



SCHOOL OF EDUCATION

CONCORDIA UNIVERSITY IRVINE

Teaching Credential/Induction Handbook 2023-2024



Concordia University Irvine
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Irvine, CA 92612-3203

www.cui.edu

The requirements contained in this handbook are subject to changes that may occur in credentialing policies set by the California Commission on Teacher Credentialing.

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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 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 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, 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.



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



Non-Discrimination Policy

Concordia University Irvine is an educational institution controlled by the Lutheran Church – Missouri Synod that takes seriously anti-discrimination provisions under federal and state law, and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility and mutual respect. Concordia University Irvine does not discriminate on the basis of disability, age, race, color, gender, gender identity, sexual orientation, national or ethnic origin or any other protected class in administration of its educational policies, admissions policies, scholarships and loan programs, athletic programs or any other university-administered programs, except to the extent that religious freedom exemptions apply. (Concordia University Institutional Policy)



Preliminary Credential Programs

There are two levels of teaching credentials in California: Preliminary and Clear. Preliminary credentials are earned first and applied for through the School of Education. Preliminary credentials certify individuals to teach in California public schools for up to five years while they complete requirements for a California Clear Teaching Credential. Concordia offers preliminary teacher credential programs for the following credentials: Multiple Subject, Single Subject, and Education Specialist: Mild-Moderate Support Needs.

Concordia University's credential programs meet all requirements put forth by the State of California and are approved by the California Commission on Teacher Credentialing. Additionally, Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the WASC Senior College and University Commission (WSCUC) – (985 Atlantic Avenue, Suite 100, Alameda, CA 94501 Phone: 510-748-9001, Fax: 510-748-9797)

Credential Program Learning Outcomes

- **The teacher candidate plans and delivers instruction.** The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher candidate incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.
- **The teacher candidate uses assessment for a variety of purposes.** The teacher candidate designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition, the teacher candidate uses reflective practice as a means of self-assessment.
- **The teacher candidate provides a supportive learning environment.** The teacher candidate creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher candidate uses instructional time wisely and efficiently.
- **The teacher candidate models a servant-leadership lifestyle.** The teacher candidate models servant-leadership, exhibits a professional attitude, and communicates effectively



with students, families and school personnel. The teacher candidate is aware of and carries out legal and ethical responsibilities.

Admission Criteria for Multiple Subject, Single Subject, & Education Specialist Programs

- Bachelor's Degree
- Cumulative GPA = 2.75
- Official transcripts from all colleges/universities attended
- Statement of Intent (SOE Form)
- Two Letters of Recommendation (SOE Form)
- Official CBEST proof of passage or Basic Skills Requirement fulfillment verified
- Intent to fulfill Subject Matter Competency, such as official CSET proof of passage or proof of registration to take the test. (SOE Form)
- Certificate of Clearance & Live Scan fingerprinting
- Negative TB report valid for two months past the end of the program.
- Admission interview

Saturday Attendance Required

Students will be required to attend one or more Saturday events during the Preliminary Teacher Credential Program. The specific dates will be given with as much notice as possible.



Multiple Subject Preliminary Credential

The Multiple Subject Credential authorizes you to teach all the subjects in a self-contained TK-6 classroom.

Coursework

36 Units

Block I		15 Units
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations (Includes 20 hours of fieldwork)	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3
EDUC 501	Planning & Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

Block II		9 Units
EDUC 522	Math and Science Methods: Elementary	2
EDUC 523	Integrated Curriculum Methods: Elementary	2
EDUC 560	Literacy Instruction in Diverse Classrooms	4
EDUC 580	TPA Practicum: Field Experience (Includes 40 hours of fieldwork) <i>Taken following or concurrent with Semester II courses</i>	1

Block III – Full-Time STUDENT TEACHING		12 Units
Before enrolling in Student Teaching, students must have successfully passed all coursework and the appropriate CSET for their subject matter or ESM, and have submitted all required Student Teaching forms and applications.		
EDUC 582 A/B	Student Teaching II: Elementary	12



Single Subject Preliminary Credential

The Single Subject Credential authorizes you to teach one subject to groups of students at the high school or middle school levels.

Single Subject Credential Areas

- Art
- English
- Foreign Language
(case-by-case basis)
- Foundational Level: General Science
- Foundational Math
- Mathematics
- Music
- Physical Education
- Science: Biology
- Science: Chemistry
- Science: Geosciences
- Science: Physics
- Social Science
- Theatre (pending CTC approval)

Coursework

36 Units

Block I		15 Units
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations (Includes 20 hours of fieldwork)	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3
EDUC 501	Planning & Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

Block II		9 Units
EDUC 524	Secondary Curriculum Methods	4
EDUC 570	Content Area Literacy Instruction	4
EDUC 581	TPA Practicum: Field Experience (Includes 40 hours of fieldwork) <i>Taken following or concurrent with Semester II courses</i>	1



Block III – Full-Time STUDENT TEACHING		12 Units
Before enrolling in Student Teaching, students must have successfully passed all coursework and the appropriate CSET for their subject matter or approved major, and have submitted all required Student Teaching forms and applications.		
EDUC 583 A/B	Student Teaching II: Secondary	12

Education Specialist: Mild/Moderate Support Needs Preliminary Credential

The Education Specialist: Mild-Moderate Credential authorizes you to instruct students (K-22) with mild to moderate disabilities, including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, and autism spectrum disorders.

Coursework

38 Units

Block I		15 Units
EDSP 200	The Teacher and Technology	1
EDSP 204	Introduction to Teaching Diverse Populations (Includes 20 hours of fieldwork)	2
EDSP 301	Typical and Atypical Development of Diverse Learners	3
EDSP 501	Planning & Assessment for Inclusive Classrooms	3
EDSP 502	Creating Positive and Inclusive Learning Environments	3
EDSP 551	Language and Culture	3

Block II		11 Units
EDSP 525	Advanced Curriculum Methods	3
EDSP 526	Assessment, Case Management, & Collaboration	3
EDSP 560	Literacy Instruction in Diverse Classrooms	4
EDSP 580	TPA Practicum: Field Experience (Includes 40 hours of fieldwork) <i>Taken following or concurrent with Semester II courses</i>	1

Block III – Full-Time STUDENT TEACHING		12 Units
EDSP 584 A/B	Student Teaching II: Special Populations	12



Dual Credential Path

Occasionally, a candidate is interested in completing coursework for two credentials. We offer a path for completing both a general education and special education credential concurrently.

We offer the following dual credential paths:

- Multiple Subject Credential and Education Specialist Credential
- Single Subject Credential and Education Specialist Credential

Although this does extend the length of time it takes to complete the program, there are advantages to meeting the requirements for both programs concurrently.

Post baccalaureate candidates must declare the dual credential path before registering for the Block II semester.

Undergraduate students must declare the dual credential path by the middle of Block I semester: October 15th, March 15th or June 15th.

It is important that candidates understand they are admitted into the Multiple Subject, Single Subject, or Education Specialist program. Concordia can only apply for one credential at a time on your behalf. Additional credentials can only be added to an already approved credential.

To work toward a dual credential, the candidate would complete a carefully designed sequence of coursework for both programs, followed by one semester of student teaching. Candidates would complete half of their student teaching in a general education setting and half in a special education setting. Once all coursework and program requirements are complete, the credential analyst would file for the general education credential first. Once the general education credential is approved, the credential analyst can then apply for the Education Specialist Credential, assuming all coursework and program requirements for this credential are complete.

If a candidate desires to complete coursework toward a dual credential, they must communicate this to their School of Education advisor before registering for Block II courses. Please schedule an appointment with your advisor if this is an option you would like to discuss.

Following is an outline of the sequence of courses candidates would complete for the dual credential plan:



Dual Multiple Subject & Education Specialist

Coursework

43 Units

Block I		15 Units
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations <i>(with 20 hours in a multiple subject setting)</i>	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3
EDUC 501	Planning & Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

EDSP Block II		7 Units
EDSP 525	Advanced Curriculum Methods	3
EDSP 526	Assessment, Case Management and Collaboration	3
EDSP 580A	Practicum: Field Experience II <i>(with 40 hours in an EDSP setting)</i>	1

MS Block III		9 Units
EDUC 522	Math and Science Methods: Elementary	2
EDUC 523	Integrated Curriculum Methods: Elementary	2
EDUC 560	Literacy Instruction in Diverse Classrooms	4
EDUC 580	TPA Practicum: Field Experience <i>(with 40 hours in a multiple subject general education setting)</i>	1

Passage of RICA

(It is recommended that candidates take the RICA immediately following EDUC 560.)

Semester IV – Full-Time Student Teaching		12 Units
Before enrolling in Student Teaching, students must have successfully passed all coursework and the appropriate CSET for their subject matter or ESM, and have submitted all required Student Teaching forms and applications.		
EDUC 582 A or B	Student Teaching: Elementary <i>8-9 weeks in an elementary general education classroom</i>	6
EDSP 584 A or B	Student Teaching: Special Populations <i>8-9 weeks in an EDSP setting</i>	6



Dual Single Subject & Education Specialist

Coursework

47 Units

Block I		15 Units
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations <i>(with 20 hours in a secondary general education setting)</i>	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3
EDUC 501	Planning & Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

EDSP Block II		11 Units
EDSP 525	Advanced Curriculum Methods	3
EDSP 526	Assessment, Case Management and Collaboration	3
EDSP 560	Literacy Instruction in Diverse Classrooms	4
EDSP 580A	Practicum: Field Experience II <i>(with 40 hours in an EDSP elementary setting)</i>	1

Passage of RICA

(It is recommended that candidates take the RICA immediately following EDSP 560.)

SS Block III		9 Units
EDUC 524	Secondary Curriculum Methods	4
EDUC 570	Content Area Literacy Instruction	4
EDUC 581	TPA Practicum: Field Experience <i>(with 40 hours in a secondary general education setting)</i>	1

Semester IV – Full-Time Student Teaching		12 Units
Before enrolling in Student Teaching, students must have successfully passed all coursework and the appropriate CSET for their subject matter or ESM, and have submitted all required Student Teaching forms and applications.		
EDUC 583 A or B	Student Teaching: Secondary <i>8-9 weeks in a secondary general education setting</i>	6
EDSP 584 A or B	Student Teaching: Special Populations <i>8-9 weeks in an EDSP setting</i>	6



Adding Additional Credentials

Adding an Education Specialist Credential to a General Education (MS-EDSP/SS-EDSP)

CA Credential Holders: If you hold a Preliminary or Clear CA Multiple Subject or Single Subject Credential, you are eligible to add an Education Specialist: Mild/Moderate Credential through Concordia University. A review of previous credential coursework would be evaluated to determine a course sequence on a case-by-case basis. All candidates would need to complete the following courses, plus fieldwork, EdSp CalTPA, and additional courses as required:

- ❑ EDSP 204A Practicum: Field Experience I (1)
- ❑ EDSP 525 Advanced Curriculum Methods (3)
- ❑ EDSP 526 Assessment, Case Management and Collaboration (3)
- ❑ EDSP 580A Practicum Field Experience II (1)
- ❑ EDSP 584 Student Teaching II Special Populations (6/12)
8 weeks typical, but subject to additional weeks as determined by the Director of the EDSP Program

Out of State Credential: If you hold an out of state credential, it is recommended you consult CTC first to have your credential program reviewed to determine criteria for a preliminary CA credential.

Meeting Subject Matter Competency for Added EDSP Credentials

A candidate for an Education Specialist Credential must demonstrate subject-matter competence in a minimum of one subject through one option identified below as outlined by CTC:

- ❑ Pass Multiple Subject CSET
- ❑ Pass Single Subject CSET in art, English, music, foundational math, math, foreign language, foundational level general science, science, social science
- ❑ Complete Commission approved Elementary Subject Matter Program
- ❑ Complete Commission approved Single Subject Matter Program or major
- ❑ Hold a valid CA general education credential

For more information, please visit the CTC website:

<https://www.ctc.ca.gov/docs/default-source/credentials/creds/special-ed-subject-matter-competence.pdf>



It is important to note that a local school district may require you to complete additional CSET testing as part of the hiring requirements for the district.

Adding a General Education Credential to EDSP (EDSP-MS/EDSP-SS)

CUI Alumni only

If you completed the CUI Teacher Credential Program and hold a SB2042 Education Specialist Mild/Moderate Credential, you are eligible to return and add a general education credential. The outline below lists the required courses you would need to take to add a credential to your existing credential.

Candidates who completed an Education Special Program at another university would not be eligible for adding a general education credential through Concordia due to the variations in program designs to meet accreditation standards for general education and special education programs.

Adding a Multiple Subject to an EDSP (EDSP-MS)

- Pass multiple subject CSET examination or other SMC option.
- Take the following courses:
 - EDUC 522 Math and Science Methods: Elementary (2)
 - EDUC 523 Integrated Curriculum Methods: Elementary (2)
 - EDUC 580 TPA Practicum: Field Experience (1)
(40 hours of field experience in a multiple subject setting and preparation for TPA in student teaching)
If EDSP 580 was taken in Fall '17 moving forward, then candidates can take EDUC 580A. Candidates will need to successfully pass the CalTPA.
 - EDUC 582 Student Teaching II: Elementary (6/12)
8-week placement, but subject to additional weeks as determined by the Director of the Credential Program



Adding a Single Subject to an EDSP (EDSP-SS)

- Pass appropriate CSET examination.
- EDUC 524 Secondary Curriculum and Methods (4)
- EDUC 570 Content Area Literacy Instruction (4)
- EDUC 581 TPA Practicum (1)
(40 hours of field experience in a single subject setting and preparation for completing TPA cycles 1 and 2 in student teaching)
If EDSP 580 was taken in Fall '17 moving forward, then candidates can take EDUC 580A. Candidates will need to successfully pass the CalTPA.
- EDUC 583 Student Teaching II: Secondary (6/12)
8-week placement, but subject to additional weeks as determined by the Director of the Credential Program

Adding General Education Credential to a General Education (MS-SS, SS-MS)

CUI Alumni only

If you completed CUI Teacher Credential Program and hold a SB2042 Single Subject or Multiple Subject Credential, the outline below lists the current required courses you would need to take to add a credential to your existing credential.

Candidates who completed their teacher preparation program at another institution would not be eligible to complete this coursework at CUI since Block I coursework is foundational to understanding Block II coursework.



Adding a Multiple Subject (SS-MS)

If you hold a Single Subject Credential and wish to obtain a Multiple Subject Credential, the following needs to be completed:

- Pass multiple subject CSET examination.
- Take the following courses:
 - o EDUC 522 Math and Science Methods: Elementary (2)
 - o EDUC 523 Integrated Curriculum Methods: Elementary (2)
 - o EDUC 560 Literacy Instruction in Diverse Classrooms (4)
- Passage of RICA
 - o (It is recommended that candidates take the RICA immediately following EDUC 560.)
- File with the CTC.

Adding a Single Subject (MS-SS)

If you hold a Multiple Subject Credential and wish to obtain a Single Subject Credential, the following needs to be completed:

- Pass appropriate CSET examination.
- Complete a Secondary Curriculum Methods course in the specific subject area of credential. (The course offered in Concordia's Single Subject program does not meet the requirements when adding the credential.)
- File with the CTC.

Lutheran Teacher Certification

Certification

Lutheran Teacher Certification (LTC) is the culmination of a program that certifies a candidate for placement into the teaching ministry of The Lutheran Church–Missouri Synod (LCMS). Congregations or Lutheran high schools call LTC candidates into ministry. This ministry encompasses a broad spectrum of opportunities to serve the youth of the school, their parents, guardians, families, school community, and the total congregation to which the candidate has been called.



Requirements for the Lutheran Teaching Ministry Certificate

- Active communicant membership in an LCMS congregation.
- Successfully complete the prescribed credential program and file for a credential.
- Complete Lutheran Teaching courses with a minimum grade of C- in each certification course with an overall average of 2.5 GPA and a 2.8 cumulative GPA in required courses for certification.
- Receive recommendations of Concordia University Faculty.
- Complete half of student teaching in an elementary or secondary school affiliated with the LCMS with a credentialed teacher. (*On occasion, circumstances may arise when a Lutheran student teaching assignment is not available.*)
- Complete the Congregational Activities component of student teaching and receive satisfactory and above on evaluations in all areas.

Coursework

		19-24 Units
CCI 103	Introduction to Ministry	1
CCI 113	Seminar in Teaching Ministry* (.5 units per year)	0-2
CCI 305	Called to Teach the Faith	3
CCI 392	Practicum: Lutheran Teaching	0-3
THL 201	History & Literature of the Old Testament	3
THL 202	History & Literature of the New Testament	3
THL 304	History of the Christian Church	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3

*Taken once per year



Placement

Candidates for the Lutheran Teaching Ministry are placed in schools and congregations through the Lutheran Placement Office, which works on behalf of the LCMS. To facilitate the placement process, each candidate must submit a placement application to the Lutheran Placement Office before the start of student teaching.

A personal interview with the placement director will follow the submission of the application. Congregations and high schools from any region of the country can contact Concordia in search of a candidate to fulfill their own particular congregational and classroom ministerial needs. The Placement Office will match church needs with the appropriate candidates available to serve.

LCMS Church Scholarship/Church Career Grants

The LCMS Church Vocations office is located in Christ College, which is the School of Theology, Philosophy, and LCMS Church Vocations. Christ College directs the professional church career programs and guides and approves candidates for certification. Students interested in professional careers in the LCMS are eligible for the Christ College Scholarship as an undergraduate. Post-baccalaureate LCMS students intending to seek a call into full-time ministry in the LCMS are eligible for the Church Career Grant if they are accepted into the Teaching Credential program, are active communicant members of an LCMS congregation, and have a plan to complete certification requirements (including all theological and ministerial coursework) through the Church Vocations Office.

Colloquy Program

The Colloquy program is an alternative to the Lutheran Teaching Ministry Certificate for teachers, who are members of the LCMS and intend to or are already teaching in Lutheran schools. This is a means by which graduates of non-synodical colleges may be included on the LCMS roster of certified teachers. The teacher candidate may be eligible for a call upon successful completion of the program and an acceptable exit interview.

For information on the placement process and other information about the call into the Lutheran teaching ministry, contact Dr. Cari Chittick, Director of Lutheran Teaching Programs, Colloquy, & Placement (cari.chittick@cui.edu) or Carrie Donohoe, Assistant Director of Lutheran Placement and Christ College Program Coordinator (carrie.donohoe@cui.edu).



Induction Program

Teachers who have the SB 2042 Preliminary Credential must complete California’s requirements to clear their credential within five years. Concordia University Irvine offers an induction program, approved by the Commission on Teacher Credentialing (CTC), to clear the following:

- Preliminary Multiple Subject Credential
- Preliminary Single Subject Credential
- Preliminary Education Specialist Credential

Concordia University’s Induction program partners with employing school districts to offer dynamic new teacher support for California Preliminary Credential holders. We serve teachers working in public and private schools.

In this job-embedded program, Concordia will provide credentialed teachers with multiple professional development opportunities to improve teaching strategies with diverse learners, enhance classroom management strategies, and develop leadership potential *within the context of their current teaching setting*. Multiple levels of new teacher support from a strong mentor provide the foundation for the Induction program for full-time or part-time teachers.

Program Highlights

- A 12-unit program (2 years) for credentialed teachers with fewer than three years of experience. Teachers may begin the program as early as in their first year of teaching.
- An 8-unit program (1 year) for those who meet **one or more** of the following conditions to be considered an “**early completer**”:
 - Completed one year of a district-approved BTSA program.
 - Completed a minimum of two years of teaching experience in California.
 - Have a Master’s Degree in Education and at least one year of teaching experience.
 - Have a teaching credential from another state and a minimum of two years of teaching experience.
- May apply up to six (6) Induction program units to the M.Ed. or Curriculum and Instruction MAED degrees.
- Courses delivered in online (synchronous) formats.
- Provides ongoing resources for implementing the Common Core Standards and new EL Standards.
- Application deadline to begin classes in October of the fall semester is August 1.



Early Completion Option

SB 57 (Scott Bill) is legislation that allows a modified program option for exceptional, experienced teachers. The option provides qualifying participants the opportunity to complete an Induction program at a faster pace than the full two years generally required for those who are not yet experienced and exceptional.

All Commission approved Induction programs must provide an early completion option for appropriate candidates. To be eligible, candidates must meet one or more of the following conditions to be considered as an “Early Completer:”

- Completed one year of a Commission approved BTSA or Induction program
- Completed a minimum of two years of teaching experience in California with documented satisfactory teacher performance evaluations.
- Has a Master’s Degree in Education and at least one year of teaching experience with documented satisfactory teacher performance evaluations.
- Has a teaching credential from another state and a minimum of two years of teaching experience with documented satisfactory teacher performance evaluations.

Admission Criteria for Induction Program

- ❑ Hold a Preliminary Teaching Credential (SB 2042).
- ❑ Provide proof of teaching full-time or part-time in the subject/area authorized by Preliminary Credential.
- ❑ Two letters of recommendation (for those who did not complete Preliminary Credential courses at Concordia within the last two years or are currently enrolled in an MAED program at Concordia).
- ❑ Complete Application for Admission.
- ❑ \$50.00 Application Fee (waived for any current or alumni student at Concordia).



Advising

Upon admittance to the Induction program, students will receive advising information reviewing the following:

- Secure an experienced mentor with a credential that is congruent to the one they seek to clear within the school or district they are teaching. If one is not available, the Director of the Induction program will assign one within two weeks of the start of the program.
- Identify those students who have been accepted for “early completer” status.
- Advise on appropriate course selection and complete course registration.

Coursework

Traditional Students

Year One		10 Units	Delivery	Term
EDUI 507	New Teacher Support Seminar	2	Online	Fall
EDUI 508	New Teacher Support Seminar	2	Online	Spring
EDUI 592	Assessment of Induction – Part I	3	Online	Fall
EDUI 593	Assessment of Induction – Part II	3	Online	Spring

Year Two		2 Units	Delivery	Term
EDUI 509	New Teacher Support Seminar	1	Online	Fall
EDUI 510	New Teacher Support Seminar	1	Online	Spring

Early-Completer

Year One		8 Units	Delivery	Term
EDUI 509	New Teacher Support Seminar	1	Online	Fall
EDUI 510	New Teacher Support Seminar	1	Online	Spring
EDUI 592	Assessment of Induction – Part I	3	Online	Fall
EDUI 593	Assessment of Induction – Part II	3	Online	Spring



Mentor Assignment

Concordia University Irvine Induction Program's intent is for your school site administrator to have the option to assist you in finding a site based or district provided mentor. If one is not available, the CUI Induction Program will assign you a mentor. Induction candidates will be assigned a mentor within two weeks of the start of the program.

The following criteria must be met when selecting mentors for Induction Program Candidates:

- Must hold a current California Clear Multiple Subject, Single Subject, or Education Specialist credential with authorizations that are aligned with the Induction Candidate's preliminary credential they are seeking to clear.
- Have a minimum of three years of teaching experience in the field
- Possess qualities of professionalism, mentorship, and content expertise verified in letters of recommendation
- Be approved by their local district for participation
- Be willing to participate in the orientation and on-going Professional Development training/opportunities for Mentors through their district, Concordia University, Irvine or outside providers.
- Agree to meet weekly with the teacher candidate to discuss ongoing professional development.

Assignment of New Mentor to an Induction Candidate

Candidates will be sent regular surveys where they may provide feedback regarding the Induction program and their experiences with their mentor. Candidates are encouraged to advise the Director of Induction, through the survey or more directly, if they do not feel they are receiving sufficient support from their Mentor.

The Director of Induction will consult with the Site Administrator for the candidate to determine what support, if any, should be provided to strengthen the relationship between the Teacher candidate and the Mentor. If it is determined that a new Mentor should be assigned to the Teacher Candidate, the Director of Induction will work with the Site Administrator to assign a new mentor.



Candidate Electronic Portfolio

This portfolio serves as a living document that will include the following resources:

- Induction Handbook
- Induction Development Plan (IDP)
- Individual Learning Plan (ILP) - Completed within 60 days of beginning classes
- Triad Meeting Document
- Mentor/Teacher Meeting Log
- Professional Development Log
- Inquiry Project
- Program Completion Checklist

You will have access to your ePortfolio by the first week of class and receive training in accessing all the resources. The Program Director, Instructors, and Administrative Assistants will have access to your ePortfolio.

Filing for a California Clear Teaching Credential

At the end of the Induction Program, in order to file for the SB2042 California clear credential, the candidate must make a formal application for the credential to the Commission on Teacher Credentialing. This application process is completed through the Credential Analyst in the School of Education. Candidates will be provided the application packet after their ePortfolios have been completed and reviewed and grades are posted for their required courses. When all items are completed you will receive an e-mail containing instructions for this process. The following items are required to file for your clear credential:

- **Credential Application Request Form** – (included in application packet) You must have an active, valid email address to file for your credential.
- **Official University/College Transcripts** – Two sets of your CUI Induction Program - original transcripts in a sealed envelope must be provided for any courses taken after admission into Concordia's Induction Program. A CUI transcript request form with appropriate fees listed will be in the application packet.

After submitting all credential requirements to the Credential Analyst, your application will be submitted online to the Commission on Teacher Credentialing. Allow two weeks for processing time. When the application is submitted, you will immediately receive an email from the Credential Analyst containing instructions on completing the application process and payment of the fee. You should check your email and spam daily after you have submitted all paperwork.



Renewing Your California Credential

Note that in the State of California, you are required to renew your credential every five years. This is done directly to the Commission on Teacher Credentialing. Refer to the Commission website for specific information. <https://www.ctc.ca.gov/>

Induction Program Requirements due to COVID-19

Induction Program Supports for Candidates with a Preliminary Credential under EO N-66-20 or those who filed for the PS-VTW

Commission approved Induction programs are required to support you in completing your needed credential requirements if you applied for your credential under the accommodations provided by the EO N-66-20 or the PS-VTW.

The Induction Transition Document (ITD), which you completed at the end of student teaching, will document your reflections on the Teacher Performance Expectations (TPEs) and you will have identified professional development growth goals for your first year of teaching on this document.

Additionally, if you have applied for a Preliminary CA credential under the EO N-66-20 or if you have filed for a PS-VTW, you should have documented on your ITD the specific requirements you need to file for your Preliminary CA credential or your Clear CA credential. Your faculty and mentors in the Induction program will guide you, using your ITD, in completing an Individual Learning Plan (ILP) which will specifically target your individual credential requirements and professional growth goals. Induction mentoring will be focused on supporting you as you complete your needed requirements under the PS-VTW or the EO N-66-20.



What are the EO N-66-20 and the PS-VTW?

Executive Order N-66-20

On May 29, 2020, the Office of the Governor took a number of actions to assist credential candidates impacted by the health and safety restrictions related to COVID-19. Specific provisions included the following:

- Postponement of Performance Assessment and RICA requirements.
 - Candidates may be issued a preliminary credential without completion of RICA and/or CalTPA, but will be required to complete the assessment(s) in order to qualify for the Clear credential.

The PS-VTW, Variable Term Waiver

Candidates who were unable to complete additional required components of their preliminary credential field work, due to COVID-19 may be eligible to file for the PS-VTW. These requirements must be met in order to file for the Preliminary Credential.



Masters in Education Program (M.Ed.)

(Combined Credential and Masters)

Concordia offers a Combined Credential and M.Ed. program. This means you can apply 30 units of your 500 level credential coursework to a Master's Degree in Education. All 500-level credential coursework must be taken at Concordia - no transfer units can be used if the candidate wants to earn the M.Ed.

The credential course requirements and student teaching are the foundation for the M.Ed. All students seeking an M.Ed. must complete the credential program, including successful completion of student teaching, and then add the advanced coursework and Capstone experience. The total number of units in the M.Ed. is 45 (30 preliminary credential units and 15 advanced units beyond the credential).

All coursework in the M.Ed. must be completed within seven years of starting EDUC/EDSP 501.

Requirements for the M.Ed. are subject to change at any time due to changes that may occur in policies set by the California Commission on Teacher Credentialing that may affect course availability.

M.Ed. Program Learning Outcomes

Purpose Statement: The Combined Credential and M.Ed. program prepares teachers who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

This program of study will enable each candidate to

- **Integrate Intentional Design (IID)** 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. (IL, SR)
- **Apply Disciplinary Competencies (ADC)** Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy. (CE, IL)



- **Model Ethical Leadership (MEL)** Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community. (CE, EL, RP)
- **Exercise Informed Reflection (EIR)** Implement a balanced approach to the analysis and development of the teaching and learning processes. (IL, RP)
- **Promote Active Learning (PAL)** Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in curriculum and instruction. (EC, CE)

Admissions Criteria

- ❑ All Credential requirements completed
- ❑ 3.0 cumulative BA transcript GPA when entering prior to credential coursework.
- ❑ 3.0 cumulative GPA for credential work when entering after credential coursework.



Coursework

Core Courses

		36 Units
Credential Coursework (Not counting EDUC 200, 204 & 301)		30
EDU 580	Education Research: Methods and Analysis	3
EDU 605	Capstone Project	3

Electives

Select three (Selections vary by term)

		9 Units
EDU 520	Curriculum Design and Assessment (Prerequisite: Student Teaching)	3
EDU 524	Coping with Stress/Violence in Today's Classroom	3
EDU 542	School, Community, and Diverse Family Structures (Prerequisite: Student Teaching)	3
EDU 547	Brain-Based Teaching and Learning	3
EDUI 592	Assessment of Induction & Professional Development - Part I	3
EDUI 593	Assessment of Induction & Professional Development - Part II	3
EDU 595	Developing Character and Ethics (Prerequisite: Student Teaching)	3



Examinations and Assessments

There are several examinations and assessments required of you on your journey to becoming a teacher. These are both state and federal requirements. Some of these you have already completed as a part of your admission to Concordia's Credential program. An overview of each examination is given below.

State and Federal Testing Requirements

Basic Skills Requirement

The State of California requires all credential candidates to meet Basic Skills Requirements. This requirement can be met in one of three ways:

1. Passage of CBEST
 - a. This four-hour test consists of three sub-tests: reading, mathematics, and writing. A passing score on all subtests is an admission requirement into the Teacher Credential program for all applicants. Registration for CBEST is online at ctcexams.nesinc.com and select "CBEST." Study guides are available in most bookstores.
2. Meet the minimum score requirements on specific SAT, ACT, or AP Math and English exams will satisfy the Basic Skills requirement and will therefore not need to pass the CBEST before being admitted to the School of Education. These scores may be found at https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_16
3. Specific coursework and testing as specified by the CTC and documents on Form 41-BSR by a Credential Analyst. Click to view which courses will satisfy this requirement. <https://www.ctc.ca.gov/credentials/guidance-chart-for-mixing-bsr-options>
4. Passage of all three CSET's Multiple Subject subtests and Subtest IV writing skills.
5. An approved out-of-state basic skills examination approved by Credential Analyst.



As of March 2020, the minimum scores for SAT, ACT and AP are as follows:

Test	Description	Score
SAT (Taken after 2016)	Math	570
	Evidence-Based Reading & Writing	560
SAT (Taken before 2016)	Math	550
	Evidence-Based Reading & Critical Reading (or verbal)	500
ACT	Math	23
	English	22
AP	Calculus AB, Calculus BC or Statistics	3
	English Language & Composition OR English Literature & Composition	3

Official score reports must be submitted to Graduate Admissions at CUI as part of the post-Bac application process. Undergraduate students submit scores to Undergraduate Admissions as part of the application process - they let their SOE advisor know if their scores might count. An advisor will determine if the Basic Skills requirement has been met. Otherwise, the student will need to pass the CBEST prior to being accepted to the School of Education.

Subject Matter Competency Requirement

All teacher credential candidates in California must meet the Subject Matter Competency (SMC) requirement. See this link for all options for meeting this requirement:

<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>

Multiple Subject

Subject matter for Multiple Subject students may be demonstrated in one of the following ways:

- 1. Completion of a CTC-approved Elementary Subject Matter program.**
- 2. Passage of the Multiple Subject CSET examination.** This exam consists of three subtests: Literature and History; Mathematics and Science; and Physical Education, Visual and Performing Arts, and Human Development. You may take one, two or three subtests at any one sitting. For test descriptions, study materials, and practice tests see ctcexams.nesinc.com and select “CSET.”

3. **Completion of a Subject Matter Competency Evaluation of Bachelor's Degree coursework** completed by Faculty. The coursework will need to meet the Domains of CSET Multiple Subject Subtests.
4. **Bachelor's Degree with Liberal Studies major.**
5. **Combination of a Subject Matter Competency Evaluation of Bachelors Degree AND CSET Subtests passed.**

Single Subject

Subject matter for Single Subject students may be demonstrated in one of the following ways:

1. **Completion of a CTC-approved Subject Matter program.**
2. **Passage of the Single Subject CSET examination.** Single subject candidates take the CSET examination that aligns with their subject area. For instance, if you are planning to be a single subject history teacher, you will take the CSET social science examination. Each single subject exam is broken into subtests that may be taken individually, in pairs, or all at one time.
3. **Completion of a Subject Matter Competency Evaluation of Bachelor's Degree coursework** completed by Faculty. The coursework will need to meet the Domains of CSET Single Subject Subtests.
4. **Bachelor's Degree in a major in one of the subject areas in which the Commission credentials candidates.**
5. **Combination of a Subject Matter Competency Evaluation of Bachelors Degree AND CSET Subtests passed.**



RICA – Reading Instruction Competence Assessment

Multiple Subject/Education Specialist

All candidates desiring a Multiple Subject or Education Specialist Credential are required to pass the RICA before they submit their application for a teaching credential. This assessment, required by the California Commission on Teacher Credentialing, measures a candidate's knowledge, skill, and ability to deliver effective reading instruction. EDUC/EDSP 560, *Literacy Instruction in Diverse Classrooms*, prepares candidates for this examination. Other coursework in Concordia's teacher credential program has been reviewed to support the development of the competencies expected on the exam. Students take the RICA **immediately after** they have completed EDUC/EDSP 560. It can be taken all at once or as separate subtests.

Single Subject

Candidates desiring a Single Subject Credential do not have to take this examination.



Testing at a Glance

Special Education	Multiple Subject	Single Subject
CBEST (California Basic Educational Skills Test) ctcemxams.nesinc.com and select “CBEST.”		
<i>Full passage of the CBEST or test equivalency is required BEFORE admission to all of the Teacher Credential programs</i>		
CSET (California Subject Examinations for Teachers) ctcemxams.nesinc.com and select “CSET.”		
Passage, previous attempt or proof of registration for first testing date of the Block II semester (September, January)	Passage, previous attempt or proof of registration for first testing date of the Block II semester (September, January)	Passage, previous attempt or proof of registration for first testing date of the Block II semester (September, January) Single Subject candidates who completed a state-approved subject matter preparation program are exempt.
<i>Full passage of all CSET subtests BEFORE Student Teaching</i>		
RICA (Reading Instruction Competence Assessment) rica.nesinc.com		
Take this exam AFTER you have completed EDSP 560. You must successfully pass this exam before you can apply for your credential.	Take this exam AFTER you have completed EDUC 560. You must successfully pass this exam before you can apply for your credential.	This exam is not required for obtaining a single subject credential. You are Exempt!
CalTPA (California Teaching Performance Assessment) or EDSP CalTPA (Education Specialist California Teaching Performance Assessment) ctcpa.nesinc.com		
Instructional Cycle 1 and Cycle 2 are submitted during the student teaching semester.		



CalTPA – California Teacher Performance Assessment

Due to upcoming revisions of the CalTPA, all areas are subject to change.

Description

Credential candidates are required to complete a comprehensive performance assessment before a recommendation for a California Teaching Credential. Concordia has adopted the 2018 *California Teacher Performance Assessment* (CalTPA). This performance assessment measures aspects of the *Teacher Performance Expectations* (TPE) and reflects a beginning teacher’s knowledge and ability before receiving a preliminary Credential.

Instructional Cycle 1 focuses on learning about students and planning an engaging lesson for one class based on the assets and needs of your students and monitoring student understanding during instruction.

Instructional Cycle 2 focuses on developing a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student understanding. You will use several types of assessment, provide feedback, analyze and reflect on the student evidence.

Teacher candidates submit the two CalTPA Instructional Cycles during the student teaching semester.

Implementation and Administration

Concordia’s CalTPA Coordinator is responsible for managing the administration process and documents in accordance with the requirements for the CalTPA. The CalTPA Coordinator also provides information for the faculty and instructors on how to implement the CalTPA within the program and how they can prepare candidates for the assessment. This may include learning about the two instructional cycles, rubrics, TPEs to be demonstrated, and showing candidates where the coursework is linked to the CalTPA and how it is scored.

Candidates are placed in districts and schools that have a recording policy in place. The candidates will obtain and follow the district/school recording policy. They will submit appropriate permission from the parents/guardians/families of students and from adults who appear in the video clips in one of two forms. 1. A general release from parents at the start of the school year. 2. Obtain permission following any policies the district or school may have in place.



Signed permission slips from parents/guardians of the students in the classroom. 3. Candidates are required to provide a copy (copies) of the permission form used for their video clips and submit it to the university before recording. Individual permission slips must include the parents/guardians signature when agreeing or not agreeing to record their child. Candidates will be directed where to submit their permission form copies. The university will retain the permission documentation in the event they are needed later to settle any questions about a candidate's submission.

The CalTPA Coordinator will receive the scoring results and access the individual candidate scores, aggregated program, and statewide data via Pearson's reporting system. The data will be retained to track candidate performance over time, for program improvement purposes, Commission reporting, and accreditation.

CalTPA Platform

The California Commission on Teacher Credentialing (CTC) has contracted with Pearson Education to centralize scoring for the CalTPA, similar to the CBEST and CSETs. Concordia will be participating in the centralized scoring option.

Pearson Evaluation Systems provides an online submission system for the CalTPA with an integrated video annotation tool. Candidates will upload prepared written evidence and video clips to the system, and then annotate their video clips within the system. Candidates are responsible for registering and submitting payment for each of the cycles separately (\$150 per cycle) by the required registration date.

Candidates prepare for completing the CalTPA and submission requirements during the TPA Practicum EDUC/EDSP 580/581 and are at the finish line when they reach student teaching. During the student teaching semester candidates have the support of the CalTPA Coordinator, Cooperating Teacher and University Supervisor to guide and encourage candidates to begin working on completing the CalTPAs as soon as they begin their student teaching assignment.

Candidates should plan for one or two submission attempts for Cycle 1 and Cycle 2 during student teaching. CUI's CalTPA Coordinator assigns the Pearson due dates, which fall approximately during the 5th and 10th week of student teaching. All candidates must submit both CalTPA cycles on or before their scheduled due dates. This allows them to focus on student teaching, submit if they receive a non-passing score, and receive their scores prior to the end of student teaching.



During the student teaching assignment, candidates who are not successful in passing one or both of the CalTPA cycles will resubmit at least once.

Candidate Preparation and Support

Teacher Performance Expectations (TPE) are embedded throughout the credential coursework and field experience activities to prepare candidates to be a classroom teacher and complete the CalTPA. As the candidates demonstrate TPE competency during the credential courses, instructors provide feedback on formative assessments and experiences as candidates complete the credential coursework and prepare for the CalTPA.

Candidates begin preparation for this assessment in EDUC/EDSP 204 *Introduction to Teaching Diverse Populations* and continue throughout the program coursework. The competencies candidates must demonstrate in the CalTPA are embedded in the program sequence and content coursework. Candidates are well aware of and prepared for all the elements before attempting to complete the CalTPA during student teaching. Many of the course assignments will have elements of the CalTPA and the TPEs incorporated within the assignment.

The *TPA Practicum, EDUC/EDSP 580/581*, prepares candidates to complete the two CalTPA Instructional Cycles. During the seminar, the candidates are provided the CalTPA Assessment Guides for the two cycles. Candidates will develop a deeper understanding of the “Plan, Teach & Assess, Reflect, Apply” teaching cycle and how to meet the needs of diverse learners. During the *TPA Practicum 580/581* course, candidates will be reading and discussing the CalTPA templates; completing required tasks directly linked to the CalTPA templates and scoring rubrics as well as using the scoring rubrics to score assignments. Candidates will learn the passing score standards. The activities and assignments are directly linked to prepare for the various aspects of the CalTPA, for example: learning about three focus students, planning and providing instruction for the whole class and providing adaptations for focus students, etc. Candidates will also review and practice elements of the Teacher Performance Expectations (TPEs). These elements are to be demonstrated throughout the two CalTPA Instructional Cycles.

During the *TPA Practicum, EDUC/EDSP 580/581* course, the CalTPA Coordinator will make available materials regarding the CalTPA platform, registering, submitting the CalTPAs, and uploading candidate responses.



Additional Support and Attempts

Step 1: Non-passing of CalTPA during Student Teaching

Candidates who are unsuccessful in passing one or both CalTPA cycles during student teaching will contact the CalTPA Coordinator for the next steps. Candidates will be required to enroll and pay the fees for EDUC/EDSP 485/585 CalTPA Field Experience Extension course. After discussing the next steps with the CalTPA Coordinator, candidates should contact their advisor to register for this course. During this course, the candidate will be assigned to a field experience placement by the Field Experience Coordinator. All placements will be in Orange County. During this placement the candidate will complete one submission for one or both CalTPA cycles.

Step 2: Non-passing of CalTPA during EDUC/EDSP 485/585

A candidate must submit one or both CalTPA Cycles during EDUC/EDSP 485-585 to receive a passing grade for the course. If a candidate is unsuccessful in passing the CalTPA during the EDUC/EDSP 485/585 course, the candidate will contact the CalTPA Coordinator for next steps. The CalTPA Coordinator and credential team will meet to determine what assistance will prepare the candidate to successfully pass CalTPA. The candidate will be required to repeat EDUC/EDSP 485/585. The candidate will be required to participate in remediation, either individually or by attending 1-2 seminars, as determined by the CalTPA Coordinator. Candidates must provide a copy of their CalTPA submission, ten days prior to meeting for remediation, to allow the CalTPA Coordinator time to prepare. The candidate may be required to complete additional coursework, as determined by the CalTPA Coordinator and credential team.

While repeating EDUC/EDSP 485/585, the candidate will be allowed one more submission for one or both CalTPA cycles in an effort to pass. **The candidate must pass both CalTPA cycles within 12 months from the last day of their student teaching semester.** Candidates who are unable to successfully pass the CalTPA have not met all credential requirements and will not be recommended for a preliminary teaching credential.

**Candidates are expected to pay for all CalTPA submissions
and the additional credit units/fees required for this remediating work.**



Filing for a California Teaching Credential

Application

To file for the preliminary credential, the candidate must make a formal application for the credential to the Commission on Teacher Credentialing through Concordia's Credential Analyst. Candidates will be given application information at a seminar conducted during the Student Teaching semester. When all items are completed, you are ready to file. The following items are required to file for your preliminary credential and should be submitted to the Credential Analyst:

- Credential Application Request Form – will be included in the application packet. You must have an active, valid email address to file for your credential.
- Certificate of Clearance – This was completed during the enrollment process. The credential analyst will check to verify it is current and valid.
- Original Copy of RICA Passage (For Multiple Subject and Special Education Credential candidates). Forward score report email received from testing company.
- Basic skills requirement met.
- Subject matter verification.
- U.S. Constitution Requirement – Provide an official transcript or certificate verifying having completed a college-level course with a C or higher or examination on the U.S. Constitution. You may have fulfilled this requirement in your undergraduate coursework. If you did not have a U. S. Constitution course, you may fulfill this requirement by taking a U.S. Constitution workshop culminating in the passage of an examination. Completion of Advance Placement (AP) Government or AP US History with a score of 3 or higher, listed on an official college/university transcript, also fulfills this requirement. Local universities and colleges offer U.S. Constitution workshops.
- Level I Technology Requirement – Candidates fulfill this requirement by completing *EDUC 200: The Teacher and Technology*.
- Official University/College Transcripts – Original transcripts must be submitted for any courses taken after admittance into Concordia's Credential program. This also includes an official CUI transcript showing completion of the teacher credential program.
- CPR Certification (Infant, Child, and Adult) - Candidates must hold a current child, infant and adult CPR certificate from a “face-to-face,” online, or hybrid course. Provide the original Verification of Completion card.
- CalTPA passage - Candidates must submit their passing scores to the Credential Analyst.



After submitting all credential requirements to the Credential Analyst, your application will be submitted online to the Commission on Teacher Credentialing. Allow at least two weeks for processing time. When the application is submitted, you will immediately receive an email from the CTC containing instructions on completing the application process and payment of the fee. You should check your email and spam frequently after you have submitted all paperwork.

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.

California Clear Credential

After you obtain your Preliminary credential, you are eligible to be employed as a teacher. Once employed by a California school district, you will typically complete a two-year Induction program through the school district to fulfill requirements for the Clear Credential. Should your school district not provide a program, you may clear your credential through Concordia's Induction program. See this handbook for further information. Upon completion of your Induction program, your school district will recommend you for your *Professional Clear Credential*.

Renewing Your California Credential

You will renew your credential every five years. This is done directly to the Commission on Teacher Credentialing. Refer to the Commission website for specific information. ctc.ca.gov



Field Experience

A credential program is much more than face-to-face coursework. Candidates must observe and participate in the teaching process. Concordia has designed field experiences to help you gain hands-on experience in teaching. These experiences begin with observation hours and culminate in full-time student teaching under the supervision of a cooperating teacher and a university supervisor. Field experiences for the teacher credential programs are detailed below. All coursework must be completed with a B- or better. Informal field experiences may also be required in other credential classes.

EDUC/EDSP 204 Introduction to Teaching Diverse Populations

Candidates complete 20 clock hours of fieldwork observation in EDUC/EDSP 204, *Introduction to Teaching Diverse Populations*. These are structured and focused field experience hours. Candidates are placed in a specific classroom in a local school and will complete assignments, observations, and a journal. Field experiences in EDUC/EDSP 204 must be consistent with the general grade level and the subject content area in which the student will student teach and then be credentialed. Multiple subject students will have elementary field experience. Single subject students will have field experience in middle or high school in the same subject area in which they are cleared for student teaching. Education Specialist students will be placed in a setting that meets the requirements of an EDSP: Mild/Moderate program. A **positive recommendation** from the cooperating teacher, successful completion of all assignments and a **grade no lower than B-** are requirements for successful passage of this introductory course.

EDUC/EDSP 580/581 TPA Practicum: Field Experience

The *TPA Practicum* is a seminar with field experience completed the semester before being placed into full-time student teaching. Students will complete 40 clock hours of structured field experience where they will begin designing and delivering instruction to small groups of students. Successful completion of this course requires a **positive recommendation** from the cooperating teacher, successful completion of all assignments, and a course **grade no lower than a B-**. **All course requirements must be met by the end of the semester. Students will not be able to progress in the credential program until these criteria have been met.**

Due to CalTPA revisions, EDUC/EDSP 580/581 course content is subject to change.



Policies, Procedures, and Requirements

Field Placements

Concordia University's Field Experience Office assigns all field experience placements. The university has developed partnerships with local districts and schools that meet the state requirements and want to host Concordia candidates. Candidates are assigned to these local districts and schools. The districts and schools require the university to initiate field placements. Students are not to call schools/school districts on their own prior to being specifically assigned. This goes against district/school policies and could result in Concordia candidates not being accepted there.

Field experience candidates will not be placed in a school where a relative is employed or attends as a student. Candidates will not be placed in a school where they are employed. Candidates pursuing a Lutheran Teacher certificate will be assigned to a public school.

Within two weeks of receiving their field experience placement, candidates must contact the "Initial Contact" (school administrator or teacher) to arrange an initial meeting to determine their specific schedule of classroom hours. Any delay in making this initial contact could result in the loss of that field experience assignment. After trying for more than two days to make contact by email or phone and following the steps in the Field Experience Handbook without results, contact the field experience coordinator for further guidance. Do not wait more than a week for the cooperating teacher to respond.

Certificate of Clearance

Credential students are required to obtain fingerprint clearance before being placed in a classroom. This clearance is part of the admissions process, and the Graduate Admissions Counselor will give candidates the appropriate information. Students will be allowed to enroll in courses once the Graduate Admissions Counselor receives a copy of their permit to substitute teach or a Certificate of Clearance.



Health Clearance

Verification of a negative Tuberculin Test (TB Test) is required for all field experience and student teaching placements. This test must be current for the duration of the placement. The Health Clearance requirement must be met no later than the second week of the semester in which you are enrolled in the EDUC/EDSP 204 or EDUC/EDSP 580/581 Field Experience course.

- If the TB test is done at the CUI Wellness Center, simply request a Health Clearance to be sent to the School of Education.
- If the TB test or chest x-ray is done off-campus, send the results to education@cui.edu
- TB tests are valid for four years.
- Acceptable forms are TB skin test, lab test or chest x-ray.

Verification of Cross-cultural and English Learner Classrooms

The California Commission on Teacher Credentialing requires teacher candidates to be prepared to teach cross-cultural and English learners in a classroom setting. At least one of your field experiences in EDUC/EDSP 204 or EDUC/EDSP 580/581 must be in a diverse classroom setting typical of California public schools with a qualified teacher who has had the appropriate training. In some single subject areas, such as PE, it may not be possible to find a sheltered class in those areas that qualifies for ELL/ELD. In these cases, the field experience may be completed in a qualified ELL/ELD classroom.

At least one elementary *Student Teaching* assignment must be in a classroom where a minimum of 25 percent of the student population is ethnically different from the student teacher or, at the secondary level, where 25 percent are ethnically different from the student teacher in one of their assigned periods of student teaching.

To verify the proper classroom placements and the appropriate training of the classroom teacher, students must have their supervising field experience teachers fill out the parts I, II, and III on the *Field Experience Contract Form* and sign the contract at the initial meeting. It is essential this form be submitted to Canvas within two weeks of receiving the field experience placement to verify that the placement fulfills state requirements. Students who delay turning in this form are in jeopardy of having to repeat the field experience.



Clinical Practice Criteria

In an effort to provide field experience and student teaching placements that will give our candidates opportunities to teach to the full range of learners in California, as expected by the California Commission on Teacher Credentialing, our program uses the following guidelines when securing placements:

- At least one field experience placement will have English Language Learners in the classroom.
- At least one student teacher placement will have English Language Learners in the classroom.
- At least one placement will have a student with identified special needs.
- At least one placement will be in a school setting that is 15% or more socioeconomically disadvantaged.
- All placements will have a qualified administrator.
- All placements will have a qualified mentor teacher recommended by the district or principal, with three years of teaching experience and a CA clear credential in the subject area/credential area being taught.
- At least one student teaching placement will meet the cross-cultural criteria. At least 25% of the students will be of a different ethnic background than the student teacher.
- Candidates will be placed in a variety of districts and schools in both field work and student teaching, so they will experience the full range of learners in California schools, including ethnic, language and socio-economic diversity.

Field experience and student teacher placements occur in each section of the program, providing an opportunity for candidates to experience the breadth of the school year.

Grade Levels

It is important candidates complete all field experiences that align with their respective credential program. Multiple subject (elementary) candidates must complete their field experience in a multiple subject elementary school setting. Single subject (secondary) candidates will complete their field experience at the middle school or high school level in their credential subject area. Education Specialist candidates will complete their field experience in a placement that meets the requirements for a mild/moderate program.



Breadth of School Year

A candidate in the credential program must have classroom experience during the breadth of a school year. This may take place in EDUC/EDSP 204, 580/581 and/or Student Teaching. If these regular assignments do not cover the breadth of the school year, the student will need to arrange to complete additional field experience to fulfill this requirement.

Dismissal from Field Placement

Candidates who are dismissed from their field placement by the cooperating school's principal, school placement director, cooperating teacher, or Concordia's Field Experience Coordinator will not be given another placement during the semester. The student must withdraw from the course and repeat the course and field experience. *Please note: EDUC/EDSP 580/581 is not offered during Summer sessions. This course and field experience can only be repeated in Fall and Spring semesters.*



Student Teaching

A Team Approach

During student teaching, you are one member of a team. You will be working closely with your cooperating teachers, other school site personnel, and your university supervisor. At the same time, it is important to remember that the university supervisor and the mentor teacher are authority figures.

Student Teaching Duration

Student Teaching is offered in the Fall and Spring semesters.

Student teaching responsibility is a full-day experience for a full public school semester - approximately 18 weeks. Fall student teaching will typically end in mid-January and Spring student teaching will typically end in mid-June. Student teaching does not align with the university's academic calendar. Student teaching will conform to the individual school calendar rather than the university's calendar. This includes beginning dates, ending dates, holidays, breaks between semesters, and other breaks.

Grade Levels

Multiple subject (elementary) student teachers gain experience in at least two grade levels: kindergarten-grade 2, grades 3-6.

Single subject (secondary) student teachers typically participate in five teaching periods with at least two different courses within the subject area taught at different grade levels. Any exceptions made will be in accordance with the prevailing standards of the Commission on Teacher Credentialing.

Special Education candidates are required to experience the full diversity of grades/ages, federal disability categories and the continuum of special education services authorized in the Education Specialist: Mild-Moderate Credential. This means throughout the student teaching semester, candidates will work with several different age groups, services delivery models, and experience the full range of mild-moderate disabilities-including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorder.

Student Teaching Assignments - Placement

Student teaching assignments are determined solely by the Director of Student Teaching in consultation with the student, school, and district administrators. Many factors play into a placement. Whenever possible, reasonable and appropriate requests from the student teacher are considered. Student teachers, however, must realize that it is not always possible to honor requests.

Student teaching takes place with Districts in which Concordia has a Memorandum of Understanding. These include most Orange County districts.

All student teacher placements must be within Orange County, California.

Student teachers will not be placed in a school where a relative is employed or attends as a student. Student teachers will not be placed at a school where they are employed as an aide.

Candidates pursuing a Lutheran Teaching certificate will not be assigned to a school operated by a congregation where the student holds membership unless, in the judgment of the Director of Student Teaching, no other arrangement is practical (e.g., in the case of a parochial school teacher student teaching as a “Teacher of Record”). Exceptions may be made in cases where no acceptable and practical Lutheran school assignment can be arranged (e.g., at the high school level due to the availability of Lutheran high school assignments) and the student has a strong Lutheran school background in his or her educational history.

Student Teaching Admission & Enrollment Requirements

Applying

Candidates should apply for student teaching during their Block II coursework. **Completion of coursework does not automatically guarantee admission to Student Teaching.** To be eligible for Student Teaching, students must meet all of the following criteria:



Admission Criteria

- Submission of the Student Teaching Application Form.
(Due September 15 for Spring semester; February 15 for Fall semester)
- Successful completion of all credential coursework and related field experiences by the end of the semester. *No Incompletes* will be accepted.
- Minimum 3.0 GPA with no grades of C, D, F, Pass, Credit or Incomplete in program courses.
- Minimum grade of B- in all credential coursework and positive evaluation from the cooperating teacher in EDUC/EDSP 204.
- Successful completion of TPA Practicum, EDUC/EDSP 580/581, with a B- or better and positive evaluation from the cooperating teacher.
- Full passage of the appropriate CSET examination or verification of single subject matter program (**last test date for Fall semester is April 1; last test date for Spring is October 1**).
- Certificate of Clearance.
- Current TB Test verification.
- Approval of School of Education deans and faculty.
- Successful interview with the Director of Student Teaching.

Application Deadlines

Applications for Spring student teaching are due **September 15**. Applications for Fall student teaching are due **February 15**. It is important to apply by these deadlines, as the submission of the student application form starts a lengthy process. Student teaching applications are found in the EDUC/EDSP 580/581 Canvas course shell.

Acceptance/Denial Procedures

After you have submitted all documentation needed to verify admission criteria to the credential analyst, your name will be submitted to the School of Education faculty for approval.

Your review will be on the basis of the data submitted to the Education Office and on the basis of the professional judgments of faculty members who have worked with you in your coursework or have otherwise become acquainted with you.



If you are approved for student teaching, your application will be reviewed by the Director of the Teacher Credential program and the Credential Analyst and forwarded to the Student Teaching Office. The candidate will then receive notification from the Student Teaching Office requesting that you schedule a student teaching placement interview with the Director of Student Teaching.

You may be denied approval for student teaching if found to have any of the following: an unconfirmed identity; criminal record; inadequate qualifications; behavioral or personality disorders; addiction to alcohol, narcotics, other addictive substances; or any other condition not specified above which is adjudged to render yourself unfit for working with children.

You may also be denied admission to student teaching if you have demonstrated inappropriate professional behaviors during the professional education program. A student teaching assignment may also be denied in cases where the director of student teaching, following the interview, has substantive cause to believe that placing you in a classroom will have an unacceptable and negative effect on students and/or faculty at a prospective student teaching site. The director's recommendation for denial will be presented for review to the School of Education faculty.

Termination of Student Teaching

You, the University or the assigned school may terminate student teaching. The University will remove a student teacher if, at any time in that experience, it is determined by the Director of Student Teaching, after consultation with the University Supervisor and the Cooperating Teacher, that continuation of the experience will adversely affect the classroom students or school program.

This will happen if the student teacher, even after additional support, guidance and appropriate time, is not able to function as a sufficiently competent classroom manager and instructor to the extent that the classroom students' learning is adversely impacted.

Student teaching will also be terminated if the student teacher has demonstrated inappropriate moral and ethical character traits and/or has engaged in behavior inappropriate and unacceptable for a person who aspires to enter the teaching ministry profession. A detailed description of the termination policy and appeals procedure is found in the *Student Teaching Handbook*.



Repeating Student Teaching

A student teacher that is unsuccessful (terminated by the University, withdrew, earned a grade below a B- in a student teaching assignment) may appeal for a second opportunity to complete that experience in a new semester. Decisions as to whether to permit such an opportunity will be made on a case-by-case basis. A student may be required to do additional coursework, complete additional pre-student teaching fieldwork, attend counseling sessions, or complete additional corrective options that will promote a successful student teaching experience. The Dean of the School of Education must approve the appeal to repeat student teaching, the proposed corrective measures, and the proposed time frame for completion.

Please note that if allowed to pursue another student teaching assignment, the candidate must enroll in the student teaching semester and pay the required tuition and fees.

Postponing Student Teaching

It is **not** recommended to postpone student teaching more than one semester after completing EDUC/EDSP 580/581. If you postpone more than one semester, you may be required to repeat the coursework.

Lutheran Teacher Student Teaching

Student teachers pursuing a Lutheran Teaching Certificate (LTC) must successfully complete one assignment in a public school and one in a school operated by a congregation, or association of congregations, of The Lutheran Church Missouri Synod. Exceptions may be made in cases where no acceptable and practical Lutheran school assignment can be arranged (e.g., at the high school level due to the availability of Lutheran high school assignments) and the student has a strong Lutheran school background in his or her educational history. All Lutheran school placements must be WASC accredited, and the cooperating teacher must hold a valid California credential with a minimum of three years teaching experience.



Teacher of Record

Some student teachers enter the student teaching experience with an emergency certificate and are already employed as full time teachers in a public school. In this situation the student teacher is defined as “Teacher of Record” (TOR). Teachers of Record must still complete all of the requirements of the traditional student teacher program to obtain a preliminary or clear credential. Teachers of Record must be under contract with the school district to teach full time for the duration of the student teaching placement.

Teachers of Record should meet with their school administrators and apprise them of the student teaching requirements and request a cooperating teacher be assigned to supervise the student teaching experience. The administrator must agree to offer release time for the cooperating teacher to conduct lesson observations and additional support for the student teacher as needed. The Director of Student Teaching, or a designee, will also contact the administrators and ensure that the assignment meets the requirements of Concordia’s program.

- All Teacher of Record placements must be in Orange County, California
- All Teacher of Record placements must meet all requirements of the university and the Commission on Teacher Credentialing.
- Teacher of Record placements are not guaranteed and are approved by the Director of Student Teaching.

Teachers of Record will be allowed to complete their student teaching experience in their own classrooms, if the following conditions are met:

- The placement must be in a grade level and subject area that meets the requirements of the credential program of the candidate.
- The cooperating teacher must hold a current Clear California Credential in the appropriate level and subject area and have a minimum of three years teaching experience.
- If a public school, the cooperating teacher must hold an appropriate ELL authorization.
- The school site must have a qualified administrator.
- The placement/classroom must have at least two English Language Learners and one student with special needs. This is essential to complete CalTPA 1 and CalTPA 2.
- The student teacher must complete at least 80 days of full time student teaching in their class.



To satisfy the state requirement of student teaching both in more than one grade level category, the Teacher of Record must complete at least one of the following options in an alternate level:

- Field Work experience of at least 40 hours through EDUC/EDSP 204 and/or EDUC/EDSP 580/581.
- Long Term substitute teaching prior to Student Teaching Placement (must be in the same classroom for at least a four-week period while the student is fully enrolled in Concordia University's Credential Program)
- A minimum of 30 hours of classroom observation during an "off-track" period

Teacher of Record in a non-public school

By state requirement all student teachers must do approximately half of their student teaching in a public school. Students contracted with a non-public school could complete half of their student teaching placement in their own classroom as long as the placement is in the grade level and subject area for the credential program of the candidate. Non-public schools must be WASC accredited to be used for student teaching. Teachers of Record in a non-public school must meet all requirements previously listed.

Serving as a Substitute Teacher

Many school districts will allow student teachers who are registered as substitute teachers in that district to be considered the substitute only for the cooperating teacher if he/she is absent any days during the student teaching experience. The student teacher is only allowed to substitute after the first four weeks of the first assignment. In that situation, the student teacher will receive substitute teacher pay for those days. It is recommended that the student teacher substitutes no more than 4-5 days in a semester.

Non-Standard Assignments

The Commission on Teacher Credentialing requires that elementary Multiple Subject Credential candidates experience a typical classroom setting for student teaching. Assignments in non-standard classrooms (i.e., court or probation schools, county alternative schools) are allowed when the classroom setting meets the state requirements for the credential you are seeking. Decisions for such placement are at the discretion of the Director of Student Teaching. Secondary placement in such schools may be considered if all student teaching criteria (University and State of California) can be met.



Expectations for Successful Completion of Student Teaching

- Fulfill all program requirements as stipulated in the current *Student Teaching Handbook*.
- Submit both CalTPA Cycles during student teaching.
- Submit all required paperwork to Canvas within two weeks of completing student teaching.
- Receive grades of **B- or better** in each assignment.



Professionalism

A major responsibility entrusted to Concordia University by the Commission on Teaching Credentialing is to systematically evaluate candidates to assure the state that only competent candidates suitable for the profession are recommended for a California Teaching Credential. Students, parents, and the community expect professionalism. Therefore, all aspects of a candidate's life may impact competence, performance, and suitability for teaching. Concordia only recommends those candidates who successfully complete coursework and display professional behavior.

Teacher candidates are expected to exhibit the professional behavior that will be required of them when they enter their classrooms. The university classroom becomes a model of the soon-to-be classroom of the candidate. 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 in all nonverbal, written, and oral communication.

When working in education settings, *professional attire* is required. This means when you are making a presentation in class, participating in fieldwork or student teaching you should dress in a professionally appropriate manner. Business or business casual attire, representative of your professional career, are expected. Appropriate dress for males would be a shirt, tie, and dress slacks – or if permissible by your facility, polo shirt and slacks. Appropriate dress for females would be knee-length (or longer) dresses or skirts, or dress slacks and blouses. Shorts are not appropriate. Exposure of the abdomen or chest due to low cut blouses or pants is not appropriate.

Expectations

A professional is punctual -

- Meets attendance expectations for each credential course.
- Arrives to class on time and stays for the entire class period.
- Reports to each assigned field experience period on time and remains for the entire assigned period.
- Arrives on time for scheduled advising appointments.
- Arrives on time to all credential meetings or field experience school site meetings.
- Notifies instructors, field experience supervisors, and advisors if late or cannot make a scheduled class or appointment.



A professional is prepared –

- Comes to class prepared with all required texts/material and all readings and assignments have been completed.
- Comes to advising/financial aid appointments prepared with appropriate completed forms.
- Submits lesson plans to mentor teacher on time (at least 24-hours ahead).
- Lessons and materials are ready to go before teaching in field experience. (Nothing is more problematic than standing in front of students unprepared.)
- Turns in required forms and applications complete and on time to the appropriate University office (Admissions, Field Experience, Financial Aid, Education).
- Notifies instructors, field experience supervisors, and advisors if late or cannot make a scheduled class or appointment.

A professional establishes effective collegial relationships –

- Nurtures a collaborative spirit with peers, instructors, supervisors, university personnel, school site personnel, and students. The profession of teaching is a collaborative effort.
- Shares equally and in a timely manner in group responsibilities and assignments.
- Respects the ideas of others and their ways of representing ideas.
- Makes positive and supportive comments regarding peers, instructors, and supervisors.
- If constructive criticism is warranted, the professional addresses the peer, instructor, or university staff involved first before discussing the issue with anyone else. If the issue is not resolved, then the profession addresses the issue with the proper university dean or director.
- Maintains confidentiality.

A professional communicates effectively –

- Uses appropriate language in all oral and written communication.
- Credits other people for their work (plagiarism issues).
- Submits written work that is professional, grammatically correct, and clearly written.
- Responds promptly to phone calls, email, or memos from instructors, university personnel, field experience constituents (university supervisors, mentor teachers, school site administrators, students, and parents).



A professional dresses for success –

- Follows and respects the accepted dress code of field experience sites.
- Realizes professional dress is not synonymous with the latest fashion trends. *Remember: It is not the hip brand rep of the popular fashion stores that will be hiring you for your first teaching job, but the conservative principal.*

A professional strives for excellence –

- Commits to self-improvement. A teacher is a life-long learner.
- Goes beyond the expected and the ordinary – this is what teachers do on a daily basis.
- Responds with a positive and open attitude to constructive criticism. As a future educator, you will spend your career giving and receiving feedback.

A professional respects the teaching profession –

- Demonstrates the attitude that *all students can learn*.
- Views oneself as a practicing professional in the field and acts accordingly.
- Promotes the teaching profession within the University, school, and local communities.
- Notifies instructors, field experience supervisors, and advisors if late or cannot make a scheduled class or appointment.



Dress for Success

Professional dress is required **anytime** a candidate is at a school site! Professional dress and the latest fashion styles are not synonymous. It is always best to err on the conservative side until you clearly understand what the dress code is at the school site where you are doing your field experience. We offer these suggestions:

For Women		
Appropriate	Thing to avoid	
<ul style="list-style-type: none"> • Dress pants • Shirts & blouses • Sweaters or jackets • Dresses • Skirts • Medium heels • Flats 	<ul style="list-style-type: none"> • Jeans • Shorts (except for PE) • Skirts shorter than 2” above knee • See-through clothing • Shirts that show midriff • Low necklines • Bare backs • T-shirts or sweatshirts • Sweat suits (except for PE) 	<ul style="list-style-type: none"> • Sandals, flip-flops, or tennis shoes • Excessive makeup • Extreme hair dye • Excessive piercings • Distracting tattoos • Hats (not worn in classroom) • Leggings

For Men		
<ul style="list-style-type: none"> • Dress pants or khakis • Shirt & tie • Sweaters or jackets • Closed-toe dress or everyday shoes • Collared shirt – tucked in 	<ul style="list-style-type: none"> • Jeans • Shorts (except for PE) • See-through clothing • Shirts that show midriff • T-shirts or sweatshirts • Sweat suits (except for PE) • Sandals, flip-flops, or tennis shoes 	<ul style="list-style-type: none"> • Excessive make up • Extreme hair dye • Excessive piercings • Distracting tattoos • Hats (not worn in classroom)



Social Media/Cell Phone Use

Our Teacher Credential Program strives to prepare candidates who are leaders in the field of education and prepared to be both professional and positive role models in school communities.

We want to respect the policies and guidelines of our partnering school districts. Therefore, Concordia University Teacher Credential Candidates will not post any content on the internet/social media that pertains to their fieldwork assignment or student teaching assignment. This includes but is not limited to any information regarding school setting/ faculty/staff/ students/student work/photos/activities or anecdotal stories connected with their field work or student teaching. This will protect both the credential candidate from unwittingly compromising their own professional integrity and/or being disruptive to the school site activities and personnel.

We also expect Teacher Credential Candidates to refrain from using their cell phone for personal use while in field experience or student teaching as your full attention should be directed toward supporting the students and cooperating teacher in the school setting. We encourage candidates to take handwritten observational notes, rather than typing into a device, which may be misinterpreted as simply being on the phone for personal use.

We encourage our candidates to be aware of the social media and technology policies in local school districts and to begin to develop an understanding of how they can use these tools in a way that is positive to the educational experience of students and supports a professional, encouraging presence online.

Corrective Procedures

1. In most cases, faculty or staff will counsel with students whose conduct does not exhibit professionalism.
2. If the conduct does not improve, is blatant, or occurs in several settings, the student will be referred to the Program Director, Assistant Dean, or Dean of the School of Education.
3. At this time, the director/dean will meet with the student to discuss the reported behavior.
4. The director/dean and student will develop a *Plan for Professional Development*, and the student will be placed on probationary status.

**A student must resolve all probationary issues before advancing in the program.
If the probationary status is not remedied, the student will be dropped from the program.**



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 transmission of knowledge and the free inquiry after truth, Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in the Scriptures. The university's definition of academic honesty and disciplinary procedures may be found in the [*Code of Conduct*](#). (Concordia University Catalog)

Concordia University reserves the right to utilize electronic means to help prevent plagiarism. Students have been informed of this fact in the Student Handbook and Student Code of Conduct and should recognize that all assignments are subject to submission for electronic textual similarity review to Canvas SafeAssign, Turnitin, or other similar websites. Assignments submitted for electronic textual similarity review to Turnitin will be included as source documents in Turnitin's restricted access database solely for the purpose of detecting plagiarism in such documents. (Concordia University Code of Conduct, pg. 12)

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 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 Diversity Coordinator 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. (Additional witnesses must be approved by the Office of the Provost.) 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. (Concordia University Student Academic Grievance Policy)

Probationary Status

A student is classified on probation if he/she does not maintain the appropriate GPA in the Credential Program, receives a C, D or F in a credential course, or for demonstrating behavior unfitting for the profession.

A student must resolve all probationary issues before advancing in the program. If the probationary status is not remedied, the student will be dismissed from the program.



Academic Standing

A student having a semester GPA below 3.00 will be placed on **probation** for the following semester. By the end of that semester, the student must have brought the GPA back to the acceptable 3.0 cumulative. Any student whose GPA falls below 3.0 for two consecutive semesters, will be dismissed from the program (Concordia University Catalog)

A student may also be placed on probation for receiving a C, D, or F in a credential course (Preliminary Teacher Credential Policy). Students can only repeat one credential course. (Concordia University Catalog)

Fieldwork

Other reasons that may move a student to probationary status include unacceptable performance in a field experience, issues related to moral or ethical character, behavior unbecoming a teacher, or other condition or combination of conditions that cause substantive reason to question the student's fit for the teaching profession. (Preliminary Teacher Credential Program Policy)

Candidates who are dismissed from their field placement by the cooperating school's principal, school placement director, cooperating teacher, or Concordia's Director of Field Placement will not be given another placement during the semester. The student must withdraw from the course and repeat the course and field experience. (Preliminary Teacher Credential Program Policy)

Appeal Process

General Appeals

For all issues relating to Teacher Credential Program Policies, the following summarizes procedures for a grievance appeal. 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.** (Preliminary Teacher Credential Program Policy)



Admission Appeal 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 appealing the denial, the candidate must submit a letter of explanation for the low grades and why the candidate's grades in a new program would be acceptable. The Dean may sustain the denial, reverse the denial, or refer the matter to an application review committee.

The application review committee will consider the potential of the candidate for academic and teaching success by reviewing a variety of factors including the following:

- Significant life experience since completing the B.A.
- Second language issues
- Teaching experience, teacher aiding, classroom volunteering
- Undergraduate coursework

Any credential candidate approved by the application review committee must demonstrate subject competency by passing the appropriate CSET, before admission. In this case, a single subject matter preparation program cannot be submitted in lieu of the test. A candidate whose appeal is accepted will be permitted to proceed through the admission interview step, and is classified as "Candidate for Admissions." A Candidate for Admissions will not be permitted to enroll for courses until submitting passing test scores to the School of Education. Candidates accepted into the credential program on the basis of an appeal are not eligible for the M.Ed. program. If admitted on an appeal basis, students will be required to break Block 1 into two semesters. (Preliminary Teacher Credential Program Policy)

Attendance (School of Education)

Attendance in professional education classes is critical. Course content is cumulative throughout the program. The Teaching Performance Assessment (TPA) which must be passed before being eligible for a teaching credential is based on teacher performance expectations which are integrated throughout the coursework. Practice TPA activities are also woven into the courses. Therefore, attendance at all regularly scheduled classes is mandatory. If a student misses more than one class session for any course, the candidate may be required to repeat the course. Extenuating circumstances will be considered at the discretion of the instructor. (Concordia University Catalog)



Early departure may be classified as a tardy or absence. Students are expected to notify their instructor of planned absences in advance and unplanned absences, due to sickness or emergency, within a reasonable period of time. If you are enrolled in a blended class, you are required to log in and submit your online assignments by the due date. Failure to do so will be counted as an absence. On average, students should expect to spend two hours in preparation for each hour of class time. (Concordia University Catalog)

15/16 Week Courses

Attendance at each session is expected. Two absences will adversely affect the student's final course grade. Three absences will require a student to drop the course. Students are expected to be present for the entire class period. Three tardies equal one absence. (Concordia University Catalog)

7/8 Week or Summer Courses

Due to the compressed nature of these courses, attendance at ALL sessions is expected. One absence will adversely affect the student's final course grade. Two absences will require a student to drop the course. Students are expected to be present for the entire class period. Two tardies equal one absence. (Concordia University Catalog)

Add/Drop Policy

It is the *student's responsibility* to initiate changes in all course registrations through the program's Academic Advisor. All forms must be signed by the student and require the approval of the Academic Advisor.

Adding Courses

Due to the rigor of the credential curriculum, credential courses may only be added during the first week of the semester and require the permission of the instructor. (Preliminary Teacher Credential Program Policy)

**Failure to follow the official procedures
will result in credit not being granted for a course not officially added.**



Dropping Courses

A student may decide to drop or withdraw from a course after the semester has begun. Please refer to the Graduate Academic Calendar for the deadlines to make this decision. **You must formally drop/withdraw from a course; non-attendance does not constitute a withdrawal.** If a course is not officially dropped, the instructor will assign the grade earned. Contact the Office of the Bursar for the current refund policy for dropping or withdrawing from a course. Please contact your Academic Advisor or refer to the program handbook for specific instructions to drop a course. (Preliminary Teacher Credential Program Policy)

**Failure to follow the official procedures outlined above
will result in assigning the grade of “F” for courses that are not officially dropped.**

Non-Attendance of the First Class

Students who do not attend the first class period of a credential course, without prior notification to the School of Education or the course instructor, may automatically be dropped from the course. Students desiring to continue in the course will need to re-enroll with the Registrar and will be assessed a re-enrollment fee. (Preliminary Teacher Credential Program Policy)

Grading System

The grade point average (GPA) at Concordia University is computed on a 4.0-point scale. Specific grading requirements for each course will vary greatly and the letter grades cannot be defined here other than in a general manner.

Incomplete (I) Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incomplete grades must be resolved within four (4) weeks from the end of the course unless an extension is granted by the instructor with an approval from the dean. Incompletes will be calculated for academic standing using the default grade. Students with incomplete grades are subject to academic probation and academic dismissal based upon the default grade. Failure to resolve an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete. Default grades are C, D, F, or NP.



- In Progress (IP)** Assigned when an educational experience (e.g., student teaching, practicum, internship, thesis, or graduate capstone, etc.) is designed to extend beyond a single grading period. Students have four (4) continuous semesters, including the semester of enrollment and summer, to complete the requirements for the course. A grade of “IP” will be issued after the first semester of enrollment if the work is not completed. For undergraduate programs, the “IP” grade will default to a failing grade of F or NP if the work is not completed in the allotted amount of time. For graduate and doctoral programs, the “IP” grade will remain on the transcript and the student will receive a grade in a subsequent term.
- Withdrawal (W)** Full-semester courses may be dropped without record of enrollment during the first two weeks of the semester. From weeks three (3) through eleven (11) of the full semester, courses may be withdrawn from with a “W” grade. For shorter terms (7 to 11 weeks), courses may be dropped without record of enrollment for the first week of the term. During weeks 2-5 (for 7-week term), weeks 2-6 (for 8-week term) and weeks 2-9 (for 11-week term), courses may be withdrawn from with a “W” grade. Instructor or Dean/Asst. Dean consent is required to withdraw from an undergraduate course. Core courses require the Director of General Education approval to withdraw. The “W” grade will appear on transcripts but is not calculated in the GPA.
- Pass/No Pass (P/NP)** Assigned in selected courses and educational experiences where a letter grade is not assigned (e.g. capstone projects, doctoral dissertations, master’s theses, internships, practicums, and other courses as determined by individual programs and published in the program handbook). The Pass/No Pass grade will appear on transcripts but is not calculated in the GPA.
- Satisfactory/Unsatisfactory (S/U)** Assigned when tracking progress of some practicum or fieldwork hours. The Satisfactory/Unsatisfactory grade will appear on transcripts but is not calculated in the GPA.
- Grade Delay (GD)** Assigned when a grade is not submitted by the instructor by the grade deadline. Grade Delays will remain on the transcript until the instructor submits a grade change to the Office of the Registrar for processing.



It is the student’s responsibility to bring any error in grades to the attention of the instructor within one semester following the issued grade. 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 semester. Grade changes will not be made for the submission of extra work after a semester is completed unless a grade of “Incomplete” was assigned. (Concordia University Catalog)

Grades – Minimum Grade Requirement

Students must earn the following minimum grades for coursework applied towards fulfillment of degree or certificate requirements:

- EDUC/EDSP courses for Credential Program: B- or better
- EDU/EDUT courses for MEd Program: C or better

(Concordia University Catalog)

Repeating a Course

An Education course may be repeated only one time. Courses must be repeated at Concordia. No more than one Education course may be repeated. (Concordia University Catalog)

EDUC 580 is not offered during the summer sessions and, along with field experience, can only be repeated in the Fall and Spring semesters.

Inactive Status

Students who have not enrolled for two or more semesters who wish to return to their program must reapply for admission, which is not guaranteed. Inactive students returning from inactive status will return at the tuition rate in effect upon their return and will follow the catalog requirements in effect for the semester they return. Inactive students returning from inactive status may be required to take additional coursework if the degree requirements have changed or they may have to repeat coursework if the stop-out period exceeds the program’s time limit policy for degree completion. (Concordia University Catalog Stop Out Policy)



Readmission following Probation

If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University. (Concordia University Catalog Stop Out Policy)

Time Limits

Teacher Credential Program

A student has **five** years in which to complete the teacher credential course work, assessments and requirements and file for their credential. Should a student be moved to inactive status during that time, the student may need to repeat or add coursework to be certain that current required competencies are included in the program. (Preliminary Teacher Credential Program Policy)

MEd Program

A student has **seven years** from the start of their 500 level credential course to complete the additional 15 units of coursework for the MEd Program. (Concordia University Catalog)

Special Learning Needs of Students

Concordia University Irvine is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself. A. Concordia University Irvine is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the University. B. All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Dean of Accessibility who coordinates services for students with disabilities. The Dean reviews documentation provided by the student



and in consultation with the student, determines which accommodations are appropriate to the student's particular needs and programs. It is then the student's responsibility to make direct requests for accommodations to the appropriate staff. (Concordia University Student Code of Conduct)

Students desiring accommodations on the basis of physical, learning, or psychological disability for this class are to contact the Disability Access Services (DAS). You can reach the DAS at <https://www.cui.edu/studentlife/disability-access-services>

Student Records

Pursuant to federal law, 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's record. One copy of such a disclaimer will be stapled to each copy of the student record. (Concordia University Catalog)

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 what is required by that official's normal duties. (Concordia University Catalog)

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

Transferring credit into a credential program is rarely allowed due to California state standards embedded in credential coursework. Transfer courses will only be considered if they are CTC accredited credential courses, and reflect current CTC program standards. Transfer courses must be approved by the Program Director. Students may transfer no more than 6 units completed within the last two years. (Preliminary Teacher Credential Program Policy)

If a student wants to earn the MEd, then no courses can be transferred for any Concordia 500-level Preliminary Teacher Credential Courses.



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. Student loans are available to eligible post-baccalaureate students. 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.

Tuition Rate

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

Fees

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

Student Teaching	\$500.00	Student Teaching Fee
Induction Fee (per semester)	\$600.00	Charged to your student account

Resubmission fees are the responsibility of the teacher candidate and are not covered by financial aid.

**Tuition rates are subject to annual review.
Fees are subject to annual review and CTC program changes.**



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 pro-rated 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.

If you enroll after the tuition due date, you 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 for 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 after classes begin:

Students who withdraw from school after classes begin may apply in the Office of the Bursar for refunds (i.e., tuition, room, board). The student is responsible to pay any outstanding charges to the university. Please visit the Office of the Bursar website for more information about the university's refund policy. (Concordia University Catalog)

Return of Title IV Federal Financial Aid Policy

1. Tuition and Fees

Through Title IV, the university takes the responsibility, on behalf of the student, to credit the student's account with federal funds to satisfy current charges for tuition and fees.

2. Room and Board

Through Title IV, excess federal funds creating a credit balance after tuition and fees are paid in full can be used to pay for room and board charges.

Note: Students becomes immediately responsible for the entire outstanding balance on their account that is not covered by financial assistance.

The **Federal Title IV** refund policy operates independently of Concordia University's refund policy. A student who has received Title IV funds and withdraws from school may owe the university for expenses no longer covered by returned federal aid.

Any excess funds from disbursements of Title IV funds create a credit balance on the student's account. The university must pay this final credit balance directly to the student or parent borrower as soon as possible, but no later than 14 days after one of the following, as agreed to on the Budgetary Agreement form:

1. The beginning of the semester.
2. After loan disbursement causing a credit balance.
3. The date the school received notice from the student or parent borrower to cancel his/her authorization on a Budgetary Agreement form to have the school manage a credit balance.

(Concordia University Catalog)

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

Eligibility & Process

Teacher Credential Students

- Most students are eligible for the Federal Direct Unsubsidized Stafford Loans up to \$7,500 per academic year for dependent students and \$12,500 a year for independent students.
- LCMS church workers can be eligible for the Church Career Grant. Students must be in one of the following programs to be eligible: DCE 5th year; DCE Internship; CA Credential program.
- Credential students who have a low Estimated Financial Contribution (EFC) (based on FAFSA calculations) can be eligible for the Pell Grant.
- Credential students who had the Cal Grant as an undergraduate can be eligible for a Cal Grant renewal. A G-44 form must be submitted to CSAC (csac.ca.gov) for Cal Grant eligibility.

M.Ed. Students

- Most students are eligible for the Federal Direct Unsubsidized Stafford Loan Program.
- Graduate students are eligible for up to \$20,500 per academic year.

How to Apply

- Create an FSA ID at fafsa.gov (students may link their old PIN to their new FSA ID login).
- Complete the FAFSA at fafsa.gov. For returning students complete the FAFSA Renewal.
- Fill out the Financial Aid Application.
- Credential students who received the Cal Grant as an undergrad, fill out the Cal Grant Renewal form.
- LCMS church workers (Credential students) may be eligible for the Church Career Grant by filling out the Church Career Grant form.



Electronic Award Notification

Once your financial aid package is completed, an Electronic Award notification will be sent to your Eagles email account. To review your award, you must log in to “MyRecords” using your Student ID number and your MyRecords login PIN*. Once you log in click on My Financial Aid, then My Overall Financial Aid Status then select the applicable academic year. Click on the highlighted Awarded, and then click on the tab Accept Award Offer. Your award will indicate the types and amounts of aid you are eligible to receive. Review your award carefully, click on what you accept and/or decline then submit. If you are a first time Federal Direct Stafford Loan borrower at CUI, you will need to complete [Online Entrance Counseling](#) and electronically sign the [Promissory Note](#). To learn more about Federal Direct Stafford Loans visit <https://studentaid.gov/>. The information is also provided in your MyRecords account under Special Messages.

**Your temporary PIN is your birthday (MMDDYY). You will be prompted to change your PIN and enter a security question and answer. Your PIN must be exactly six characters and may contain both letters and numbers.*

The federal processor randomly selects one-third of all FAFSA submitted for a process called verification. If you are selected, you will need to:

- Complete the IRS Data Retrieval process within the FAFSA process, or submit an IRS Tax Return Transcript. If you do not file with the IRS, you must indicate so on the Verification Worksheet.
- Submit a verification worksheet.

Once these steps have been completed and you are registered for classes, the Financial Aid Office will review your information and determine your eligibility for financial aid for the academic year you are enrolled. This will include reviewing the resources you have available to pay for your education and the educational costs that you will incur while attending Concordia University. Students must maintain at least part-time status to be eligible to receive financial aid.

Part-time status is defined as:		Full-time status is defined as:	
Credential Students	6 units per semester	Credential Students	12 units per semester
MEd Students	3 units per semester	MEd Students	6 units per semester



Grants & Loans

Pell Grant

Pell Grants are awarded to qualified undergraduates and eligible teacher credential candidates with great financial need and can be used for tuition, fees and living expenses. Students pursuing a Master's Degree are not eligible for the Pell Grant. Students do not need to repay a Pell Grant. Students filing the FAFSA are automatically considered for a Pell Grant.

Christ College/Church Career Grants

Christ College is the division of the university that directs Concordia's professional church career programs and guides and approves certification for students interested in professional careers in The Lutheran Church Missouri Synod. Post-baccalaureate students intending to follow a career in full-time LCMS ministry may be eligible for Church Career Grants. Students pursuing a Master's Degree are not eligible for the Church Career Grant. Minimum requirements for this grant require applicants to be fully accepted into the Teacher Credential program and be active worshipping members of an LCMS congregation. The grant may specify other requirements. All new credential students who are currently not teaching in Lutheran schools must meet with the Dean of the School of Education before the grant application is processed.

In addition to the Church Career Grant, some LCMS districts and individual LCMS congregations may give financial aid to their post-baccalaureate members pursuing a career in church work. Contact your home congregation and district office for information regarding financial aid that may be available to you. When requesting such information, be sure to state your post-baccalaureate status.



Loans

Post-baccalaureate and graduate students at Concordia University are eligible to apply for federally guaranteed student loans under the Federal Direct Stafford Loan Program. This includes the Federal Subsidized Stafford Loan, the Federal Unsubsidized Stafford Loan, and the Federal PLUS Parent Loan or Graduate PLUS Loan.* You must begin repayment on a Federal Stafford Loan six months after you graduate, drop below half-time status or withdraw from school. The six months is called a grace period. Graduate students are not eligible for the Subsidized Federal Stafford Loan. For the Unsubsidized Federal Stafford Loan, the borrower is responsible for interest that accrues during the in school, grace and deferment periods. There is a grace period for the PLUS loans, but individuals must ask for deferral when they apply for a PLUS Loan. Otherwise, repayment begins immediately after the loan is fully disbursed.

**The parent PLUS loan is for dependent undergraduate students only. Parents apply for this loan.*

Post-baccalaureate, independent students are not eligible. The Graduate PLUS loan is only available to students pursuing a Master's degree.

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. (Concordia University Catalog)

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 time frame. Failure to meet the minimum cumulative standards may result in a loss of financial aid eligibility. (Concordia University Catalog)



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 the university. 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 Honors Scholarship requires a cumulative GPA 3.3
- Undergraduate Presidential Honors Scholarship requires a cumulative GPA 3.5
- Minimum Cumulative GPA for graduate students is 3.0
- Minimum Cumulative GPA for graduate MAEd/MEd students is 3.0

(Concordia University Catalog)

Quantitative Measure of Progress

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

Pace of Progression/Completion Rate

The credit hour completion rate reflects the pace at which students must progress to ensure that they can 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. (Concordia University Catalog)

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 Degrees: 180 or 192 hours attempted
- Graduate Degree hours attempted 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. (Concordia University Catalog)

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 the University. (Concordia University Catalog)

Financial Aid Termination

Students who do not meet the SAP standards for more than one term will be **PROHIBITED** from receiving all financial aid. Being on **PROBATION** status 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. (Concordia University Catalog)

Financial Aid 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.

(Concordia University Catalog)

Financial Aid Satisfactory Academic Progress Appeal

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. (Concordia University Catalog)

Financial Aid 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 has not reached the maximum units.

(Concordia University Catalog)

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. (Concordia University Catalog)



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 student's prior academic record does not meet the college's minimum cumulative qualitative or quantitative SAP standards, the University may immediately place the student in a probation status for financial aid eligibility. (Concordia University Catalog)

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, F, W or GD will be treated as credits attempted but not successfully completed.
(Concordia University Catalog)

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 timeframe. (Concordia University Catalog)



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

Our 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.

Students can place money on their ID card through the campus bank. Students must specify that they want flex dollars placed on their card for use at the above locations.



Department of Faculty Training and Development (FTD) and MyCUI

The FTD website has many electronic resources available for instructors and students - <https://www.cui.edu/en-us/academicprograms/provost/office-of-innovative-instruction-and-learning/faculty-training-development>. This resource does not require a username or password for access. Students may also access numerous resources under the MyCUI website - <https://www.cui.edu/mycui>. Here you will find access to tutorials and help on MyRecords, Library Resources, Writing Studio, Canvas, Microsoft Office, Eagles email, and more.

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. To access it, go to eagles.cui.edu. 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 health is the foundation of satisfactory academic achievement. There is no charge for a visit to the Wellness Center for full-time undergraduate students as this is part of the University fees. Post-baccalaureate and graduate students may use the services of the Wellness Center on a fee-for-service basis.

Concordia requires all students to complete a health history form and return it to the Wellness Center. Forms are available at the Wellness Center. For first-time students, returning the health form and the TB test documentation are a part of the course registration process. These forms are due at the time of the first scheduled advising appointment.

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.



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.

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

Occasionally, technology does not perform as advertised. Sometimes problems are simple while 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 cui.edu/it.



Writing Studio

In accordance with the University's mission, the Writing Studio seeks to empower students as life-long critical thinkers and clear communicators by supporting their development as writers.

We believe that writers across all disciplines, at all skill levels, and at any stage in the writing process, benefit from genuine dialogue about their writing. Through one-on-one conferencing and group workshops, we act as listeners and guides, respecting and supporting a diverse range of writers as they ask questions, solve problems, and discover new ideas to communicate effectively. Our goal is to help you become a better reader and writer of your own work.

During this process, we seek to equip students with strategies for future writing tasks so that they may develop into confident, independent thinkers and writers.

Services

- Brainstorm ideas for your paper
- Organize and focus ideas
- Improve revision, editing, and proofreading skills
- Learn to consider audience and tone
- Check format and documentation for research papers



Course Descriptions

These course descriptions articulate the credential courses currently taught by the School of Education and have been accredited by the California Commission on Teacher Credentialing. Whenever appropriate, for the purpose of understanding and implementing research-based elementary and secondary school curriculum, courses will utilize the California Frameworks, K-12 Content Standards, California Common Core Standards, and the newly-adopted Next Generation Science Standards.

All coursework must be completed with a grade of B- or better.

Multiple Subject and Single Subject Preliminary Credential

EDUC 200 – The Teacher and Technology

1 unit

Students are introduced to five educational technology themes represented in the California Teaching Performance Expectations. Knowledge, skills and resources introduced in this course are applied throughout the Teacher Credential Program courses and will ultimately prepare candidates in their professional practice to facilitate learning as best enabled and supported by technology. Recommended concurrent enrollment with EDUC 204/EDSP 204. *Prerequisites: Certificate of clearance; for undergraduates, must be taken before 400-level courses.*

EDUC 204 – Introduction to Teaching Diverse Populations

2 units

This course will present the historical and philosophical foundations of teaching in California schools through the broad examination of the California Teaching Performance Expectations (TPEs). Through course activities students will develop awareness of the TPEs. Students are required to participate in 20 hours of fieldwork observation. Through these observations students will recognize the range of service delivery options for diverse populations of pupils. All fieldwork assignments are university assigned. Students are required to complete the observations during k-12 public school hours. Students must arrange their own transportation to the school site. Minimum grade of B- is required for those students applying to the School of Education. *Prerequisites: Certificate of clearance; current TB (tuberculosis) test.*



EDUC 204A – Practicum: Field Experience I

1 unit

This course is for those who have met the requirements of EDUC 204/EDSP 204: Introduction to Teaching Diverse Populations, but need to complete an additional 20 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

EDUC 301 – Typical and Atypical Development of Diverse Learners.

3 units

This course will present the major concepts, principles, theories, research, and applications related to the typical and atypical cognitive, social, emotional, physical, and moral development of children and adolescent pupils in inclusive classrooms. Students will learn the major concepts, principles, and research associated with human learning, achievement, motivation, conduct, and attitude as they examine the characteristics of exceptional persons with mild to moderate disabilities.

EDUC 500 – Education Field Experience

2-3 units

The credential student will complete a structured and focused field experience placement of either 60 or 90 hours, depending on the number of units. This will be participatory field experience that will develop specific, identified professional skills essential for the credential candidate. A student is placed in a specific classroom in a local school and will complete assignments, observations, and a journal. Field experiences in EDUC 500 must be consistent with the general grade level and subject content area in which the student will student teach and then be credentialed. Multiple subject students will have elementary field experience. EDSP students will have a special education field experience. Single subject students will have field experience in middle or high school in the same subject area in which they are cleared for student teaching. A positive recommendation from the cooperating teacher and a grade no lower than B- is a requirement for successful passage of this course.

EDUC 501 – Planning and Assessment for Inclusive Classrooms

3 units

In this course students will learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms as they examine both formal and informal assessment including curriculum-based assessment. Students will learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse pupils. Corequisites: EDUC 204 and EDUC 301. *Prerequisite: Admission to the teacher education program.*



EDUC 502 – Creating Positive and Inclusive Learning Environments

3 units

This course will examine classroom strategies for the inclusive classroom including development of individual behavior management plans. The Individual Educational Program/Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities will be examined along with the effects of pupil health and safety on learning. Students will learn skills for communicating, collaborating, and working with families, and supporting professionals and school personnel. *Prerequisites: Admission to the teacher education program; EDUC 204 (concurrent enrollment allowed) and EDUC 301 (concurrent enrollment allowed).*

EDUC 522 – Math and Science Methods: Elementary

2 units

Students will learn approaches to planning, managing, delivering, and assessing instruction in science and mathematics as they draw on social, cultural, historical foundations, and learning theory in planning instruction. *Corequisite: EDUC 523. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 551.*

EDUC 523 – Integrated Curriculum Methods: Elementary

2 units

Students will learn approaches to planning, managing, delivering, and assessing instruction in history, arts, and physical education as they draw on social, cultural, historical foundations, and learning theory in planning instruction. *Corequisite: EDUC 522. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 551.*

EDUC 524 – Secondary Curriculum and Methods

4 units

This course will provide students preparing to teach in secondary schools with an understanding of the curriculum as they examine recent research, use the California Frameworks, and K-12 Content Standards to explore their subject areas and evaluate curriculum materials. Emphasis is given to preparing lesson plans that meet the diverse needs of pupils. *Prerequisites: Admission to the teacher education program; EDUC 501, EDUC 502, EDUC 551.*



EDUC 551 – Language and Culture

3 units

This course will address the impact of cultural, socio-economic status, religion, and gender on the education of elementary and secondary pupils as students examine theories of first and second language acquisition and effective strategies for teaching English learners. Students will apply these strategies to course activities and assignments. *Prerequisites: Admission to the teacher education program; EDUC 501 (concurrent enrollment).*

EDUC 560 – Literacy Instruction in Diverse Classrooms

4 units

This course will focus on preparing students to instruct reading and language arts in diverse classrooms following the guidelines set forth by the California Commission on Teacher Credentialing (CCTC), the California Reading/Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. *Corequisite: EDUC 580. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 522 (concurrent enrollment allowed) and EDUC 523 (concurrent enrollment allowed) and EDUC 551.*

EDUC 570 – Content Area Literacy Instruction

4 units

This course will examine theory and practice in reading instruction as applied to the content areas of middle and secondary schools with an emphasis on development of reading techniques ranging from assessment of individual skills to selection of appropriate materials and strategies for instruction in subject areas for diverse classrooms. The guidelines set forth by the California Commission on Teacher Credentialing (CCTC) and the California Language Arts Frameworks and Standards serve as the basis for this course. *Prerequisites: Admission to the teacher education program; EDUC 501, EDUC 502, EDUC 551.*



EDUC 580 – Teacher Performance Assessment (TPA) Practicum: Field Experience 1 unit

Teaching Performance Assessment (TPA) Practicum is a seminar course with 40 hours of field experience. Through field work, reflective practice and weekly seminars, candidates develop an understanding of the California TPA. Candidates will develop a deeper understanding of the “Plan, Teach & Assess, Reflect, Apply” teaching cycle and how to meet the needs of diverse learners. The field experience hours provides an opportunity to develop teaching skills in a classroom setting. This course is comprised of several components: weekly seminars, field experience, and self-evaluation of the California Teaching Performance Expectations.

Corequisite: EDUC 560. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 522 (concurrent enrollment allowed) and EDUC 523 (concurrent enrollment allowed) and EDUC 551.

EDUC 581 – Teacher Performance Assessment (TPA) Practicum: Field Experience 1 unit

Teaching Performance Assessment (TPA) Practicum is a seminar course for single subject candidates with 40 hours of field experience. Through field work, reflective practice and weekly seminars, candidates develop an understanding of the California TPA. Candidates will develop a deeper understanding of the “Plan, Teach & Assess, Reflect, Apply” teaching cycle and how to meet the needs of diverse learners. The field experience hours provide an opportunity to develop teaching skills in a classroom setting. This course is comprised of several components: weekly seminars, field experience, and self-evaluation of the California Teaching Performance Expectations. *Candidates must arrange their own transportation to the university assigned school site. TPA Program and Field Experience Fee: \$275. Corequisite: EDUC 570.*

Prerequisites: Admission to the teacher education program; EDUC 501, EDUC 502, EDUC 524 (concurrent enrollment), EDUC 551.

Due to CalTPA revisions EDUC 580/581 course content is subject to change.

EDUC 580A – Practicum: Field Experience II 1 unit

This course is for those who have met the requirements for EDUC 480/EDUC 580/EDSP 480/EDSP 580: TPA Practicum: Field Experience, but need an additional 20-40 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.



EDUC 582 A/B – Student Teaching: Elementary

12 units

(6 units per section; 12 units total)

Student teaching is full time teaching for a semester under the supervision of a cooperating teacher and university supervisor. Multiple subject student teachers have two (2) eight (8)-week placements at two (2) different grade levels. Student Teaching Fee: \$250. *Prerequisites: Completion of all program courses; student teaching clearance; Subject Matter Competency met; current certificate of clearance; current TB (tuberculosis) test.*

EDUC 583 A/B – Student Teaching: Secondary

12 units

(6 units per section; 12 units total)

Student teaching is a full semester, all day experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's career choice. Student Teaching Fee \$250. *Prerequisites: Completion of all program courses; student teaching clearance; Subject Matter Competency met; current TB (tuberculosis) test.*

EDUC 585 – CalTPA Field Experience Extension

0 units

The CalTPA Field Experience course consists of 40-80 hours of field experience in a university assigned placement, following student teaching. This course is only for candidates who were not able to complete the California Teaching Performance Assessment process during student teaching, and need an extended field experience placement to complete CalTPA. The placement will be in a K-12 setting that aligns with the candidate's credential area. While completing their field experience hours, the candidate will implement the plan, teach, assess, and review process, as well as, collect evidence of the teaching cycle. This experience and collection of evidence are essential elements in completing CalTPA. Candidates must pass the CalTPA within the semester to successfully pass this course. *Fee: \$100.*



Education Specialist: Mild/Moderate Credential

EDUC 200 – The Teacher and Technology

1 unit

Students are introduced to five educational technology themes represented in the California Teaching Performance Expectations. Knowledge, skills and resources introduced in this course are applied throughout the Teacher Credential Program courses and will ultimately prepare candidates in their professional practice to facilitate learning as best enabled and supported by technology. Recommended concurrent enrollment with EDUC 204/EDSP 204. *Prerequisites: Certificate of clearance; for undergraduates, must be taken before 400-level courses.*

EDSP 203 – Education Specialist Seminar

1 or 2 units

This is a prerequisite seminar course for those transferring previously completed credential courses into the CUI EDSP Mild/Moderate Preliminary Credential Program.

EDSP 204 – Introduction to Teaching Diverse Populations

2 units

This course will present the historical and philosophical foundations of teaching in California schools through the broad examination of the California Teaching Performance Expectations (TPEs). Through course activities students will develop awareness of the TPEs. Students are required to participate in 20 hours of fieldwork observation. Through these observations students will recognize the range of service delivery options for diverse populations of pupils. All fieldwork assignments are university assigned. Students are required to complete the observations during k-12 public school hours. Students must arrange their own transportation to the school site. Minimum grade of B- is required for those students applying to the School of Education. *Prerequisites: Certificate of clearance; current TB (tuberculosis) test.*

EDSP 204A – Practicum: Field Experience I

1 unit

This course is for those who have met the requirements of EDUC 204/EDSP 204: Introduction to Teaching Diverse Populations but need to complete an additional 20 hours of fieldwork and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.



EDSP 301 – Typical and Atypical Development of Diverse Learners 3 units

This course will present the major concepts, principles, theories, research, and applications related to the typical and atypical cognitive, social, emotional, physical, and moral development of children and adolescent pupils in inclusive classrooms. Students will learn the major concepts, principles, and research associated with human learning, achievement, motivation, conduct, and attitude as they examine the characteristics of exceptional persons with mild to moderate disabilities.

EDSP 501 – Planning and Assessment for Inclusive Classrooms 3 units

Students will learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms in this course as they examine both formal and informal assessments of students including curriculum-based assessment. Students will learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse students. *Corequisites: EDSP 204 and EDSP 301. Prerequisite: Admission to the teacher education program.*

EDSP 502 – Creating Positive and Inclusive Learning Environments 3 units

This course will examine classroom management strategies for the inclusive classroom including development of the Individual Educational Program (IEP)/Individualized Family Service Plan (IFST) processes, legal requirements, and responsibilities along with the effects of a pupil's health and safety have on learning. Students will learn skills for communicating, collaborating, and working with families, supporting professionals, and school personnel. *Prerequisites: Admission to the teacher education program; EDSP 204 (concurrent enrollment allowed) and EDSP 301 (concurrent enrollment allowed).*

EDSP 525 – Advanced Curriculum Methods for Special Populations 3 units

Students will learn to teach mathematics, problem solving, and reasoning skills to students with high-incidence disabilities PK-12. This course will focus on California Academic Mathematics Standards, research-based instruction, high-stakes assessment, functional mathematics, and problem solving with an emphasis on the effects of disabilities on mathematics achievement as well as examine other content areas and curriculum integration. *Corequisites: EDSP 526 and EDSP 580. Prerequisites: EDSP 501 and EDSP 502 and EDSP 551.*



EDSP 526 – Case Management, Assessment, and Collaboration

3 units

Students will focus on the multiple facets of the K-12 Educational Specialist's role in terms of caseload management; assessment; Individual Educational Program (IEP); Individualized Family Service Plans (IFSP) and transition plan development; collaboration and consultation with families, teachers, administrators, allied professionals, and supervising support personnel.

Corequisites: EDSP 525 and EDSP 580. Prerequisites: EDSP 501 and EDSP 502 and EDSP 551.

EDSP 551 – Language and Culture

3 units

This course will address the impact of culture, language, socio-economic status, religion, gender, and disability on education of elementary and secondary students. Students will examine theories of first and second language acquisition, learn effective strategies for teaching English learners, and examine their professional and legal responsibilities as teachers in California schools.

Prerequisites: Admission to the teacher education program; EDSP 501 (concurrent enrollment allowed).

EDSP 560 – Literacy Instruction in Diverse Classrooms

4 units

This course will focus on preparing the education specialist to teach reading and language arts to learners with mild to moderate disabilities as it follows the guidelines set forth by the California Commission of Teacher Credentialing (CCTC), the California Reading/Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. *Corequisite: EDSP 580. Prerequisites: Admission to the teacher education program; EDSP 501 and EDSP 502 and EDSP 525 (concurrent enrollment allowed) and EDSP 526 (concurrent enrollment allowed) and EDSP 551.*



EDSP 580 – Teacher Performance Assessment (TPA) Practicum: Field Experience 1 unit

Teaching Performance Assessment (TPA) Practicum is a seminar course with 40 hours of field experience. Through field work, reflective practice and weekly seminars, candidates develop an understanding of the California TPA. Candidates will develop a deeper understanding of the “Plan, Teach & Assess, Reflect, Apply” teaching cycle and how to meet the needs of diverse learners. The field experience hours provides an opportunity to develop teaching skills in a classroom setting. This course is comprised of several components: weekly seminars, field experience, and self-evaluation of the California Teaching Performance Expectations.

Corequisite: EDSP 560. Prerequisites: Admission to the teacher education program; EDSP 501 and EDSP 502 and EDSP 525 (concurrent enrollment allowed) and EDSP 526 (concurrent enrollment allowed) and EDSP 551.

EDSP 580A – Practicum: Field Experience II 1 unit

This course is for those who have met the requirements for EDUC 480/EDUC 580/EDSP 480/EDSP 580: TPA Practicum: Field Experience, but need an additional 20-40 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

Due to CalTPA revisions EDSP 580 course content is subject to change

EDSP 584 A/B – Student Teaching: Special Education 12 units
(6 units per section; 12 units total)

Students will participate in a semester of supervised student teaching leading to full responsibility for the provision of services for the mild to moderate educational specialist credential in diverse settings that represent the broad range of placements for serving pupils with mild to moderate disabilities. Students will complete their cumulative professional portfolio during this semester. Student Teaching Fee: \$250. Prerequisites: completion of all credential coursework; full passage of the California Subject Examination for Teachers (CSET) or successful completion of a state-approved Single Subject Matter Preparation Program; and submission of all student teaching application forms prior to set deadlines. *Prerequisites: Completion of all program courses; student teaching clearance; Subject Matter Competency met; current certificate of clearance; current TB (tuberculosis) test.*

EDSP 585 – CalTPA Field Experience Extension

0 units

The CalTPA Field Experience course consists of 40-80 hours of field experience in a university assigned placement, following student teaching. This course is only for candidates who were not able to complete the California Teaching Performance Assessment process during student teaching, and need an extended field experience placement to complete CalTPA. The placement will be in a K-12 setting that aligns with the candidate's credential area. While completing their field experience hours, the candidate will implement the plan, teach, assess, and review process, as well as, collect evidence of the teaching cycle. This experience and collection of evidence are essential elements in completing CalTPA. Candidates must pass the CalTPA within the semester to successfully pass this course. *Fee: \$100.*



Lutheran Teacher Certification

CCI 103 – Introduction to Ministry

1 unit

This course will explore Christian vocations including the possibility of full-time professional church work in The Lutheran Church—Missouri Synod (LCMS) as pastor, deaconess, teacher, director of Christian education, or director of parish music and examine these positions in the context of the church-at-large and local congregations. The professional and personal growth and formation of the future church worker will be described and fostered.

CCI 113 – Seminar in Teaching Ministry

.5 unit

This seminar course is for students pursuing the vocation of teacher in The Lutheran Church—Missouri Synod (LCMS). Participants will explore areas of interest and concern that pertain specifically to teachers. The role of Lutheran teachers will be examined in the context of the church-at-large and the local congregation. The professional and personal growth and formation of the future Lutheran teacher will be described and fostered. Students in the Lutheran teaching program must take one (1) seminar course per year, normally in the semester they are not taking CCI 103 or CCI 305. Repeatable. *Prerequisite: Program acceptance or consent of instructor.*

CCI 305 – Called to Teach the Faith

3 units

All Christian ministers teach the faith in their various callings. This course will equip future ministers to properly apply Law and Gospel in a variety of educational contexts, to theologially evaluate curricula, and to participate in effective faith formation. Students are personally and professionally prepared for full-time ministry through topics such as the local and national church, the call process, Christian professionalism and ethics, and through spiritual and personal health. This class will also address income tax, social security, and financial planning for called ministers. *Prerequisites: Acceptance into an LCMS church vocations program; completion of THL 371 (concurrent enrollment allowed) or consent of the instructor.*

THL 201 – History & Literature of the Old Testament

3 units

This course will investigate the literature of the Old Testament in light of its cultural and canonical contexts with an emphasis on its major theological questions and themes and their relevance for Christian faith and life.



THL 202 – History & Literature of the New Testament 3 units

Through a historical and literary survey of the New Testament, this course will emphasize theological themes and their relevance for Christian faith and life.

THL 304 – History of the Christian Church 3 units

This course will survey the origin and development of the Christian church through the examination of its political and cultural contexts and influences with special consideration given to theological themes, which surfaced at different times and places throughout the history of the Christian church, culminating with 21st-century trends in fundamentalism, evangelicalism, and ecumenism.

THL 371 – Christian Doctrine and Confessions I 3 units

This introductory course in systematic and confessional theology will cover theological method, revelation and Scripture, Law and Gospel, the Triune God and His attributes, humanity and sin, and the person and work of Jesus Christ as the God/man, with an emphasis on key biblical material and its expression in the Lutheran Confessions.

THL 372 – Christian Doctrine and Confessions II 3 units

This introductory course in systematic and confessional theology will cover the work of Christ, the person and the work of the Holy Spirit, the church, and eschatology with an emphasis on key biblical materials and its expression in the Lutheran Confessions. *Prerequisite: THL 371.*



Induction Program

EDUI 507 – New Teacher Support Seminar

2 units

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. A \$600 assessor fee is required.

EDUI 508 – New Teacher Support Seminar

2 units

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. A \$600 assessor fee is required.



EDUI 509 – New Teacher Support Seminar

1 unit

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. A \$600 assessor fee is required.

EDUI 510 – New Teacher Support Seminar

1 unit

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. *A \$600 assessor fee is required.*

EDUI 592 – Assessment of Induction and Professional Development Part I

3 units

This 8 week seminar foundational course is designed to meet the California Teacher Commission Standards for Participating Teachers to attain a Clear Multiple Subject/Single Subject or EDSP Credential. Participating Teachers must be accepted into the Concordia University Irvine MS/SS or EDSP Induction Clear Program before enrolling in this course. This course provides PTs with a contextually based formative assessment process to develop their individualized Induction Plan and measure their extended development of inquiry and reflective practice progress in advanced demonstration of the California Standards for the Teaching Profession. EDUI 592 will always span the 16 week Fall Semester. This course may be used as CUI graduate elective units, if enrollee earns a B or better in the course.



EDUI 593 – Assessment of Induction and Professional Development Part II

3 units

This 16 week seminar foundational course is designed to meet the California Teacher Commission Standards for Participating Teachers to attain a Clear Multiple Subject/Single Subject or EDSP Credential. Participating Teachers must be accepted into the Concordia University Irvine MS/SS or EDSP Induction Clear Program before enrolling in this course. This course provides PTs with a contextually based formative assessment process to develop their Individualized Induction Plan and measure their extended development of inquiry and reflective practice progress in advanced demonstration of the California Standards for the Teaching Profession. EDUI 593 will always span the 16 week Spring Semester. This course may be used as CUI graduate elective units, if enrollee earns a B or better in the course.



Master's in Education (M.Ed.)

Core Courses

EDU 580 – Educational Research: Methods & Analysis 3 units

This course will provide students with an introduction to educational research by exploring problems or issues in education, qualitative research methods, and analyzing research articles. Students will learn the essentials needed to carry out the research process and begin their capstone project, which will be completed in 605.

EDU 605 – Capstone Project 3 units

During this course, students work to finalize their capstone project. Students will triangulate data using critical self-reflections, credible literature, and observations as a method to respond to an educational problem. Upon completion of the written project, students will orally present their capstone in class. Graduation Application Fee: \$185. *Prerequisite:* [EDU 580](#) (concurrent enrollment allowed).

Electives

EDU 520 – Curriculum Design and Assessment 3 units

This course will provide students with an intensive study of pedagogical approaches and materials for teaching including state curriculum documents, the curricular recommendations of professional associations, 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.

EDU 524 – Coping with Stress/Violence in Today's Classroom 3 units

This course will address a variety of issues regarding stress and violence in children's lives as students discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence. Included in the discussion will be the role of schools and teachers, from preschool through high school, in providing support for children experiencing stress and/or violence and 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 they 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 skills that offer effective approaches in working with family and community members from culturally and socioeconomically 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. The student will examine ways to exercise leadership to initiate, develop, and implement programs and policies to foster success for all students.

EDU 547 – Brain-Based Teaching & Learning

3 units

This course is designed to provide experienced teachers with the latest research in brain-based learning and instructional theory and its practical applications to the classroom. Topics will include the structures and functions of the brain, how the brain processes information, lateralization specialization, memory, retention and transfer theory, and the role of emotion in learning. The purpose of this course is to equip educators with an understanding of research-based body/brain/mind principles and how they are applied in teaching and learning.

EDU 595 – Developing Character and Ethics

3 units

This course will provide students with the resources and skills necessary to help integrate ethical themes and character development into today’s schools. Students will be provided the opportunity to explore and develop their moral perspectives so that they will be empowered and equipped to integrate values education into their school setting. Students will be able to apply principles demonstrated by historical leaders and current research in character learning and generalize the information into situations from their personal and professional life.

