



School of Education



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

2026-2027
School of Education
Point Loma Nazarene University

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Purpose of the Special Education and Added Authorizations Handbook

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

General and Progression Policies

Candidate Policies

Policies for MA/MS in Special Education/AA 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 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.**

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 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/AA 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/AA 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 (AA) in Autism, Early Childhood Special Education, Emotional Disturbance, Other Health Impairment, 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 AA 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 6054: Methods of Teaching Students with Other Health Impairments (OHI)
- 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.

**For APE please refer to the Adapted Physical Education Specialist Credential 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)

Other Health Impairment (OHI)

GED 6050: Universal Access: Equity for All Students (3 units)
GED 6056: Shared Leadership, Legislation and Due Process (2 units)
SPE 6054: Methods of Teaching Students with Other Health Impairments (OHI) (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/AA

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 AA course designated with the SPE prefix (4 units)
- Any APE course designated with the APE prefix

Signature Assessments

As part of MA/MS in Special Education/AA 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 AA program are required to complete the fieldwork as part of their AA 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.*

Fieldwork Prerequisites

The following must be completed and submitted to soeforms@pointloma.edu prior to beginning any fieldwork course.

Please go to: www.plnusoe.com to view course prerequisites.

- **CA Fingerprint and Background Clearance:** A valid CA Commission on Teaching Credentialing document is the first of the four prerequisites that must be submitted prior to field experience which requires the completion of your fingerprints and background clearance. It can be met one of two ways: (1) If you have a permit or credential listed on the CTC website such as a substitute teacher permit, emergency permit, or a teaching credential. (2) If you do not have any of these, then you would need to get a Certificate of Clearance which is a 2-step process.
- **Health Clearance:** Evidence must be presented that the candidate is free from tuberculosis. In some cases, a lung X-ray may be required. Proof of clearance may be provided by doctor's test/signature or through a district at-risk assessment completed by your district nurse. (Both must be valid within last four (4) years)
- **FERPA Training:** Please complete the FERPA 101: Local Education Agencies. The training is located here: [FERPA Training](#).
- **Liability Insurance:** Prior to starting field experience, all traditional candidates must show proof of current personal liability insurance with at least \$1,000,000.00 in coverage. Affordable liability insurance can be purchased via membership in the following organizations:
 - California Teachers Association/National Education Association
 - Association of American Educators

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

Exit Survey

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

Requirements for AA

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

In order to be considered for recommendation for an Added Authorization (AA), a candidate must complete the following:

Preliminary Credential:	Candidate must hold a valid Education Specialist Preliminary Credential (Mild/Moderate, Moderate/Severe, Mild to Moderate Support Needs, or Extensive Support Needs), which does not already include the AA <i>*APE candidates should refer to the CTC for prerequisite credential requirements</i>
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 the AA concentration. <i>*80 hours required for APE Specialist Credential</i>

Requirements for Graduation

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

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.

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:
1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage. We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service, demonstrating coherence in attitudes and actions.		☐ Treats all students and adults equally with civility and grace ☐ Retains a non-judgemental demeanor ☐ Displays professionalism in dress, posture, and attitude ☐ Commits 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, teachers, parents, staff, and students. ☐ Employs healthy conflict resolution skills in one-on-one and group situations. ☐ Assists in resolving conflict and promotes acceptance of one another. ☐ Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms

3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform, and to empower every candidate to fulfill his or her full potential.		☐ Articulates and models his/her calling to the profession ☐ Understands personal strengths and demonstrates consistent performance in given activities ☐ Takes responsibility for his/her own learning ☐ Develops and monitors a plan that balances personal and professional growth ☐ Looks at an incident/activity to analyze what worked 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 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.		☐ 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 for 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

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.

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/AA 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 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 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 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 Special Education and AA 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
APE6057	APE Capstone Course	\$165	Graduate Supervision Fee
APE 6057CPA	Clinical Practice Field Experience coinciding with GED6056	\$75	School Site Mentor Fee
APE 6057CPB	Clinical Practice Field Experience coinciding with APE6022	\$75	School Site Mentor Fee
APE 6057CPC	Clinical Practice Field Experience	\$75	School Site Mentor Fee

	coinciding with GED6050		
APE 6057CPD	Clinical Practice Field Experience coinciding with APE6057	\$75	School Site Mentor Fee
GED 6098*	Master's Thesis Design	\$20	Required Institutional Review Board (IRB) Training

**if applicable*



School of Education

MA/MS in Special Education/AA Candidate Handbook

Acknowledgment of Receipt 2026-2027*

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 (AA) program in the School of Education.

I have reviewed the applicable AA 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 MA/MS in Special Education/AA 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 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 school districts that 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.*