Master of Arts in Education
2015-2016 Program Handbook

Curriculum and Instruction
Educational Administration w/Administrative Services Credential
Educational Technology
School Counseling w/Pupil Personnel Services Credential

School of Education
Concordia University
1530 Concordia West
Irvine, CA 92612
CONCORDIA UNIVERSITY MISSION STATEMENT
Concordia University, Irvine, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

Concordia University admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded to students at the school. It does not discriminate on the basis of sex, race, color, and disability, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan policies, athletic and other school-administered programs.
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*2015-2016 MAED Program Handbook*
University Targets and Intended Student Learning Outcomes

Course Requirements

COURSE DESCRIPTIONS

Curriculum and Instruction [Regional Cohorts]

Curriculum and Instruction [Online]

Educational Administration [with Preliminary Administrative Services Credential]

School Counseling [with Pupil Personnel Services Credential]

Educational Technology
General Information

This handbook provides you with certain graduate degree program descriptions and requirements needed to earn a Master of Arts in Education degree. Please read the entire document for better understanding. It has been developed to provide general information about this graduate course of study and should be used only as a supplement to the standard Concordia University Irvine publications. The student is responsible for program completion and should read this document and consult a Concordia University Graduate Academic Advisor.

Statement of Purpose

The School of Education prepares professional educators who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

Graduate Learning Outcomes

The following outcomes guide the Master of Arts programs in the School of Education of Concordia University.

CUI Graduates will be able to demonstrate the following:

- Scholarly Research (SR): Generate scholarly research on problems and issues in their field of study.
- Integrated Learning (IL): Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.
- Ethical Leadership (EL): Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.
- Effective Communication (EC): Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.
- Reflective Practice (RP): Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.
- Community Engagement (CE): Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

Courses of Study

Each student may follow one of the following courses of study toward a Master of Arts in Education at Concordia University:

- Curriculum and Instruction
- Curriculum and Instruction - Online
- Educational Administration with Preliminary Administrative Services Credential
- Educational Administration with Preliminary Administrative Services Credential - Online
- Educational Technology
- Educational Technology - Online
- School Counseling with Pupil Personnel Services Credential
Accreditation

Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost. Concordia University’s credential programs for teacher and administrative services are approved by the California Commission on Teacher Credentialing.

Bookstore

Concordia University Bookstore: Our campus bookstore serves students, faculty, and staff of Concordia University with pride. The Bookstore provides textbooks and many other items to support students’ academic careers and school spirit. Please browse the website or stop by our store anytime! www.cuibookstore.com or (949) 214-2454 or bookstore@cui.edu

Library

Electronic Databases are available to registered students through any internet connection. Please visit http://library.cui.edu for more information about resources available through Concordia’s library. Students must have a user name and password to access these databases. User names and passwords are distributed to students upon registration for classes.

Center for Excellence in Learning and Teaching (CELT)

The CELT website http://celt.cui.edu has many electronic resources available for student. This resource does not require a user name and password for access. When you access the CELT website, click on the Student Resources link. Here you will find access to tutorials and helps on MyRecords, Library Resources, Blackboard, Microsoft Office, Eagles Email and more.

Blackboard Learning Management System

All programs utilize the Blackboard learning management system. Students receive a user name and password to Blackboard upon acceptance. Blackboard is accessed at http://cui.blackboard.com. A tutorial on how to use Blackboard is available at http://celt.cui.edu/BB9/default.htm. Each program varies in the use of Blackboard. Instructors for each course will provide additional information on how Blackboard is used in a specific class.

Eagles Email Account

This is the official email of the university. You will receive notification of financial aid awards, deadlines, and other official university communication through this account, so you do need to check it. To access it, go to http://eagles.cui.edu. The email account, user name and password are issued upon acceptance. If you do not have your password, contact ITS@cui.edu and include a contact phone number or you may call them at 949 214-3175. The system works in a very similar manner to all web-based mail programs.

Technical Support

Occasionally, technology does not perform as advertised. Sometimes it is a simple problem, and others require more digging. Help requests for Information Technology Services (including passwords) may be sent to ITS@cui.edu. You may also leave a message at 949-214-3175. The IT support webpage is at http://www.cui.edu/it/.
Admissions

General Requirements

For acceptance, the applicant must:

- Hold a valid Bachelor’s Degree or higher from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. Bachelor’s degree or higher.

- Submit an Application for Admission to the Graduate Admissions Office and a non-refundable application fee of $50.00.

- Submit a 500-750 word essay Admission Essay explaining reasons for seeking admission to the program, goals in pursuing the graduate degree, and career objectives.

- Applicants must forward one official transcript from a regionally accredited college or university that shows a confirmed bachelor’s degree or master’s degree. If an earned degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from a California Commission on Teacher Credentialing (CCTC) approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree. All transcripts must be received in an official sealed envelope.

- Students must submit two current recommendations, on forms provided by Concordia, from an administrator or supervisor. Examples of acceptable reference sources are employers, work supervisors, principals/assistant principals, university instructors, division chairs, colleagues, and pastors.

- Students must provide a copy of a current teaching credential from the California Commission on Teacher Credentialing. Out-of-state applicants to the Online Curriculum and Instruction Program may submit a copy a current out-of-state teaching credential.

- Transcript evidence must show cumulative GPA of 2.70 or better (4.0 scale) in all previous college course work.

Candidates with a GPA below 2.70, who meet one of the following criteria, may petition to be considered for conditional acceptance:

- The individual has three or more years of credible service in schools (credible service is defined as full-time teaching after completing a teacher preparation program). Request, complete, and submit the Verification of Experience form from the Graduate Admissions Office.
  Or:
- The individual has submitted documentation of meeting minimum scores for the GRE (Graduate Record Exam) or MAT (Miller Analogies Test).
  - GRE minimum score of 900 combined verbal and quantitative scores OR a 450 verbal score and 3.5 analytical writing score
  - MAT minimum raw score of 41

- To initiate the petition process, the candidate must submit a letter of explanation for previous low grades including why grades in the new program will be acceptable. The Dean may accept the petition, deny the petition, or refer the matter to an Application Review Committee.

- Students admitted with conditional status must achieve full admittance by the end of the first 8 week term in order to continue in the program. Students not achieving full admittance by the end of the first term will not be eligible to continue. Only a student with full admission may matriculate toward a degree. Full admission is defined as all admission criteria have been met and the student has received written confirmation that he or she has been admitted into the program with full acceptance.
• International applicants whose first language is other than English must submit a passing TOEFL score. TOEFL scores must meet the minimum university requirement. Official test scores must be mailed to Concordia directly from the test company.

Additional criteria specific to Educational Administration applicants:

• Copy of current California teaching credential.

• Documentation of two (2) years of successful full-time teaching experience after completion of a teacher preparation program.

• Verification of Basic Skills Requirement with copy of CBEST passage or CSET with writing or basic skills test from another state (must be verified by Credential Analyst).

Additional criteria specific to School Counseling applicants:

• Verification of a Certificate of Clearance

• Verification of Basic Skills Requirement with copy of CBEST passage or CSET with writing or basic skills test from another state (must be verified by Credential Analyst).

• Criteria for the references: At least one recommendation must be from someone who has experience with the candidate in an academic setting and knowledge of the candidate’s academic potential. The second recommendation must be from someone who knows the candidate in a work setting, preferably one where the candidate works with children (not relatives) to complete a Concordia Program admission Reference form. Suggested references: School Counselor, Private Counselor, Administrators, Teachers, Head of Personnel (no relatives).

• Submit a current resume or vitae (only if not a teacher).
Financial Information

Financial Aid Office
949-214-3066
grad.finaid@cui.edu
http://www.cui.edu/studentlife/financial-aid/

Bursar’s Office
949-214-3075
bursar@cui.edu
http://www.cui.edu/studentlife/bursar/

The Financial Information section may be revised at any time. Please contact the Financial Aid Office or the Bursar’s Office for the most current information.

Payment Policies and Procedures

- **With No Financial Aid:** Total payment is due prior to beginning of class if your Financial Aid application (FAFSA) has not been filed.

- **With Financial Aid:** If you have been accepted into the Master’s program, have submitted your Free Application for Federal Student Aid (FAFSA) and have submitted your Graduate Financial Aid Application for the current academic year, please contact financial aid for information on financial aid eligibility. You may be responsible for full or partial class payment depending on your aid package.

- **Payment Plans:** If you would like to set up a payment plan or learn more about payment plans, please visit www.cui.edu/paymentplans.

Refunds

Students withdrawing from the University or dropping courses within the refund period may be eligible for a tuition refund in accordance with the university’s fee schedule and refund procedures. Concordia University's refund policy is determined by a weekly percentage until the 60 percent or greater point in the semester is reached. The student is responsible for paying any outstanding charges to the university. It is the sole responsibility of the student to officially drop classes through the Registrar’s Office. See Courses - Adds/Drops for how to officially drop a course.

The Bursar’s Office prorates charges based on the drop date provided by the Registrar’s Office.

- **Refund before classes begin:** A full refund is issued, minus the application fee, if the student withdraws before the first class meeting. Please note that Concordia University requires dated documentation from the student seeking to withdraw.

- **Refund after classes begin:** Students who withdraw from school after classes begin may apply with the Bursar’s Office for refunds. Concordia University’s MA Education refund policy is determined by a weekly percentage. **The student is responsible for paying any outstanding charges to the university.**

Tuition refunded amounts are as follows:

- Week 1 = Students may add or drop classes during the first week without penalty
- Week 2 = 86% tuition refunded
- Week 3 = 72% tuition refunded
- Week 4 = 58% tuition refunded
- Week 5-8 = 0% tuition refunded

**Return of Title IV Federal Financial Aid Policy:** This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy includes Federal Pell Grant, Federal SEOG, Federal Direct Stafford Loan and Federal Direct Plus Loan. A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form.
with the Registrar’s Office located in Grimm Hall, first floor. If a student is not able to visit the office, he/she may contact a staff person in the respective office regarding the withdrawal date. The student’s official withdrawal date will be determined by the university as: 1) the date the student began the university’s withdrawal process; 2) the midpoint of the semester if the student withdraws without notifying the university; or 3) the student’s last date of attendance at an academically related activity as documented by the university.

If a student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is 60 percent or greater, the student is considered to have earned 100 percent of eligibility. This policy does not affect the student’s charges. The university’s withdrawal policy will be used to determine the reduction, if any, in the student’s tuition. If it is determined that a portion of the financial aid received on the student’s behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the United States Department of Education to repay the amount. If the student fails to repay or make payment arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.

Loans

As a graduate student at Concordia University, you are eligible to receive Federal Direct Unsubsidized student loans under the Federal Direct Loan Program. You become responsible for repayment on a Federal Direct Stafford Loan six months after you graduate, drop below half-time status, or withdraw from school. This six months period is called a “grace period”. For the Unsubsidized Federal Direct Stafford Loan, the borrower is responsible for interest that accrues during the in-school, grace, and deferment periods.

Financial Aid Process

If you plan on using Financial Aid to assist in the payment of tuition, you need to do the following:

Step 1: Create a Federal Student Aid ID (FSA ID): Go to https://fsaid.ed.gov/nepas/index.htm. If you have a Federal Student Aid PIN with your current name, Social Security number and date of birth, you may link your PIN to your FSA ID.

Step 2: Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. The FAFSA will be used to generate the needs analysis report Concordia University will use to determine your need for assistance. Be sure to complete all sections of the FAFSA and include our school code and name in the appropriate box(es) on the FAFSA so that the results of your needs analysis will be sent to Concordia University. Our school code is: Concordia University, CA Federal Code #013885.

Step 3: Complete Concordia University’s Graduate Financial Aid Application and submit it to the Financial Aid Office. This form is available online at www.cui.edu/financialaid by clicking on the link for your specific program.

Once all of these steps have been completed and you are accepted to the graduate program, the Financial Aid Office will review your information and determine your eligibility for financial aid for the academic year in which you are enrolled. You will then receive an electronic award notification from the Concordia Financial Aid Office to your Eagle’s email address. The award notification will include instructions on how to view and accept or decline your award offer online in My Records. The offer of financial aid becomes official only upon receipt of the electronic acceptance. New students accepting financial aid must complete Loan Entrance Counseling and electronically sign your Master Promissory Note (MPN) at www.studentloans.gov.

Students must maintain at least part-time status to be eligible to receive Financial Aid. Part-time status is defined as 3 units per semester. Full-time status is defined as 6 units per semester.
Satisfactory Academic Progress (SAP)

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (SAP) policy. Title IV financial aid programs include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loans, and Work-Study. The requirements of this policy apply to all students receiving federal and state aid, and institutional aid per university policy.

Minimum Standards

To remain eligible for federal grants, loans, and work-study, students must meet the standards indicated below at the end of each semester. Please note the standards to establish and maintain eligibility for Title IV assistance are more stringent than the University’s academic standards for continuous enrollment. At the end of each term of enrollment, students must earn the minimum cumulative GPA, minimum number of credit hours, and be within the maximum timeframe. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility.

- **Qualitative Measure of Progress**

The qualitative requirement sets a minimum Cumulative Grade Point Average (GPA) for the degree level at which a student is classified. Note: This is the GPA used to determine one’s status and includes grades from courses taken at all other schools that are accepted by Concordia. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

- Minimum Cumulative GPA for undergraduate students is 2.0
- Undergraduate academic scholarship requires a cumulative GPA 2.5
- Undergraduate Presidential Honor’s Scholarship requires a cumulative GPA 3.7
- Minimum Cumulative GPA for graduate students is 3.0
- Minimum Cumulative GPA for graduate MAED students is 3.25

- **Quantitative Measure of Progress**

The quantitative requirement contains two components, (1) Pace of Progression and (2) Maximum Timeframe.

1. **Pace of Progression/Completion Rate**

   The credit hour completion rate reflects the pace at which students must progress to ensure that they are able to complete their degree program within the maximum timeframe. The pace of progression is calculated by dividing the cumulative number of hours the student has successfully earned by the cumulative number of hours the student has attempted. All students regardless of classification must earn 67% of all hours attempted. This is a cumulative calculation and includes credits attempted at all schools before and while attending Concordia.

2. **Maximum Timeframe**

   The maximum timeframe for undergraduate students to complete their degree cannot exceed 150% of the published length of the academic program. Hours are counted starting with the semester the student entered school, even those semesters in which he/she did not receive financial aid. The maximum timeframes are listed below:

   - Bachelor’s Degree: 180 Attempted Hours
   - Master’s Degree: Attempted Hours required for program
**Hours Attempted:** Hours attempted include all hours pursued in the student’s career and are counted in the maximum timeframe whether or not financial aid was received. Attempted hours also include the following: withdrawals, incompletes, failing grades, repeated coursework, and transfer credits accepted by the University.

**Financial Aid Warning**

Students who do not meet the SAP standards will be placed on Financial Aid **WARNING**. While on **WARNING** status, students will continue to receive financial aid. All students who are notified of their **WARNING** status should seek academic counseling and take advantage of all other student services available to ensure student success at Concordia University.

**Financial Aid Termination**

Students who do not meet the SAP standards for more than one term will be **terminated** from receiving all financial aid. Being **terminated** from financial aid does not prohibit a student from continuing their education. Students who have lost their financial aid eligibility may be reinstated once they demonstrate satisfactory academic progress.

**Appeal Standards**

Only appeals for the following reasons will be accepted:

- A death of an immediate family member of the student.
- Medical/hospitalization of the student.
- Mitigating circumstances beyond the student’s control that affected their academic progress.

**Appeal Process**

All appeals must be submitted in writing, and include the Financial Aid Satisfactory Academic Progress (SAP) Appeal Form, with supporting documentation attached, to the Financial Aid Office. Acceptable documentation for each circumstance must be stated in the appeal letter and supporting documentation must be attached, such as medical records, death certificates and any documentation that supports the student’s mitigating circumstances. The Director of Financial Aid will approve or deny appeals as they are submitted. Results of an appeal will be sent to the student in writing. Any student whose appeal is denied by the Director of Financial Aid has the right to appeal to the Financial Aid Committee. The Financial Aid Committee will use the same criteria in rendering its decision.

**Appeal Decision**

If a student’s appeal is **approved** the student will be placed on **PROBATION**. A student on **PROBATION** will continue to be eligible for financial aid on a semester by semester basis provided they meet the required terms and conditions as indicated in the student’s approval. Failure to meet these requirements on a term by term basis will result in **TERMINATION** of financial aid.

If a student’s appeal is **denied** the student must meet SAP standards before any further financial aid may be awarded as long as the student hasn’t reached the maximum units.

**Reinstatement of Financial Aid:**

To reinstate financial aid a student must have an approved Financial Aid Appeal or must meet the financial aid satisfactory academic progress cumulative qualitative, quantitative, and maximum timeframe standards. Neither paying for classes out of pocket, nor sitting out a period of time is sufficient in and of itself to re-establish a student’s financial aid eligibility.
Treatment of Grades:
- Courses for which a student receives a letter grade of A, B, C, D, P or CR are included in the calculation of cumulative credit completion percentage as courses successfully completed.
- Courses for which a student receives a letter grade of IP, I, N, NP, IF, or F will be treated as credits attempted but not successfully completed.

Withdrawals:
Credits for which a grade of "W" is received are considered attempted credits but not successfully completed credits. A grade of "W" does not impact GPA but does negatively impact the cumulative completion percentage and counts toward the maximum time frame.

Repeated Coursework: Students are allowed to repeat a course as often as allowed by the academic policies of the university. Students are allowed to repeat a previously passed course and have it count toward enrollment for financial aid eligibility only once. However, all repeats count against the maximum timeframe (total attempted credits) and reduce the pace/completion rate because they count as earned credits only once.

Transfer Credits: Transfer credits accepted by the institution and applied toward a student's degree, diploma, or certificate requirements to graduate will apply toward the maximum time frame calculation. If at the point of admission a transfer students prior academic record does not meet the colleges minimum cumulative qualitative or quantitative SAP standards, the university may immediately place the student in a probation status for financial aid eligibility.

Consortium Credits: Credits for which financial aid is received under a consortium agreement will be included in the calculation of cumulative GPA, completion percentage, and maximum time frame.

Audited Courses: Audited courses will not be funded by financial aid and are not included in any financial aid satisfactory academic progress measurements.
Academic Information and Policies

Academic Advising

Planning for a credential or a degree program must be done in consultation with a Graduate Academic Advisor. This ensures that the candidate is aware of the current program requirements and has scheduled his/her program to be completed within these requirements.

Concordia University is not responsible for decisions candidates implement without consultation and approval.

Degree Completion Requirements

A student has five years to complete all requirements for the Master of Arts degree.

Issuance of State Credentials and Certificates

Concordia University conducts specific programs that are accredited by the State of California to satisfy the State requirements for specific Credentials and Certificates. The State of California issues the specific Credentials and Certificates based on the successful completion of all requirements. Concordia University reserves the right to deny recommendation to the State if in the judgment of the School of Education the student has not successfully completed the specific program.

Class Attendance

Attendance at all regularly scheduled classes is mandatory. If a student misses more than one class session for any course, the student may be given an ‘F’ and/or required to repeat the course. Extenuating circumstances will be considered at the discretion of the instructor and/or Dean of the School of Education. Failure to attend classes does not constitute withdrawal.

No one may attend any class unless fully enrolled in that class. Instructors may not give permission to attend a class to anyone not enrolled in the course.

Courses – Add / Drop Changes

Course registration revisions/changes are the student's responsibility. Student may add/drop a course online in My Records up until the end of the open registration window. When open registration is closed students make course changes by contacting their Academic Advisor or the Registrar’s Office. All forms must be signed by the student and require the approval of the Academic Advisor, the instructor involved and the Office of the Registrar.

Courses may be added or dropped during the first week of the term without any record of enrollment. Courses dropped during the second (2nd) week through the seventh (7th) week will be recorded on your academic record as a withdrawal “W.”

A course may not be dropped during the eighth (8th) week of the term.

A student must formally withdraw from a course; non-attendance does not constitute a withdrawal. If a course is not dropped using the above procedures, the instructor will assign an A/B/C/F grade.

A student will not receive a full refund for any courses dropped after the first day of classes for the term in which they are enrolled. Contact the Bursar’s Office at for the current refund policy.
Failure to follow the official procedures outlined above will result in credit not being granted for a course not officially added or the assigning of the grade of “F” for courses not officially dropped. All published add or drop dates are strictly enforced.

**Appeals of Grades / Academic Disputes**

For all issues other than admission, students with grievances must address those grievances with the person or office directly involved. If the student does not feel the issue is satisfactorily resolved he/she may file a formal written appeal with 1. Your instructor, if denied, 2. The direct or advisor, if denied, 3. The Dean of the School of Education. The appeal should contain a rationale as to why the decision in question should be reconsidered. The Dean of the School of Education or her designee will render a decision within 30 days or call for an appeal committee. Grade appeals must be filed with the Dean of the School of Education within 30 days of the day the grade was posted in Banner.

**Inactive Status**

Any student who has not enrolled in courses for one term will be considered an “Inactive Student.” Inactive students shall be removed from the education program if no progress is made toward a credential or a degree for 12 consecutive months. An inactive student wishing to return to his/her program must re-apply for admission. Re-admission is not guaranteed. Students returning from inactive status may be required to take additional course work or repeat course work if the content of the new course(s) are deemed critical to the student’s performance as a classroom teacher and/or state credential requirements and/or university degree requirements are impacted.

**Maintaining Good Standing in the MA Program**

A student must maintain a 3.25 to remain in academic good standing in the MA Education program. If a student drops below the cumulative GPA of 3.25 at the end of any given semester or has earned more than one “C,” the student is placed on one semester of academic probation. The student has one semester to bring the cumulative GPA back to 3.25. No more than one “C” can be applied towards graduation in the MA in Education program.

**Academic Dismissal**

The first step in academic dismissal is placing a student on probationary status. Students who do not remedy the stipulations of the probationary status and return to “good standing” within one term will be dismissed from their program.

**Repeating a Course**

An education course may be repeated only one time in order to improve the GPA necessary for continued enrollment in the program. Courses must be repeated at Concordia. No more than two courses may be repeated. When a course is repeated, the higher grade takes precedence and is averaged into the GPA. The lower grade is still indicated on the transcript but is not averaged into the GPA. (For instance, if a student earned an “F” the first time he/she took a course, but earned a “B” upon retaking the course, his/her transcript would indicate both times the student took the course along with the respective grades. The “B” grade would be averaged into the GPA, because it is the higher of the two. The “F” grade would no longer be averaged into the GPA, however, the transcript would still indicate that the student received an “F” the first time he/she took the course.)

**Special Learning Needs of Students**

Concordia University is dedicated to providing students with disabilities access to the programs, services, and activities of the University as required by the Americans with Disabilities Act (1990) and Amendment (2008) and by Section 504 of the Rehabilitation Act (1973). Section 504 states: “No otherwise qualified
individual shall, solely by his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Students desiring accommodations on the basis of physical, learning or psychological disability are to contact the Disability and Learning Resource Center (DLRC). The DLRC is located in Suite 114 on the 1st floor of the Administration Building. You can reach the DLRC by calling (949) 214-3039.

Transcripts
A transcript order is defined as a request for a transcript to each separate destination/address; each separate destination/address constitutes a separate order. Students may obtain an official transcript of their academic record by filing a request with the Office of the Registrar. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Transcripts will not be released until all fees have been paid. Transcripts from other schools become the property of the University and will not be released or copied.

Transferring in Courses
Once you have been granted acceptance into the program, a maximum of 6 units may be transferred into the Master of Arts in Education: Curriculum and Instruction program only. Educational Technology can accept up to 6 units of specific courses from other CUI MAED programs only. Units will not be accepted for transfer into any program in which a state credential is earned. These courses must be approved by the Dean of the School of Education and must closely match course descriptions in Concordia’s program.

Program to Program Transfer Credits
A maximum of 6 units including specified core courses may be transferred from Program to Program and model to model within the Concordia School of Education MA program. These courses must be approved by the Dean of the School of Education or the designee for Graduate Programs. If a student wishes to change from one Program to another Program or from model to model, a written request must be made through the Graduate Academic Advisor.

Grading System
The grade point average (GPA) at Concordia University is computed on a 4.0 point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly, and the letter grades cannot be defined here other than in a general manner. Only grades of C or better may be applied for fulfillment of Master's requirement or Credential requirements (only ONE C may be applied toward graduation requirements).

The following grade points are applied by the Registrar to the Grade Point Average for each Course Final Grade submitted by the instructor.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A -</td>
<td>3.7</td>
</tr>
<tr>
<td>B +</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B -</td>
<td>2.7</td>
</tr>
<tr>
<td>C +</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
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</tbody>
</table>
AUD = Audit
Assigned for classes attended for no credit and for the purpose of gaining information without the requirements of tests and papers.

IC/IF = Incomplete
Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incompletes must be removed within 4 weeks from the beginning of the next term, unless an extension is granted by the instructor with an approval from the Dean. Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.

IP = In Progress
Assigned when an educational experience (e.g. thesis and practicum) is designed to extend beyond a single grading period. An “IP” grade must be accompanied by the terminal date at which the regular grade is due. When the grade is not assigned and submitted to the Registrar within the specified time after the terminal date, the grade of “I” will be assigned in accordance with the policy on the grade of “Incomplete.” Thereafter, the course is governed by the rule of “I.”

CR = Credit
Assigned when credits are earned by examination rather than by attendance.

W = Withdrawal
Assigned when a student officially withdraws from a class after census date and through the fifth week.

It is the student’s responsibility to bring any error in grades to the attention of the instructor within 30 days following the day the grade is posted in Banner. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next full term. Submission of extra work after a term is completed will be permitted only when a grade of “Incomplete” was assigned.

Capstone Experience
All students in the Master of Arts in Education program are required to complete and participate in a collaborative action research project. The action research project is referred to as the Capstone Experience. Students are required to obtain Institutional Review Board (IRB) approval prior to conducting any research tasks (i.e., data collection, intervention).

In the 580/581 Research Method’s course, research groups of 2-3 students will have one eight-week term to conduct any research tasks. Following IRB approval and during the Capstone Experience course (EDR 605), students will have one eight-week term to complete all components of the Capstone Experience Rubric requirements: implement the intervention, analyze the data, finalize the written paper, and disseminate the research by orally presenting the project. Students are encouraged to be diligent in completing the project.

Please see the Capstone Handbook or contact your Graduate Academic Advisor for more information and requirements for the Capstone Experience.

Graduation
All Master of Arts in Education students must complete a Graduation Application in order to graduate. An application fee is due and payable upon submission of the application. The graduation application, exact
application amounts, and deadlines for applying are found at: 
http://www.cui.edu/studentlife/registrar/index/id/23588

Graduating students are encouraged to celebrate the completion of their program by participating in the bi-
annual Commencement Ceremony held each May and December. You must notify the university on your  
Graduation Application which ceremony you will attend.

The Graduation Application must be completed and submitted even if you do not plan to participate 
in the Commencement Ceremony. The application fee applies to all graduates as well, regardless of Commencement Ceremony participation. Students who do not complete the requirements to graduate during the semester stated on their Graduation Application must complete the Re-Apply Application.
Curriculum and Instruction Program

Program Learning Outcomes

During this program of study, each candidate will:

Integrate Instructional Design

Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students. (Alignment with GLOs IL, SR)

Apply Disciplinary Competencies

Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy. (Alignment with GLOs CE, IL)

Model Ethical Leadership

Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community. (Alignment with GLOs CE, EL, RP)

Exercise Informed Reflection

Implement a balanced approach to the analysis and development of the teaching and learning processes. (Alignment with GLOs IL, RP)

Promote Active Learning

Establish a personal learning network to support continuous professional growth in a global, digital and changing world. (Alignment with GLOs EC, CE)
Course Requirements for Regional Cohort Program (Face to Face)

Note: Courses are not listed in the order in which they are taken.

**Core Curriculum:** 9 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 515</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Curriculum Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Educational Diversity: Change and Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

**Selected K-12 Curriculum:** 15 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDU 522</td>
<td>Assisting Change in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 524</td>
<td>Coping with Stress and Violence</td>
<td>3</td>
</tr>
<tr>
<td>EDU 542</td>
<td>School, Community, and Diverse Family Structures</td>
<td>3</td>
</tr>
<tr>
<td>EDU 547</td>
<td>Brain Based Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 557</td>
<td>Differentiating Instruction for Special Populations</td>
<td>3</td>
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</table>

**Capstone Experience:** 6 units

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 580</td>
<td>Educational Research: Methods &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDR 605</td>
<td>Action Research (Prerequisites: EDU 580 and approval of program director)</td>
<td>3</td>
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</tbody>
</table>

**Master of Arts in Education Degree** 30 units
Course Requirements for Online Program

Note: Courses are not listed in the order in which they are taken.

Core Curriculum: 9 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 515</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Curriculum Design &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Educational Diversity: Change and Reform</td>
<td>3</td>
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</table>

Selected K-12 Curriculum: 15 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 524</td>
<td>Coping with Stress and Violence in Today’s Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EDU 542</td>
<td>School, Community, and Diverse Family Structures</td>
<td>3</td>
</tr>
<tr>
<td>EDU 547</td>
<td>Brain Based Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 586</td>
<td>Educational Technology: Level II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 595</td>
<td>Developing Character and Ethics</td>
<td>3</td>
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</table>

Capstone Experience: 6 units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 580</td>
<td>Educational Research: Methods &amp; Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDR 605</td>
<td>Action Research (Prerequisites: EDU 580 and approval of program director)</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Arts in Education Degree 30 units

Technology Minimum Requirements

A computer with internet access is required. Broadband connection is highly recommended. The following internet browsers are recommended: Internet Explorer 5.5 or higher, latest version of Firefox.
Educational Administration with Preliminary Administrative Services Credential Program

Program Learning Outcomes

During this program of study, each candidate will:

Integrate Instructional Design

Facilitate the development and implementation of a vision of learning that recognizes the needs of the school community. (Alignment with GLOs IL, SR)

Apply Disciplinary Competencies

Collaborate with the community to promote teaching and learning within school systems. (Alignment with GLOs CE, IL)

Model Ethical Leadership

Model servant leadership while actively nurturing and sustaining a school culture and instructional programs conducive to student learning and professional growth for faculty and staff. (Alignment with GLOs CE, EL, RP)

Exercise Informed Reflection

Implement a balanced approach to decision making in an educational environment. (Alignment with GLOs IL, RP)

Promote Active Learning

Establish a personal learning network to support continuous professional growth in a global, digital and changing world. (Alignment with GLOs EC, CE)
Course Requirements for all Delivery Methods

Note: Courses are not listed in the order in which they are taken.

**Core Curriculum**: 15 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 516</td>
<td>Instructional and Transformational Leadership</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUA 517</td>
<td>Curriculum Design and Evaluation</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUA 556</td>
<td>Legal and Political Aspects in Education</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUA 557</td>
<td>Human Resources</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUA 558</td>
<td>Financial Resources</td>
<td>3 units</td>
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</tbody>
</table>

**Fieldwork Experience**: 6 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 590</td>
<td>Administrative Practicum</td>
<td>3 units</td>
</tr>
<tr>
<td>EDUA 591</td>
<td>Advanced Administrative Practicum</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Best Practices Experience**: 3 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 593A</td>
<td>Symposium (1 unit each for 3 symposia)</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUA 593B</td>
<td>Symposium (1 unit each for 3 symposia)</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUA 593C</td>
<td>Symposium (1 unit each for 3 symposia)</td>
<td>1 unit</td>
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**Capstone Experience**: 3 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 581</td>
<td>Educational Research: Methods and Analysis</td>
<td>3 units</td>
</tr>
<tr>
<td>EDR 605</td>
<td>Action Research (Prerequisites: EDUA 581 and approval of program director)</td>
<td>3 units</td>
</tr>
</tbody>
</table>

**Master of Arts in Education Degree**: 30 units

Note: No units may be transferred into the Educational Administration program from another Concordia program or from another higher education institution.

**Preliminary Administrative Services Credential Recommendation**

Upon successfully completing the program, receiving the institutional recommendation and submitting an application and fee, the candidate is recommended to the State of California for a Certificate of Eligibility for the Preliminary Administrative Services Credential. The certificate authorizes one to seek initial employment as an administrator, but does not authorize ongoing administrative service. Candidates must obtain a Clear Administrative Services Credential during the first years of employment as an administrator. For information on how to obtain a Clear Administrative Services Credential visit [http://www.ctc.ca.gov/credentials/CREDS/admin-svcs.html](http://www.ctc.ca.gov/credentials/CREDS/admin-svcs.html).
School Counseling with Pupil Personnel Services Credential Program

Program Learning Outcomes

During this program of study, each candidate will:

**Integrate Instructional Design**

Research and create comprehensive school counseling programs that focus on student outcomes. (Alignment with GLOs IL, SR)

**Apply Disciplinary Competencies**

Demonstrate legal, ethical and professional knowledge and skills in pre-K-12 public and private school settings. (Alignment with GLOs CE, IL)

**Model Ethical Leadership**

Model servant leadership to actively promote ethical school counseling practices in a pre-K-12 public or private school. (Alignment with GLOs CE, EL, RP)

**Exercise Informed Reflection**

Implement an impartial and balanced approach to deliver services within a diverse school setting. (Alignment with GLOs IL, RP)

**Promote Active Learning**

Establish a personal learning network to support continuous professional growth in a global, digital and changing world. (Alignment with GLOs EC, CE)
Course Requirements

Note: Courses are not listed in the order in which you take them.

Core Curriculum (33 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDSC 511</td>
<td>Introduction to School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 515</td>
<td>Leadership: Intervention, Consultation, Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 520</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 522</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 531</td>
<td>Human Communication: Group Process</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 535</td>
<td>Counseling for Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 541</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 550</td>
<td>Counseling Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 551</td>
<td>Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 561</td>
<td>Crisis Response, Management and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 562</td>
<td>Career Counseling and Development</td>
<td>3</td>
</tr>
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</table>

Practicum and Fieldwork Experience (9 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDSC 590</td>
<td>Practicum</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 591</td>
<td>Fieldwork**</td>
<td>6</td>
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</table>

Research and Capstone Experience (6 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDSC 580</td>
<td>Educational Research: Methods and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 605</td>
<td>Capstone: Action Research</td>
<td>3</td>
</tr>
</tbody>
</table>

Master of Arts in Education Degree 48 units

Note: A maximum of 6 units may be transferred into the School Counseling Program from another Master's level California School Counseling program. Out of state transfer of credit is not allowed due to California state standards embedded in all courses. The transfer courses must be approved by the School Counseling Program Coordinator and the Dean of the School of Education.

No units may be transferred into the School Counseling program from another Concordia program.

** The 600 hours of fieldwork must be completed at two different levels (approx 300 hours at each level): elementary, middle, high school. The hours must be supervised by an on-site counselor (holding a Pupil Personnel Services credential) as well as the university fieldwork supervisor.
Educational Technology Program

Program Learning Outcomes

During this program of study, each candidate will:

Integrate Instructional Design

Research and demonstrate the dynamic relationship among technology, pedagogy and content to support and assess the attainment of learning outcomes for all students. (Alignment with GLOs IL, SR)

Apply Disciplinary Competencies

Demonstrate technical skills and knowledge necessary to effectively and ethically integrate technology into a content and pedagogy. (Alignment with GLOs CE, IL)

Model Ethical Leadership

Model servant leadership as applied to the role of an effective and ethical technology steward, by supporting, collaborating and sharing expertise within a diverse professional community. (Alignment with GLOs CE, EL, RP)

Exercise Informed Reflection

Implement a balanced approach to the integration of technology into the teaching and learning processes. (Alignment with GLOs IL, RP)

Promote Active Learning

Establish a personal learning network to support continuous professional growth in a global, digital and changing world. (Alignment with GLOs EC, CE)
Course Requirements for all Delivery Methods

Note: Courses are not listed in the order in which they are taken.

Courses Completed in Face-To-Face Sessions**: 9 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUT 501</td>
<td>Foundations of Educational Technology Teacher Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 521</td>
<td>Leveraging Technology for All Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 531</td>
<td>Nurturing Learning Communities</td>
<td>3</td>
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Courses Completed Online: 15 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUT 520</td>
<td>Curriculum Design &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 547</td>
<td>Brain-based Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 586</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 522</td>
<td>Emerging Learning Technologies</td>
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</tr>
<tr>
<td>EDUT 523</td>
<td>Collaborative Design for eLearning</td>
<td>3</td>
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Capstone Experience: 6 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
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<td>EDUT 580</td>
<td>Educational Research: Methods and Analysis</td>
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<td>EDUT 605</td>
<td>Action Research (Prerequisites: EDUA 581 and approval of program director)</td>
<td>3</td>
</tr>
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</table>

Master of Arts in Education Degree 30 units

Note: No units may be transferred into Educational Technology Program from another higher education institution.

A maximum of 6 units may be transferred from Program to Program within the Concordia School of Education MA program from these courses only:

- EDU 520 Curriculum Design & Assessment (3 units)
- EDU 586 Educational Technology (3 units)
- EDU 547 Brain-based Teaching & Learning (3 units)

If a student wishes to change from one Program to another Program, a written request must be made through the Graduate Academic Advisor. These transfers must be approved by the Dean of the School of Education or his/her designee for Graduate Programs.

** Face-to-Face sessions are only in hybrid delivery.
Course Descriptions

Curriculum and Instruction for Regional Cohorts

EDU 515 Instructional Leadership  3 Units
This course will provide students with an understanding of school organization and the management and leadership of schools. Effective techniques for instructional leaders to teach concepts, skills, and values will be presented and modeled. Theories of cognitive development and strategies implemented by instructional leadership conduct classroom observations will be explored. Specific techniques to guide, motivate, delegate, and build consensus will be examined.

EDU 520 Curriculum Design and Evaluation  3 Units
This course will focus on change, the dominant influence of the present century and its impact on education. Students will explore how all levels of education are required to make the changes needed to bring educational practice in line with the needs of 21st century learners. The course reviews models of learning that may be more appropriate for changing times, with particular emphasis placed on innovations for curriculum, instruction and assessment. Throughout the course, students will address the question, “What would learning look like if it were oriented toward the future?”

EDU 522 Assisting Change in Education  3 Units
This course focuses on change, the dominant influence of the present century and its impact on education. Students will explore how all levels of education are required to make the changes needed to bring educational practice in line with the needs of 21st century learners. The course reviews models of learning that may be more appropriate for changing times, with particular emphasis placed on innovations for curriculum, instruction and assessment. Throughout the course, students will address the question, “What would learning look like if it were oriented toward the future?”

EDU 524 Coping with Stress and Violence  3 Units
This course will address a variety of issues regarding stress and violence in students’ lives. We will discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence facing today’s children from birth through adolescence. Included in discussion will be the role of schools and teachers, from preschool through high school, in providing support for students experiencing stress and/or violence. We will also discuss how teachers can provide assistance to the larger family structure through broadened knowledge of cultural stressors, use of age appropriate and culturally sensitive coping skills, and how teachers can serve as active agents of social change leading to advocacy for children.

EDU 542 School, Community, and Diverse Family Structures  3 Units
This course will provide students with evaluation of current research of the family with the goal of recognizing and responding to the diversity represented in schools. Because of changing demographic patterns the focus will be mostly on racial and ethnic families. Review of theories about families, culture, history, and sociological and political issues impacting the family. Candidates will explore how they might exercise leadership in initiating, developing, and implementing policies that will foster success for all students.
EDU 547 Brain-based Teaching and Learning 3 Units
This course is designed to provide experienced, credentialed teachers with the latest in psychological research findings that can be directly applied to the classroom. Topics will include the functions and anatomy of the brain and multiple intelligences. The course will bring together the most accurate depiction of how the brain works with the experience and expertise of classroom teachers.

EDU 550 Educational Diversity: Change and Reform 3 Units
This course will examine the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in the American society. Students will examine the dynamics of curriculum change and key role leaders play in creating a learning community in schools. Opportunity will be provided for students to debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on the importance of involving communities in the life of a school. Persons and groups involved in establishing and developing educational policies and practices that will meet the diverse need of the public will be explored.

EDU 557 Differentiating Instruction for Special Populations 3 Units
This course explores various educational research on differentiating instruction to meet the special needs of target populations, such as at-risk or under-challenged learners, students with Autism or Aspergers Syndrome, and students who require more personalized instruction. This course delineates between what differentiated instruction is and what it is not. Multiple forms of data collection and analysis are examined to provide educators with on-going assessment and instructional strategies based on the practices of differentiated instruction. This course assists educators in formulating and articulating the connection between theory and practice. There is a strong focus on providing educators with advanced methods for accommodating the needs of struggling learners and supporting them in the regular classroom.

EDU 580 Educational Research: Methods and Analysis 3 Units
This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and will develop and implement an action research plan for a school setting.

EDR 605 Collaborative Action Research Project 3 Units
During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students' action research experiences. **Prerequisite: EDU 580.**
Curriculum and Instruction Online

**EDU 515: Instructional Leadership**  
3 units  
The purpose of this course is to provide students with an understanding of effective leadership and its impact on schools. Effective techniques for instructional leaders to teach concepts, skills, and values will be presented and modeled. Specific techniques to guide, motivate, delegate and build consensus will be examined. *Required Core Course*

**EDU 520: Curriculum Design and Assessment**  
3 units  
This course introduces graduate students to the process of curriculum design and assessment. Students will have the opportunity to develop a definition of curriculum and assessment that reflects their own personal philosophy of education. Various curriculum development models will be explored so students can compare models to their own personal philosophies of education. Students will develop their own model of curriculum development and assessment. *Required Core Course*

**EDU 524: Coping w/ Stress & Violence**  
3 units  
This course will address a variety of issues regarding stress and violence in students’ lives. We will discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence facing today’s children from birth through adolescence. Included in discussion will be the role of schools and teachers from preschool through high school in providing support for students experiencing stress and/or violence. We will also discuss how teachers can provide assistance to the larger family structure through broadened knowledge of cultural stressors, use of age appropriate and culturally sensitive coping skills, and how teachers can serve as active agents of social change leading to advocacy for children.

**EDU 542: School, Community and Diverse Family Structures**  
3 units  
This course will focus on equipping participants with skills that provide effective approaches in working with family and community members from culturally and social-economically diverse backgrounds within the larger political and social context of today’s world. The student will explore the relationship of schools to other community agencies and investigate approaches to provide socio-educational services to children and their families.

**EDU 547: Brain-based Teaching and Learning**  
3 units  
Creating a learning environment, anchoring memory, facilitating natural learning processes, celebrating the uniqueness of each learner all have biological roots that pose stunning implications for the classrooms of today. The purpose of this course is to equip teachers to gain an understanding of these body-brain principles as they examine current strategies to aid them in creating their own brain compatible learning environment.

**EDU 550: Educational Diversity, Change and Reform**  
3 units  
This course will examine the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in the American society. Students will examine dynamics of curriculum changes and the key role leaders play in creating a learning community in the schools. Opportunity will be provided for students to debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on the values and concerns of the many communities that constitute a democracy and the importance of involving communities in the life of the school. Persons and groups involved in establishing and developing policies and practices that will meet the diverse needs of the public will be explored. *Required Core Course*
EDU 580: Educational Research: Methods and Analysis  3 units
This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and develop and implement an action research plan for a school setting. Required Capstone Course

EDU 584: Classroom Management  3 units
Provides instruction in designing a learning environment that meets the needs of students and teachers. Attention is given to routine procedures, student behavior, physical facilities, patterns of student and teacher interaction, and other factors that affect student learning.

EDU 586: Educational Technology: Level II  3 units
This course equips teachers to be knowledgeable about educational technology standards as adopted by the state. It incorporates the California Technology Standards Level II and covers skills in using technology in the classroom. Upon successful completion, the student will have met the requirements for certification of Level II technology skills. Successful completion will be considered 84% or better as a final grade.

EDU 595: Developing Character and Ethics  3 units
This course will incorporate the resources and skills necessary to integrate ethical themes and character development into a school setting. It will provide educators an arena in which to explore and develop their moral perspectives on the basis of generally accepted criteria. Focus will also be placed on putting into practice those skills and resources that integrate character themes and character development into their school setting.

EDR 605: Action Research  3 units
During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students’ action research experiences. Required Capstone Course. Prerequisite: EDOL 580.
Educational Administration and Preliminary Administrative Services Credential

EDUA 516 Instructional and Transformational Leadership 3 units
This course combines the important theories of educational leadership with the theories of transformational leadership. This course examines the context of change as it impacts society and its schools; determines leadership qualities and skills necessary for creating successful and enduring change in schools; explores the culture and politics of change as it relates to various members of the school community including administrators, teachers, students, parents, and community leaders; and develops effective strategies for marketing, managing, implementing, and integrating change in three essential areas--teaching, learning, and leadership. This course will provide students with an understanding of school organization and the management and leadership of schools.

EDUA 517 Curriculum Design and Evaluation 3 units
This course will provide students with an intensive study of pedagogical approaches and materials including state curriculum documents, the curricular recommendations of professional associates, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation.

EDUA 556 Legal and Political Aspects in Education 3 units
This course will explore the shaping of education in America by law and the legal system. Many of today’s issues of educational policy are also issues of law: desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, and school finance. Consequently, decisions regarding schools increasingly are being made by the courts. This course provides the educator a basic knowledge of the judicial branch of the government and its impact on education.

EDUA 557 Human Resources 3 units
This course examines the trends, issues, scope and practices of personnel administration in schools. Personnel management strategies, theories of managing school personnel and addressing the evaluation protocol for classified and certificated personnel will be addressed, along with recruiting, developing, and retaining staff.

EDUA 558 Financial Resources 3 units
This course examines the trends, issues, scope and practices of school finance. Financial management strategies, techniques for developing a projected budget and strategic plan, Local Control Funding Formula and Local Control Accountability Plan will be addressed.
EDUA 590 Administrative Practicum  
3 units  
The first practicum is taken concurrently with the first half of the course work. The goals of the practicum experiences are to foster the development of a positive organizational culture to facilitate and enable various constituencies to contribute to develop and realize of organizational goals. The candidates are provided an opportunity to develop supervisory skills that promote improvement of instruction for all students including those from diverse cultural and linguistic backgrounds. The activities are typically conducted at the teacher’s school site. The practicum students and supervisors will meet for monthly meetings to share successes and offer support to colleagues about specific issues that are perhaps creating challenges for the candidate at their school site.

EDUA 591 Advanced Administration Practicum  
3 units  
The second practicum is taken concurrently with the second half of the course work and builds upon the accomplishments of the first practicum. During the practicum the administrative candidate completes a professional portfolio and a presentation of this portfolio is made to the instructor, school district mentor and a panel made up of other candidates. Prerequisite: EDUA 590

EDUA 593 Saturday Symposium (1 unit each)  
3 units  
EDUA 593 is a series of three one-credit best practices symposia held on various Saturdays throughout the school year. Each symposium presents a new topic on critical issues in education for administrators as presented by distinguished participants in the educational administration field. Students attend three symposia throughout the administration program and complete the required assignment for each.

EDUA 581 Educational Research: Methods and Analysis  
3 Units  
This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and will develop and implement an action research plan for a school setting.

EDR 605 Collaborative Action Research Project  
3 Units  
During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students’ action research experiences. Prerequisite: EDUA 581.
School Counseling and Pupil Personnel Services Credential

**EDSC 511 Introduction to School Counseling** 3 units
This course provides an introduction and overview of basic counseling skills and interpersonal relations concepts. The course will orient students to theory, roles, functions, and current issues of school counseling. The course will focus on basic introductory skills needed by today’s school counselors to work with diverse populations in educational and professional settings.

**EDSC 515 Leadership: Intervention, Consultation, Collaboration** 3 units
This course is designed to provide foundations and dimensions for the school counselor in relation to principles, practices, needs assessment within the framework of a school based counseling program. An overall understanding of the school as an organization and how the school counselor works within the organization will be emphasized. Students develop skills essential to the consulting process and collaboration among professionals, parents, and students.

**EDSC 520 Educational Assessment** 3 units
This course is designed to provide the student with skills in administering academic achievement tests and a variety of education assessments. Use of standardized academic tests, scoring, and understanding of how to use test manuals will be emphasized. Additionally, an understanding the diverse populations and settings that may be encountered in providing quality educational assessment will be incorporated.

**EDSC 522 Theories of Counseling** 3 units
This course provides an overview of the major theories and techniques of counseling and psychotherapy. The history, prominent figures, and current application of these theories are explored. Current best practices in school counseling, diverse settings and critical examination of major theories in the guided formation of their own personal style and approach to school counseling are emphasized.

**EDSC 531 Human Communication: Group Process** 3 units
Students in this course learn and apply principles of interpersonal communication. Emphasis is on psychological, social, cultural, and linguistic factors which affect person-to-person interaction. Group leadership, purpose, development, dynamics, and methods will be investigated.

**EDSC 535 Counseling Exceptional Children** 3 units
This course will examine the needs of students in special education programs. Students will be introduced to the wide range of learning disorders, handicaps, and emotional needs of the school population. Health, ethical and legal issues will be considered in the counseling and intervention process. The definition, identification, education, and vocational preparation of students with disabilities are also examined.

**EDSC 541 Psychopathology** 3 units
This course will examine the wide range of clinical disorders, social and emotional disorders, and behavioral disorders which may add to psychological problems impairing the academic success of children and adolescents. Students will review research, case studies, assessment tools, and school-base interventions to help in their development as a school counselor.
EDSC 550  Counseling Diverse Populations  3 units
This course is designed to examine the influence of cultural and ethnic differences of counselor and client in counseling. General cross-cultural dynamics as well as specific target populations are studied. The course includes ethical treatment of clients, multicultural awareness, and counselor self-awareness in the context of skills needed for effective practice in increasingly diverse schools.

EDSC 551  Legal and Ethical Issues  3 units
This course introduces legal and ethical practices and principles for the school counselor. Emphasis will be placed on the legal and ethical issues school counselors will encounter with their diverse populations such as Individuals with Disabilities Education Act (IDEA), Individual Education Programs (IEPs), 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, family and student rights, counseling Code of Ethics, and Federal and State laws.

EDSC 561  Crises Response, Interventions, and Management  3 units
This course is designed to prepare the school counselor for an effective response when faced with crisis in the school setting. Students will be introduced to a variety of response approaches to assess and address the needs of students. Focus will be given to intervention and management skills needed when working with students at-risk for academic failure due to family stress, depression, anxiety, suicidal ideation, traumatic events, natural disaster, and terrorist events.

EDSC 562  Career Counseling and Development  3 units
This course provides an overview of the major career development theories. Vocational guidance and occupational/educational information sources and systems are studied. Career development program planning, resources, computerized information systems, and evaluation will be included. Emphasis will be placed on how career counseling and vocational guidance are practiced by the school counselor.

EDSC 580  Educational Research: Methods and Analysis  3 units
The purpose of this course is to examine the field of educational research by exploring research methods, analyze research articles, and apply measurement and statistical techniques to problems of educational research. Students will learn essentials needed to carry out the entire research process and develop and implement an action research plan for a school setting.

EDSC 590  Practicum  3 units
This course provides opportunities for school counseling students to explore the role of school counselors. The school counseling practicum connects the theory of the coursework to authentic situations in school settings. In addition to the practicum course, students will accumulate one hundred (100) clock hours of practicum experience through course assignments, seminars, diverse environments and work in schools. Practicum hours must be completed prior to field experience. Students may not begin practicum until basic skills and certificate of clearance requirement have been met.

EDSC 591  Field Experience (Two courses)  6 units
This course is designed to give the school counseling candidate supervised fieldwork experience leading to competencies in the following areas: educational assessment, diversity, personal and social counseling, academic and career counseling, program development and coordination, supervision and consultation, and laws and ethics as they pertain to the school counselor. In addition, students will participate in on-campus group supervision. Students are expected to gain six hundred (600) clock hours of documented field experience with satisfactory evaluations by the university and on-site supervisors.
EDSC 605  Capstone: Action Research 3 units
This course will help the school counselor candidate research by exploring research models, analyzing research articles, and applying measurement and statistical techniques to problems of educational research or counseling in the schools. Each candidate, working individually or in a cooperative group, will present their action research project that will impact teaching, counseling, and learning to enhance the educational program at the school site. Majority of course work should be completed before enrollment. *Internship students will use their school site for the research project.
## Educational Technology

**EDUT 520: Curriculum Design and Assessment**  
3 units  
This course introduces graduate students to the process of curriculum design and assessment. Students will have the opportunity to develop a definition of curriculum and assessment that reflects their own personal philosophy of education. Various curriculum development models will be explored so students can compare models to their own personal philosophies of education. Students will develop their own model of curriculum development and assessment.

**EDUT 547: Brain-based Teaching and Learning**  
3 units  
Creating a learning environment, anchoring memory, facilitating natural learning processes, celebrating the uniqueness of each learner all have biological roots that pose stunning implications for the classrooms of today. The purpose of this course is to equip teachers to gain an understanding of these body-brain principles as they examine current strategies to aid them in creating their own brain compatible learning environment.

**EDUT 580: Educational Research: Methods and Analysis**  
3 units  
This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and develop and implement an action research plan for a school setting. *Required Capstone Course*

**EDUT 586: Educational Technology: Level II**  
3 units  
This course equips teachers to be knowledgeable about educational technology standards as adopted by the state. It incorporates the California Technology Standards Level II and covers skills in using technology in the classroom. Upon successful completion, the student will have met the requirements for certification of Level II technology skills. Successful completion will be considered 84% or better as a final grade.

**EDUT 605: Action Research**  
3 units  
During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students' action research experiences. *Required Capstone Course. Prerequisite: EDOL 580.*

**EDUT 501: Foundations of Educational Technology Teacher Leadership**  
3 units  
This course examines the role of educators in transforming teaching and learning through the integration of technology. The culture and politics of change will be explored as they relate to various members of the school community including administrators, teachers, students, parents, and community leaders. This course will determine leadership qualities and skills necessary for making change happen at the classroom level. In addition, the course will provide an introduction to the Common Core State Standards as a case study in change processes and technology integration.

**EDUT 521: Leveraging Technology for All Students**  
3 units  
The "typical" students in American classrooms today represent a wide range of learning styles, abilities and backgrounds. This course will prepare participants to integrate a variety of technology-based strategies into classroom instruction and assessment in order to meet the diverse needs of students, whether they are diagnosed with disabilities or not. Participants will be introduced to teaching styles, strategies, and technology that will give all learners access to successful learning opportunities. Topics
to be covered include: differentiated instruction, Universal Design for Learning, and assistive technologies.

**EDUT 522: Emerging Learning Technologies**
3 units
In this age of rapid technological advancement and digital immersion, it is imperative that educators become aware of new technologies and related pedagogies. But more than that, educators need to continually assess and reflect on the impact of the integration of such tools on the learning process. Participants in this course will be challenged to evaluate new technologies, creatively apply them to classroom experiences, and actively seek to stay informed about future trends and innovations.

**EDUT 523: Collaborative Design for eLearning**
3 units
This course will provide an overview of online educational delivery models, strategies and platforms. Concepts learned and practiced will be applicable to the design of a wide range of eLearning environments including traditional classrooms, blended or flipped classrooms, and fully online courses.

**EDUT 531: Nurturing Learning Communities**
3 units
There has been significant growth since the 1990s in the recognition of the value of collaborative activity in the learning process, as well as, in the development of technology to support such collaboration. This course will describe and demonstrate how learning communities and technology intersect. Participants will gain insights in the ethical and appropriate application of social learning concepts to student learning in their classrooms and to their own continuous professional growth process.