



School of Education



Master of Arts/Master of Science in Higher Education

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

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Purpose of the School of Education MA/MS in Higher Education Handbook

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

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

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

Vision/Mission

University Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

School of Education Vision

We strive to equip by inspiring and preparing our candidates to be servant leaders, who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

We work to empower our candidates by helping them become reflective educational practitioners who engage in ongoing scholarly, professional, personal, and spiritual growth, and serve effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.

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

Program Philosophy

The Higher Education program is composed 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 PLNU. We follow a model of servant leadership, as evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view her or his career as a calling.

2. We are challenged and intrigued by the fact that California is culturally more a microcosm of the whole world than it is a microcosm of the United States. In light of California's cultural complexity, we believe that our candidates need to hone their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We believe that each one of us holds a piece of the puzzle that none of us could assemble alone.
3. We believe that academic rigor for our future educators is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills as they learn their particular areas of study. Our faculty recognizes the importance of staying current and at the forefront of educational practices 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, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their roles as community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."
5. We are intentional about supporting our candidates in developing skills to guide and support others to become the ethical and moral people God wants them to be. For our candidates who will become 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 and minds and souls to the work before them in a spirit that demonstrates that they understand the value of each person with whom they will work.
6. We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

Spiritual Goals for Graduate Programs

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.

Curriculum Overview

The MA/MS 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 student success advisor (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 (SSA) either in person, by telephone, e-mail, or Zoom, to discuss any changes to their academic schedule.**

Registration

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

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

the published deadlines but fail to enroll in their fieldwork course(s) by the same deadline will be unable to proceed into fieldwork.

Withdrawals

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

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

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

Late Work Policy

The School of Education believes educators must be persons of noble character. Becoming a professional means taking responsibility for 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 three (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 one (1) hour and occurring during the time the assignment was due. Work must be completed & turned in within eight (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.

Courses Required for the Master of Arts Degree with College Counseling and Advising Concentration

All MA and College Counseling and Advising Concentration candidates must complete the following:

GED 6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED 6062: Counseling Theory and Techniques (10 hours)*	(3 units)
GHE 6066: Foundations of Counseling and Advising in Higher Education	(3 units)
GHE 6069: Research and Evaluation of College Student Success	(3 units)
GHE 6070: Applied Psychology of Learning	(3 units)
GED 6072: Philosophy in Education	(3 units)
GHE 6074: Emergent Adult Development Theory (15 hours)*	(3 units)
GHE 6076: Higher Education Leadership in Student Development	(3 units)
GED 6081: Educational Measurement and Evaluation	(3 units)
GHE 6171S: Seminar in College Counseling and Advising (50 hours)*	(1 unit)
GHE 6171A: Research, Field Studies, and Practicum in College Counseling and Advising (125 hours)*	(1 unit)
GHE 6171B: Research, Field Studies, and Practicum in College Counseling and Advising (125 hours)*	(1 unit)
GED 6094: Action Research	(3 units)
GED 6095: Action Research Project and Presentation	(3 units)

**Indicates courses where pre-fieldwork or fieldwork hours are required.*

Total: 36 Units

Courses Required for the Master of Arts Degree with Student Affairs Concentration

All MA and Student Affairs Concentration candidates must complete the following:

GED 6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
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GED 6062: Counseling Theory and Techniques (10 hours)*	(3 units)
GHE 6066: Foundations of Counseling and Advising in Higher Education	(3 units)
GHE 6069: Research and Evaluation of College Student Success	(3 units)
GHE 6070: Applied Psychology of Learning	(3 units)
GED 6072: Philosophy in Education	(3 units)
GHE 6074: Emergent Adult Development Theory (15 hours)*	(3 units)
GHE 6076: Higher Education Leadership in Student Development	(3 units)
GED 6081: Educational Measurement and Evaluation	(3 units)
GHE 6181S: Seminar in Student Affairs (50 hours)*	(1 unit)
GHE 6181A: Research, Field Studies, and Practicum in Student Affairs (125 hours)*	(1 unit)
GHE 6181B: Research, Field Studies, and Practicum in Student Affairs (125 hours)*	(1 unit)
GED 6094: Action Research	(3 units)
GED 6095: Action Research Project and Presentation	(3 units)

**Indicates courses where pre-fieldwork or fieldwork hours are required.*

Total: 36 Units

Courses Required for the Master of Science Degree with College Counseling and Advising Concentration

All MS and College Counseling and Advising Concentration candidates must complete the following:

GED 6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED 6062: Counseling Theory and Techniques (10 hours)*	(3 units)
GHE 6066: Foundations of Counseling and Advising in Higher Education	(3 units)
GHE 6069: Research and Evaluation of College Student Success	(3 units)
GHE 6070: Applied Psychology of Learning	(3 units)
GED 6072: Philosophy in Education	(3 units)
GHE 6074: Emergent Adult Development Theory (15 hours)*	(3 units)
GHE 6076: Higher Education Leadership in Student Development	(3 units)
GED 6081: Educational Measurement and Evaluation	(3 units)
GHE 6171S: Seminar in College Counseling and Advising (50 hours)*	(1 unit)
GHE 6171A: Research, Field Studies, and Practicum in College Counseling and Advising (125 hours)*	(1 unit)
GHE 6171B: Research, Field Studies, and Practicum in College Counseling and Advising (125 hours)*	(1 unit)
GED 6098: Master's of Science Thesis Design	(3 units)
GED 6099: Master's of Science Thesis	(3 units)

**Indicates courses where pre-fieldwork or fieldwork hours are required.*

Total: 36 Units

Courses Required for the Master of Science Degree with Student Affairs Concentration

All MS and Student Affairs Concentration candidates must complete the following:

GED 6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED 6062: Counseling Theory and Techniques (10 hours)*	(3 units)
GHE 6066: Foundations of Counseling and Advising in Higher Education	(3 units)
GHE 6069: Research and Evaluation of College Student Success	(3 units)

GHE 6070: Applied Psychology of Learning	(3 units)
GED 6072: Philosophy in Education	(3 units)
GHE 6074: Emergent Adult Development Theory (15 hours)*	(3 units)
GHE 6076: Higher Education Leadership in Student Development	(3 units)
GED 6081: Educational Measurement and Evaluation	(3 units)
GHE 6181S: Seminar in Student Affairs (50 hours)*	(1 unit)
GHE 6181A: Research, Field Studies, and Practicum in Student Affairs (125 hours)*	(1 unit)
GHE 6181B: Research, Field Studies, and Practicum in Student Affairs (125 hours)*	(1 unit)
GED 6098: Master's of Science Thesis Design	(3 units)
GED 6099: Master's of Science Thesis	(3 units)

**Indicates courses where pre-fieldwork or fieldwork hours are required.*

Total: 36 Units

Concentrations

Candidates select their concentration when they enter the program. A concentration becomes the focus in the field experiences courses of the program, where Candidates will engage in course material and field experiences that align with the concentration of choice. The following are the two options for MA/MS in Higher Education candidates:

College Counseling and Advising

Ideal for those who want to work at community colleges, four-year colleges, and nonprofit organizations. This concentration involves fieldwork focused on counseling and advising techniques, community interventions, and student-centered support services.

You'll be prepared to work in career opportunities such as:

- Adjunct counselor
- Student success advisor
- Academic success coach
- Academic advisor
- And other student support roles

Student Affairs

Perfect for those interested in working at four-year universities, nonprofit organizations, or college ministries. This concentration involves fieldwork focused on various student affairs department roles, co-curricular program reviews, and student retention and support.

You'll be prepared to work in career opportunities such as:

- Resident director
- First year experience
- Student conduct
- Student activities & programs
- Student clubs & organizations
- And other student development roles

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](#).

Options for Fieldwork Experience

Apprenticeship

Candidates are assigned a university supervisor who is a higher education professional working in the area of their concentration. Candidates meet with their university supervisor on a weekly basis over Zoom as part of a structured training program that combines hands-on experience with networking and professional development opportunities. Some of the advantages of the apprenticeship option are:

- Greater flexibility, allowing candidates to continue full-time employment
- Mentoring relationship with a higher education professional in your concentration
- Development of a digital portfolio that showcases the skills and competencies needed for gainful employment in the concentration area
- Personalized support in the development of skills and networks in higher education
- Opportunities to gain experience on a college or university campus near the Candidate by participating in events and activities

Internship

Candidates are responsible for identifying their internship site placement, with support from the program assistant and program director. Candidates are also paired with a university supervisor in the area of their concentration for additional support, but candidates work directly with the Site Supervisor to receive hands-on experience with the roles and responsibilities within the internship site structure. Due to the nature of internship site diversity, there is less consistency in the structure, skills, and competencies that a candidate may be exposed to. Some of the advantages of the internship option are:

- Hands-on in person experience on a college or university campus
- Greater exposure to in-person networking opportunities by being on a physical campus
- Opportunity to display skills and competencies to potential employers in higher education settings

Fieldwork Course Sequence

<i>Course Title</i>	<i>Number of Units / Fieldwork Hours</i>	<i>Course Description</i>
GHE 6171S or GHE 6181S	1 Unit / 50 hours	GHE 6171S or GHE 6181S is a prerequisite for GHE 6171A or GHE 6181A, the candidate's first fieldwork course. The GHE 6171S or GHE 6181S 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 GHE 6171S or GHE 6181S before the candidate is eligible for fieldwork in GHE 6171/GHE6181A or 6171/6181B. Candidates will apply for fieldwork while enrolled in GHE 6171S or GHE 6181S but beginning a fieldwork placement is contingent upon successful completion of the seminar course. The Program Director will support candidates in identifying potential fieldwork placement opportunities or in determining if the apprenticeship option may be a better option for their goals. PRIOR to GHE 6171A or GHE 6181A (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 SOE's assessment system the Fieldwork Application form, Approval and Outline of Activities form, and proof of liability insurance. • Upon approval of the fieldwork placement, the candidate will enroll in the GHE 6171A or GHE 6181A course for next semester.
GHE 6171A or GHE 6181A (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 SOE's assessment system by the last day of the semester in order to receive credit for the course.

		Non-submission of documentation in SOE's assessment system is considered non-attendance and will result in a grade of no credit (NC) 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 GHE 6171A or GHE 6181A semester, candidates are required to meet with their university supervisor to discuss progress on meeting fieldwork goals and participate in all learning activities within the corresponding Canvas course.
GHE 6171B or GHE 6181B (<i>only 1 unit of fieldwork may be taken at a time</i>)	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 SOE's assessment system by the last day of the semester in order to receive credit for the course. Non-submission of documentation in SOE's assessment system is considered non-attendance and will result in a grade of no credit (NC) 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 GHE 6171B or GHE 6181B semester, candidates are required to meet with their university supervisor to discuss progress on meeting fieldwork goals and participate in all learning activities within the corresponding Canvas course.

Your fieldwork hours will 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.

SOE's Assessment System

All MA/MS in Higher Education candidates must maintain an active SOE assessment system account for the duration of their program. Candidates are expected to upload various assignments and documents to the SOE assessment system in addition to Canvas during courses that require signature assignments or fieldwork. The subscription cost for SOE's assessment system 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 site as fieldwork hours with approval from the program director. The candidate must determine if they will be participating in the internship or the apprenticeship option during GHE 6171S or GHE 6181S. If the candidate is going to participate in the internship option, the hours must be separate from their regular work schedule.

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 the SOE assessment system. Failure to do so can result in delays or other problems related to receiving a grade or credit.
- Candidates should check 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 (i.e., 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 that 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 the SOE assessment system for evaluation by the University Supervisor.

Professional Growth Action 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 Growth 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 growth 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 growth action plan will be signed by the candidate, the site supervisor and the university supervisor. A copy of the growth 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 a growth 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 growth action plan with the site supervisor and the candidate and obtain their signature.

If it is in the best interest of the candidate and site supervisor to seek another placement, that should be communicated to the Higher Education program director as soon as possible.



Professional Growth Action Plan

The following growth action plan is for _____ and to be put into effect on _____. This plan reflects a shared commitment to support the Candidate's professional growth by identifying strengths, targeting areas for growth, documenting supports, and developing actionable goals. 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.

If sufficient progress toward the identified goals is not demonstrated, the plan may be revised, and the Fieldwork assignment may be modified or discontinued based upon the University Supervisor's and/or Program Director's recommendation.

<i>Professional Strengths and Assets (Strengths to Leverage):</i>
•
<i>Targeted Areas of Growth:</i>
•
<i>Goals and Actions Steps:</i>
•
<i>Observable Indicators:</i>
•
<i>Progress Monitoring Notes with Dates</i>
•
<i>Review Dates:</i>
•

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 the candidate 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 will meet with the candidate, and 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, candidates 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 candidate 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 candidate's concerns and serve as a resource throughout the appeal process. An ombudsperson provides a safe place for candidates 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 (GHE 6091) developed by the program director. The candidate repeats the course in which the *no credit* (NC) grade was earned and the following may occur:

- **The candidate will complete a one-unit remediation course, GHE 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, GHE 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		☐ Articulates and models his/her calling to the profession

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.		☐ 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 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 Interview

All SOE candidates will complete an exit interview on the SOE assessment system at the satisfactory completion of all coursework.

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 form from the university. If withdrawal occurs while a candidate is registered for classes, candidates must follow the procedures listed below for withdrawing from a course.

Leave of Absence

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

Candidates who wish to apply for a leave of absence should obtain an application form 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 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 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 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 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 or institution of higher education where the candidate 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 or program director for the program in which the candidate 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 immediate supervisor. If the complainant is unable to prepare the complaint in writing, program directors shall help him/her to do so. Complaints related to a program director or student success 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 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 ask to address the VPAA regarding the complaint.

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
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.
GED 6098	Action Research or Master's Thesis Design	\$25	Required Institutional Review Board (IRB) Training



School of Education

MA/MS in Higher Education 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 (MA) or Master of Science (MS) 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 academic plan.

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

Yes, I give Point Loma Nazarene University permission to share my Point Loma email address with institutes of higher education who wish to contact me regarding potential job opportunities. _____ (Please initial)

Signature of the Candidate

Print Candidate Name

Date

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