ul style="list-style-type: none"> <li>• Once fieldwork is secured, submit to Taskstream the Fieldwork Application, Approval and Outline of Activities form, and proof of Liability Insurance.</li> <li>• Upon approval of the fieldwork placement, the candidate will enroll in the GED 6071A course for next semester.</li> </ul>
GED 6071A (only 1 unit of fieldwork may be taken at a time)	1 unit (125 hours)	<p>Candidates are assigned a Site Supervisor who will supervise the completion of the 125 hours and a University Supervisor to monitor the candidate's progress and coordinate with the Site Supervisor. Candidates must complete the full 125 hours, meet the course requirements and submit all required documents in Taskstream by the last day of the semester in order to receive credit for the course. Non-submission of documentation in Taskstream is considered non-attendance and will result in a grade of No Credit and will require the candidate to re-enroll, repay for the course, and begin their fieldwork hours from the beginning at zero (0) for the course. Candidates must earn credit in this unit before additional field experience units may be added. In some cases where a candidate is unable to complete the 125 hours, an In-Progress (IP) may be assigned to allow additional time to complete the course with approval from the Program Director.</p> <p>During the GED 6071A semester, candidates are required to schedule a meeting with their Site and University Supervisor to discuss progress on meeting fieldwork goals and participate in all learning activities within the GED 6071A Canvas course.</p>
GED 6071B	1 Unit (125 hours)	<p>Candidates will remain at the same site with the same Site Supervisor and University Supervisor unless a change is approved by the Program Director. Candidates must complete the full 125 hours, meet the course requirements and submit all required</p>

		<p>documents in Taskstream by the last day of the semester in order to receive credit for the course. Non-submission of documentation in Taskstream is considered non-attendance and will result in a grade of No Credit and will require the candidate to re-enroll, repay for the course, and begin their fieldwork hours from the beginning at zero (0) for the course.</p> <p>During the GED 6071B semester, candidates are required to schedule a meeting with their Site and University Supervisor to discuss progress on meeting fieldwork goals and participate in all learning activities within the GED 6071B Canvas course.</p>
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Your fieldwork hours must include activities that involve:

- Direct student contact;
- Insight into program/service evaluation;
- Insight into resource allocation and budgeting;
- Planning, designing, and/or participation in student activity offerings; and
- Program/Service specific activities essential to the role in higher education.

As a result of the field experience, candidates will be able to:

- Apply major concepts, theories and research related to the cognitive, linguistic, social, emotional, and physical development of emerging adults.
- Perform effective strategies that ensure engaged participation for diverse populations.

**Professional Liability Insurance**

MA/MS in Higher Education candidates must provide evidence of personal liability insurance that does not expire while they are enrolled in fieldwork units. Liability insurance is included in your student membership in the [American Counseling Association](#) or it can be obtained through other professional organization’s memberships.

## **FERPA Training**

All MA/MS in Higher Education candidates must provide evidence of FERPA training for higher education. More information about FERPA training can be found on the [PLNU Higher Education Field Experience website](#) under the Fieldwork Requirements tab.

## **TaskStream**

All MA/MS in Higher Education candidates must maintain an active TaskStream account for the duration of their program. Candidates are expected to upload various assignments and documents to TaskStream in addition to Canvas during courses that require signature assignments or fieldwork. The subscription cost for Taskstream is included in the candidate's fees.

## **Other Fieldwork Requirements**

Please be advised that some Institutions may require fieldwork candidates to do a background check, submit a health clearance, or participate in other requirements before approval for placement is given. It is the responsibility of the Candidate to complete all additional requirements for their selected site to receive approval for placement.

## **Transportation**

Transportation for candidates to Fieldwork sites is NOT provided by PLNU or the School of Education. The candidate must provide their own transportation. Fieldwork placements will not be based on transportation or carpooling needs.

## **Use of Current Work Experience in Place of Fieldwork hours**

MA/MS in Higher Education candidates who are employed in a higher education setting may not use their employment hours as fieldwork hours with approval from the Program Director. A separate Employment Fieldwork Experience Workbook and Project will be a part of the fieldwork hours. This information will be provided to the Candidate if and when the employment-based fieldwork site is approved by the Program Director.

## Candidate Fieldwork Expectations

- Candidates shall conform to, and operate within, the standards, procedures, dress code, and policies of the hosting college/organization.
- Candidates will conduct themselves in a professional manner and adhere to the code of ethics of the higher education profession.
- Candidates shall seek assistance from the Program Director, Site Supervisors and/or Fieldwork Experience Coordinator when dealing with unfamiliar, difficult, or high-risk situations or cases.
- According to FERPA laws and regulations, all college records or individual files must always be treated with the highest legal and ethical standards. This includes the generation, maintenance, sharing, transfer and destruction of all records and files.
- It is the Candidate's responsibility to keep copies of all documents related to fieldwork as well as upload them in a timely manner into Taskstream. Failure to do so can result in delays or other problems related to receiving a grade or credit.
- Candidates should be checking their PLNU email accounts regularly.

## Candidate Behavior Expectations

- **Initiative:** Initiates activities when appropriate; does not wait to be asked or told when to begin an anticipated task.
- **Dependability:** Follows through on tasks and completes assignments in a timely manner.
- **Time Manager/Work Organization:** Organizes work and manages time effectively.
- **Problem-Solving/Critical Thinking:** Thinks critically; effectively analyzes problem situations and conceptualizes alternative approaches/solutions.
- **Respect for Human Diversity:** Respects all aspects of human differences; demonstrates the sensitivity and skills needed to work with diverse populations.
- **Oral and Written Communications:** Expresses self orally and writes in an organized, clear fashion.
- **Attending/Listening Skills:** Attends to important communications; listens attentively.
- **Effective Interpersonal Relations:** Relates effectively to all colleagues.
- **Teamwork/Independence:** Works well with others; collaborates effectively on assignments/projects and functions with minimal supervision when appropriate.
- **Adaptability/Flexibility:** Adapts effectively to the demands of a situation; is sufficiently flexible to deal with change.
- **Responsiveness to Supervision & Feedback:** Is open to supervision and feedback, and responds to such appropriately.

- **Self-Awareness:** Shows realistic awareness of strengths and weaknesses and impact this has on professional functioning and relationships with others.
- **[Adhere to Non-Discrimination policies](#)** at PLNU and at any Hosting Site.

## Site Supervisor Expectations

Once the plan has been approved and started, the Site Supervisor should plan on meeting with the student on a regular basis to provide feedback and guidance throughout the fieldwork semester. During this time, Candidates may present cases or experiences for feedback, ask questions/clarifications about the work done or observed, or discuss professional development. It is the Candidate's responsibility to have questions and cases ready for these sessions. The Site Supervisor does not necessarily plan activities for regular supervision meetings but the expectation is for the Site Supervisor to provide feedback, answer questions and share insights and any concerns, if applicable.

Site Supervisors are encouraged to provide adequate orientation. If Candidates are expected to obtain additional requirements under college/university policies, such as a background check, vaccination status, etc... this must be communicated to the Candidate during the fieldwork interview. Candidates are expected to have the opportunity to perform all functions related to the particular unit/program/service in higher education. It is expected, towards the end of the fieldwork experience, that the Candidate is functioning as independently as possible.

Site Supervisors should review and sign the log records provided by the Candidate at the conclusion of the semester. If there are any discrepancies, it is expected that the Site Supervisor will address this with the Candidate and/or contact the Higher Education Program Director. Please communicate early with the Higher Education Program Director about any problems which may arise in connection with the Candidate or Site Supervisor.

## Forms

Forms are available for downloading from the [Higher Education Fieldwork website](#). All completed forms will be submitted into Taskstream for evaluation by the University Supervisor.



## Professional Improvement Plan

The goal of the Point Loma Nazarene University School of Education faculty is to provide the most qualified possible candidates. The fieldwork is an essential part of the program. Sometimes a candidate struggles and needs extra support and specific help to improve. PLNU has established the following policy for situations in which a candidate is struggling. Since PLNU is committed to maintaining quality standards throughout its MA/MS in Higher Education preparation program, the faculty and staff have established procedures to identify and assist a candidate who is not meeting with success.

### Site Intervention Action Plan

If a Site Supervisor is experiencing any sort of difficulty with a candidate, the Site Supervisor should *immediately* share his/her concerns with the University Supervisor. The first level of intervention is implemented within the assigned site of fieldwork. This site intervention requires a written action plan (with a designated time for the intervention) and plans for providing extra support. The action plan specifically identifies the area(s) of concern and the methods for collecting performance evidence during the planned intervention. The action plan will be signed by the Candidate, the Site Supervisor and the University Supervisor. A copy of the action plan will be placed in the Candidate's PLNU file.

### Extra Support

A plan for providing extra support for the Candidate during a site intervention may include but is not limited to:

- the Candidate's written evidence of thorough and careful planning related to improvement in the area(s) of concern,
- additional observations by and conferences with the University Supervisor,
- additional three-way conferences between the Site Supervisor, Candidate and University Supervisor
- reviewing of and reflection of performance evidence collected by Site Supervisor and University Supervisor.

After conferring with the Site Supervisor and other appropriate administrative personnel at the site and the Program Director at the School of Education, the University Supervisor will:

- meet with the Candidate and Site Supervisor to identify and discuss the area(s) of concern,

- establish an action plan and a designated time in which to remediate identified areas.
- delineate the method of monitoring by the Site Supervisor and University Supervisor, and
- review the written action plan with the Site Supervisor and the Candidate and obtain their signature.

If it is in the best interest of the Candidate and Site Supervisor to seek another placement, that should be communicated to the Higher Education Program Director as soon as possible.

## Professional Improvement Plan

The following action plan is to be put into effect on \_\_\_\_\_. This plan will be reviewed by the University Supervisor, Site Supervisor, and Candidate each week to determine the amount of progress being made toward the identified goals. Failure to make significant progress toward stated goals will result in modification or termination of the fieldwork experience assignment based upon the University and/or Site Supervisor's recommendation.

<b>A. Areas of Concern:</b>
<b>B. Specific Goals for Improvement - To be reviewed in two weeks on:</b>

Signatures & Dates signed

Candidate: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Program Director: \_\_\_\_\_

## Removal from Placement or Failure to Successfully Complete the Fieldwork

In extreme circumstances, a Candidate may be removed from a placement and/or receive a failing grade if:

- Areas of concern are not corrected within the time span identified in the action plan, and/or
- The host site or University Supervisor recommends in writing that the candidate be removed from his/her placement, or
- A Site Supervisor and University Supervisor identify a candidate who needs supplemental academic, professional, and/or personal assistance to meet with success in fieldwork or
- The Candidate does not successfully complete the unit(s) of fieldwork.

If any of the above occurs, the *Program Director*, and the *University Supervisor* potential for success, one of the following possibilities may occur:

- **The Candidate will meet with the Higher Education Program Director** to outline a remediation plan.
- **The Candidate will receive a grade of *no credit*** and the Candidate may be dismissed from the program. The Candidate may appeal in writing to the Dean of School of Education within 48 hours.

### Process of Appeals

If dismissal from the fieldwork placement becomes necessary, students may appeal once and one level higher than the body responsible for initial dismissal action; this appeal must be to the Dean of the School of Education or his/her designee.

### Timeline for Appeals

In the event a student has reason to appeal the division to dismiss, the appeal must be filed in writing and submitted to the Dean of the School of Education or his/her designee within 48 hours of notification of the dismissal.

## Ombudsman

**A student may request the assistance of a university ombudsperson to assist and advise them while they are involved in an academic appeals process. The role of a university ombudsperson is to listen to a student's concerns and serve as a student resource throughout the appeal process. An ombudsperson provides a safe place for students to discuss issues. The ombudsperson can explain academic policies, procedures, rules, and processes. They are able to review drafts of letters and/or appeal documents for clarification and effectiveness. They are not able to give legal advice. A request for the assistance of a university ombudsperson may be directed to the Vice Provost for Academic Administration.**

If the appeal is granted, after successfully completing a specified remediation plan and one-unit course (GED 6091) developed by the Program Director. The Candidate repeats the course in which the *no credit* grade was earned and the following may occur:

- **The Candidate will complete a one-unit remediation course, GED 6091,** developed by the University Supervisor and Program Director. Once the remediation plan is successfully completed, the Candidate is given a different fieldwork assignment and will repeat the course.
- **The Candidate will receive a grade of *in-progress*.** In addition, the Candidate continues in the program and has a specified period of time to complete a remediation plan, GED 6091. Once the remediation plan is successfully completed, the Candidate will receive credit for the in-progress fieldwork course.

## 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, demonstrating coherence in attitudes and actions.</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> <li><input type="checkbox"/> Consistent in word and actions</li> <li><input type="checkbox"/> Practices forgiveness and love for one another</li> <li><input type="checkbox"/> Follows through with commitments</li> </ul>
<p><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 ensures that all students have the opportunity to achieve to their potential.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role</li> <li><input type="checkbox"/> Openly considers the contributions of diverse learners</li> <li><input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff, and students</li> <li><input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations</li> <li><input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another</li> <li><input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms</li> </ul>
<p><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</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates and models his/her calling to the profession</li> <li><input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities</li> <li><input type="checkbox"/> Takes responsibility for this/her own learning</li> </ul>

<p>serving as a professional educator is a confirmed calling to equip, transform, and empower every student to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth</li> <li><input type="checkbox"/> Looks at an incident/activity to analyze what works and targets areas for improvement</li> <li><input type="checkbox"/> Asks questions, seeks support and guidance</li> <li><input type="checkbox"/> Uses journals or reflections to record thinking and improve practice</li> </ul>
<p><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.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving</li> <li><input type="checkbox"/> Seeks feedback from other professionals with a positive spirit</li> <li><input type="checkbox"/> Willingly participates in the school community activities outside of the classroom</li> <li><input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals</li> <li><input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging</li> <li><input type="checkbox"/> Remains aware of all the profession requires and makes changes to own practice.</li> </ul>

## Requirements for Degree Posting

Requirements for degree posting are state in the university catalog located a [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.

### Exit Interview

All SOE candidates will complete an Exit Interview on Taskstream at the satisfactory completion of all coursework.

## Withdrawal and Readmission Procedures

### Withdrawal from the University

When a candidate decides to withdraw from the university, the advisor/SSA 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. **Withdrawal may preclude candidates from being inter eligible if satisfactory progress has not been maintained.**

## **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 and forfeits future inter eligibility. If the candidate is a Title IV loan recipient this may have an 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 MA/MS in Higher Education Program**

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw from the MA/MS in Higher Education 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 may have changed since previous enrollment; returning candidates who have left the university for one (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 the University's process for complaints concerning personnel and/or other University procedures.

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 complainant should communicate directly with the employee in order 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 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 or Advisor shall be initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of

Education or designee 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:
  - The full name of each employee involved
  - A brief but specific summary of the complaint and the facts surrounding it
  - 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 complainant 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 to the VPAA a written report concerning the complaint, including but not limited to:
  - The full name of each employee involved
  - 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
  - A copy of the signed original complaint
  - 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 decision 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 MA/MS in Higher Education Program**

<b>Course</b>	<b>Course Description</b>	<b>Fee</b>	<b>Description</b>
Billed Upon Entry	First Course	\$150	Taskstream Subscription for Program
GED 6094 or GED 6098	Action Research or Master's Thesis Design	\$25	Required Institutional Review Board (IRB) Training



# School of Education

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## MA/MS in Higher Education Candidate Handbook

### Acknowledgement of Receipt – 2023-2024\*

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts or Master of Science in Higher Education program in the School of Education.

I agree to adhere to the School of Education's policies and procedures and will refer to them throughout the entire period where I am a candidate in the MA or MS in Higher Education program in the School of Education at Point Loma Nazarene University.

I have reviewed and understand PLNU policies, MA/MS in Higher Education Program Requirements and fieldwork expectations.

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

\_\_\_\_\_  
*Signature of the Candidate*

\_\_\_\_\_  
*Print Candidate Name*

\_\_\_\_\_  
*Date*

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