



School of Education



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

**2025-2026  
School of Education  
Point Loma Nazarene University**

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## Purpose of the Special Education and Added Authorizations in Special Education Handbook

The purpose of this handbook is to provide the prospective MA/MS in Special Education and Added Authorization in Special Education (AASE) candidate in the School of Education with information essential for participation in the MA/MS and AASE 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.

Educators of the future anticipate major changes in professional roles, instructional technology, teaching methodology, student demography and the learning process. The graduate faculty are encouraging candidates to research each of the above and infuse professional knowledge regarding each concept into the appropriate coursework. All coursework and class requirements in this degree address proficiencies of the California Standards for the Teaching Profession (CSTPs).



## 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 PLNU MA/MS 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.

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 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.
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 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 MA/MS 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](http://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 the 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/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor/SSA either in person, by telephone, by Zoom, or by e-mail to discuss any changes to their academic schedule.**

Candidates who receive a grade lower than a "B" in any course are not eligible for internship.

#### Registration

The deadline for candidates to register for SOE courses is the Sunday before the start of the first week of a quad and/or semester. 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, 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.

## **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.

### **Maximum Number of Units per Quad/Semester**

The MA/MS 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 MA/MS 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

### Courses Required for the Master of Arts Degree

GED 6022: Advanced Special Education Assessment and Analysis of behavior	(3 units)
GED 6029: Using Technology to Enhance Teaching and Learning	(3 units)
GED 6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED 6050: Universal Access	(3 units)
GED 6056: Law, Legislation, and Due Process	(2 units)
GED 6072: Philosophy of Education	(3 units)
GED 6081: Educational Measurement and Evaluation	(3 units)
GED 6094: Action Research	(3 units)
GED 6095: Action Research Project and Presentation	(3 units)
GED 6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GED 6097: Advanced Literacy Assessment, Instruction, and Intervention for All Students	(3 units)
SPE XXXX: Added Authorization Elective	(4 units)

### Courses Required for the Master of Science Degree

GED 6022: Advanced Special Education Assessment and Analysis of behavior	(3 units)
GED 6029: Using Technology to Enhance Teaching and Learning	(3 units)
GED 6041: Culturally Inclusive Environments: Instruction and Advocacy	(3 units)
GED 6050: Universal Access	(3 units)
GED 6056: Law, Legislation, and Due Process	(2 units)
GED 6072: Philosophy of Education	(3 units)
GED 6081: Educational Measurement and Evaluation	(3 units)
GED 6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GED 6097: Advanced Literacy Assessment, Instruction, and Intervention for All Students	(3 units)
GED 6098: Master's Thesis Design	(3 units)
GED 6099: Master's Thesis	(3 units)
SPE XXXX: Added Authorization Elective	(4 units)

### Added Authorization Embedded in Master of Arts/Master of Science\*

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, Orthopedic Impairment, OR Traumatic Brain Injury by successful completion of the following coursework:

GED 6022: Advanced Special Education Assessment and Analysis of behavior	(3 units)
GED 6050: Universal Access	(3 units)
GED 6056: Law, Legislation, and Due Process	(2 units)
SPE XXXX: Added Authorization Elective	(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	(3 units)
GED 6096: Advanced Research-based Literacy Instruction for All Students	(3 units)
GED 6097: Advanced Literacy Assessment, Instruction, and Intervention for All Students	(3 units)

### **Added Authorization Course Descriptions**

The following specialized AASE courses are:

- SPE 6051: Methods of Teaching Students with Emotional Disturbance (ED)
- SPE 6052: Methods of Teaching Students with Autism Spectrum Disorder (ASD)
- SPE 6053: Methods of Teaching Students with Traumatic Brain Injury (TBI)
- SPE 6060: Methods of Teaching Students with Orthopedic Impairments (OI)
- SPE 6061: Early Childhood Special Education Curriculum and Services (ECSE)

Additional course descriptions are located in the PLNU academic catalog at [www.pointloma.edu](http://www.pointloma.edu).

*\*For APE please refer to the Adapted Physical Education Added Authorization Handbook and consult with your Student Success Advisor.*

#### **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)	(4 units)

#### **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 (ECSE) Curriculum and Services	(4 units)

#### **Emotional Disturbance (ED)**

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

#### **Orthopedic Impairments (OI):**

GED 6022: Advanced Special Education Assessment and Analysis of Behavior	(3 units)
GED 6056: Shared Leadership, Legislation and Due Process	(2 units)

**OR**

GED 6050: Universal Access: Equity for All Students	(3 units)
SPE 6060: Methods of Teaching Students with Orthopedic Impairments (OI)	(4 units)

#### **Traumatic Brain Injury (TBI):**

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

## Transfer Policy for MA/MS in Special Education/AASE

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

- GED 6022: Advanced Special Education Assessment (3 units)
- GED 6050: Universal Access: Equity for All Students (3 units)
- GED 6056: Shared Leadership, Legislation and Due Process (2 units)
- Any AASE course designated as with the SPE prefix (4 units)

## Signature Assessments

As part of MA/MS 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.

## SOE's Assessment System

All 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 program. The subscription cost for SOE's assessment system is included in the candidate's fees and paid through the candidate's tuition.



## Fieldwork

Candidates in an AASE program are required to complete the fieldwork as part of their AASE specialization. Pre-requirements, forms, etc. may be found at [www.plnusoe.com](http://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.*

## Fieldwork Transportation Policy

Transportation for candidates to do 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 an Added Authorization in Special Education (AASE), a candidate must complete the following:

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

### Requirements for RLAA

In order to be considered for recommendation for Reading and Literacy Added Authorization (RLAA), a candidate must complete the following:

<b>Preliminary Credential:</b>	Candidate must hold a valid California Teaching Credential that meets the CTC requirements
<b>Completion of Coursework:</b>	A grade of "C" or better in all credential coursework and a minimum 3.0 GPA
<b>Fieldwork Requirements</b>	Candidates will work with individuals and/or small groups of students at both early (preK-3) and intermediate (4th grade and up) levels of literacy

	acquisition.
<b>Verification of Experience</b>	Provide verification of three (3) years of successful, full-time teaching experience while holding a prerequisite credential. This experience excludes teaching experience earned while on an emergency or intern permit.

## Requirements for Graduation

Requirements for graduation may be found in the university catalog located at [www.pointloma.edu](http://www.pointloma.edu).

## Dispositions

In alignment with the conceptual framework, Point Loma Nazarene University faculty and staff are 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:
<b>1. Honor</b> The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage. We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service, demonstrating coherence in attitudes and actions.		<input type="checkbox"/> Treats all students and adults equally with civility and grace <input type="checkbox"/> Retains a non-judgemental demeanor <input type="checkbox"/> Displays professionalism in dress, posture, and attitude <input type="checkbox"/> Commits 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
<b>2. Spirit of Harmony and Collaboration</b> The candidate actively contributes to the learning community with caring, patience, and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others; and teaches students those skills; in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility ensures that all students have the opportunity to achieve their potential.		<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><b>3. Reflective Learner</b> The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform, and to empower every candidate to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Articulates and models his/her calling to the profession</li> <li><input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities</li> <li><input type="checkbox"/> Takes responsibility for his/her own learning</li> <li><input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth</li> <li><input type="checkbox"/> Looks at an incident/activity to analyze what worked and targets areas for improvement</li> <li><input type="checkbox"/> Asks questions, seeks support and guidance</li> <li><input type="checkbox"/> Uses journals or reflections to record thinking and improve practice</li> </ul>
<p><b>4. Professional and Positive Perseverance</b> The candidate displays a passion for teaching and learning by remaining positive, engaged, and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving.</li> <li><input type="checkbox"/> Seeks feedback from other professionals with a positive spirit.</li> <li><input type="checkbox"/> Willingly participates in the school community activities outside of the classroom.</li> <li><input type="checkbox"/> Remains involved in the planning and innovation necessary for professionals.</li> <li><input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging.</li> <li><input type="checkbox"/> Remain aware of all the profession requires and makes changes to own practice</li> </ul>

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 a letter of 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](http://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

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, students 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, students must follow the procedures listed below for withdrawing from a course.

### Leave of Absence

Currently enrolled full-time students in good academic/conduct standing may apply for a one semester leave of absence from their program of study. A leave of absence is when a 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 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, students 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 implications. Candidates 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 from 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 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 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 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 person initiating the complaint is enrolled).
3. All complaints related to university personnel other than associate dDeans 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 assistants may 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 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 of 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 Special Education and AASE 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.
SPE 6061	Early Childhood Special Education Curriculum and Services	\$290	Graduate Supervision Fee / Assessment Fee
GED 6098*	Master's Thesis Design	\$20	Required Institutional Review Board (IRB) Training

*\*if applicable*

# School of Education

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## MA/MS in Special Education/AASE Candidate Handbook

### Acknowledgement of Receipt 2025-2026\*

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

I have reviewed the applicable AASE fieldwork requirements located at [www.plnusoec.com](http://www.plnusoec.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/MS 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)

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*Signature of the Candidate*

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*Candidate's Printed Name*

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*Date*

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