

School of Education



**Master of Arts/Master of Science in Special Education
&
Added Authorizations in Special Education**

**Spring 2023
School of Education
Point Loma Nazarene University**

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Purpose of the Master of Arts/Master of Science in Special Education/AASE Candidate Handbook

The purpose of this handbook is to provide the prospective Master of Arts/Master of Science in Curriculum and Instruction candidate in the School of Education with information essential for participation in the MA/MS program, including any certificates or credentials housed within this degree.

The graduate faculty is committed to contributing to the success of your educational experience. Consistent with a long history of excellence in education, the faculty also expects that each candidate ultimately recommended for a degree and credential or certificate will be a model of professionalism.

Future education analysts anticipate major changes in professional roles, instructional technology, teaching methodology, student demography and the learning process. The graduate faculty is encouraging candidates to research professional and community support organizations who depend on individuals who can infuse professional knowledge into the organization and its constituency through expertise in the teaching learning process. All coursework and class requirements in this degree address proficiencies of the California Standards for the Teaching Profession (CSTPs).



Program 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 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.

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

Philosophy

The PLNU Master of Arts/Master of Science in Special Education/AASE 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.

- 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.
- **We are challenged and intrigued by the fact that California is a cultural microcosm of the whole world rather than 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.**
- We believe that academic rigor for our future educator is imperative. Developing strong reading, thinking, listening, speaking, writing, research, technological, and interpersonal skills is of supreme importance for our candidates as they learn their particular areas of study. Our faculty recognizes the importance of staying current and in the forefront of educational practices that are based on sound research and we are committed to continuously increasing our own technological and research skills. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor.
- 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.”
- 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.
- We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

Spiritual Goals for Graduate Programs

- To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
- To provide regular opportunities for spiritual nurture and growth for both students and faculty.
- To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
- To provide both counsel in times of crisis and ongoing spiritual support.
- To provide opportunities to live out the call to holiness through service.

Curriculum Overview

The Master of Arts/Master of Science in Special Education/AASE program within the PLNU School of Education is field-based and designed around themes and practices that reflect current research and practice. 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 educator candidate to be effective in a contemporary educational system. The following are the School of Education's themes:

- **Embracing all Learners:** Master of Arts/Master of Science in Special Education/AASE candidates will acquire knowledge about and demonstrate sensitivity toward students of diverse backgrounds and abilities. Learning about second language acquisition theory and demonstrating the ability to effectively teach limited English proficient students and those students with special learning needs is expected.
- **Morals, Ethics, and Values:** Master of Arts/Master of Science in Special Education/AASE candidates will address such topics as the integration of morals, ethics, and values in the classroom. They will receive instruction on the rights and responsibilities of citizenship in a democratic society and about teaching values in the schools.
- **High Leverage Practices:** All effective teachers must possess a repertoire of strategies in order to teach students with a full range of academic abilities, skills and backgrounds. Through the application of diverse teaching models, Master of Arts/Master of Science in Special Education/AASE candidates will learn how different approaches can enhance their future students' self-efficacy and academic achievement.

- **Positive Behavior Support:** To be effective in the classroom, teachers need to have a strong background in classroom management, Positive Behavior Interventions and Supports as well as trauma-informed practices that support all types of Learners and backgrounds. Various models will be explored. The Master of Arts/Master of Science in Special Education/AASE courses are designed to ensure that candidates are educated from a global perspective of education. Additionally, other courses focus on the methodologies furthering the application and practice of theory and research. The practice and application components of the methods courses are easily facilitated due to the field – based nature of the Master of Arts/Master of Science in Special Education/AASE program.

General and Progression Policies

Candidate Policies

Policies for Master of Arts/Master of Science in Special Education/AASE 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 requirements for credentialing as outlined by the California Commission on Teacher Credentialing (CTC) and the California Education Code. Candidates of PLNU 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 clinical course. Theory courses and seminars are graded with letter grades (A, B, C, D, F). Clinical Practice courses are graded "Credit/No-Credit." The "Credit" grade is passing, or satisfactory; the "No Credit" grade is not passing. Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower or "No Credit") grade in either a theory course or a clinical course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors 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**

advising staff either in person, by telephone, or by e-mail to discuss any changes to their academic schedule.

Candidates who receive a grade lower than a B will not be eligible for Internship.

Maximum Number of Units per Quad/Semester

The Master of Arts/Master of Science in Special Education/AASE Should be viewed as a holistic experience rather than a set of courses. The purpose of the degree is to prepare teachers as thoughtful practitioners with Advanced knowledge to serve TK – 22 aged students with special needs.

With this in mind, the Master of Arts/Master of Science in Special Education/AASE 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 the Assistant Dean.

Course Sequence and Program Design

The following courses are required for the Master of Arts degree:

GED6056: Law, Legislation, and Due Process	(2 units)
GED6022: Advanced Special Education Assessment and Analysis of Behavior	(3 units)
GED6050: Universal Access	(3 units)
SPEXXXX: Added Authorization Elective	(4 units)
GED6029: Using Technology to Enhance Teaching and Learning	(3 units)
GED6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GED6097: Advanced Literacy Assessment, Instruction, and Intervention for All Students	(3 units)
GED6072: Philosophy of Education	(3 units)
GED6081: Educational Measurement and Evaluation	(3 units)
GED6094: Action Research	(3 units)
GED6095: Action Research Project and Presentation	(3 units)

The following courses are required for the Master of Science degree:

GED6056: Law, Legislation, and Due Process	(2 units)
GED6022: Advanced Special Education Assessment and Analysis of Behavior	(3 units)
GED6050: Universal Access	(3 units)
SPEXXXX: Added Authorization Elective	(4 units)
GED6029: Using Technology to Enhance Teaching and Learning	(3 units)
GED6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GED6097: Advanced Literacy Assessment, Instruction, and Intervention for All Students	(3 units)
GED6072: Philosophy of Education	(3 units)
GED6081: Educational Measurement and Evaluation	(3 units)
GED6098: Master’s Thesis Design	(3 units)
GED6099: Master’s Thesis	(3 units)

Added Authorization Embedded in Master of Arts/Master of Science in Special Education

Candidates holding an initial Education Specialist teaching credential from the CTC are eligible for one (1) **Added Authorization In Special Education (AASE)** in Autism, Early Childhood Special Education, Emotional Disturbance, Orthopedically Impaired, **OR** Traumatic Brain Injury Added Authorization by successful completion of the following coursework:

GED6056: Law, Legislation, and Due Process	(2 units)
GED6022: Advanced Special Education Assessment and Analysis of Behavior	(3 units)
GED6050: Universal Access	(3 units)
SPEXXXX: Added Authorization Elective (see details below)	(4 units)

Candidates holding an initial teaching credential from the CTC are **also** eligible for embedded Reading and Literacy Added Authorization by successful completion of the following coursework:

GED 6029: Using Technology to Enhance Teaching and Learning
GED 6096: Advance Research-Based Literacy Instruction or All Students
GED 6097: Advanced Literacy Assessment, Instruction and Intervention for All Students

Added Authorization Course Descriptions

The following specialized AASE courses are:

- SPE6051 Methods of Teaching Students with Emotional Disturbance (ED)
- SPE6052 Methods of Teaching Students with Autism Spectrum Disorder (ASD)
- SPE6053 Methods of Teaching Students with Traumatic Brain Injury (TBI)
- SPE6060 Methods of Teaching Students with Orthopedic Impairments (OI)
- SPE6061 Early Childhood Special Education Curriculum and Services (ECSE)

Additional Course descriptions are located in the PLNU academic catalog at www.pointloma.edu.

Autism Spectrum Disorder (ASD):

- GED 6056 Shared Leadership, Legislation and Due Process (2 units)
- GED 6050 Universal Access: Equity for All Students (3 units)
- SPE 6052 Methods of Teaching Students with Autism Spectrum Disorder (ASD)

Early Childhood Special Education (ECSE):

- GED 6056 Shared Leadership, Legislation and Due Process (2 units)
- GED 6050 Universal Access: Equity for All Students (3 units)
- SPE 6061 Early Childhood Special Education Curriculum and Services (ECSE)

Emotional Disturbance (ED):

- GED 6056 Shared Leadership, Legislation and Due Process (2 units)
- GED 6022 Advanced Special Education Assessment and Analysis of Behavior (3 units)
- SPE 6051 Methods of Teaching Students with Emotional Disturbance (ED) (4 units)

Orthopedic Impairments (OI):

- GED 6056 Shared Leadership, Legislation and Due Process (2 units)
 - GED 6022 Advanced Special Education Assessment and Analysis of Behavior (3 units)
- OR**
- GED 6050 Universal Access: Equity for All Students (3 units)
 - SPE 6060 Methods of Teaching Students with Orthopedic Impairments (OI)

Traumatic Brain Injury (TBI):

- GED 6056 Shared Leadership, Legislation and Due Process (2 units)
- GED 6022 Advanced Special Education Assessment and Analysis of Behavior (3 units)
- SPE 6053 Methods of Teaching Students with Traumatic Brain Injury (TBI) (4 units)

Transfer Policy for Master of Arts/Master of Science in Special Education/AASE

To ensure the continuity and consistency program, the following courses must be completed at PLNU and are **NOT** considered for transfer units:

- GED 6056 - Shared Leadership, Legislation and Due Process (2 units)
- GED 6022 - Advanced Special Education Assessment (3 units)
- GED 6050 - Universal Access: Equity for All Students (3 units)
- Any AASE course designated as with the SPE prefix.

Signature Assessments

As part of Master of Arts/Master of Science in Special Education/AASE program coursework, candidates will complete various signature assessments. These assessments serve as a benchmark of candidate achievement as well as a method for program evaluation and effectiveness.

Taskstream

All candidates will require an account on Taskstream.com in order to fulfill the requirements for courses, fieldwork and clinical practice and to help the PLNU School of Education assess its program. The subscription cost for Taskstream will be paid directly to Taskstream by the candidate commencement of the program.

Fieldwork

Candidates in the AASE's are required to complete the fieldwork as part of their AASE specialization. Pre-requirements, forms, etc. may be found at www.plnusoe.com. *All placements are executed by a PLNU Field Experience Coordinator and are designed to meet California Commission on Teacher Credentialing (CTC) requirements.*

Transportation Policy – Fieldwork

Transportation for candidates to fieldwork assignments at various school 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.

Credentialing Policies

Requirements for AASE

In order to be considered for recommendation for Added Authorization in Special Education (AASE), a candidate must complete the following:

Preliminary Credential:	Candidate must hold a valid Education Specialist Preliminary Credential (Mild/Moderate or Extensive Support Needs)
Completion of Coursework:	A grade of “C” or better in all credential coursework and a minimum 3.0 GPA
Completion of Fieldwork	Proof of 30 hours in AASE concentration.

Requirements for Graduation

Requirements for graduation may be found in the university catalog located at www.pointloma.edu.

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	Behavioral Evidence to Look For:
1. Honor The candidate honors and respects the	<input type="checkbox"/> Treats all students and adults equally with civility and grace

<p>worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage. We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Retains a non-judgement demeanor <input type="checkbox"/> Displays a professionalism in dress, posture and attitude <input type="checkbox"/> Committed to social justice, equity and cultural competency <input type="checkbox"/> Consistent in word and actions <input type="checkbox"/> Practices forgiveness and love for one another. <input type="checkbox"/> Follows through with commitments
<p>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 assure that all students have the opportunity to achieve their potential.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. <input type="checkbox"/> Openly considers the contributions of diverse learners. <input type="checkbox"/> Proactive rather than reactive with classmates, teachers, parents, staff and students. <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations. <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another. <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms
<p>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, to transform and to empower every student to fulfill his or her full potential.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates and models his/her calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities <input type="checkbox"/> Takes responsibility for his/her own learning <input type="checkbox"/> Develops and monitors a plan that balance personal and professional growth <input type="checkbox"/> Looks at an incident/activity to analyze what worked and targets areas for improvement <input type="checkbox"/> Asks questions, seeks support and guidance <input type="checkbox"/> 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.
- Remain aware of all the profession requires and makes changes to own practice

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.

Withdrawal and Readmission Procedures

Withdrawal from the University

When a candidate decides to withdraw from the university, the advisor must be notified. A withdrawal form must be signed and submitted. It is the candidate's responsibility to follow through with financial arrangements for tuition, library fees, and financial aid and loans.

Leave of Absence

A Leave of Absence (LOA) permits graduate candidates to leave their academic program for professional or personal reasons with the approval of their program director. There must be a reasonable expectation that the candidate will return to the University.

If a candidate fails to return after an approved LOA or fails to enroll at least half time, the candidate will be administratively withdrawn from the University as of the date the candidate began the LOA. If the candidate is a Title IV loan recipient this may have an effect on the candidate's loan repayment terms, including the possible exhaustion of the candidate's grace period. Upon returning these candidates are required to apply for readmission through the Office of Admissions.

If candidates are Title IV loan recipients, it is advised that an exit interview be completed at the time of the LOA.

Administrative Withdrawal

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework, have not filed an approved leave of absence with the Office of Records, and have not officially withdrawn, will be administratively withdrawn. Such withdrawal may have financial implications. Students with this status must submit a new application to the University and to their degree program.

Readmission

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw for the Master of Arts/Master of Science in Special Education/AASE 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 and CTC regulations may have changed since previous enrollment; returning candidates who have left the university for one (1) or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with their Faculty Advisor. Should candidates have further concerns, they should then appeal to the Program Director. If the issue is not resolved at this level, they are then directed to contact the Associate Dean and then the Dean, if not resolved with the

Associate Dean. If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to take their concerns to the Vice Provost for Academic Administration.

Uniform Complaint Procedure

The Dean of the School of Education or designee shall determine whether a complaint should be considered a complaint against the University and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint in 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 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 to the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the Dean of the School of Education or designee (Associate Dean for the Center or Program Director for the program in which the person initiating the complainant in enrolled).
3. All complaints related to University personnel other than Associate Deans and Deans or against individuals at partner school districts shall be submitted in writing to the Dean of the School of Education or designee (Associate Dean for the program or center) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, Program Advisors shall help him/her to do so. Complaints related to a Program Director or Advisor shall be initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designee shall be initially filed in writing with the Vice Provost of Academic Affairs (VPAA).
4. When a written complaint is received, the employee shall be notified within five (5) days.

5. A written complaint shall include:
 - The full name of each employee involved
 - A brief but specific summary of the complaint and the facts surrounding it
 - A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Dean's or designee's decision as final. However, the complainant, the employee, or the Dean or designee may ask to address the VPAA regarding the complaint.
8. Before the VPAA's consideration of the complaint, the Dean or designee shall submit to the VPAA a written report concerning the complaint, including but not limited to:
 - The full name of each employee involved
 - A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a Response.
 - A copy of the signed original complaint
 - A summary of the action taken by the Dean or designee, together with his/her specific finding that the problem has not been resolved and the reasons.
9. The VPAA may uphold the Dean's or designee's decision without hearing the complaint.
10. All parties to a complaint may be asked to meet with the VPAA in order to clarify the issue and present all available evidence.
11. The decision of the VPAA shall be final.

Any complaint of child abuse or neglect alleged against a University employee or individual at a partner school district shall be reported to the appropriate local agencies in accordance with the law.

School of Education Fees in the Master of Arts/Master of Science in Special Education/AASE

Course	Course Description	Fee	Description
Upon Entry	First Course	\$150	Taskstream Subscription for Program Paid Directly to Taskstream
SPE 6061	Early Childhood Special Education (ECSE)	\$290	Fieldwork Placement/Supervision System
GED 6094-95	Master's Thesis Design	\$25	Required Institutional Review Board (IRB) Training

School of Education

Master of Arts/Master of Science in Special Education/AASE Candidate Handbook

Acknowledgement of Receipt Spring/Summer 2023*

I have received the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Master of Arts/Master of Science Special Education (MASPED)/Added Authorization in Special Education (AASE) program in the School of Education.

I have reviewed the applicable AASE fieldwork requirements 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 Master of Arts/Master of Science in Special Education/AASE program in the School of Education at Point Loma Nazarene University.

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

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 the Candidate

Candidate's Printed Name

Date

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