



School of Education



**Master of Arts / Master of Science in
Educational Administration**

Preliminary Administrative Services Credential

2026-2027

Point Loma Nazarene University School of Education

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Purpose of the School of Education Educational Administration Handbook

The purpose of this handbook is to provide the prospective MA/MS Educational Administration and Preliminary Administrative Services Credential (PASC) candidate at Point Loma Nazarene University's (PLNU) School of Education with necessary information essential for progress through the Master of Arts or Master of Science in Educational Administration program.

The educational administration faculty is committed to contributing to the success of your educational experience and growth as an educational leader. Consistent with a long history of excellence in education, the faculty also expects each candidate ultimately recommended for a degree or credential will be a model of professionalism and high-quality leadership, and be committed to the mission of continually improving the education of K-12 students.

Educators, counselors, and administrators of the future anticipate major changes in professional roles, instructional technology, demographics and the learning process. All coursework and class requirements address proficiencies of the California Administrator Performance Expectations (CAPEs).

The California Administrative Performance Expectations (CAPEs), adopted by the California Commission on Teacher Credentialing (CTC), inform the university's development of fieldwork experiences aligned with each CTC standard. Each credential candidate will work with a university fieldwork supervisor and a site fieldwork supervisor regarding the organization and development of projects designed to create a relevant coursework application. This fieldwork handbook includes examples of experiences the candidate can use to create an outline (Form B) of fieldwork activities to be completed in the program.

The MA/MS Educational Administration and Preliminary Administrative Services Credential (PASC) only candidates must develop and execute a plan for field experiences that includes applying all of the CAPEs.

Fieldwork is one of the most important aspects of the total credential program. It should provide the candidate with general administrative knowledge through planned observations and practical experience in the standards identified. It includes the performance of actual on-the-job tasks or work assignments selected for their value in preparing prospective school administrators and supervisors.

All PASC Candidates are responsible for reading and complying with all requirements found in the PASC Fieldwork Handbook.

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

The 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 seek to transform our candidates' ways of thinking and being to embrace the positive power of **diversity** and become advocates for **universal social justice** within their classrooms, schools, districts, and communities.

We work to empower our candidates by helping them to 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.

Program Philosophy

The PLNU MA/MS Educational Administration programs are comprised of faculty and staff who approach educational theories and practices from a Christ-centered foundation. Grace, truth, and holiness are central tenets of our Wesleyan tradition. Individually and collectively, we seek daily guidance and strength to pursue our goals with the full understanding that our spirituality is not something we leave behind as we teach, but is totally integrated into, and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from Point Loma Nazarene University. We follow a model of servant leadership, as evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view his or her career as a calling.

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 refine their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We believe that each one of us holds a piece of the puzzle that none of us could assemble alone.
3. We believe that academic rigor for our future educational leaders is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills as they learn their particular areas of study. Our faculty recognizes the importance of staying current and at the forefront of educational practices 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 child, but also each parent, staff, faculty member, colleague, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their role as community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."
5. We 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 administrators, 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, 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.
7. We are purposeful about empowering and equipping equity minded administrators who understand that inequities exist and are devoted to disrupting these inequities to develop inclusive communities, and culturally responsive educators. Our candidates participate in equity applications in every course toward reflection and personal growth as an equitable leader.

Spiritual Goals for Graduate Programs

1. To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.

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

General and Progression Policies

Candidate Policies

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

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

Fieldwork and APA requirements

All fieldwork and APA requirements must be completed in an approved California school district that has entered into a Memorandum of Understanding (MOU) with PLNU.

Grades

Progression in the MA/MS PASC program is contingent upon successful completion of all required courses at the previous level. The candidate must receive a passing grade of "C" or above in each graded course and a grade of "Credit" in any course designated "Credit/No Credit," including fieldwork courses. Theory courses and seminars are graded with letter grades (A, B, C, D, F). Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower or "No Credit") grade in any course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned student success advisor either in person, by telephone, by zoom, or by e-mail to discuss any changes to their academic schedule.**

Artificial Intelligence (AI) Policy

Candidates are encouraged to explore the use of Artificial Intelligence (AI) tools—such as ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, and others—to generate ideas, support research, and deepen their learning and reflection on best practices. These tools can be helpful in the learning process; however, they may not be used to generate final content (text, video, audio, images) that is submitted for grading in this course.

Each instructor may have a different approach to the use of AI in their class. Candidates should review the syllabus and reach out to their instructor directly for specific guidance. If the candidate is ever uncertain about how or when to use AI tools appropriately, it is their responsibility to seek clarification and permission from their instructor.

Registration

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

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

If a candidate fails or receives no credit for a concurrent course (fieldwork or on-fieldwork), both courses will reflect as failed; a grade of no credit will be given and the candidate will need to retake the coursework when next offered.

Withdrawals

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

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

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

Late Work Policy

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

For full credit, all assignments are to be submitted when they are due as posted in Canvas. Assignments submitted from 1-3 days late without an approved extension are assessed a 30% late penalty. Assignments will not be accepted beyond a 72 hour deadline.

SOE instructors expect proactive communication at all times. Below is the process for requesting an extension on an assignment due date.

General Policies:

- Requests should be made via email well before the assignment deadline.
- Requests made more than 3 days after an assignment due date will only be considered if you were unable to communicate during that time.
- Granting an extension and the amount of time given is at the discretion of the instructor.
- If you are given an extension, the work must be completed by the new assignment deadline with a comment referencing the approval of your extension.

Email (via your PLNU student email) requests for an extension should include:

- Your name
- The course name and section
- The name of the assignment and module location
- The reason you are requesting an extension. Please be specific.
- The amount of additional time you need or when you anticipate being able to complete the work.
- Proof of the emergency preventing advance notice of the request, if you are requesting the extension more than three days after the assignment was due.

Acceptable Reasons to Request an Extension

Personal Medical Emergency: a severe health event that you cannot anticipate.

- Examples include: hospitalization, diagnosis of a life altering condition, broken bone, concussion, COVID/flu diagnosis, a fever over 101 degrees, or severe illness that prevents you from doing daily tasks.
- This does not include routine medical appointments or procedures that were scheduled in advance. In those cases, you are expected to be proactive and complete the work before the due date.

Mental Health Emergency: a severe or life-threatening onset of mental health symptoms that results in you seeking professional treatment and prevents you from doing normal life tasks. If this occurs, please let your instructor know how they can best support you.

Family Emergency: a catastrophe occurring to an immediate or close family member or friend with a sudden or serious illness occurring; a death in the family.

Housing Emergency: an unexpected event that requires you to leave your house or prevents you from accessing your house during the time the assignment was due. This includes events such as a house or complex fire, flooding, evacuation orders, or police blocking access to your immediate neighborhood.

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

Program Gates

Gate 1: Completion of Initial Coursework and Completion of Appendix A-2

- Four (4) PLNU credential units successfully completed
- Completion of Appendix A-2 (MA/MS Preliminary Administrative Credential Program Checklist)

If one or more of the above criteria are not satisfied, the candidate will receive an “at-risk” notification letter from the School of Education.

Cal APA (California Administrator Performance Assessment) Cycles must be submitted to Pearson no later than Saturday of week eight (8) of the quad by 11:59 PM. Failure to submit the Cal APA Cycle on time, will result in a non passing course grade. It is the responsibility of the candidate to provide proof of Cal APA submission to the professor by Saturday at 11:59 PM in Canvas.

Gate 2: Completion of Additional Coursework, Advancement Criteria, and Full Completion of Appendix A-2

- (8) PLNU credential units successfully completed
- Fully meeting all requirements on Appendix A-2

If one or more of the above criteria are not satisfied, the candidate will receive a “stop” notification letter from the School of Education.

Cal APA (California Administrator Performance Assessment) Cycles must be submitted to Pearson no later than Saturday of week eight (8) of the quad by 11:59 PM. Failure to submit the Cal APA Cycle on time, will result in a non passing course grade. It is the responsibility of the candidate to provide proof of Cal APA submission to the professor by Saturday, 11:59PM in Canvas.

If any components of Gate 2 are not satisfied, the candidate may continue to work towards completion of these requirements independently. Upon successful completion of these

requirements, the candidate's student success advisor will review the candidate's status and determine whether Gate 2 has been met. **As part of the remediation process, the candidate may not register for any further credential coursework until all criteria for Gate 2 have been satisfied. With approval, the MA/MS candidate may register for GED6072 or GED6081 (if they have not taken it already) prior to the completion of this Gate.**

Admission to the University/Program Admissions Requirements

All graduate-level university admissions requirements and:

- Verification of a valid California Preliminary Teaching Credential
 - a clear or life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent, and holds an English learner authorization; or
 - a clear or life California-designated subjects teaching credential in adult education, career technical education, vocational education or special subjects, provided the applicant also possesses a baccalaureate degree, and holds an English learner authorization; or
 - a clear or life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including fieldwork or the equivalent.
 - a license to practice occupational therapy issued by the California Board of Occupational Therapy or a valid license to practice physical therapy issued by the Physical Therapy Board of California.
- Verification of three (3) years of successful teaching experience with a valid California preliminary teaching credential (one (1) year on a California Intern Credential may be used for this requirement).

Course Sequence and Program Design

The MA/MS Educational Administration (PASC) program prepares school administrators to establish and sustain a vital learning community that supports powerful teaching and learning. The 24 credential units are foundational to the 36-unit Master of Arts or Master of Science Degree in Educational Administration. This is an **evidence-based program**. Candidates develop a plan for their graduate-level coursework and fieldwork, building on the evidence of prior knowledge, skills, and dispositions that they bring into the program. This program is aligned with the California Administrator Performance Expectations (CAPEs). On-site fieldwork is an important part of the program and is designed to complement and enhance the course work.

Courses Required for the Preliminary Administrative Services Credential

All candidates for the PASC must complete the following:

Courses for PASC

GEL6003: Instructional Leadership (Summer Quad 2)	(3 units)
GEL6004: Equitable and Socially Just School Communities (Fall Quad 1)	(3 units)
GEL6005: Organizational and Systems Leadership (Summer Quad 1)	(3 units)
GEL6006: School Improvement (Spring Quad 2)	(3 units)
GEL6007: Professional Learning and Growth Leadership (Fall Quad 2)	(3 units)
GEL6008: Ethical and Visionary Leadership (Spring Quad 1)	(3 units)

Concurrent Fieldwork for PASC

GEL6003F: Fieldwork and Practicum for Instructional Leadership (CalAPA Cycle 3)
GEL6004F: Fieldwork and Practicum for Equitable and Socially Just Communities
GEL6005F: Fieldwork and Practicum for Organizational and Systems Leadership
GEL6006F: Fieldwork and Practicum for School Improvement Leadership (CalAPA Cycle 1)
GEL6007F: Fieldwork and Practicum for Professional Learning and Growth Leadership (CalAPA Cycle 2)
GEL6008F: Fieldwork and Practicum for Ethical and Visionary Leadership

Courses Required for MA/MS Educational Administration

All candidates for the MA/MS must also complete the following:

GED6072: Philosophy of Education	(3 units)
GED6081: Educational Measurement and Evaluation	(3 units)
GED6094: Action Research (MA Candidates Only)	(3 units)
GED6095: Action Research Project and Presentation (MA Candidates Only)	(3 units)
GED6098: Master's Thesis Design (MS Candidates Only)	(3 units)
GED6099: Master's Thesis (MS Candidates Only)	(3 units)

The Master of Arts (MA) in Educational Administration degree designates a terminal ending of the candidate's scholarship. The degree is designed with a final action research project that draws conclusions that are practical, relevant, and are reflective questions of the candidate's leadership experience.

The Master of Science Degree (MS) in Educational Administration degree prepares candidates for future scholarship in administration. The candidate completes a five-chapter thesis that includes a relevant literature review, applies research methodology, and critically analyzes data to inform practice and theory.

Total Units: 36

Administrator Performance Assessments

Every MA/MS Educational Administration (PASC) candidate in the School of Education at PLNU must submit and pass the California Administrator Performance Assessment (CalAPA) to be recommended to the CTC for the credential.

Candidates receive direct instruction about each cycle within their courses. Cycle 1 is completed during GEL6006, Cycle 2 is completed during GEL6007, and Cycle 3 is completed during GEL6003. Candidate fees for each cycle of the CalAPA are included in student fees. Therefore, candidates will not need to pay for the assessment, but will receive a voucher upon registration for each cycle.

For a complete description of the Cal APA, visit https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalAPA_TestPage.html.

The following CalAPA cycles are paid for in a student's program start fees.

CalAPA Cycle	Embedded Course	Cost
Cycle 1	GEL6006 (SPQ2)	\$125
Cycle 2	GEL6007 (FAQ2)	\$150
Cycle 3	GEL6003 (SUQ2)	\$150

Failure to Pass the APA

An MA/MS PASC or PASC only candidate who is not successful in their 1st attempt or after a full semester from the start of their cycle course must:

- Meet with the program director or their designee
- Register for one (1) unit of GEL 6091: APA Support
- Re-submit the APA at candidate's expense

A candidate who is not successful in their 2nd attempt or after a full semester from the start of their cycle course must:

- Meet with the program director and the associate dean

- Register for one (1) unit of GEL 6091: APA Support
- Re-submit the APA at candidate's expense

A Candidate who needs to register for a one (1) unit GEL 6091: APA Support course must enroll in the course in the next available quad following notice of a failed Cycle score.

Failure on the 3rd attempt excludes the candidate from being recommended for a credential through PLNU and will result in dismissal from the program of study. Therefore, there is no allowance for a 4th attempt on the APA.

Signature Assessments

As part of the MA/MS PASC program coursework, candidates will complete various signature assessments in the non-CalAPA courses. These assessments serve as a benchmark of candidate achievement, as well as a method for program evaluation and effectiveness.

SOE's Assessment System

All MA/MS PASC candidates must maintain an active SOE assessment system account for the duration of their program in order to fulfill the requirements for courses, field experience, and to help the PLNU School of Education assess its programs. The subscription cost for SOE's assessment system is included in the candidate's fees.

Fieldwork

Purpose and overview

The California Administrative Performance Expectations (CAPEs), adopted by the California Commission on Teacher Credentialing (CTC), inform the university's development of fieldwork experiences aligned with each CTC standard. Each credential candidate will work with a university fieldwork supervisor and a site fieldwork supervisor regarding the organization and development of projects designed to create a relevant coursework application. This fieldwork handbook includes examples of experiences the candidate can use to create an outline (Form B) of fieldwork activities to be completed in the program.

A valid CA Commission on Teaching Credentialing document is the first of the four prerequisites that must be submitted prior to field experience which requires the completion of your fingerprints and background clearance. It can be met one of two ways: (1) If you have a permit or credential listed on the CTC website such as a substitute teacher permit, emergency permit, or a teaching credential. (2) If you do not have any of these, then you would need to get a Certificate of Clearance which is a 2-step process.

The MA/MS Educational Administration and Preliminary Administrative Services Credential (PASC) only candidates must develop and execute a plan for field experiences that includes applying all of the CAPEs.

Fieldwork is one of the most important aspects of the total credential program. It should provide the candidate with general administrative knowledge through planned observations and practical experience in the standards identified. It includes the performance of actual on-the-job tasks or work assignments selected for their value in preparing prospective school administrators and supervisors.

All PASC Candidates are responsible for reading and complying with all requirements found in the PASC Fieldwork Handbook.

Fieldwork Prerequisites

- Certificate of Clearance (or equivalent)
- \$1,000,000 Professional Liability coverage
- Health clearance
- FERPA training

Fieldwork Transportation Policy

Transportation for candidates to fieldwork assignments 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.

Administrative Interns

At times, school districts need administrators with intern credentials to meet unfilled needs for credentialed administrators in elementary, middle, and high schools.

The School of Education partners with districts and offers the administrative intern credential program for qualified MA/MS PASC candidates to allow them to work as contract administrators with strong support from PLNU faculty as they earn their PASC.

As an intern, a candidate will be assigned a district coach and a university supervisor to provide support and guidance in their role as administrator. The candidate will enroll in this support through *GEL 6048: Administrative Intern Support Seminar* for three (3) units each quad until they have completed all requirements for their PASC.

Administrative interns must meet the following requirements:

- Provide proof of five (5) years of successful teaching on a valid California credential
- Be accepted and enrolled in the PLNU PASC program prior to recommendation for an administrative intern credential
- Have a GPA of 3.0 in the program and no grade lower than B
- Receive recommendation from the Program Director or Associate Dean

More details regarding an administrative internship and the application may be found in the Administrative Intern handbook.

Dispositions and Indicators of Noble Character

In alignment with its conceptual framework, the School of Education 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 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-judgemental demeanor ☐ Displays professionalism in dress, posture, and attitude. ☐ Committed to social justice, equity, and cultural competency. ☐ Consistent in words and actions. ☐ Practices forgiveness and love for one another. ☐ Follows through with commitments.
2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience, and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills in a way that sustains and ensures a healthy and safe learning community. The candidate's flexibility and humility assures 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 stated in the university academic catalog located at www.pointloma.edu. A degree processing fee will be assessed to the candidate's account upon the candidate's application for degree candidacy.

Exit Survey

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

Credentialing Policies

Requirements for Credential

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

In order to be considered for recommendation for a Preliminary Administrative Services Credential, the candidate must complete the following:

Preliminary Credential or License as defined by the CTC:	Candidate must hold a valid Clear Multiple Subject or Single Subject or Education Specialist Credential; or a valid services credential; designated subjects credential; or California license to practice occupational therapy or physical therapy.
Completion of Coursework:	A grade of C or better in all credential coursework and a minimum 3.0 GPA.
Completion of Induction:	A grade of "credit" in the required induction courses.
Verification of Successful Teaching Experience:	Candidate must verify five (5) years of successful teaching experience in accordance with CTC requirements.

Withdrawal and Readmission Procedures

Withdrawal from the University

There are times when a candidate 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, candidates are required to notify the Office of Records and complete a Notice of Intent to Withdraw from the university. If withdrawal occurs while a candidate is registered for classes, candidates must follow the procedures listed below for withdrawing from a course.

Leave of Absence

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

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

The completed leave of absence form is filed either with the student success advisor or with the Office of Records. Failure to return to campus and resume coursework 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 candidate's eligibility for further financial aid.

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

Administrative Withdrawal

Candidates who have not attended or enrolled in a course for one semester, are not currently completing coursework, and have not officially withdrawn, will be placed in an

inactive status. Candidates who have been inactive for one year will be administratively withdrawn. Such withdrawal may have financial aid implications. Candidates with this status must submit a new application to the university and to their degree program.

Readmission to the MA/MS Educational Administration (PASC) Program

An MA/MS PASC candidate may reapply to the program if she/he has previously withdrawn. Candidates who withdraw from the MA/MS PASC program and subsequently decide to re-enter must apply for readmission. The Academic and Student Affairs Committee considers the application for readmission on an individual basis and regarding space availability in classes. Candidates should be aware that university degree requirements and CTC regulations may have changed since previous enrollment; returning candidates who have left the university for one or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

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

Uniform Complaint Procedure

The dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the University and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint is completing their 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, they may submit an oral or written complaint to the associate dean for advanced programs. All complaints related to University personnel other than associate deans or the dean or against individuals at partner school districts shall

be submitted in writing to the dean of the School of Education or designee. If the complainant is unable to prepare the complaint in writing, a program assistant shall help them to do so. Complaints related to a program director shall be initially filed in writing with the associate dean or designee. Complaints related to the dean of the School of Education or designee shall be initially filed in writing with the Vice Provost for Academic Administration (VPAA).

3. When a written complaint is received, the employee shall be notified within five (5) days.
4. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
5. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
6. Both the complainant and the employee against whom the complaint was made may appeal a decision by the immediate supervisor to the dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the dean's or designee's decision as final. However, the complainant, the employee, or the dean or designee may look to the PLNU catalog for further instruction.

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 and PASC Program

Course	Course Description	Fee	Description
Upon Entry	SOE's Assessment System	\$150	All candidates in the School of Education programs at PLNU will be enrolled in SOE's Assessment System and Student Financial Services has placed this fee on the candidate's account. Assessing the fee in this way allows the candidate to use financial aid to cover the cost of enrollment. The candidate pays this fee through university tuition.
GEL6003	Instructional Leadership	\$150	CalAPA Cycle 3 Voucher from Pearson
GEL6006	School Improvement	\$125	CalAPA Cycle 1 Voucher from Pearson
GEL6007	Professional Learning and Growth Leadership	\$150	CalAPA Cycle 2 Voucher from Pearson
GED6098*	Master's Thesis Design (MS only)	\$25	Required Institutional Review Board (IRB) Training

**If applicable*



School of Education

MA/MS Educational Administration (PASC) Candidate Handbook

Acknowledgement of Receipt 2026-2027*

I have reviewed the candidate handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts / Master of Science in Educational Administration with Preliminary Administrative Services Credential (PASC) or PASC Only program in the School of Education.

I have reviewed both the Fieldwork handbook located at www.plnusoe.com.

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

I have reviewed and understand the PASC gates outlined for program progression as outlined.

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

I acknowledge that I must meet all credential requirements and submit them to credential analysts as directed in order to become eligible for a credential recommendation to the CTC.

I acknowledge that admission into the University Intern program pathway is not guaranteed and that eligibility is at the sole discretion of PLNU School of Education.

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

Yes, I give Point Loma Nazarene University permission to share my Point Loma email address with school districts who wish to contact me regarding potential job opportunities.

_____ (Please initial)

Signature of MA/MS PASC Candidate

Print Candidate Name

Date

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



School of Education

Appendices/Forms

Appendix A



Appendix A MA/MS Preliminary Administrative Services Credential Approval to Begin Fieldwork

Name: _____ Phone: _____

Address: _____ City: _____ Zip: _____

Email Address: _____

Present Position: _____ District: _____

School Name and Address: _____

School Phone: _____

Signature of Candidate: _____ Date: _____

To be Completed by the Site Fieldwork Supervisor

In my judgment, the MA/MS PASC candidate has the potential for being a successful school administrator and I give my permission for them to engage in a fieldwork and practicum program under my supervision.

I agree to mentor, coach, and meet regularly with the candidate regarding the fieldwork experiences. I agree to meet with the candidate and the university fieldwork supervisor (triad meetings) at least three times during the course of the program to give feedback to the candidate.

Name (please print): _____ Title: _____

Signature: _____ District: _____

Name of School or Department: _____

Address: _____

Phone: _____ Extension: _____ Email: _____

Appendix A1



Appendix A1 **MA/MS Preliminary Administrative Services Credential** **Site Mentor Agreement**

1. Name of Site Mentor: _____
2. Position: _____
3. School/Department: _____
4. District: _____
5. Years of Administrative Experience:
_____ Elementary _____ Secondary _____ District Office
6. Qualifications (Please provide a copy of the following documents):
 - Clear Administrative Services Credential
 - Resume or Curriculum Vitae

During your work with the candidate, you will be asked to:

- Review the candidate's self-assessment and assist the candidate in developing their Individual Induction Plan focused on needs and interests.
- Serve as a support for the credential candidate.
- Facilitate professional development for the candidate.
- Help the candidate establish professional connections and develop their career.
- Meet regularly with the candidate to provide feedback on their progress toward achieving identified goals.
- Provide moral support.
- Interact with the candidate with humor, flexibility and generosity.
- Provide guidance, counsel and advice.
- Work collaboratively with the university supervisor.
- Participate in the culminating exhibition during which the candidate presents evidence of having successfully met the credential requirements.

Please sign below to acknowledge your willingness to assume these responsibilities.

Signature of Site Mentor

Date

MA/MS Preliminary Administrative Credential Program Checklist

1. Handbook Receipt
Submit to soeforms@pointloma.edu, required for registration
2. Form Appendix A
Submit to soeforms@pointloma.edu
3. Form Appendix A1
Submit to soeforms@pointloma.edu
4. Site Mentor Resume
Submit to soeforms@pointloma.edu
5. Employment Verification Letter
Submit to soeforms@pointloma.edu
6. FERPA Training
Submit to soeforms@pointloma.edu, required for registration
7. Assessment System (fee assessed through tuition)
See email (sent the week prior to quad start) from soeassessment@pointloma.edu for set-up instructions

Appendix B



Appendix B MA/MS Preliminary Administrative Services Credential (PASC) Fieldwork Experience Outline

Upload this document to SOE's Assessment System, including the signed Signature Page (digital [link](#)). Post all narratives for each standard on SOE's Assessment System for your four (4) activities for each standard.

Course	MA/MS PASC Mandatory Fieldwork
GEL 6003: Instructional Leadership	
6003 - 1	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6003 - 2	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6003 - 3	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6003 - 4	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 3. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>

GEL 6004: Equitable and Socially Just School Communities	
6004 - 1	Fieldwork Experience: Research a current national or regional educational topic/issue and identify the equity, cultural and or social issues that impact how a school may have to change to meet the current expectation, policy, and/or court decisions. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6004 - 2	Fieldwork Experience: Develop an action plan with goals, activities and a timeline for strengthening parental involvement and parent education on their campus. Using district and school resources (SARC, Single Plan for Student Achievement, Strategic Plan) and demographic data, the candidate will identify barriers and opportunities for enhancing parent involvement at the school for the following groups: PTA, ELAC, SSC, Special Needs, GATE or other identified school groups or committees. Candidates will include district, community and family resources that support parental involvement for increasing student achievement. Scholarly research on best practices regarding successful parent involvement strategies should be used for citations. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
Discretionary Fieldwork Selections	
6004 - 3	Fieldwork Experience: <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6004 - 4	Fieldwork Experience: <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
GEL 6005: Organizational and Systems and Leadership	
6005 - 1	Fieldwork Experience: Research all funds that come to your school via ALL budget codes. Write a description of the purpose for each budget source, the restrictions for that source of funds, who has access to those funds, how the use of those funds supports LCAP, and how accountability for use is managed. Prepare a report using the template provided.

	<u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6005 - 2	Fieldwork Experience: Research three different issues at your school site which have occurred over the past three years related to student rights, free speech, harassment, due process, students with disabilities, English learners or mandated reporting. Identify the Education Code Section and District Policies related to those issues. One page per issue. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
	Discretionary Fieldwork Selections
6005 - 3	Fieldwork Experience: <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6005 - 4	Fieldwork Experience: <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
	GEL 6006: School Improvement Leadership
6006 - 1	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6006 - 2	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u>

	<u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6006 - 3	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6006 - 4	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
GEL 6007: Professional Learning and Growth Leadership	
6007 - 1	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 1. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6007 - 2	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6007 - 3	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 2. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6007 - 4	Fieldwork Experience: Submit the Pearson return receipt as evidence of completion and submission of Cycle 2.

	<u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
GEL 6008: Ethical and Visionary Leadership	
6008 - 1	Fieldwork Experience: Complete a mission and a vision statement, including their leadership values for an exemplary school of the future. Candidates should ensure that their vision is inclusive of the needs of all students (students with exceptionalities and of different ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins) and address the impact of diversity to create a culture of inclusiveness and high expectations in a standards-based educational system and in the school-wide programs, plans activities necessary to enact the vision. Identify barriers to accomplishing that vision and then create a realistic action plan to address those barriers and to implement the vision through the leveraging and marshaling of necessary resources. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6008 - 2	Fieldwork Experience: Develop a personal and professional ethics and leadership platform. They will describe their leadership style(s) and reflect on how their ethics and values impact their leadership style(s) and the expectations they have for themselves and others. <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
Discretionary Fieldwork Selections	
6008 - 3	Fieldwork Experience: <u>Activity:</u> <u>School Site/Grade Level:</u> <u>Completion Target Date:</u>
6008 - 4	Fieldwork Experience: <u>Activity:</u> <u>School Site/Grade Level:</u>

	<i>Completion Target Date:</i>
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Fieldwork Experience Outline Approvals

MA/MS PASC Candidate Signature: _____ Date: _____

University Supervisor: _____ Date: _____

Site Supervisor: _____ Date: _____

Appendix C



Appendix C MA/MS Preliminary Administrative Services Credential Fieldwork Experience Narrative Template

Directions: This template serves as a guide to submitting narratives/reflections. ***Each row presents information to submit in SOE's Assessment System.***

Candidate Name	
Course	
Experience	
Activity/Date	
Objective	
Participants	
Location/Level	
Demographic Make-up of Site	
Describe the process and result of this activity	
Reflect on what you learned as an aspiring administrator	
Documentation	

Appendix C-Alt
MA/MS Preliminary Administrative Services Credential
Coaching Conversation/Dialogue Summary
Fieldwork Assignments

**To be submitted in Taskstream by the candidate for each fieldwork experience.*

Students may be asked to complete this form in preparation for the Reflective Dialogue with the University Fieldwork Supervisor (as an alternative to Form C). Students will then attach this completed form along with supporting evidence on the Taskstream Fieldwork Assignment.

Candidate Name	
Quad	
Activity Number & Description	
CAPEs	
Summary of Activity	
What did the candidate do?	
What did the candidate learn in the process?	

Submitted to the candidate by: _____

Date: _____

Questions to be addressed by the candidate during the interview with the University Supervisor:

How does the completion of the activity broaden the candidate's perspective as a leader?

How is the candidate developing their reflective practices?

Coaching question stems:

- What did you think went well?
- What would you do differently?
- What formal feedback did you receive, if any?
- How have you grown from the experience?
- How has this activity deepened your understanding of the expectations of school leadership?
- Compare or contrast this experience to previous fieldwork activities?
- What previous learning/insight did you draw upon in developing/facilitating this one?