



SCHOOL OF EDUCATION

CONCORDIA UNIVERSITY IRVINE

Master of Arts in Education Handbook 2023-2024



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Welcome from the Dean

It is my pleasure to welcome you to Concordia University's School of Education. Concordia first opened its doors in 1976 with a strong commitment to preparing servant leaders to teach in public and private schools around the world. We are very proud of our many talented graduates who have earned a credential, master's degree, and/or doctoral degree and are today leading as teachers, counselors, or administrators to transform the lives of countless students.

The faculty and staff in the School of Education are committed to preparing you professionally and personally for your calling in life. We strive to provide an excellent education with a scholarly, practice-based, innovative curriculum. We deliver personalized attention throughout your program with clear, timely communication, and compassionate support. We have designed programs that integrate servant leadership into the curriculum so you become someone who serves with humility, compassion, courage, honesty, and wisdom. Our Lord and Savior, Jesus Christ lived a life of servant leadership and this is the approach we strive to model and teach in the School of Education. All so that you can be a highly prepared professional who makes a positive influence in your community.

We are thankful for the privilege of serving you and pray for God's blessings on your studies as you commit yourselves to developing your talents to be able to cause positive change in the lives of others.

Dr. Heather Vezner, Ed.D.
Dean, School of Education

Concordia University Irvine Mission Statement

Concordia University Irvine, a comprehensive Lutheran Christian university guided by Christ's Great Commission, develops wise, honorable, and cultivated citizens too serve society and the church.

School of Education Mission, Vision & Core Values

The School of Education at Concordia University Irvine is guided by the Great Commission of Jesus Christ and embraces the following leadership plan:

| | |
|--------------------|---|
| Mission | To prepare servant leaders who transform lives through innovative and exceptional educational practices to positively impact local and global communities. |
| Vision | To be a distinguished School of Education that attracts, equips, and supports candidates aspiring to become wise and honorable servant leaders in education. |
| Core Values | <p>The School of Education pursues excellence in:</p> <ul style="list-style-type: none"> ● Christ-like Service <ul style="list-style-type: none"> ○ Loving, Dignified, Respectful ● Personalized Attention <ul style="list-style-type: none"> ○ Relational, Supportive, Authentic ● Effective Communication <ul style="list-style-type: none"> ○ Timely, Accurate, Clear ● Stellar Instruction and Relevant Curriculum <ul style="list-style-type: none"> ○ Scholarly, Practice-based, Innovative ● Community and Alumni Partnerships <ul style="list-style-type: none"> ○ Strategic, Reciprocal, Collaborative |

Servant Leadership

Bible Verse

“not looking to your own interests but each of you to the interests of others.”
Philippians 2:4

Virtues

- Humility
- Courage
- Honesty
- Compassion
- Wisdom

Skills

- Creates a Vision
- Builds Relationships
- Empowers Others
- Motivates Excellence
- Demonstrates Stewardship
- Models Service

Anti-Discrimination Policy

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.

General Information

This handbook provides 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 the graduate programs 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 with a Concordia University Graduate Academic Advisor with any questions.

Graduate Program 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.

Admission Criteria

Requirements for all MAED Programs

- ☐ Bachelor's degree or higher from a regionally accredited institution.
- ☐ Submit an application for admission to the Graduate Admissions Office with a non-refundable application fee of \$50.00.
- ☐ Official copy of a transcript from a regionally accredited college or university that shows a confirmed bachelor's or master's degree. Note: All transcripts must be received in an official sealed envelope or as an official electronic transcript.
- ☐ Transcript evidence must show a cumulative GPA of 2.75 or better* (4.0 scale).
*Undergraduate and/or graduate work.
- ☐ International students may apply to the Curriculum & Instruction and Educational Technology programs. International applicants whose first language is other than English must submit a passing TOEFL score of 98 (Reading 24, Listening 24, Speaking 26, and Writing 24). Official test scores must be mailed to Concordia directly from the test company.

Additional Criteria – Educational Administration Applicants

- ☐ Possess one of the following valid credentials:
 - a Clear or Life California teaching credential that requires a baccalaureate degree and a program of professional preparation, including student teaching or the equivalent and holds an English learner authorization.
 - a Clear or Life California designated subjects teaching credential in adult education, career technical education, vocational education, or special subjects, provided the applicant also possesses a baccalaureate degree and holds an English learner authorization.
 - a Clear or Life California services credential in pupil personnel services, health services for school nurse, teacher librarian services, or speech-language pathology or clinical or rehabilitative services requiring a baccalaureate degree and a program of professional preparation, including fieldwork or the equivalent.
- ☐ Documentation of two (2) years of successful full-time teaching experience.

- ❑ Verification of Basic Skills Requirement. Individuals may satisfy the requirement with a copy of ONE of the following:

- passage of CBEST
- passage of CSET with writing subtest
- passage of CSU Early Assessment Program or Placement Exam
- qualifying score on SAT or ACT
- score of 3 or higher on qualifying AP exams
- passage of a basic skills test from another state (must be verified by Credential Analyst).
- submit undergraduate-level transcripts to meet the BSR through coursework (must be verified by Credential Analyst).

Note: Before Concordia’s Credential Analyst can recommend a student for a Certificate of Eligibility (COE) or Preliminary Credential, the student must have completed five (5) years of successful, full-time experience in public schools, non-public schools, or private schools. Full-time service means service for at least a minimum day for 75% of the total days in the school year. (Substitute or part-time service does not apply). Students must also successfully pass the CalAPA Cycles according to the CTC’s requirements.

Note: Verification of teaching experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director or personnel, or director of human resources.

Additional Criteria – School Counseling Applicants

- ❑ Submit copy of a valid Certificate of Clearance or teaching credential
- ❑ Verification of Basic Skills Requirement. Individuals may satisfy the requirement with a copy of ONE of the following:
 - passage of CBEST
 - passage of CSET with writing subtest
 - passage of CSU Early Assessment Program or Placement Exam
 - qualifying score on SAT or ACT
 - score of 3 or higher on qualifying AP exams
 - passage of a basic skills test from another state (must be verified by Credential Analyst).

- submit undergraduate-level transcripts to meet the BSR through coursework (must be verified by Credential Analyst).

Additional Criteria - School Psychology Applicants

- ☐ Submit copy of a valid Certificate of Clearance or teaching credential
- ☐ Submit admission essay ([prompt](#))
- ☐ Verification of Basic Skills Requirement. Individuals may satisfy the requirement with a copy of ONE of the following:
 - passage of CBEST
 - passage of CSET with writing subtest
 - passage of CSU Early Assessment Program or Placement Exam
 - qualifying score on SAT or ACT
 - score of 3 or higher on qualifying AP exams
 - passage of a basic skills test from another state (must be verified by Credential Analyst).
 - submit undergraduate-level transcripts to meet the BSR through coursework (must be verified by Credential Analyst).

Admission with Conditional Status (MAED)

MAED students admitted with conditional status must **submit any remaining official documents to their admissions coordinator prior to the end of the term they were admitted into to achieve full admittance and continue their program.** Students not achieving full admittance by the end of the first term will be removed from the program. Only a student with full admission may matriculate toward a degree. Full admission is defined as all admissions criteria being met and the student having received written confirmation of full acceptance into the program.

Accreditation

The Accrediting Commission for WASC Senior College and University Commission (WSCUC). 985 Atlantic Avenue, Suite 100, Alameda CA 94501. Phone: (510) 748-9001 Fax: (510) 748-9797. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost. The California Commission on Teacher Credentialing (CTC) approves Concordia University's credential programs for teacher and administrative services and pupil personnel services.

MAED Programs

Non-Credential Programs

Curriculum & Instruction (C&I)

The MAED in Curriculum and Instruction is designed for students to receive instruction on how to improve the instructional design of their curriculum, refine teaching skills, and develop formative and summative assessment strategies to assess student learning. Although completion of this 30-unit program **does not lead to a credential**, it will empower graduates to become more effective change agents in the classroom and advance on school salary scales.

Program Learning Outcomes

Click [here](#) to view the Curriculum & Instruction Program Learning Outcomes

Coursework

Master of Arts in Education Degree – Curriculum & Instruction

30 units

For complete course descriptions visit catalog.cui.edu.

| Core Courses | | 24 Units |
|--------------|--|----------|
| EDEL 510 | Servant Leadership | 3 |
| EDU 520 | Curriculum Design and Assessment | 3 |
| EDU 524 | Coping with Stress and Violence in Today's Classroom | 3 |
| EDU 542 | School, Community, and Diverse Family Structures | 3 |
| EDU 547 | Brain-Based Teaching and Learning | 3 |
| EDU 550 | Educational Discourses: Change and Reform | 3 |
| EDU 586 | Educational Technology | 3 |
| EDU 595 | Developing Character and Ethics | 3 |

| Capstone Experience | | 6 Units |
|---------------------|--|---------|
| EDR 580 | Educational Research | 3 |
| EDR 605 | Capstone Project (Prerequisites: EDR 580 and approval of program director.) | 3 |

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

Dual Degree Options

Graduates who earn an MAED in Curriculum & Instruction or Learning, Design, & Technology degree at Concordia University Irvine can earn an additional master's degree. Building on the previously completed 30 units, students can complete an additional 15 elective units to earn an additional MAED. All coursework can be completed fully online in as little as 6 months. Start dates for the accelerated second MAED program operate under the same 8-week term time frames.

Learning, Design, and Technology (LDT)

The Master of Arts in Education degree in Learning, Design, and Technology offers students the opportunity to design and implement innovative learning experiences that leverage technology as a strategic classroom partner. All courses in the program adhere to the national education standards and are heavily influenced by the most current standards of the International Society for Technology in Education (ISTE). Although completion of this 30-unit program **does not lead to a credential**, it will empower graduates to become more effective change agents in the classroom and advance on school salary scales.

Program Learning Outcomes

Click [here](#) to view the Learning, Design, and Technology Program Learning Outcomes

Coursework

Master of Arts in Education Degree – Learning, Design, and Technology 30 units
For complete course descriptions visit catalog.cui.edu.

| Core Courses | | 24 Units |
|--------------|--|-------------|
| EDUT 501 | Essentials in Technology Integration with Google | 3 |
| EDEL 510 | Servant Leadership | 3 |
| EDUT 521 | Designing Learning Environments for Equity and Accessibility | 3 |
| EDUT 522 | Emerging Trends in Educational Technology | 3 |
| EDUT 523 | Human-Centered Design for Online Learning | 3 |
| EDUT 547 | Brain-Based Teaching and Learning | 3 |
| EDUT 570 | Reflective Practice | 3 |
| EDUT 586 | Educational Technology | 3 |

| Capstone Experience | | 6 Units |
|---------------------|--|---------|
| EDR 580 | Educational Research | 3 |
| EDR 605 | Capstone Project (Prerequisites: EDR 580 and approval of program director.) | 3 |

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

Dual Degree Option

Graduates who earn a MAED in Curriculum & Instruction or Learning, Design, & Technology (LDT) degree at Concordia University Irvine can earn a second master's degree. Building on the previously completed 30 units, students can complete an additional 15 elective units to earn a second MAED. All coursework can be completed fully online in as little as 6 months. Start dates for the accelerated second MAED program operate under the same 8-week term time frames.

Credential Programs

Educational Administration with Preliminary Administrative Services Credential (Admin)

The MAED in Educational Administration with Preliminary Administrative Service Credential Program is designed to equip aspiring administrators to make strategic decisions, effectively lead, nurture and sustain school cultures conducive to student learning in private or public K-12 education. This program is standards-based and allows candidates to earn a Preliminary Administrative Services Credential after demonstrating competencies in the CalAPA cycles while earning a Master's degree. Students wishing to apply to this program must have a Clear California Teaching Credential and have completed two years of successful full-time teaching experience for at least a minimum day of 75% of the total days in the school year.

- In order to conduct practicum/fieldwork tasks, students must have an active clear credential and/or certificate of clearance. Additionally, in the Administrative Fieldwork/Practicum (EDUA 590/591) and CalAPA Leadership courses (561, 562, 563), students are required to examine administrative and supervisory behaviors in the context of the school site based upon activities and other administrative experiences. These activities are designed to give students hands-on experiences at the school site and district levels. If your current educational setting does not provide the opportunity to complete these tasks, it is the candidate's responsibility to seek out a site where the requirements can be accomplished. Often times this can necessitate the practicum student to complete

background/volunteer processes in place by the district in which the activities will be completed.

Program Learning Outcomes

Click [here](#) to learn the Educational Administration Program Learning Outcomes

Coursework

Master of Arts in Education Degree – Educational Administration

30 units

For complete course descriptions visit catalog.cui.edu.

| Core Courses | | 24 Units |
|--------------|--|-------------|
| EDEL 510 | Servant Leadership | 3 |
| EDUA 517 | Curriculum Design and Evaluation | 3 |
| EDUA 556 | Legal and Political Aspects in Education | 3 |
| EDUA 557 | Human Resources | 3 |
| EDUA 558 | Financial Resources | 3 |
| EDUA 561 | Analyzing Data to Inform School Improvement & Promote Equity | 3 |
| EDUA 562 | Facilitating Communities of Practice | 3 |
| EDUA 563 | Supporting Teacher Growth | 3 |

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

| Fieldwork Experience | | 6 Units |
|----------------------|-----------------------------------|---------|
| EDUA 590 | Administrative Practicum | 3 |
| EDUA 591 | Advanced Administrative Practicum | 3 |

Note: Each practicum has a three-term duration (EDUA 590A, 590B, 590C and EDUA 591A, 591B, 591C). The units, tuition, and final grade are only posted to the third term. There is a fee for each practicum, assessed in the “A” block.

Preliminary Administrative Services Credential (No Master's Degree)

The Preliminary Administrative Services Credential (PASC) program is for students desiring to become school administrators. Completion of this **24-unit program** will allow students to file through Concordia's Credential Analyst for a Certificate of Eligibility or Preliminary Administrative Credential with CTC. Students wishing to apply to this program must have a Clear California Teaching Credential and have completed two years of successful full-time teaching experience for at least a minimum day of 75% of the total days in the school year. This program does not lead to a master's degree.

- In order to conduct practicum/fieldwork tasks, students must have an active clear credential and/or certificate of clearance. Additionally, in the Administrative Fieldwork/Practicum (EDUA 590/591) and CalAPA Leadership courses (561, 562, 563), students are required to examine administrative and supervisory behaviors in the context of the school site based upon activities and other administrative experiences. These activities are designed to give students hands-on experiences at the school site and district levels. If your current educational setting does not provide the opportunity to complete these tasks, it is the candidate's responsibility to seek out a site where the requirements can be accomplished. Often times this can necessitate the practicum student to complete background/volunteer processes in place by the district in which the activities will be completed.

Courses required for the Preliminary Administrative Services Credential (PASC):

For complete course descriptions visit catalog.cui.edu.

| | | 24 Units |
|----------|--|-------------|
| EDUA 556 | Legal and Political Aspects in Education | 3 |
| EDUA 557 | Human Resources | 3 |
| EDUA 558 | Financial Resources | 3 |
| EDUA 561 | Analyzing Data to Inform School Improvement & Promote Equity | 3 |
| EDUA 562 | Facilitating Communities of Practice | 3 |
| EDUA 563 | Supporting Teacher Growth | 3 |
| EDUA 590 | Administrative Practicum | 3 |
| EDUA 591 | Advanced Administrative Practicum | 3 |

Preliminary Administrative Services Credential Recommendation

Once a student completes all program requirements, including successfully passing the CalAPA Cycles, five (5) years of successful, full-time experience in public schools, non-public schools, or private schools are verified on the VOE, and submits an application and fee, he/she will be recommended to the State of California for a *Certificate of Eligibility (COE)* for the Preliminary Administrative Services Credential (PASC). The COE allows the holder to seek employment in an administrative position. The PASC is awarded once the candidate is hired into an administrative position. Candidates with a PASC must obtain a Clear Administrative Services Credential during the first five years of employment as an administrator. For information on how to obtain a Clear Administrative Services Credential visit <https://www.ctc.ca.gov/educator-prep/asc>.

A student who completes all program requirements, submits an application and fee, and is able to verify an offer of employment in a full or part-time administrative position will be recommended for a *Preliminary Administrative Services Credential*.

Candidate Remediation Process for the CalAPA

Step 1: Non-passing scores are reported to the student via Pearson Education, Inc. and accessible to the CalAPA Coordinator through EdReports.

Step 2: A Candidate who is unsuccessful in passing one or more CalAPA cycles during his or her program will be contacted by the CalAPA Coordinator to initiate the remediation process and/or resubmission options. The Candidate, if applicable, must contact his or her academic advisor to register for the remediation course; EDUA 564. Candidates are expected to register for and pay for all CalAPA cycles not passed and the additional credit units/fees required for the remediating course.

During the remediation course, candidates will work with an instructor trained in best practices for the CalAPA. Candidates must provide a copy of the non-pass CalAPA cycle submission(s) to the CalAPA Coordinator once they have registered for EDUA 564. Each candidate may be required to complete additional coursework, as determined by the CalAPA Coordinator and credential team, in order to adequately prepare for the non-passed CalAPA cycle.

In order to submit a CalAPA cycle, a student must be enrolled in the PASC Program. EDUA 564 can serve as an extension to the program requirement. Candidates who are unable to successfully pass the CalAPA cycles have not met all credential requirements and therefore will be ineligible to be recommended for a preliminary administrative credential or certificate of eligibility.

School Counseling with Pupil Personnel Services Credential (PPSC)

The MAED in School Counseling with Pupil Personnel Services Credential (PPSC) is designed to prepare students to serve as public or private school counselors in grades K-12. This degree combines courses that highlight best practices in comprehensive school counseling along with extensive field experiences to meet all California Teaching Commission requirements for the pupil personnel services credential, which authorizes service as a school counselor in the state of California.

Program Learning Outcomes

Click [here](#) to learn the School Counseling Program Learning Outcomes.

Coursework

Master of Arts in Education Degree – School Counseling
For complete course descriptions visit catalog.cui.edu.

48 units

| Core Courses | | 33 Units |
|--------------|---|-------------|
| EDSC 511 | Introduction to School Counseling | 3 |
| EDSC 514 | Growth, Development, & Learning | 3 |
| EDSC 522 | Theories of Counseling | 3 |
| EDSC 531 | Theory & Practice of Groups in Schools | 3 |
| EDSC 535 | Academic Development & Support | 3 |
| EDSC 541 | Mental Health Interventions for School Counselors | 3 |
| EDSC 550 | Social & Cultural Competencies | 3 |
| EDSC 551 | Legal, Ethical, & Professional Issues | 3 |
| EDSC 561 | Crisis Prevention & Intervention | 3 |
| EDSC 562 | College & Career Counseling | 3 |
| EDSC 519 | Program Development | 3 |

| | |
|------------------------------------|---------|
| Practicum and Fieldwork Experience | 9 Units |
|------------------------------------|---------|

| | | |
|----------|--|---|
| EDSC 590 | Practicum* (100 Hours) | 3 |
| EDSC 591 | Fieldwork Sections I** and II*** (800 Hours) | 6 |

| Research and Capstone Experience | | 6 Units |
|----------------------------------|--|---------|
| EDR 580 | Educational Research | 3 |
| EDR 605 | Capstone Project (Prerequisites: EDR 580 and approval of the Program Director.) | 3 |

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

**Practicum has a two-term duration (EDSC 590A&D). The units and the final grade are only posted to the fourth term, 590d. A practicum fee is applied in the first term, 590a.*

***Fieldwork Experience I has a four-term duration (591A-D) with 400 hours required. The units and the final grade are posted only to the fourth term, 591d. A fieldwork fee is applied in the first term, 591a.*

****Fieldwork Experience II has a four-term duration (591E-I) with remaining hours required. The units and the final grade are posted only to the final term, 591i. A fieldwork fee is applied in the first term, 591e.*

Requirements that must be fulfilled before beginning Practicum Experience:

1. Good academic standing (e.g. GPA 3.00+)
2. Certificate of Clearance (COC) (fingerprints) or valid credential
3. Completion of prerequisite courses:
 - a. EDSC 511
 - b. EDSC 514
 - c. EDSC 522

Requirements that must be fulfilled before beginning Fieldwork Experience:

1. All practicum requirements noted above and completion of EDSC 590
2. Completion of prerequisite courses:
 - a. EDSC 511 – Introduction to School Counseling
 - b. EDSC 514 – Growth, Development, & Learning
 - c. EDSC 522 – Theories of Counseling
 - d. EDSC 550 – Social & Cultural Competencies
 - e. EDSC 551 - Legal, Ethical & Professional Issues
3. Proof of professional liability insurance (available through counseling association memberships)
4. Application (and approval) for enrollment in fieldwork.
5. Any health clearance required by the district (e.g., TB, Covid)

Fieldwork requirement consists of a total of 800 hours completed at two levels: elementary, middle, or high school with approximately 100 hours reported each term. In each term, a mark of S (satisfactory) or U (unsatisfactory) will be assigned to indicate whether or not the student is progressing within the university time frame, and **then a final letter grade is issued at the end.** Failure to maintain satisfactory progress in fieldwork hours as determined by the university supervisor may require the student to register for the class again and incur additional tuition fees.

Practicum/Fieldwork activities are designed to give students hand-on experiences at various school levels. If your current educational setting does not provide the opportunity to complete these tasks, it is the candidate's responsibility to seek out a site where the requirements can be accomplished. .

An on-site counselor (holding a PPS Credential in School Counseling and two years experience) and university faculty must supervise hours.

***Transfer Credits:** A maximum of six units may be transferred into the School Counseling Program from another Master's level California PPS Credential program. Out-of-state transfer of credit is not allowed due to California state standards embedded in all courses. The School Counseling Director must approve the transfer courses. No units may be transferred into the School Counseling program from another Concordia program.*

Length of Program

- Thirteen (13) 8-week terms
- Eight (8) 8-week terms for candidates completing full-time fieldwork

School Counseling Internship Program

The School Counseling Program is authorized by the CCTC to offer an intern pathway for candidates who are offered intern employment by their districts. The intern pathway provides a process whereby selected, qualified individuals may be employed as full-time school counselors in participating public school districts while concurrently meeting program requirements. Interns must adhere to additional program standards and complete a two-part application process to be vetted for eligibility for this pathway. Additional details are available in the fieldwork handbook.

Credentialing Process

The credential office can be reached at education@cui.edu or (949) 214-3350. The following materials must be submitted to the credential office in order for credential recommendations to be issued. Detailed instructions will be sent near the end of the program. *Per ctc requirements, credential recommendations are provided solely by persons who are currently employed by Concordia University Irvine and are designated as a credential analyst.*

1. Credential Application Request Form
2. Valid Certificate of Clearance or Teacher Credential
3. Official Concordia [transcript](#) with degree awarded
4. Verification of basic skills requirement
5. Verification of completion of fieldwork hours

School Psychology with Pupil Personnel Services Credential (PPSC)

The Master of Arts in Education (MAED) program in School Psychology is a 60-unit specialist-level degree program with a 1200-hour school-based field experience leading to a pupil personnel services credential authorizing work as a school psychologist in California. All candidates are required to take the National School Psychology Examination (Praxis) prior to completion of the program.

Program Learning Outcomes

Click [here](#) to learn the School Psychology Program Learning Outcomes.

Coursework

| Core Courses | | 42 Units |
|--------------|---|-------------|
| EDP 501 | Foundation of School Psychology | 3 |
| EDP 503 | Child Development & Learning | 3 |
| EDP 505 | Legal, Ethical, & Professional Practice | 3 |
| EDP 507 | Measurement, Data, & Evaluation | 3 |
| EDP 509 | Diverse Populations | 3 |
| EDP 510 | Academic Interventions | 3 |
| EDP 512 | Collaborative Consultation | 3 |
| EDP 571 | Psychoeducational Assessment I | 3 |
| EDP 518 | Behavioral Interventions | 3 |
| EDP 521 | Mental Health Interventions | 3 |
| EDP 523 | Crisis Response and Intervention | 3 |
| EDP 572 | Psychoeducational Assessment II | 3 |
| EDP 573 | Psychoeducational Assessment III | 3 |
| EDP 528 | Program Evaluation | 3 |

| Practicum and Fieldwork Experience | | 12 Units |
|------------------------------------|------------------------------------|-------------|
| EDP 590* | Practicum (450 Hours) | 3 |
| EDP 591** | Fieldwork Sections I (400 Hours) | 3 |
| EDP 592 | Fieldwork Sections II (400 Hours) | 3 |
| EDP 593 | Fieldwork Sections III (400 Hours) | 3 |

| Research and Capstone Experience | | 6 Units |
|----------------------------------|---|---------|
| EDR 580 | Educational Research | 3 |
| EDR 605 | Capstone Project (Prerequisites: EDR 580 and approval of the Program Director) | 3 |

* Practicum has a four-term duration (EDSC 590A-D). The units and the final grade are only posted to the fourth term, 590d. A practicum fee is applied in the first term, 590a.

*** Fieldwork Experience I has a four-term duration (591A-D) with 400 hours required. The units and the final grade are posted only to the fourth term, 591d. A fieldwork fee is applied in the first term, 591a. Fieldwork Experience II has a four-term duration (592A-D) with remaining hours required. The units and the final grade are posted only to the final term, 591d. A fieldwork fee is applied in the first term, 592a. Fieldwork Experience III has a four-term duration (593 A-D) with remaining hours required. The units and the final grade are posted only to the final term, 593d. A fieldwork fee is applied in the first term, 593a.*

Requirements that must be fulfilled before beginning Practicum Experience

1. Certificate of Clearance (COC) (fingerprints) or valid credential
2. Basic Skills Requirement (BSR)

Requirements that must be fulfilled before beginning Fieldwork Experience

1. All practicum requirements noted above and completion of EDP 390
2. Completion of 4 of the 6 prerequisite courses
 - a. EDP 501: Foundations of School Psychology
 - b. EDP 503: Child Development & Learning
 - c. EDP 505: Legal, Ethical, & Professional Practice
 - d. EDP 507: Measurement, Data, & Interpretation
 - e. EDP 509: Diverse Populations
3. Proof of professional liability insurance (available through counseling association memberships)
4. Application (and approval) for enrollment in fieldwork
5. Any health clearance required by the district (e.g., TB, Covid)

Transfer Credits: *A maximum of six units may be transferred into the School Psychology Program from another Master's level California PPS Credential program. Out-of-state transfer of credit is not allowed due to California state standards embedded in all courses. The School Psychology Director must approve the transfer courses. No units may be transferred into the School Counseling program from another Concordia Program.*

Length of Program

- Sixteen (16) 8-week terms
- Optional: Eight (8) 8-week terms for candidates completing full-time fieldwork

School Psychology Internship Program

The School Psychology Program is authorized by the CCTC to offer an intern pathway for candidates who are offered intern employment by their districts. The intern pathway provides a process whereby selected, qualified individuals may be employed as full-time school psychologists in participating public school districts while concurrently meeting program requirements. Interns must adhere to additional program standards and complete a two-part application process to be vetted for eligibility for this pathway. Additional details are available in the fieldwork handbook.

Credentialing Process

The credential office can be reached at education@cui.edu or (949) 214-3350. The following materials must be submitted to the credential office in order for credential recommendations to be issued. Detailed instructions will be sent near the end of the program. *Per CTC requirements, credential recommendations are provided solely by the persons who are currently employed by Concordia University Irvine and are designated as a credential analyst.*

1. Credential Application Request Form
2. Valid Certificate of Clearance or Teacher Credential
3. Official Concordia [transcript](#) with degree awarded
4. Verification of basic skills requirement
5. Verification of completion of fieldwork hours
6. Praxis Scores

Tuition

Obtaining a quality education today represents not only an investment of time and energy but a growing financial commitment as well. Concordia University participates in programs of financial aid to university students that have developed nationally, within the State of California, and within the church. Financial aid is distributed according to university policies. Counselors will assist students in the completion of the appropriate forms. For information on how to apply for financial aid and the forms needed to apply, visit cui.edu/studentlife/financial-aid.

Tuition Rate

Tuition Rate for the 2023-2024 Academic Year is \$650.00 per unit. The 2023-2024 rate includes Summer 2023, Fall 2023, Spring 2024.

Program Fees

Fees for 2023-2024 Academic Year due at the time of course enrollment:

| Educational Administration | | |
|----------------------------|-----------|-----------------|
| Description | Timing | Amount |
| Practicum | EDUA 590A | \$100.00 |
| Practicum | EDUA 591A | \$100.00 |
| Total Admin Fees | | \$200.00 |

| School Counseling | | |
|------------------------------|-----------|-----------------|
| Description | Timing | Amount |
| Practicum | EDSC 590A | \$100.00 |
| Fieldwork I | EDSC 591A | \$250.00 |
| Fieldwork II | EDSC 591E | \$250.00 |
| Total School Counseling Fees | | \$600.00 |

Tuition rates and fees are subject to annual review.

Payment Policies and Procedures

All tuition and fees are due and payable as stated on the bill for each semester (prior to the start date of each semester). Tuition and fees may be paid at the Bursar's Office located on the first floor of Grimm Hall North (103/104) or online at cui.edu/onlinepayments. Failure to make payment before the first day of classes will result in a financial hold and a late fee. This will prevent registration for succeeding semesters, access to any grades, official and unofficial transcripts and any correspondence of verification of education from Concordia University. Students should not assume that the University will drop them for non-payment of fees or non-attendance. In addition, students must drop/withdraw from classes by the published deadlines to avoid charges or to be eligible for a full or prorated refund. Please visit cui.edu/bursar for more information about our refund policy.

Advising appointments with your school of education academic advisor are available for course enrollment prior to the beginning of each semester and summer session.

Students who enroll after the tuition due date must meet with the Bursar's office to pay for the enrolled units. Students not able to meet this requirement may arrange a payment plan on the day they enroll for courses.

Financial aid is not awarded until you are accepted and enroll in courses. After completing all criteria, financial aid may be awarded to you.

**Enrolling for courses before the tuition due date
allocates time for the processing of financial aid in a timelier manner.**

Refund Policy

Refunds prior to the beginning of courses: Enrolled students may cancel enrollment and receive a refund of all monies paid (except the Tuition Deposit) before the first day of classes for the semester in which they are enrolled.

Refunds after classes begin: Students who formally withdraw from school after classes begin may apply in the Student Account Office for refunds (i.e., tuition, room, and board). Concordia University's refund policy is determined by a weekly percentage until the 60 percent or greater in the semester is reached. **The student is responsible for paying any outstanding charges to the University.**

Return of Title IV Federal Financial Aid Policy effective Fall 2000 semester: 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 include Federal Pell Grant, Federal SEOG, Federal Stafford Loan and Federal PLUS Parent 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, Room 105. 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 the student begins the withdrawal process and then later decides to continue attendance at Concordia University, the student must indicate this **in writing** to the Registrar's Office and indicate that he/she intends to complete the semester.

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, student service fee, room and board charges. 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 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.

Financial Aid

Please visit the [CUI Financial Aid website](#) for current information or contact:

Financial Aid Office

949-214-3066

grad.finaid@cui.edu

cui.edu/studentlife/financial-aid

Bursar's Office

949-214-3075

bursar@cui.edu

cui.edu/studentlife/bursar

University Services

Academic Advising

Planning for a credential or 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 Irvine is not responsible for decisions candidates implement without consultation or approval.

Canvas Learning Management System

All programs utilize the Canvas learning management system. Students receive a username and password to Canvas upon acceptance. To access Canvas visit cui.instructure.com. A tutorial on how to use Canvas is available on our website. Each program varies in the use of Canvas. Instructors for each course will provide additional information on how it will be used.

Bookstore

The campus bookstore serves students, faculty, and staff of Concordia University Irvine 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! cuibookstore.com or (949) 214-2454 or bookstore@cui.edu.

The Cafeteria & Eagles' Landing

The cafeteria (main dining hall) is open during regular meal hours for the fall and spring semesters and features a variety of entrees, including a salad bar and made-to-order choices. Eagles' Landing, located next to the cafeteria, features Starbucks, grab-and-go snacks, and made to order grill.

MyCUI

Students may access numerous resources under the [MyCUI](#) website. Here you will find access to tutorials and help on MyRecords, Library Resources, Writing Studio, Canvas, Microsoft Office, Eagles email, and more.

Degree Completion Requirements

Students have seven (7) years to complete all requirements for the Masters of Arts degree.

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 need to check it regularly. Visit [MyCUI](#) to access your email. The email account, username, 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 can call them at 949-214-3175. The system works in a very similar manner to all web-based email programs.

Health Services

Good physical and mental health is the foundation of satisfactory academic achievement. Post-baccalaureate and graduate students may use the services of the [Wellness Center](#) on a fee-for-service basis.

For a small fee, the Wellness Center offers both Student Health Services (SHS) and Counseling & Psychological Services (CAPS) to all members of CUI's student community. Office visits or therapy sessions are not billed to health insurance; however, no one will be turned away due to financial issues. Visit the [Wellness Center](#) website for more information.

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 username and password to access these databases. Usernames and passwords are distributed to students upon registration for classes.

Microsoft Office

Microsoft provides a free full-featured version of their Office Suite to anyone with an EDU email. To download your copy, visit microsoft.com/en-us/education/products/office.

Parking Facilities

The Student and Visitor Parking Lots, located on the west side of the campus close to the Library Arts Building, have adequate parking for students. Parking permits are required and may be obtained at no charge from the Security Office.

Spiritual Life

Recognizing that worship is an integral part of developing the total person, Concordia University holds Chapel services Monday, Tuesday, Thursday, and Friday mornings at 10:30 a.m. All students are invited to join the campus community in this worship experience. View [chapel services online](#).

Student Activities

All students are invited to participate in the rich array of activities on Concordia University's campus. The CUI website posts activities such as athletic events, concerts, theater performances, convocations, and other cultural and fun events.

Technical Support

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 <https://www.cui.edu/IT>.

Online Writing Lab (OWL)

The *Online Writing Lab (OWL)* supports students by giving them feedback on rough drafts of paper assignments. OWL consultants are trained to work with every kind of paper -- from short response essays to research papers to capstone projects and thesis chapters.

Students will find directions for submitting a paper when they visit the website at cui.edu/studentlife/writing-studio and click *Make an Appointment*. This will allow writers to send their paper electronically to a writing consultant for feedback. They are not actually making a face-to-face appointment -- they will attach their draft and receive written feedback.

Students who have not used the OWL before need to register and log in using their eagles.cui.edu email and create a password.

Policies

Academic Honesty

The University expects all members of its community to act with responsibility and integrity. As an accredited institution of higher learning dedicated to the free inquiry after truth, goodness, and beauty, and to the development of “wise, honorable, and cultivated citizens,” Concordia University Irvine strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in the Scriptures.

All courses and academic work at Concordia seek to empower students for independent learning, resourcefulness, clear thinking, and perception. All submitted work and activities should be genuine reflections of individual achievement from which the student can derive personal satisfaction and a sense of accomplishment. Academic dishonesty, in all its forms, subverts these goals.

The University’s definition of academic dishonesty and disciplinary procedures may be found [here](#).

Academic Performance

Maintaining Good Standing

A student must maintain a 3.00 to remain in academic good standing in the MAED program. A student is placed on Academic Probation if they drop below the cumulative GPA of 3.00 at the end of any two consecutive eight-week terms (semester).

Academic Probation

A student having a semester GPA below 3.00.

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 two eight-week terms will be dismissed from their program.

Academic Disqualification

A student whose GPA falls below 3.00 for two consecutive semesters will be academically disqualified as a degree student.

Any student whose institutional GPA is less than 2.00 in a single semester (two eight-week terms) will be academically disqualified as a degree student.

Upon dismissal, the student has the right to appeal in writing to the Dean. A student can only appeal once during their participation in a graduate program at Concordia University Irvine. If the appeal is granted, students may only complete one course each term (does not include practicum/fieldwork) until degree completion.

Capstone Experience

Students in the Master of Arts in Education program are required to complete and participate in an individual capstone project. The project is completed over two terms, during 580 and 605. Students in the following programs are required to complete the capstone project: Curriculum & Instruction, Educational Technology, and School Counseling. Students enrolled in the Educational Administration program will complete comparable capstone requirements through their Leadership Academy classes (EDUA 561, 562, and 563).

In the 580 Educational Research course, students will have one eight-week term to write their proposal. During the Capstone Project course (605), students will have one eight-week term to complete all components of the Capstone Project Rubric requirements. 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 Project.

Class Attendance

Students are expected to attend all class meetings, including face-to-face, online synchronous, and/or online asynchronous. This includes attending all face-to-face or live virtual class sessions, completing all readings, videos, and assignments by the due date, and being active and involved in discussion boards (when applicable). **Failure to attend classes does not constitute withdrawal.**

No one may participate in 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/Withdrawal

Course registration revisions/changes are the student's responsibility. Students may add/drop a course online in [My Records](#) up until the end of the open registration window. When 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 fifth (5th) week will be recorded on your academic record as a withdrawal "W." A student may have no more than three withdrawals on the transcript.

Dropping Courses

A student must formally withdraw from a course; **failure to attend class 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 week of classes for the term in which they are enrolled. Contact the bursar's office for the current refund policy.

A course must be dropped no later than week 5 of the term.

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.

Credential Recommendation Process

Per CTC requirements, credential recommendations are provided solely by persons who are currently employed by Concordia University Irvine and are designated as a credential analyst.

Credential Program Faculty

Credential faculty systematically collaborate with colleagues in PK-12 settings, college and university units, and members of the broader educational community to improve educator preparations.

Culture of Respect

Concordia University strives to create and maintain a “culture of respect” for all students, staff, and professors. It is the expectation that all students, staff, and faculty will communicate with each other with a high level of esteem and honor for each other in all nonverbal, written, and oral communication.

Dress Code

When working in education settings, professional attire is required. This means when you are making a presentation, or in practicum or fieldwork experiences, you should dress in a professionally appropriate manner. Business or business casual attire, representative of your professional career, is expected and should be clean, neat, and fit you properly.

Grading System (Registrar)

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 the fulfillment of Master’s or Credential requirements.**

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

| Letter Grade | Grade Points | Letter Grade | Grade Points | Letter Grade | Grade Points |
|--------------|--------------|--------------|--------------|--------------|--------------|
| A | 4.0 | B | 3.0 | C | 2.0 |
| A- | 3.7 | B- | 2.7 | F | 0.0 |
| B+ | 3.3 | C+ | 2.3 | | |

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 MyRecords. 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 approved and assigned.

Graduation Policies (Registrar)

All Master of Arts in Education students must complete a Graduation Application to graduate. Advisors will notify students when to apply for graduation. The graduation application, exact fee amounts, and deadlines for applying are found on the Registrar's webpage.

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.

Inactive Status

Any student who has not enrolled in courses for one semester will be considered an "Inactive Student." 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.

Repeating a Course (SOE Specific)

An education course may be repeated only one time to improve the GPA necessary for continued enrollment in the program. The course must be repeated at Concordia, not transferred from elsewhere. No more than one course 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 reflect 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.

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.

Please refer to the [Financial Aid SAP document](#) for more information.

Special Learning Needs of Students (DAS)

Concordia University, in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, is committed to providing reasonable accommodations for qualified students with disabilities so that they can participate in the University’s educational programs and activities.

It is the student’s responsibility to make his/her needs known in a timely manner by providing the University with proper verification and documentation of the disability. Guidelines for proper verification can be obtained from the Learning Services Director. As procedures for documentation and accommodation review take time, the student is encouraged to request accommodations before the beginning of each semester.

Students desiring accommodations on the basis of physical, learning, or psychological disability for their class(es) are to contact the [Disability Access Services](#) (DAS). DAS is located in Suite 114 on the first floor of the Administration Building. You can reach DAS at (949) 214-3039.

Student Grievances

Academic Grievance

Students, who believe they have been subject to clerical or procedural grading errors or to arbitrary or discriminatory academic evaluation, shall follow the recommended procedure.

Procedures

Clerical and Procedural Error: It is the student's responsibility to bring any error in grades to the attention of the instructor, in writing, within one semester following the issued grade. Grade changes made because of computation or recording errors must be corrected no later than the last day of classes of the next full semester.

Submission of extra work after a semester is completed will be permitted only when a grade of "Incomplete" was approved and assigned.

Arbitrary or Discriminatory Academic Evaluation

1. The grievant will first attempt to resolve an academic grievance directly, in writing, with the respondent.
2. If the matter is not resolved with the respondent, the grievant may choose to appeal, in writing, to the respondent's immediate academic superior (Director of Program) within thirty (30) days of the date of the academic grievance (the date that the written document was received by the respondent).

The immediate academic superior will have five (5) working days while classes are in session or fifteen (15) days when classes are not in session to schedule an appointment with the grievant to discuss the academic grievance.

3. If the matter is not resolved with that discussion, the grievant may choose to appeal, in writing, to the dean of the school. The dean of the school will have five (5) working days while classes are in session or fifteen (15) days when classes are not in session to schedule an appointment with the grievant to discuss the academic grievance.
4. If the matter is not resolved with that discussion, the grievant may choose to appeal, in writing, to the Office of the Provost. The Office of the Provost will have ten (10)

working days while classes are in session or fifteen (15) days when classes are not in session to appoint and convene an ad hoc committee consisting of three (3) faculty members and two (2) students.

5. In matters of alleged discrimination, the Director of Equity and Inclusion will serve as one of the committee's faculty members. The Office of the Provost will chair the meeting as a non-voting member. Three days (72 hours) prior to the hearing, the student will be notified, in writing, regarding information on the hearing. Each party shall provide the other with relevant material, including one witness (consisting of students, staff, or faculty), which he or she intends to introduce at the hearing. (The Office of the Provost must approve additional witnesses.) To the extent feasible, this material should be provided for the respondent and grievant seventy-two (72) hours prior to the hearing.
6. Hearing Procedures: The grievant shall have the right to
 - be present until the time of the executive session
 - present his or her evidence including one witness
 - respond to all witnesses present

The respondent shall have the right to

- be present until the time of the executive session
 - present his or her evidence including one witness
 - respond to all witnesses present
7. All witnesses, but the respondent and the grievant, shall be excluded from the hearing except during their testimony.
 8. Evidence may be verbal or written, but must be limited to issues raised in the written complaint submitted to the Provost. The ad hoc committee will exclude any irrelevant or repetitive evidence.
 9. Grievance Redress - If the ad hoc committee concludes that the grievant's grade was inappropriate due to clerical or procedural grading error, discrimination, or arbitrary academic evaluation, then the committee members will inform the Office of the Provost of their decision. They may choose one of the following academic options: (1) no grade change; (2) allow the grievant to drop the course without penalty, or (3) determine an appropriate new grade. The Office of the Provost will then inform the grievant, the respondent, and the Office of the Registrar of the committee's decision.

If a student believes they have been discriminated against based on a protected class as identified in CUI's Non-Discrimination Statement – the student may report the allegation to the Office for Equity and Inclusion. The grievant will contact the Office for Equity and Inclusion by visiting the website at www.cui.edu/diversity and filing a complaint via the online form. The Office for Equity and Inclusion, or its designee, will conduct a thorough investigation into the allegation and make a determination of finding. If sanctions are assigned, the relevant stakeholders (i.e., Provost, Dean, Supervisor, Director) will be a part of that decision-making process for appropriate sanctions.

Admission Grievance on GPA

Applicants who do not meet the minimum GPA requirement for the program to which the applicant is applying may appeal the denial. In order to appeal the denial, the candidate will receive a form from the Admissions Department where they will have the opportunity to provide an explanation to the Dean's Office addressing the following:

- Describe any significant experiences that have led to your personal development since acquiring your bachelor's degree that would foster academic success at the graduate level. (i.e., teaching experience, teacher aiding, classroom volunteering, etc.)
- In addition, it may prove helpful to provide two (2) letters of recommendation from an employer/supervisor attesting to your potential success as a graduate student.

The Dean may sustain the denial, reverse the denial, or refer the matter to an application review committee.

General Grievances

For all issues, the following summarizes procedures for a grievance. Appeals are requested in writing and must first 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 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 will render a decision within seven days

or call for an Appeal Committee. A student may appeal a Dean's decision and request a formal appeal hearing. **The Appeal Committee's decision is final.**

Student Records

Under federal laws, all student records, including evaluations, transcripts, letters, and descriptions of individual students are open to review by the student to whom they pertain. Student records are the property of the University. Should any student believe records maintained in the University file to be inaccurate or unjust, that student is entitled to prepare a disclaimer or a reply to that student record. One copy of such a disclaimer will be stapled to each copy of the student record.

filing

Officers of the federal and state government and representatives of accreditation agencies may have legal access to these files, as well as Concordia University officials who are required to perform duties, which necessitate having access to these files. No official is permitted to make any use of the information contained in personal files other than is required by that official's normal duties.

Teach-Out Policy

From time to time, it may become necessary or advisable for Concordia University Irvine to discontinue an academic program. However, Concordia University Irvine accepts and enrolls students in all credential programs with a commitment to offer each program until each candidate:

- Completes the program
- Withdraws from the program
- Is dropped from the program based on criteria presented in the respective student handbook.
- Is admitted to another program to complete the requirements, with minimal disruption, to acquire authorization.

In the event a program closes, a “teach-out” plan will be developed for each student, which includes individual transition plans and will allow graduates to have standard access to their student records. For students who have recently started the program, and who would be best served by transferring to another institution, CUI will help facilitate the students' transfer to an institution that offers a comparable program. If the cost of the transfer institution is greater than what it would have cost the student to complete the program at CUI, then CUI will pay the

difference, plus other student costs as negotiated on a case-by-case basis. (See CUI Policy 416.00)

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 from an Outside Institution

Transferring units varies by program and is not guaranteed. Transferred courses must be approved by the Dean of the School of Education and must closely match course descriptions in Concordia's program. A maximum of six units may be transferred into the Curriculum and Instruction, Educational Technology, Educational Administration, and School Counseling programs. Transfer units must have been completed within the past seven (7) years.

Transferring – Program to Program

A maximum of 15 units may be transferred between the CUI C&I and LDT programs for the dual degree. A maximum of six units may be transferred between the CUI C&I and Admin programs for the dual degree. Any other transfer requests from one program to another will require a student to submit a written request through the Graduate Academic Advisor. All transfer units must have been completed within the past seven (7) years.