



SCHOOL OF EDUCATION

CONCORDIA UNIVERSITY IRVINE

UNDERGRADUATE Teaching Credential Handbook 2023-2024



Concordia University Irvine
1530 Concordia West
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.

TABLE OF CONTENTS

Welcome from the Dean	6
Concordia University Irvine Mission Statement	7
School of Education Mission, Vision, & Core Values	8
Servant Leadership	8
Non-Discrimination Policy	9
Phase One: Obtaining Your Bachelor’s Degree	10
Undergraduate Options	10
Becoming an Elementary School Teacher (Multiple Subject Preliminary Credential)	10
Liberal Studies Required Coursework	11
Liberal Studies Concentrations	13
Becoming a High School Teacher (Single Subject Preliminary Credential)	18
Single Subject Credential Areas:	18
Becoming a Special Education Teacher (Education Specialist: Mild/Moderate Support Needs Preliminary Credential)	19
Becoming a Middle School Teacher	20
Becoming a Lutheran School Teacher	20
Christ College Scholarships	21
Placement	21
Phase Two: Professional Preparation	22
Credential Options	22
Credential Program Learning Outcomes	22
When to Begin Credential Coursework	23
Saturday Event Attendance Required	24
Admission Criteria for Multiple Subject, Single Subject, & Education Specialist Programs	24
Transition	25
Multiple Subject Preliminary Credential Coursework	26
Single Subject Preliminary Credential Coursework	27
Education Specialist: Mild/Moderate Support Needs Preliminary Credential Coursework	28
Dual Credential Path	29
Dual Multiple Subject & Education Specialist Coursework	30
Dual Single Subject & Education Specialist Coursework	31
Changing Credential Programs	32
Lutheran Teacher Certification	32



Certification	32
Requirements for the Lutheran Teaching Ministry Certificate	33
Coursework	33
Placement	34
LCMS Church Scholarship/Church Career Grants	34
Colloquy Program	34
Examinations and Assessments	35
State and Federal Testing Requirements	35
CBEST – California Basic Educational Skills Test	35
CSET – California Subject Examinations for Teachers	36
Multiple Subject	36
Single Subject	37
RICA – Reading Instruction Competence Assessment	37
Multiple Subject/Education Specialist	37
Single Subject	37
Testing at a Glance	38
CalTPA – California Teacher Performance Assessment	39
Description	39
Implementation and Administration	39
CalTPA Platform	40
Candidate Preparation and Support	41
Additional Support and Attempts	42
Filing for a California Teaching Credential	43
Application	43
California Clear Credential	44
Renewing Your California Credential	44
Field Experience	45
EDUC/EDSP 204 Introduction to Teaching Diverse Populations	45
EDUC/EDSP 480/481 TPA Practicum: Field Experience	45
Policies, Procedures, and Requirements	46
Field Placements	46
Certificate of Clearance	46
Health Clearance	47
Verification of Cross-cultural and English Learner Classrooms	47
Clinical Practice Criteria	48
Grade Levels	48
Breadth of School Year	49



Dismissal from Field Placement	49
Student Teaching	50
A Team Approach	50
Student Teaching Duration	50
Grade Levels	50
Student Teaching Assignments - Placement	51
Student Teaching Admission & Enrollment Requirements	51
Applying	51
Admission Criteria	52
Application Deadlines	52
Acceptance/Denial Procedures	52
Termination of Student Teaching	53
Repeating Student Teaching	54
Postponing Student Teaching	54
Lutheran Teacher Student Teaching	54
Teacher of Record	55
Teacher of Record in a Non-Public School	56
Serving as a Substitute Teacher	56
Non-Standard Assignments	56
Expectations for Successful Completion of Student Teaching	57
Professionalism	57
Expectations	57
Dress for Success	60
Social Media/Cell Phone Use for Field Experience & Student Teaching	61
Corrective Procedures	61
Policies	62
Academic Honesty	62
Student Grievances	62
Academic Grievance	62
Procedures	62
Probationary Status	64
Academic Standing	65
Fieldwork	65
Appeal Process	65
General Appeals	65
Attendance (School of Education)	66
15/16 Week Courses	66

7/8 Week or Summer Courses	66
Add/Drop Policy	66
Adding Courses	67
Dropping Courses	67
Non-Attendance of the First Class	67
Grading System	68
Grades – Minimum Grade Requirement	69
Repeating a Course	69
Inactive Status	70
Readmission following Probation	70
Time Limits	70
Teacher Credential Program	70
Special Learning Needs of Students	70
Student Records	71
Teach-Out Policy	72
Transcripts	72
Transferring in Courses	73
Tuition	74
Tuition Rate	74
Fees	74
Payment Policies and Procedures	74
Refund Policy	75
Financial Aid	77
Eligibility & Process	77
Teacher Credential Students	77
How to Apply	77
Electronic Award Notification	77
Grants & Loans	78
Pell Grant	78
Christ College/Church Career Grants	79
Loans	79
Satisfactory Academic Progress (SAP)	80
Minimum Standards	80
Qualitative Measure of Progress	80
Quantitative Measure of Progress	80
Financial Aid Warning	81
Financial Aid Termination	81

Financial Aid Appeal Standards	82
Financial Aid Satisfactory Academic Progress Appeal	82
Financial Aid Appeal Decision	82
Reinstatement of Financial Aid	83
Treatment of Grades	83
Withdrawals	83
University Services	84
Academic Advising	84
Canvas Learning Management System	84
Bookstore	84
The Cafeteria & Eagles' Landing	84
Eagles Email Account	85
Department of Faculty Training and Development (FTD) and MyCUI	85
Health Services	85
Library	85
Parking Facilities	86
Spiritual Life	86
Student Activities	86
Technical Support	86
Writing Studio	86
Services	87
Course Descriptions	88
Multiple Subject and Single Subject Preliminary Credential	88
Education Specialist: Mild/Moderate Credential	95
Lutheran Teacher Certification	100

Welcome from the Dean

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

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

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

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

Concordia University Irvine Mission Statement

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



School of Education Mission, Vision, & Core Values

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

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

Servant Leadership

Bible Verse

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

Virtues

- Humility
- Courage
- Honesty
- Compassion
- Wisdom

Skills

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



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)

Phase One: Obtaining Your Bachelor's Degree

Undergraduate Options

When choosing your Bachelor's Degree, it is important to consider what level you wish to teach and the type of credential you will obtain. Below are the credentials needed for each school level:

- Elementary – Multiple Subject
- High School – Single Subject
- Special Education – Mild/Moderate Support Needs
- Middle School – Multiple Subject or Single Subject

If you are unsure which level you want to teach, follow these steps:

1. Speak with your CUI academic advisor to declare yourself a teacher education student.
2. Begin working on your general education coursework.
3. Talk to School of Education staff and advisors.
4. Enroll in EDUC 101 (1 unit) to learn more about your many options as a teacher.

Becoming an Elementary School Teacher (Multiple Subject Preliminary Credential)

An elementary teacher teaches in a self-contained classroom and teaches all subjects. To be an elementary teacher, you must have a broad foundation of academic content. An elementary teacher must be a well-educated person that has both breadth and depth in subject areas. The best major for an elementary teacher is the Liberal Studies major. It includes your general education coursework and your area of emphasis, called the concentration. The concentration is 12-15 units of coursework in a subject area. Concordia's Liberal Studies major offers several concentrations to choose from.

The Liberal Studies major (catalog year 2018 and later) at CUI has been approved by the California Commission on Teacher Credentialing as an Elementary Subject Matter (ESM) program. Students completing the ESM program at Concordia University Irvine for Multiple Subjects and EDSP credentials fulfill the requirements for the multiple subjects CSET examination.



In California, Every Student Succeeds Act expects all elementary teachers to be highly qualified. The Ryan Act of 1970 instituted a requirement that all candidates seeking a Multiple or Single Subject Teaching Credential must pass a subject matter examination or complete a subject matter program approved by the California Commission on Teacher Credentialing. Students who do not complete the ESM may need to pass the CSET examination to meet this state requirement.

Liberal Studies Required Coursework

Verify your major requirements in Degree Works, as they can change by catalog year.

Grades below C- in major courses can be used toward graduation requirements, but must be repeated with at least a grade of C- to count toward teacher education program requirements.

Language		18 Units
CENG 201	World Literature to the Renaissance	3
CENG 202	World Literature from the Enlightenment	3
COM 111	Public Speaking	3
EDLS 435	Linguistic Development & Second Language Acquisition	3
ENG 391	Children's Literature	3
WRT 102	Writing and Research	3

History – Social Science		13 Units
ANT 210	Cultural Anthropology	3
CHST 201	The West and the World	3
CHST 202	America and the World	3
EDLS 304	History of Society and Education	1
HST 478	History of California	3

Human Development/Education		9 Units
EDUC 101	Introduction to Teaching Careers I	1
EDUC 204 or EDSP 204	Introduction to Teaching Diverse Populations	2
EDUC 301 or EDSP 301	Typical and Atypical Development of Diverse Learners	3
PSY 313	Developmental Psychology: Childhood	3

Fine Arts		9 Units
ART 111	Experiences in Art	3
MUS 461	Music for Children	3
THR 111	Experiences in Theatre	3

Mathematics		6 Units
CMTH 101	The Nature of Mathematics	3
MTH 301	Math for Teachers	3

Physical Education/Health		3 Units
KIN 340	Elementary Physical Education	3

Science		11 Units
CBIO 101	Integrated Biology	4
SCI 115	Physical Science	4
SCI 301	Earth Science	3

Philosophy		3 Units
CPHI 101 or	Introduction to Philosophy	3
CPHI 200	Introduction to Philosophy Inquiry	3

Liberal Studies Concentrations

(12-23 units)

Liberal Studies majors select an area of concentration from one of the following content areas. Grades below C- in major courses can be used toward graduation requirements, but must be repeated with at least a grade of C- to count toward teacher education program requirements.

You may use one course in your concentration to meet other Liberal Studies coursework requirements. If a course required for your concentration is no longer offered, please see your SOE advisor about a substitution.

Art		12 Units
Required:		
ART 201	Drawing I	3
ART 311	Art History I	3
ART 488	Children's Art	3
Choose one of the following:		
ART 321	Painting I	3
ART 331	Sculpture I	3
ART 341	Ceramics	3
ART 351	Printmaking I	3

Child Development		12 Units
Required:		
PSY 313	Developmental Psychology: Childhood	3
Choose three of the following:		
ART 488	Children's Art	3
PSY 314	Developmental Psychology: Adolescence	3
PSY 361	Abnormal Psychology	3
PSY 371	Cognition	3
SOC 332	Child, Family and Community	3
THR 461	Creative Dramatics	3

Christ College		21-23 Units
Required:		
CCI 103	Introduction to Ministry	1
CCI 113	Seminar in Teaching Ministry	0-2
CCI 305	Called to Teach the Faith	3
CCI 392	Practicum: Lutheran Teaching	2
THL 201	Old Testament	3
THL 202	New Testament	3
THL 304	History of the Christian Church	3
THL 371	Christian Doctrine I	3
THL 372	Christian Doctrine II	3
Please note that this emphasis is only for LCMS Lutheran Teaching Candidates and fulfills the Lutheran Teaching Certificate requirements.		

English		12 Units
Required:		
BSC 318	Linguistics	3
Choose an English elective:		
CENG 201	World Literature to the Renaissance	3
ENG 378	Christianity and Literature	3
ENG 380	Women's Literature	3
ENG 382	Post-Colonial Literature	3
Choose a Literature elective:		
ENG 341	American Literature I	3
ENG 342	American Literature II	3
ENG 361	English Literature I	3
ENG 362	English Literature II	3
Choose a Writing course:		
WRT 323	Introduction to Genre and Craft in Creative Writing	3
WRT 324	Writing for Children & Teens	3
WRT 329	Creative Nonfiction	3
WRT 333	Topics in Literature and Creative Writing	3

Science		12-14 Units
Required (Choose one of the following):		
CBIO 101	Integrated Biology	4
SCI 115	Physical Science	4
SCI 301	Earth Science	3
Choose two or more of the following for a total of 12 units minimum:		
BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 308	Molecular Genetics	4
BIO 317	Ecology	4
BIO 341	Plant Biology	4
CHE 221	Chemistry I	4
CHE 222	Chemistry II	4
PHY 211	Physics I	4
PHY 212	Physics II	4
PHY 231	Astronomy I	4
SCI 211	Geology	3
SCI 318	Ocean Science	4
SCI 455	History and Philosophy of Science	3

Global Cultural Studies* - Around the World Semester		13 Units
ENG 386	Postmodern Novel	3
ENG 392	Epic Literature	3
GCS 301	Foundations of Language	4
WRT 330	Travel Writing	3

** Students who complete the GCS concentration are not eligible to earn the GCS minor.*

History		12 Units
Required:		
HST 301	Eastern Civilization	3
HST 478	History of California	3
Choose two of the following:		
HST 314	Native People of North America	3
HST 332	Ancient Greece and Rome	3
HST 334	Medieval History	3
HST 336	The Renaissance and the Reformation	3
HST 338	Modern European History	3
HST 361	History of Propaganda and Persuasion	3
HST 410	Mythology	3
HST 412	The U.S. Constitution	3
HST 416	Contemporary Global Issues	3
HST 421	Latin America	3
HST 431	Women's History	3
POL 240	Race and Politics in America	3
POL 322	Political Thought II: The Enlightenment	3
POL 413	Religion and Politics in America	3

Mathematics		12 Units
Required:		
MTH 265	Introduction to Statistics	3
Choose at least nine units from the following:		
MTH 271	Calculus I	5
MTH 272	Calculus II	4
MTH 313	Mathematics Notation and Proof	3
MTH 371	Linear Algebra	3
MTH 387	Probability and Statistics I	3
MTH 473	Modern Algebra I	3

Music		12-13 Units
Required:		
MUS 201	Music Theory I	3
MUS 211	Aural Skills I	1
MUS 332	Music History: Classical Period through Early-Twentieth Century	3
MUS 461	Music for Children	3
Choose two or three units from the following:		
MUS 221	Beginning Conducting	2
MUS 352	Music of World Cultures	3
MUS 412	Instrumental Methods and Repertoire	2
MUS 441	Handbell Methods and Repertoire	1-3
MUS 471	Choral Methods and Repertoire	3

Physical Education		12 Units
Required:		
KIN 305	Motor Development	3
KIN 340	Elementary Physical Education	3
Choose two of the following:		
KIN 304	Motor Learning and Control	3
KIN 306	Nutritional Sciences	3
KIN 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
KIN 330	Lifestyle Medicine and Wellness	3
KIN 364	Exercise Psychology	3
KIN 365	Sport Psychology	3
KIN 392	Practicum: Teacher Education	3

Study Abroad
<ul style="list-style-type: none"> • A minimum of 12 units of college level coursework are to be completed at a university outside of the USA and Canada. Individual study abroad courses will be determined in association with the selected study abroad program. • Keep in mind, only one course may apply to both the requirements necessary in the Liberal Studies major core (listed above) and the Study Abroad concentration. • Please see the Office of Global Programs for details on study abroad programs.

Theatre		12 Units
Required:		
THR 251	Introduction to Theatre	3
THR 261	Acting I	3
THR 461	Creative Dramatics	3
Choose one of the following:		
THR 200	Stagecraft	3
THR 210	Introduction to Theatrical Design	3
THR 351	Play Direction I	3
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3

Becoming a High School Teacher (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)



California legislation requires all secondary teachers to complete a state-approved subject matter program / major **or** pass a subject matter examination (CSET) before obtaining a teaching credential. Students seeking a single subject credential are urged to major in the subject in which they plan to obtain a California credential. The majors Concordia offers that are appropriate for secondary education are:

- Art
- Biology
- Chemistry
- English
- History
- Kinesiology
- Mathematics
- Music
- Theatre (pending CTC approval)

To increase employment potential and to meet the needs of schools and congregations, be sure to check with your staff advisor and the School of Education to help you select a major which best matches teaching fields in greatest demand.

Becoming a Special Education Teacher (Education Specialist: Mild/Moderate Support Needs Preliminary Credential)

The State approved Special Education program at Concordia is titled “Education Specialist: Mild/Moderate Support Needs.” This special education credential authorizes the teacher candidate to teach students (K-22) with mild to moderate disabilities, including students identified with specific learning disabilities, mild-moderate intellectual disabilities, and other health impairments.

Because a special education teacher can work with students in all grade levels K-22, you will want to have a broad foundation of academic content. A special education teacher must be a well-educated person that has both breadth and depth in the subject areas. Your undergraduate major can be from any background, but it is highly recommended that you have a degree in Liberal Studies.

The Liberal Studies major (catalog year 2018 and later) at CUI has been approved by the California Commission on Teacher Credentialing as an Elementary Subject Matter (ESM) program. Students completing the ESM program at Concordia University Irvine for multiple subjects and EDSP credentials fulfill the requirements for the multiple subjects CSET examination.

California's Every Student Succeeds Act (ESSA) expects all special education teachers to be highly qualified. This requires the passage of a rigorous subject matter examination to verify your mastery of the subject matter. In California, this examination is called the CSET. A special education teacher may pass any CSET offered; however, Concordia's Liberal Studies major is aligned to the broad subject matter competencies of the CSET: Multiple Subjects examination. This is another reason we recommend the Liberal Studies major for students with the goal of becoming a special education teacher. The Single Subject CSET is also recommended for those individuals wishing to teach at the secondary level.

Becoming a Middle School Teacher

To be a middle school teacher, there are three paths you can pursue. The path you choose depends on the subjects you want to teach. Some middle school teachers teach a cluster of courses such as math, English, and social studies. This arrangement requires the teacher to hold a multiple subject credential. In this case, the best subject matter preparation for you would be to complete Concordia's Liberal Studies major. Other middle school teachers teach a single subject similar to high school teachers. If this is your goal, you will pursue a single subject credential in your desired subject. If you want to teach Special Education in a middle school, you should major in Liberal Studies and earn the EDSP credential.

Becoming a Lutheran School Teacher

If you want to become a Lutheran Teacher, you will pursue the *Lutheran Teaching Certificate Program*. This requires you to complete specific coursework in addition to your elementary or secondary subject matter coursework. The coursework and requirements for the Lutheran Teaching Certificate (LTC) are located in this handbook. Liberal Studies majors should choose the Christ College concentration to complete the LTC. The Lutheran Teaching Certificate prepares a student for placement into the teaching ministry of The Lutheran Church-Missouri Synod (LCMS). A congregation or Lutheran high school calls the Lutheran Teacher candidate to serve in its teaching ministry. The decision to pursue the Teaching Ministry of the Lutheran Church is not to be taken lightly. It is a decision to make carefully and prayerfully.

Applications for the Lutheran Teaching Certificate must be made through the Christ College office. Christ College is Concordia's School of Theology, Philosophy, Classical Languages and LCMS Church Vocations. Your advisors and the School of Education will help you with this process.



Christ College Scholarships

LCMS Undergraduates intending to follow a career in full-time ministry in the LCMS may be eligible for Christ College Scholarships. For more information, see the Christ College Program Coordinator.

Placement

Candidates for the Lutheran Teaching Certificate are placed in schools and congregations through the office of Lutheran Placement. To facilitate the placement process, candidates who expect to be placed in a teaching position must submit a placement application to the Placement Office BEFORE the end of the fall semester of their final year at Concordia.

A personal interview with the Placement Director will follow the submission of the application. High schools and congregations from many regions of the country will be calling Concordia in search of the “right” candidate to fulfill their own particular congregational and classroom ministry needs. It is the role of the Placement Director to match church needs with candidates ready to serve.



Phase Two: Professional Preparation

The second phase of teacher education is your professional preparation program – your credential program. Your completion of Concordia’s professional preparation program prepares you to apply for a Preliminary California Teaching Credential. In this second phase of teacher education, you have two important decisions to make. The first is when to complete your credential work and the second is which credential you will pursue.

Credential Options

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.

When to Begin Credential Coursework

- **As an Undergraduate Student:** Both your Bachelor's degree and credential program can be completed concurrently as undergraduate coursework. You can be formally accepted into the teacher credential program as an undergraduate and begin your credential work as an undergraduate. With careful planning with your faculty and staff advisors, it is possible to complete both your undergraduate major/program and credential program in four years. *If you choose this option, you are not eligible for the Combined Credential and Master's in Education Program, as all credential coursework must be taken at the graduate level.*
- **Combination of Undergraduate and Post Baccalaureate:** You may choose to do some of your credential coursework during your undergraduate program and complete the remainder after you graduate. Completing your BA and credential program in 4 ½ years is a popular option. In your last semester as an undergraduate, you will fill out the Transition Student paperwork explained later in this handbook. *If you choose this option, you are not eligible for the Combined Credential and Master's in Education Program, as all credential coursework must be taken at the graduate level.*
- **As a Post Baccalaureate Student:** For a number of reasons, you may decide not to begin your credential coursework until after you complete your undergraduate major/program and have obtained your BA degree. This is a good option for students who are pursuing a second major or minor; students who have demanding extracurricular responsibilities such as athletics or performing arts; or students who just wish to pursue their education at a less intense pace. *If you choose this option, check out the information regarding the Combined Credential and Master of Education Program.*



Saturday Event Attendance Required

Students will be expected to attend one or more Saturday events (Symposium, additional seminars) during their time in Teacher Credential courses. Dates will be given with as much advance notice as possible.

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

All documents must be emailed to education@cui.edu to be entered into your SOE file.

- ❑ Successful completion of EDUC 101 and EDSP 204 or EDUC 204 with a B- or higher and positive evaluation of the field experience component by the Director of Field Experience and the classroom teacher.
- ❑ Cumulative GPA = 2.90 with no grade below a C- in major
- ❑ SOE Application for Admission to the Undergraduate Teacher Education Program
- ❑ Two Letters of Recommendation (SOE Form):
 - One from a CUI faculty member who taught the student.
 - One from a professional reference, former teacher, pastor, etc.
- ❑ Official CBEST proof of passage or meet basic skills requirement
- ❑ Certificate of Clearance & Live Scan fingerprinting
- ❑ Negative TB report valid at time of admission
- ❑ Approval of the School of Education faculty
- ❑ Successful interview with your education faculty advisor



Transition

Most undergraduate Education students either begin or complete their credential coursework in their undergraduate program and then return to complete their remaining coursework and student teaching as a post Baccalaureate student. If you are in this category, there are actions that you must complete in your last semester before graduation. They are simple, but can become confusing in the hustle and bustle of being a senior preparing to graduate. Make sure you do all the actions listed below. The deadlines are **October 15** for fall graduation and **March 15** for spring graduation. If you have any questions, contact your School of Education advisor for help.

- ❑ Transition Application
 - The application link will be emailed to you a few weeks into your final undergraduate semester.
- ❑ Submit completed CSET verification, if required (dependent on where you are in the program)
- ❑ Submit TB Test Verification (if not already current)

Multiple Subject Preliminary Credential Coursework

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

37 Units

Foundation Courses		7 Units
Students do not need to be admitted into the Teacher Education program to take foundation courses.		
EDUC 101	Introduction to Teaching Careers I	1
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3

Block I		9 Units
Students must be admitted to the Teacher Education program before enrolling in any EDUC 400 level courses. (This does not apply to EDLS 400 level courses.)		
EDUC 401	Planning & Assessment for Inclusive Classrooms	3
EDUC 402	Creating Positive and Inclusive Learning Environments	3
EDUC 451	Language and Culture	3

Block II		9 Units
To enroll, students must successfully complete and pass EDUC 401 & 451 <i>and</i> must have passed, attempted, or be registered for the next CSET examination or complete the multiple subject ESM coursework prior to or concurrently with Block II.		
EDUC 422	Math and Science Methods: Elementary	2
EDUC 423	Integrated Curriculum Methods: Elementary	2
EDUC 460	Literacy Instruction in Diverse Classrooms	4
EDUC 480	TPA Practicum: Field Experience <i>Taken following or concurrent with Block 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. No other coursework can be taken during the student teaching semester.		
EDUC 482 A/B	Student Teaching II: Elementary	12

Single Subject Preliminary Credential Coursework

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

37 Units

Foundation Courses		7 Units
Students do not need to be admitted into the Teacher Education program to take foundation courses.		
EDUC 101	Introduction to Teaching Careers I	1
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3

Block I		9 Units
Students must be admitted to the Teacher Education program before enrolling in any EDUC 400 level courses. (This does not apply to EDLS 400 level courses.)		
EDUC 401	Planning & Assessment for Inclusive Classrooms	3
EDUC 402	Creating Positive and Inclusive Learning Environments	3
EDUC 451	Language and Culture	3

Block II		9 Units
To enroll, students must successfully complete and pass EDUC 401 & 451 <i>and</i> must have passed, attempted, or be registered for the next CSET examination or complete the SMC coursework prior to or concurrently with Block II.		
EDUC 424	Secondary Curriculum Methods	4
EDUC 470	Content Area Literacy Instruction	4
EDUC 481	TPA Practicum: Field Experience <i>Taken following or concurrent with Block 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/or the appropriate CSET for their subject matter; and have submitted all required Student Teaching forms and applications. No other coursework can be taken during the student teaching semester.		
EDUC 483 A/B	Student Teaching II: Secondary	12

Education Specialist: Mild/Moderate Support Needs Preliminary Credential Coursework

The Education Specialist: Mild-Moderate Support Needs 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.

39 Units

Foundation Courses		7 Units
Students do not need to be admitted into the Teacher Education program to take foundation courses.		
EDUC 101	Introduction to Teaching Careers I	1
EDUC 200	The Teacher and Technology	1
EDSP 204	Introduction to Teaching Diverse Populations	2
EDSP 301	Typical and Atypical Development of Diverse Learners	3

Block I		9 Units
Students must be admitted to the Teacher Education program before enrolling in any EDSP 400 level courses. (This does not apply to EDLS 400 level courses.)		
EDSP 401	Planning & Assessment for Inclusive Classrooms	3
EDSP 402	Creating Positive and Inclusive Learning Environments	3
EDSP 451	Language and Culture	3

Block II		11 Units
To enroll, students must successfully complete and pass EDSP 401 & 451 <i>and</i> must have passed, attempted, or be registered for the next CSET examination or complete the multiple subject ESM coursework prior to or concurrently with Block II.		
EDSP 425	Advanced Curriculum Methods	3
EDSP 426	Assessment, Case Management, & Collaboration	3
EDSP 460	Literacy Instruction in Diverse Classrooms	4
EDSP 480	TPA Practicum: Field Experience <i>Taken following or concurrent with Block 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. No other coursework can be taken during the student teaching semester.		
EDSP 484 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

We do not offer a path for completing a Multiple Subject and Single Subject Credential program concurrently.

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.

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 approximately half 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. 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 concurrent credential plan:

Dual Multiple Subject & Education Specialist

Coursework

44 Units

Foundation Courses		7 Units
Students do not need to be admitted into the Teacher Education program to take foundation courses.		
EDUC 101	Introduction to Teaching Careers I	1
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3

Block I		9 Units
Students must be admitted to the Teacher Education program before enrolling in any EDSP 400 level courses. (This does not apply to EDLS 400 level courses.)		
EDUC 401	Planning & Assessment for Inclusive Classrooms	3
EDUC 402	Creating Positive and Inclusive Learning Environments	3
EDUC 451	Language and Culture	3

EDSP Block II		7 Units
To enroll, students must successfully complete and pass EDSP 401 & 451 <i>and</i> must have passed, attempted, or be registered for the next CSET examination or complete the multiple subject ESM coursework prior to or concurrently with Block II.		
EDSP 425	Advanced Curriculum Methods	3
EDSP 426	Assessment, Case Management and Collaboration	3
EDSP 480A	Practicum: Field Experience II (with 40 hours in an EDSP setting)	1

MS Block III		9 Units
EDUC 422	Math and Science Methods: Elementary	2
EDUC 423	Integrated Curriculum Methods: Elementary	2
EDUC 460	Literacy Instruction in Diverse Classrooms	4
EDUC 480	TPA Practicum: Field Experience (with 40 hours in a multiple subject setting)	1

Passage of RICA

(It is recommended that candidates take the RICA immediately following EDUC 460)

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. No other coursework can be taken during the student teaching semester.		
EDUC 482 A or B	Student Teaching II: Elementary 8-9 weeks	6
EDSP 484 A or B	Student Teaching II: Special Populations 8-9 weeks	6

Dual Single Subject & Education Specialist

Coursework

48 Units

Foundation Courses		7 Units
Students do not need to be admitted into the Teacher Education program to take foundation courses.		
EDUC 101	Introduction to Teaching Careers I	1
EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2
EDUC 301	Typical and Atypical Development of Diverse Learners	3

Block I		9 Units
Students must be admitted to the Teacher Education program before enrolling in any EDSP 400 level courses. (This does not apply to EDLS 400 level courses.)		
EDUC 401	Planning & Assessment for Inclusive Classrooms	3
EDUC 402	Creating Positive and Inclusive Learning Environments	3
EDUC 451	Language and Culture	3

EDSP Block II		11 Units
To enroll, students must successfully complete and pass EDSP 401 & 451 <i>and</i> must have passed, attempted, or be registered for the next CSET examination or complete the multiple subject ESM coursework prior to or concurrently with Block II.		
EDSP 425	Advanced Curriculum Methods	3
EDSP 426	Assessment, Case Management and Collaboration	3
EDUC 460	Literacy Instruction in Diverse Classrooms	4
EDSP 480A	Practicum: Field Experience II (with 40 hours in an EDSP elementary setting)	1

❑ Passage of RICA

(It is recommended that candidates take the RICA immediately following EDUC 460)

SS Block III		9 Units
EDUC 424	Secondary Curriculum Methods	4
EDUC 470	Content Area Literacy Instruction	4
EDUC 481	TPA Practicum: Field Experience (with 40 hours in a secondary setting)	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. No other coursework can be taken during the student teaching semester.		
EDUC 483 A or B	Student Teaching II: Secondary 8-9 weeks	6
EDSP 484 A or B	Student Teaching II: Special Populations 8-9 weeks	6

Changing Credential Programs

It is important that candidates understand one is admitted into the Multiple Subject, Single Subject Credential, or Education Specialist program. Occasionally, a candidate wishes to switch programs. In most cases, this will require the candidate to fully pass the appropriate CSET examination or fulfill the Subject Matter Competency requirement through their major.

The first block of education courses is for both the multiple subject, single subject, and Education Specialist candidates. However, the field experience hours completed in EDUC/SP 204 may need to be repeated at the appropriate grade level. Candidates switching from one credential area (Multiple Subject, Single Subject or Education Specialist) to another credential area, or from one single subject content area to another, may need to add an additional 20 hours of fieldwork in their EDUC/SP 480/481 placement.

It is critical that you contact your CUI academic advisor and School of Education advisor as soon as possible to review your graduation plan and to change your credential path.

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 preliminary teacher 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 recommendation of Concordia University Faculty.
- Complete half of student teaching in an elementary or secondary school affiliated with the LCMS. (*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

		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	0-2
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. Postbaccalaureate 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).



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. You have already completed some of these as a part of your admission to Concordia's Credential program. An overview of each examination is given below.

State and Federal Testing Requirements

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

Undergraduate students submit official 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 per AB 130:

<https://www.ctc.ca.gov/educator-prep/subject-matter-requirements>. The chart of SMC options is particularly helpful:

www.ctc.ca.gov/docs/default-source/educator-prep/files/subject-matter-chart-of-options.pdf

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 from a regionally accredited institution of higher education. This evaluation is completed by CUI faculty.
 - The coursework must meet the 23 Domains of CSET Multiple Subject Subtests.
 - The coursework must have been completed with a grade of “C” or higher, “Pass”, “Credit” or another designation deemed by the institution of higher education to be the equivalent to a grade of “C” or higher.
 - The coursework is degree-applicable to an Associate or higher degree and credit bearing.
 - Remedial or professional development coursework is not acceptable.
4. Bachelors (or higher) Degree from a regionally accredited institution of higher education in Liberal Studies, Liberal Arts, Elementary Education
5. An academic degree major that includes all content areas noted in Ed Code 44282 as follows:
 1. language studies
 2. literature
 3. mathematics
 4. science
 5. social studies
 6. history
 7. arts
 8. physical education
 9. human development
6. Combination of a Subject Matter Competency Evaluation of coursework 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 from a regionally accredited institution of higher education. This evaluation is completed by CUI faculty.
 - The coursework must meet the Domains of the CSET Single Subject Subtests
 - The coursework must have been completed with a grade of “C” or higher, “Pass”, “Credit” or another designation deemed by the institution of higher education to be the equivalent to a grade of “C” or higher.
 - The coursework is degree-applicable to an Associate or higher degree and credit bearing.
 - Remedial or professional development coursework is not acceptable.
4. **Bachelor's (or higher) Degree from a regionally accredited institution of higher education in a major in one of the subject areas in which the Commission credentials candidates. See the SMC options chart for a full list of acceptable majors for each credential:**
www.ctc.ca.gov/docs/default-source/educator-prep/files/subject-matter-chart-of-options.pdf
5. **Combination of a Subject Matter Competency Evaluation of Bachelors Degree coursework AND CSET Subtests passed.**



EDSP

Subject matter for EDSP students may be demonstrated in one of the following ways. **See the SMC options chart for a full list of acceptable majors for each credential:**

www.ctc.ca.gov/docs/default-source/educator-prep/files/subject-matter-chart-of-options.pdf

1. Bachelors or higher degree from a regionally-accredited institution of higher education in any of the academic majors approved for use for the Multiple or Single Subject Credentials.
2. Completion of a Commission-approved Subject Matter Preparation Program for Multiple or Single Subject Credentials.
3. Coursework evaluation against SMC domains.
4. Passage of any CSET approved for use for the Multiple or Single Subject Credentials.
5. Combination of CSET and coursework evaluation.

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 460, *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 460. 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

See the following chart for links to the various teacher exams. Please note that you may fulfill the Basic Skills Requirement and/or Subject Matter Competency Requirement through other options listed above.

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."		
<i>Full passage of all CSET subtests BEFORE the deadline in the Block II semester (April 1, November 1), which is the semester before Student Teaching.</i>		
RICA (Reading Instruction Competence Assessment) rica.nesinc.com		
Take this exam AFTER you have completed EDSP 460. You must successfully pass this exam before you can apply for your credential.	Take this exam AFTER you have completed EDUC 460. 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!
CaITPA (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 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 to the university. 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, 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 by the required registration date.

Candidates prepare for completing the CalTPA and submission requirements during the TPA Practicum EDUC/EDSP 480/481 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 that 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 480/481*, 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 480/481* 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 480/481* 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 that 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 next steps with the CalTPA Coordinator, candidates should contact your 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. This application process is completed through the School of Education Office. Candidates will be given the application packet at a seminar conducted during the Student Teaching semester. When all items are completed, you are ready to file. The following items are required in order 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 Competency requirement verified as met per the options provided by AB 130.
- 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 send 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. 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 experiences 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 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 480/481 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 the criteria have been met.**

Due to CalTPA revisions, EDUC/EDSP 480/481 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 an assignment in EDUC 101 and is part of the admissions process. Transfer students should contact their SOE advisor as soon as possible to complete this process. Undergraduate students will be allowed to enroll in courses beyond EDUC 101 once the School of Education receives a copy of their Certificate of Clearance. Students must forward their issuance email to education@cui.edu so that it can be entered in their file.

Health Clearance

Verification of a negative Tuberculin Test is required for all field experience and student teaching placements and for program acceptance. 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 480/481 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 480/481 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*. It is essential this form be submitted to the Field Experience Coordinator immediately to verify 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 fieldwork 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 support needs 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, EDUC/EDSP 480/481 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 480/481 is not offered during Summer sessions. This course and field experience can only be repeated in the 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 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 2.9 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 cooperating teacher in EDUC/EDSP 204.
- Successful completion of TPA Practicum, EDUC/EDSP 480/481, with a B- or better and positive evaluation from cooperating teacher.
- Fulfillment of the Subject Matter Competency requirement per AB 130 through any allowed options: CTC-approved subject matter preparation program or Bachelor's degree major, coursework evaluation, passage of the appropriate CSET examination, or a combination of the coursework evaluation and CSET subtests.
- 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 480/481 course 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 480/481. 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 3 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 Cal TPA 1 and Cal TPA 2.
- The student teacher must complete at least 80 days of full time student teaching in their class



In order 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:

- Fieldwork experience of at least 40 hours through EDUC 204 and/or EDUC 480/481.
- 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 make up • 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 for Field Experience & Student Teaching

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 fieldwork 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 designated 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 free inquiry after truth, goodness, and beauty, and to the development of “wise, honorable, and cultivated citizens,” Concordia University Irvine strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in Scriptures.

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

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

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 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

An undergraduate student accepted into the Teacher Credential Program must maintain a 2.9 to remain in good standing in the Teacher Credential Program. If a student drops below a 2.9, the student has one semester on **probation**. By the end of that semester, the student must have brought the GPA back to the acceptable 2.9 cumulative or the student will be dismissed from the program. (Preliminary Credential Program Policy for Undergraduates)

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)



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 university's process. 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 Undergraduate 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)

Non-Attendance of the First Class

A student who does not attend the first day of class nor notifies the instructor of the absence in advance of the first class session, may be dropped at the instructor's prerogative. This is done only for impacted courses. (Concordia University Catalog/Undergraduate Policy)

Students desiring to continue in the course will need to re-enroll with the Registrar and will be assessed a re-enrollment fee.

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



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

(Preliminary Teacher Credential Program Policy)

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. (Preliminary Teacher Credential Program Policy)

**EDUC/EDSP 480/481 is not offered during summer sessions.
This course and field experience can only be repeated in 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. (Preliminary Teacher Credential Program 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. (Preliminary Teacher Credential Program 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 removed to inactive status during that time, the student may need to repeat or add course work in order to be certain that current required competencies are included in the program. (Preliminary Teacher Credential Program Policy)



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 DLRC 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)



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 financial aid programs that have developed nationally, within the State of California, and within the church. Student loans are also 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 for coursework not included in the full-time undergraduate tuition rate (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
-------------------------	----------	----------------------

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 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 Undergraduate Catalog, p. 20)

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 Undergraduate 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 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.

How to Apply

- Create an FSA ID at fsaid.ed.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 studentaid.ed.gov/types/loans. 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 time frame 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 time frames are listed below:

- Bachelor Degrees: 180 or 192 Hours Attempted
- Graduate Degrees Hours Attempted required for program

Hours attempted: Hours attempted include all hours pursued in the student's career and are counted in the maximum time frame 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 time frame 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)

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.

Withdrawals

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



University Services

Academic Advising

Planning for a credential or degree program must be done in consultation with an undergraduate 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 to use them at the above locations.



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.

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-elearning/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.

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 in order 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 101 – Introduction to Teaching Careers

1 unit

This introductory course to the field of education and the professional career of the teacher will include the following topics: characteristics of today's learners and of effective teachers and schools; California teacher credentialing procedures; and the university's teacher education program. Fifteen (15) hours of community service in a school or other educational organization serving children are required. Students must arrange their own transportation to the school or educational organization.

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 EDUC204/EDSP 204: Introduction to Teaching Diverse Populations, but need to complete an additional 20 hours of fieldwork and fieldwork assignments in a different educational setting to meet credential requirements. This would apply to students 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 400 – 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 400 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 401 – 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 as they examine both formal and informal pupil assessment, including curriculum-based assessment in this course. Students will also learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse pupils. *Corequisite: EDUC 451. Prerequisites: Admission to the undergraduate teacher education program.*

EDUC 402 – Creating Positive and Inclusive Learning Environments

3 units

This course will examine strategies for the inclusive classroom and the development of individual behavior management plans through an examination of the Individual Educational Program/ Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities, 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 undergraduate teacher education program; EDUC 401 (concurrent enrollment allowed).*



EDUC 422 – 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 upon social, cultural, and historical foundations and learning theories as they plan instruction in this course. *Corequisite: EDUC 423. Prerequisites: Admission to the undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.*

EDUC 423 – 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 upon social, cultural, and historical foundations, and learning theories in this course. *Corequisite: EDUC 422. Prerequisites: Admission to the teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.*

EDUC 424 – Secondary Curriculum and Methods

4 units

Students preparing to teach in secondary classrooms will gain an understanding of the secondary school curriculum through the examination of recent research, use the California Frameworks, and K-12 Content Standards to explore their subject areas and evaluate curriculum materials in this course. Emphasis will be given to preparing lesson plans that meet the diverse needs of pupils. *Prerequisites: Admission to the undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.*

EDUC 451 – 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 along with effective strategies for teaching English learners. Students will apply these strategies to course activities and assignments. *Corequisite: EDUC 401. Prerequisite: Admission to the undergraduate teacher education program.*

EDUC 460 – Literacy Instruction in Diverse Classrooms

4 units

This course will focus on preparing students to teach reading and language arts in diverse classrooms, following the guidelines set forth by the California Commission on Teacher Credentialing (CCTC), the California Common Core State Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. *Corequisite: EDUC 480. Prerequisites: Admission to the teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 422 (concurrent enrollment allowed) and EDUC 423 (concurrent enrollment allowed) and EDUC 451.*

EDUC 470 – Content Area Literacy Instruction

4 units

Using the guidelines sent forth by the California Commission on Teacher Credentialing (CCTC) and the California and Common Core State Standards as the basis of this course, students will examine the theory and practice of reading instruction as applied to the content areas of middle and secondary schools with an emphasis on the development of reading techniques ranging from assessment of individual skills, selection of appropriate materials, and strategies for instruction in subject areas for diverse classrooms. *Prerequisites: Admission to the undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.*

EDUC 480 – 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 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. Students must arrange their own transportation to the university assigned school site. Minimum grade of B- required. TPA Program and Field Experience Fee: \$275. *Corequisite: EDUC 460. Prerequisites: Admission to the undergraduate teacher education program; current certificate of clearance; CSET (California Subject Examination for Teachers) verification; current TB (tuberculosis) test; EDUC 401 and EDUC 402 and EDUC 422 (concurrent enrollment allowed) and EDUC 423 (concurrent enrollment allowed) and EDUC 451.*



EDUC 481 – Teacher Performance Assessment (TPA) Practicum: Field Experience 1 unit

This is the last course taken before EDUC 482 and consisting of forty (40) hours of field experience during K-12 public school hours and class seminars and will prepare students to teach in secondary classrooms as they develop an understanding of grades 7-12 curriculum, how to meet the needs of diverse learners, and instructional planning and delivery. Through the activities of this course, students will complete the first two tasks of the California Teaching Performance Assessment (CalTPA). Minimum grade of B- required. Students must arrange their own transportation to the university-assigned school site. TPA Fee: \$275. *Prerequisites: Current certificate of clearance; current TB (tuberculosis) test; completion; CSET (California Subject Examination for Teachers) verification; EDUC 424 (concurrent enrollment allowed) and EDUC 470 (concurrent enrollment allowed).*

Due to CalTPA revisions, EDUC 480/481 course content is subject to change.

EDUC 480A – Practicum: Field Experience II 1 unit

This course is for those who have met the requirements for EDUC 480/580 EDSP 480/580: 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 482 A/B – Student Teaching: Elementary 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 \$200. *Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current TB (tuberculosis) test.*

EDUC 483 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 \$200. *Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current TB (tuberculosis) test.*

EDUC 485 – 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 101 – Introduction to Teaching Careers

1 unit

This introductory course to the field of education and the professional career of the teacher will include the following topics: characteristics of today's learners and of effective teachers and schools; California teacher credentialing procedures; and the university's teacher education program. Fifteen (15) hours of community service in a school or other educational organization serving children are required. Students must arrange their own transportation to the school or educational organization.

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 fieldwork assignments in a different educational setting to meet credential requirements. This would apply to students 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 401 – 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. *Corequisite: EDSP 451. Prerequisite: Admission to the teacher education program.*

EDSP 402 – Creating Positive and Inclusive Learning Environments

3 units

This course will examine strategies for the inclusive classroom and the development of individual behavior management plans through an examination of the Individual Educational Program/Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities, 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 undergraduate teacher education program; EDSP 401 (concurrent enrollment allowed).*



EDSP 425 – Advanced Curriculum Methods for Special Populations

3 units

In this course students will examine informal, formal, and standardized assessments appropriate for pupils with mild to moderate disabilities as they learn to interpret assessment data, write assessment reports, and use the data to determine eligibility, monitoring of progress, and designing individual pupil instructional plans. Students will also plan and deliver focused instruction in mathematics, writing conventions, speaking, and listening. Up to ten (10) hours of fieldwork in a university-assigned placement is required. *Corequisites: EDSP 426 and EDSP 460 and EDSP 480. Prerequisites: Admission to the undergraduate teacher education program; Basic Skills/Subject Matter Evaluation Form submitted; EDSP 401 and EDSP 402 (concurrent enrollment allowed) and EDSP 451.*

EDSP 426 – Case Management, Assessment, and Collaboration

3 units

Students will learn how to manage and implement all elements of the IEP/ITP (Individual Educational Program/Individualized Family Service Plan) processes, including implementation of all legal requirements in this course. Strategies for developing effective communication, collaboration, and consultation skills with teachers, school personnel, parents, and community agencies will be presented. *Corequisites: EDSP 425 and EDSP 460 and EDSP 480. Prerequisites: Admission to the undergraduate teacher education program; Basic Skills/Subject Matter Evaluation Form submitted; EDSP 401 and EDSP 402 (concurrent enrollment allowed) and EDSP 451.*

EDSP 451 – Language and Culture

3 units

This course will address the impact of culture, language, 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. *Corequisite: EDSP 401. Prerequisites: Admission to the undergraduate teacher education program.*



EDSP 460 – Literacy Instruction in Diverse Classrooms

4 units

As it follows the guidelines set forth by the California Commission on Teacher Credentialing (CCTC), the California Common Core State Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications, this course will focus on preparing students to instruct reading and language arts in diverse classrooms. *Corequisites: EDSP 425 and EDSP 426 and EDSP 480. Prerequisites: Admission to the undergraduate teacher education program; Basic Skills/Subject Matter Evaluation Form submitted; EDSP 401 and EDSP 402 (concurrent enrollment allowed) and EDSP 451.*

EDSP 480 – 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 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. Students must arrange their own transportation to the university assigned school site. Minimum grade of B- required. *Corequisites: EDSP 425 and EDSP 426 and EDSP 460. Prerequisite: Admission to the undergraduate teacher education program; current certificate of clearance; Basic Skills/Subject Matter Evaluation Form submitted; current TB (tuberculosis) test; EDSP 401 and EDSP 402 and EDSP 451.*

EDSP 480A – 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 fieldwork and fieldwork assignments in a different educational setting to meet credential requirements. This would apply to students who are adding a credential.

Due to CalTPA revisions, EDSP 480 course content is subject to change



EDSP 484 A/B – Student Teaching: Special Education

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 as students practice strategies and classroom management at grade levels and in subject areas 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 certificate of clearance; current TB (tuberculosis) test.*

EDSP 485 – 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.*