POINT 1902 LOMA
NAZARENE UNIVERSITY

School of Education

Master of Arts/Master of Science in Higher Education

2024-2025
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.

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.

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.**

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.

<u>Acceptable Reasons to Request an Extension:</u>

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 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	Culturally Inclusive Environments: Instruction and Advocacy	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 6171S*	Seminar in College Counseling and Advising* (50 hrs.)	1
GED 6181S**	Seminar in Student Affairs* (50 hrs.)	
GED 6171(A,B)*	Research, Field Studies, and Practicum in College Counseling and Advising (Total of 2 units)* (125/sem.)	2
GED 6181 (A,B)**	Research, Field Studies, and Practicum in Student Affairs (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.	
	Total Units	**36**

*GED 6171 fieldwork courses correspond to the Counseling & Advising Concentration

** GED 6181 fieldwork courses correspond to the Student Affairs Concentration

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 6171 or GED 6181
Fieldwork Course Sequence

Course Title	Number of units and fieldwork hours	Course Description
GED 6171S	1 unit (50 hours)	GED 6171S or GED6181S is a prerequisite for GED 6171 A or GED6181A, the candidate's first fieldwork course. The GED 6171S or GED6181S 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 6171S or GED6181S before the candidate is eligible for fieldwork in GED 6171/GED6181 A or B. Candidates will apply for fieldwork while enrolled in GED 6171S or GED6181S but beginning a fieldwork placement is contingent upon successful completion of the seminar course. 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. PRIOR to GED 6171A or GED6181A (first Fieldwork course), Candidates: ● Apply for placement at an approved fieldwork site, see directions on the Higher Education Fieldwork

		website. ● Once fieldwork is secured, submit to Taskstream the Fieldwork Application, Approval and Outline of Activities form, and proof of Liability Insurance. ● Upon approval of the fieldwork placement, the candidate will enroll in the GED 6171A or GED6181A course for next semester.
GED 6171A or GED6181A (only 1 unit of fieldwork may be taken at a time)	1 unit (125 hours)	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. During the GED 6171A or GED6181A 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 corresponding Canvas course.
GED 6171B or GED6181B	1 Unit (125 hours)	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 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. During the GED 6171B or GED6181B 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 corresponding Canvas course.

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 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. Candidates seeking to complete their fieldwork requirements at their place of employment will communicate this information to the Program Director during their enrollment in GED6171S or GED6181S.

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.

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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.

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

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:
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 word 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 ensures that all students have the opportunity to achieve their potential.		☐ Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role ☐ 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; generates 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 own 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 of 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 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 state in the university catalog located a 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

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 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

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

POINT 1902 LOMA
NAZARENE UNIVERSITY

School of Education

MA/MS in Higher Education 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 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.