



**English Learner Added Authorization
(CTEL/CLAD Certificate)**

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

Table of Contents

Purpose of the English Learner Added Authorization	3
Vision/Mission	4
University Mission Statement	4
School of Education Mission Statement	4
School of Education Vision	5
Philosophy	5
Spiritual Goals for Graduate Programs	6
Curriculum Overview	6
General and Progression Policies	7
Candidate Policies	7
Progression Policies	8
Grades	8
Late Work Policy	8
Course Sequence and Program Design	9
Transfer Policy for English Learner Added Authorization (CTEL/CLAD)	11
Signature Assessments	11
SOE's Assessment System	12
Fieldwork	12
Transportation Policy – Fieldwork	12
Credentialing Policies	12
Requirements for English Learner Added Authorization (CTEL/CLAD)	12
Dispositions	13
Withdrawal and Readmission Procedures	15
Withdrawal from the University	15
Leave of Absence	15
Administrative Withdrawal	16
Readmission	17
Grievance Policy	17
Uniform Complaint Procedure	17
School of Education Fees in the Master of Arts/Master of Science in Special Education/AASE	20
English Learner Added Authorization (CTEL/CLAD) Candidate Handbook	21
Acknowledgement of Receipt 2025-2026	21

Purpose of the English Learner Added Authorization (CTEL/CLAD)

The purpose of this handbook is to provide the prospective English Learner Added Authorization (CTEL/CLAD) candidates in the School of Education with information essential for acceptance into the program. This handbook addresses information for the English Learner (EL) Authorization and Crosscultural, Language, and Academic Development (CLAD) Certificate authorizing instruction to English learners through CTET (California Teacher of English Learners) program. Upon successful completion of all CTET coursework, the candidate will be recommended to the California Commission on Teacher Credentialing (CTC) for the CLAD Certificate. Candidates must possess a valid California teaching credential prior to being recommended for an added full English Learner Authorization/ CLAD Certificate.

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 an added authorization 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.

English Learner Added Authorization (CTEL/CLAD) Vision

The English Learner (EL) Authorization and Crosscultural, Language, and Academic Development (CLAD) Certificate Program embraces the School of Education's (SOE) commitment to preparing exceptional servant leaders by equipping candidates with the skills to support and effectively teach subject matter to California's multilingual K-12 student population.

Expanding upon the SOE's commitment to developing research-based transformational leaders, the CTET/CLAD program is grounded in research and guided by evidence-based practices for teaching multilingual students, challenging candidates to transform their perspectives around language and culture. Through embracing an asset-based approach that values and builds upon students' linguistic and cultural identities, the program

develops educators who are equipped to bring innovation and purpose to their teaching, enriching the learning experiences of students across diverse linguistic and cultural backgrounds.

Further aligned to the SOE's vision of developing candidates advocating for universal justice, this program prepares teachers to create inclusive learning environments that promote social justice, equity, and a deep respect for diversity, ultimately shaping leaders who will champion these values throughout California's schools.

Philosophy

The English Learner Added Authorization (CTEL/CLAD) 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 encourage our candidates to wholeheartedly dedicate their hearts, minds, and spirits to their calling, embracing each person they serve with deep respect and a genuine value for each person.

6. We are purposeful about creating an environment in which candidates will need to delve deeply to arrive at creative solutions to the complex problems they will face 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 counsel in both times of crisis and ongoing spiritual support.
- To provide opportunities to live out the call to holiness through service.

Curriculum Overview

The English Learner Added Authorization (CTEL/CLAD) within the PLNU School of Education is 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 coursework 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:** English Learner Added Authorization (CTEL/CLAD) 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:** English Learner Added Authorization (CTEL/CLAD) 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, English Learner Added Authorization (CTEL/CLAD) candidates will learn how different approaches can enhance their future students' self-efficacy and academic achievement.
- **Universal Design for Learning:** All effective educators must possess a repertoire of strategies from which to refer when teaching students from a full range of academic abilities, skills, and backgrounds. Grounded in research from the learning sciences, including cognitive neuroscience, the MAT/Preliminary Credential & English Learner Added Authorization (CTEL/CLAD) program prepares candidates to design flexible learning environments that accommodate diverse learning needs. Through the application of varied instructional models, candidates will explore how different teaching approaches can foster student self-efficacy and improve academic achievement.

General and Progression Policies

Candidate Policies

Policies for English Learner Added Authorization (CTEL/CLAD) 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

The candidate must receive a passing grade of "C" or above in each graded CTEL course and maintain at least a 3.0 GPA. CTEL courses are graded with letter grades (A, B, C, D, F). Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory (C- or lower) grade in either a CTEL 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.

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.

Course Sequence and Program Design

The following courses are required for the English Learner Added Authorization (CTEL/CLAD):

EDU6001	Language Acquisition and Diverse Populations (20 Hours of Fieldwork)	3 units
GED6041	Culturally Inclusive Environments: Instruction and Advocacy	3 units
GED6068	Advanced Practice for English Learners	3 units
GED6096	Advanced Research-Based Literacy Instruction for all Students (fieldwork required)	3 units

CTEL Program Course Descriptions

EDU 6001: Language Acquisition and Diverse Populations

This theory course focuses on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Foundational knowledge and classroom instructional practices are linked through the systematic study of phonemic awareness, oral language, and literacy development. Special emphasis is placed on the Structured English Immersion model as practiced in California schools. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socioeconomically diverse are introduced and applied through fieldwork experiences. This course requires 20 hours of observation in the field.

GED 6041: Culturally Inclusive Environments: Instruction and Advocacy

This course develops candidates' knowledge, skills, and dispositions regarding cultural competence and sensitivity inclusive of personal awareness, culturally inclusive instruction, culturally inclusive education, advocating for diverse populations across the lifespan, in roles that eliminate biases, creating culturally inclusive environments.

GED 6068: Advanced Practice for English Learners

This course develops candidates' knowledge, skills, and dispositions in the foundations of English language literacy development, content instruction, and understanding for communities with diverse language and cultural backgrounds. Candidates will develop an understanding of the process of English language literacy and content instruction development with an emphasis on Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD). Candidates will focus on the effective process of instructional planning and organization, components of effective instructional delivery, and the effective use of resources.

GED 6096: Advanced Research-Based Literacy Instruction for all Students

This course explores research and best practices related to systematic literacy

development at all grade levels and the curriculum to address the specific needs of culturally and linguistically diverse groups of students. Candidates will learn components of research-based literacy instruction, including oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and crosslinguistic transfer for bilingual and biliterate students. Emphasis is given to strengthening skills in aligning State Standards, contents of the California Preschool Learning Foundations and Frameworks (Volume 1), the California Reading/Language Arts Framework, the California Teachers of English Learners (CTEL) standards, and assessment results with the selection and appropriate use of instructional strategies, materials and programs.

Prerequisite(s): Admission to the Reading and Literacy Added Authorization or English Learner Added Authorization (CTEL/CLAD) Program.

Signature Assessments

As part of the English Learner Added Authorization (CTEL/CLAD) 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's Assessment System account for the duration of their program 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 SOE's Assessment System is included in the candidate's fees.

Fieldwork

Candidates in the English Learner Added Authorization (CTEL/CLAD) are required to complete the fieldwork as part of their program. 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 English Learner Added Authorization (CTEL/CLAD)

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

In order to be considered for recommendation for an English Learner Added Authorization (CTEL/CLAD), a candidate must complete the following:

Preliminary Credential:	Candidate must possess a valid California teaching credential, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children's Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils. The following, however, are not appropriate prerequisite credentials or permits: • Emergency Permits • Provisional Internship Permits • Short-Term Staff Permits • District Intern Credentials • University Intern Credentials • Exchange Credentials • Sojourn Certificated Employee Credentials • Services credentials without a special class authorization
Completion of Coursework:	A grade of "C" or better in all credential coursework and a minimum 3.0 GPA
Completion of Fieldwork	Proof of 20 hours as part of EDU6001 and all required fieldwork for GED6096

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 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	• Articulates and models his/her calling to the profession • Understands personal strengths and

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.	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 as outlined in the Standards of Student Conduct. Candidates who violate university and School of Education behavioral standards may be subject to responses ranging from caution placed in the candidate's file to expulsion from the university, depending on the severity and history of the violation.

Withdrawal and Readmission Procedures

Withdrawal from the University

There are times when a student 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 from the university. If withdrawal occurs while a student is registered for classes, students must follow the procedures listed below for withdrawing from a course.

Leave of Absence

Currently enrolled full-time students, or three-quarter-time for Adult Undergraduate 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 student is still enrolled in the university during their leave or time away from the university, and where the student 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. Students receiving financial aid will continue to be considered "in-school status" only for institutional aid. Students receiving federal or state financial aid will not be considered "in-school status" for Title IV loan repayment purposes.

Students who wish to apply for a Leave of Absence form should obtain an application from their Student Success Advisor, Program Director, or the Office of Records. The application must be signed by the university officers indicated, a length of leave proposed, and the application returned as indicated. Any courses proposed to be taken for credit during an approved Leave of Absence must have prior written approval. Upon return to campus, students must schedule an appointment with their Student Success Advisor or academic advisor. Also upon return, students are subject to availability of course offerings and course sequencing.

The completed Leave of Absence form is filed either with the Student Success Counselor 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 student's eligibility for further financial aid.

- **Filing Dates:** Current students 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

Students 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. Students who have been inactive for one year 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 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 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. For non School of Education related grievances, please refer to the Graduate and Professional Studies Student Handbook.

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 a 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 for the Center 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 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

English Learner Added Authorization (CTEL/CLAD) Candidate Handbook

Acknowledgement of Receipt 2026-2027*

I have received the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the English Learner Added Authorization (CTEL/CLAD) program in the School of Education.

I have reviewed the applicable English Learner Added Authorization (CTEL/CLAD) 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 English Learner Added Authorization (CTEL/CLAD) 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.

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.