



SCHOOL OF
EDUCATION

CONCORDIA UNIVERSITY IRVINE

STUDENT HANDBOOK

2026-2027

Teaching Credential | Undergraduate



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

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Welcome from the Dean

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

The faculty and staff in the School of Education are dedicated to preparing you both professionally and personally for your life's calling. 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 are committed to helping you develop the skills and virtues of servant leadership, enabling you to lead with courage, compassion, humility, and honesty. The world needs more individuals who are willing to look to the interests of others and serve first. An excellently prepared leader who also lives a life of service to others is the person who will transform lives and make a lasting positive impact. This is our commitment to you. To model Christ-like servant leadership through our teaching, student services, and educational experiences so that you are ready to live your calling as a servant leader in your school and community.

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

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

Concordia University Irvine Mission and Core Convictions

Mission

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.

Core Convictions

Concordia University Irvine serves our students, colleagues, and community by being:

- *Gospel-Centered:* The faculty and staff, guided by God's Word and the Lutheran Confessions, welcomes all qualified students who are willing to engage with its mission and proclaims God's grace in Christ to each person.
- *Faithfully Relevant:* Concordia offers exceptional, rigorous, holistic, and sought-after programs in the liberal arts and professional studies, rooted in the Lutheran intellectual tradition, that prepare servant leaders who proactively address the contemporary needs of the church and the world.
- *Sustainably Excellent:* Concordia invests its resources of time, talent, and treasure in wise and sustainable ways by empowering each faculty, staff, and student to live out their vocations and to support the ongoing excellence and fulfillment of the university's mission.
- *Courageously Loving:* At Concordia, all are called to love one another, forming a community that faithfully cultivates humility and responsibility, fosters honest and charitable conversations, and offers a path to personal growth that equips students for lives of service in a diverse world.
- *Relentlessly Hopeful:* Concordia is ever hopeful as it carries out its mission in the face of the world's challenges. Our hope is rooted in the confidence that God in Christ has reconciled the world to himself and that Christ is the Lord of all creation.

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">○ Humble, Compassionate, Honest Courageous● 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
- Compassion
- Honesty
- Courage

Skills

- Creates a Vision
- Builds Relationships
- Empowers Others
- Motivates Excellence



Non-Discrimination Policy

Concordia University Irvine is an educational institution of 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 the 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 Irvine has not applied for the regulatory exemption under Title IX, 34 C.F.R. § 106.12; however, the Title IX statutory exemption provided by Congress, see 20 U.S.C. § 1681(a)(3), is self-executing. Concordia University Irvine is entitled to that statutory exemption to the extent the application of Title IX is not consistent with the institution's religious tenets. Concordia University Irvine is exempt from California Education Code 66270, to the extent that the application of this code is inconsistent with the institution's religious tenets.

The exemption may apply to, but is not limited to, requirements as expressed in University policies, including those found in the Student Code of Conduct, the Housing Handbook, the Student-Athlete Handbook, the Employee Handbook, and the Employee-Student Handbook. Concordia University Irvine retains all rights afforded to us under federal law and the laws of the State of California.

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 Concordia academic advisor to declare yourself a teacher education student.
2. Begin working on your general education coursework.
3. Talk to School of Education advisors.
4. Enroll in EDUC 101 to explore your various options as a teacher.

Becoming an Elementary School Teacher (Multiple Subject Preliminary Credential)

An elementary teacher teaches all subjects in a self-contained classroom. To be an elementary teacher, you must have a broad foundation of academic content. An elementary teacher must be a well-educated person who has both breadth and depth in subject areas. The best major for an elementary teacher is the Liberal Studies major.

The Liberal Studies major (catalog year 2018 and later) at Concordia 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 Subject Matter Competency requirements.

In California, the 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 or an approved major as specified in AB-130 may need to pass the CSET examination to meet this state requirement.

Liberal Studies Required Coursework

Starting in Fall 2024, the Liberal Studies major no longer requires concentrations. It is now 57 units.

If you started at Concordia before Fall 2024, your major requirements look very different from what is here.

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; however, they must be repeated with a grade of at least C- to count toward Teacher Education Program admissions requirements.

Language		15 Units
CENG 203	Imagining Freedom and Citizenship in the West	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 or WRT 201 Art of the Essay	3

History – Social Science		7 Units
CHST 203	A History of Freedom and Citizenship in the West	3
EDLS 304	History of Society and Education	1
HST 378	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 or ART 488 Children's Art	3
MUS 461	Music for Children	3
THR 111	Experiences in Theatre or THR 461 Creative Dramatics	3

Mathematics		3 Units
MTH 301	Math for Teachers	3

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

Science		11 Units
CBIO 101	Integrated Biology or BIO 101 Intro to Biology	4
SCI 115	Physical Science	4
SCI 301	Earth Science	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

California legislation requires all secondary teachers to complete a state-approved subject matter program / major **or** specific coursework **or** pass a subject matter examination (CSET) to meet Subject Matter Competency 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

To increase employment potential and to meet the needs of schools and congregations, be sure to check with your School of Education advisor to help you select a major that 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 those identified with specific learning disabilities, mild to 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 who 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 Concordia 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 Subject Matter Competency requirements.

California’s Every Student Succeeds Act (ESSA) expects all special education teachers to be highly qualified. This requires meeting the Subject Matter Competency requirement through one of the options found in AB-130. In California, the subject matter examination is called the CSET. A special education teacher may pass any CSET offered; however, Concordia’s Liberal Studies major is aligned with the broad subject matter competencies needed to teach special education. This is another reason we recommend the Liberal Studies major for students who aspire to become special education teachers. The approved Single Subject majors are 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 coursework in elementary or secondary subject matter. The coursework and requirements for the Lutheran Teaching Certificate (LTC) minor are located in this handbook. The Lutheran Teaching Certificate prepares students for

placement in 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 that should be made 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 Lutheran Placement Office. 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 contacting Concordia in search of the "right" candidate to fulfill their specific 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, known as 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 coursework concurrently. With careful planning with your faculty and staff advisors, it is possible to complete both your undergraduate major/program and credential program as a teaching minor 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. Depending on how many of the credential courses you take, you might earn a teaching minor. 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 Attendance Required

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

Education Minors

It is possible to earn a minor that includes most of the preliminary teaching credential coursework. To be eligible to earn the minor, you must be admitted to the Credential Program - see the Admission Criteria below.

Please note: **EDUC 101, EDUC/EDSP 204, and EDUC/EDSP 301 are not included in the minors.** However, they are prerequisites for the minor courses. Liberal Studies majors are required to take these three courses as part of their program. Single Subject credential candidates will need to take

these courses as electives. **Student teaching** is not included in the minor and must be completed after all other university-required coursework is finished.

Elementary Teaching

		19 Units
EDUC 200	The Teacher and Technology	1
EDUC 401	Planning and Assessment for Inclusive Classrooms	3
EDUC 402	Creating Positive and Inclusive Learning Environments	3
EDUC 422	Math and Science Methods: Elementary	2
EDUC 423	Integrated Curriculum Methods: Elementary	2
EDUC 451	Language and Culture	3
EDUC 460	Literacy Instruction in Diverse Classrooms	4
EDUC 480	TPA Practicum: Field Experience	1

Secondary Teaching

		19 Units
EDUC 200	The Teacher and Technology	1
EDUC 401	Planning and Assessment for Inclusive Classrooms	3
EDUC 402	Creating Positive and Inclusive Learning Environments	3
EDUC 424	Secondary Curriculum and Methods	4
EDUC 451	Language and Culture	3
EDUC 470	Content Area Literacy Instruction	4
EDUC 481	TPA Practicum: Field Experience	1

Special Education Teaching

		21 Units
EDUC 200	The Teacher and Technology	1
EDSP 401	Planning and Assessment for Inclusive Classrooms	3
EDSP 402	Creating Positive and Inclusive Learning Environments	3
EDSP 425	Advanced Curriculum Methods	3
EDSP 426	Case Management, Assessment and Collaboration	3
EDSP 451	Language and Culture	3
EDSP 460	Literacy Instruction in Diverse Classrooms	4
EDSP 480	TPA Practicum: Field Experience	1

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 a 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 C- in major
- SOE Application for Admission to the Undergraduate Teacher Education Program
- Two Letters of Recommendation (SOE Form):
 - o One from a Concordia faculty member who taught the student.
 - o One from a professional reference, such as a former teacher, pastor, etc.
- Certificate of Clearance (includes 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. Ensure you complete all the actions listed below. The deadlines are **October 15** for Fall graduation and **March 15** for Spring or Summer graduation. If you have any questions, contact your School of Education advisor for help.

- Transition Application
 - o The application link will be emailed to you a few weeks into your final undergraduate semester.
- Submit proof that you have met the Subject Matter Competency requirement through one of the options available per AB-130, if required (dependent on where you are in the program)
- Submit TB Test Verification (if not already current)
- Degree Audit - Acceptance of your graduation application by the Registrar's Office.

Required Course Sequence for the Preliminary Credentials

Each Credential requires specific courses. The Foundation courses can be taken separately. Block I courses are usually taken together, as are Block II courses. Student teaching can only be taken after all other Credential and university coursework is completed.

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 and 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.		
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 fulfilled the Subject Matter Competency per one of the options in AB-130, 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 and 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.		
EDUC 424	Secondary Curriculum and 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 fulfilled the Subject Matter Competency per one of the options in AB-130, 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 those 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 and 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.		
EDSP 425	Advanced Curriculum Methods	3
EDSP 426	Case Management, Assessment, and 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 fulfilled the Subject Matter Competency per one of the options in AB-130, 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 concurrent path for completing a Multiple Subject and Single Subject Credential program.

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 their Block I semester: October 15th, March 15th or June 15th.

It is essential that candidates understand they are admitted into one of the following programs: Multiple Subject, Single Subject, or Education Specialist. 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 completes a carefully designed sequence of coursework for both programs, followed by one semester of student teaching. Candidates complete approximately half of their training in a general education setting and half in a special education setting. Once all coursework and program requirements are complete, the credential analyst submits the application 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 wishes to complete coursework toward a dual credential, they must notify their School of Education advisor and their Concordia academic advisor before registering for Block II courses. Please schedule an appointment with your advisor if you would like to discuss this option.

Following is an outline of the sequence of courses candidates complete for the concurrent dual 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 and 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.		
EDSP 425	Advanced Curriculum Methods	3
EDSP 426	Case Management, Assessment, 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

Semester IV – Full-Time Student Teaching		12 Units
Before enrolling in Student Teaching, students must have successfully fulfilled the Subject Matter Competency per one of the options in AB-130, 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 and 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.		
EDSP 425	Advanced Curriculum Methods	3
EDSP 426	Case Management, Assessment, 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

SS Block III		9 Units
EDUC 424	Secondary Curriculum and 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 fulfilled the Subject Matter Competency per one of the options in AB-130, 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 essential that candidates understand they are admitted into one of the following programs: Multiple Subject, Single Subject Credential, or Education Specialist. Occasionally, a candidate wishes to switch programs. In most cases, this will require the candidate to fulfill the Subject Matter Competency requirement for their new credential through one of the options per AB-130.

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 field experience in their EDUC/SP 480/481 placement.

It is essential that you contact your Concordia academic advisor and School of Education advisor as soon as possible to review your graduation plan and update 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 school's youth, their parents, guardians, families, school community, and the entire 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. These fulfill the Lutheran Teaching minor.
- Receive a recommendation from 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

		19-23 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

Lutheran Teaching Candidates are placed in schools and congregations through the LCMS Placement Office, which works on behalf of the Lutheran Church—Missouri Synod. To facilitate the placement process, each candidate must submit a placement application to the LCMS 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. They will complete a Commissioned Minister Candidate Request form. The Placement Office will then 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, guides, and approves candidates for certification. Undergraduate students interested in professional careers in the LCMS may be eligible for the Christ College Scholarship. Postbaccalaureate LCMS students intending to seek a call into full-time ministry in the LCMS may be 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 Council.

Colloquy Program

The Colloquy program is an alternative to the Lutheran Teaching 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 Lutheran teaching, please contact Dr. Cari Chittick, Director of Lutheran Teaching Programs & LCMS Placement (cari.chittick@cui.edu) or Carrie Donohoe, Assistant Director of Lutheran Placement and Christ College Program Coordinator (carrie.donohoe@cui.edu). For questions regarding colloquy, please contact Jonathan Ruehs, Director of Colloquy (jonathan.ruehs@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 complete some of these as part of your admission to Concordia's Credential program. An overview of each examination is given below.

State and Federal Testing Requirements

Basic Skills Requirement

As of July 1, 2024, the State of California no longer requires credential candidates to meet Basic Skills Requirements.

Subject Matter Competency Requirement

All teacher credential candidates in California must meet the Subject Matter Competency (SMR) requirement. Refer to [this link](#) for all options for meeting this requirement, as outlined in AB-130.

The list of [SMR options](#) is particularly helpful.

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 Concordia 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 of 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 Liberal Studies, Liberal Arts, or 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 Concordia 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 of 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 [SMR options list](#) for a full list of acceptable majors for each credential.
5. Combination of a Subject Matter Competency Evaluation of Bachelor's 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 list](#) for a full list of acceptable majors for each credential.

1. Bachelor's 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.

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
CSET (California Subject Examinations for Teachers) ctcexams.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>		
CalTPA (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 potential 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 & EDSP CalTPA). Hereafter, the various versions will collectively be called the 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. The lesson candidates design for this submission must focus on the mathematics content area for Multiple Subject and EDSP; for Single Subject, it is their designated subject matter.

Instructional Cycle 2 focuses on developing a learning segment that includes several purposefully connected lessons, occurring over multiple days, to deepen student understanding. You will use several types of assessment, provide feedback, analyze, and reflect on the student evidence. The lesson that candidates design for this submission must focus on the literacy content area for Multiple Subject and EDSP; for Single Subject, it is their designated subject matter.

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

Implementation and Administration

Concordia’s CalTPA Faculty Lead and Coordinator are responsible for managing the administration process and documents in accordance with the requirements for the CalTPA. The CalTPA Faculty Lead also provides information to faculty and instructors on how to implement the CalTPA within the program and how to prepare candidates for the assessment. This may include learning about the two instructional cycles, rubrics, and TPEs to be demonstrated, as well as showing candidates how 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, as well as 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. Candidates are required to provide a copy (copies) of the permission form used for their video clips and submit it to the university. Individual permission slips must include the parent’s or guardian’s signature when agreeing or disagreeing to record their child. Candidates will be directed on where to submit their permission form copies. The university will retain the permission documentation in case it is needed later to settle any questions about a candidate’s submission.

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

CalTPA Platform

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

Pearson Evaluation Systems offers an online submission system for the CalTPA, featuring 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, as well as 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 receive support from the CalTPA Faculty Lead, their Cooperating Teacher, and University Supervisor. Candidates should begin working on completing the CalTPA 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. Concordia's CalTPA Coordinator assigns the Pearson due dates, which typically fall during the 5th and 10th weeks 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, resubmit if they receive a non-passing score, and receive their scores prior to the end of student teaching.

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

Candidate Preparation and Support

Teacher Performance Expectations (TPEs) are embedded throughout the credential coursework and field experience activities to prepare candidates to be effective classroom teachers 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 preparing for this assessment in EDUC/EDSP 204, Introduction to Teaching Diverse Populations, and continue throughout the program's 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 incorporate elements of the CalTPA, as well as the TPEs, 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 with 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 read and discuss the CalTPA templates, complete required tasks directly linked to the CalTPA templates and scoring rubrics, and use 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 Faculty Lead and Coordinator will make available materials regarding the CalTPA platform, registration, submission of the CalTPAs, and uploading candidate responses.

Additional Support and Attempts

Step 1: Non-passing of CalTPA during Student Teaching

Candidates who are unsuccessful in passing one or both CalTPA cycles during student teaching will contact the CalTPA Faculty Lead for the next steps. Candidates may receive guidance from the TPA Faculty Lead in revising their submission. If the candidate does not pass after a second attempt, the TPA Faculty Lead will evaluate the submission to determine if it meets the criteria for Secondary Passing Standard. If the candidate meets the criteria, the TPA Faculty Lead will work with the candidate to gather the necessary evidence to complete the application. If the candidate does not meet the criteria for the Secondary Passing Standard, or if the candidate meets the criteria but is not currently enrolled in the program, they may 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 Faculty Lead, candidates should contact their advisor to register for this course. During this course, the candidate will be assigned to a field experience placement by the Field Experience Coordinator. All placements will be in Orange County. During this placement, the candidate will complete one submission for one or both CalTPA cycles.

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

A candidate must submit one or both CalTPA Cycles during EDUC/EDSP 485/585 to receive a passing grade for the course. If a candidate is unsuccessful in passing the CalTPA during the EDUC/EDSP 485/585 course, the candidate will contact the CalTPA Faculty Lead for next steps. The CalTPA Faculty Lead and the 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 one to two seminars, as determined by the CalTPA Faculty Lead. Candidates must provide a copy of their CalTPA submission ten days prior to the meeting to allow the CalTPA Faculty Lead time to prepare for remediation. The candidate may be required

to complete additional coursework, as determined by the CalTPA Faculty Lead 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 submit a formal application to the Commission on Teacher Credentialing. This application process is completed through the School of Education Office. Candidates will be given the application information at a seminar conducted during the Student Teaching semester. When all items are completed, you are ready to file. The following items are required in order to file for your preliminary credential and should be submitted to the Credential Analyst:

- Credential Application Request Form. You must have an active, valid email address to file for your credential.
- Certificate of Clearance – This was completed during the admission process. The credential analyst will verify that it is current and valid.
- Subject Matter Competency requirement verified as met per the options provided by AB- 130.
- US Constitution Requirement – Provide an official transcript or certificate verifying having completed a college-level course with a C or higher or an examination on the US Constitution. You may have fulfilled this requirement in your undergraduate coursework. If you did not have a US Constitution course, you may fulfill this requirement by taking a US Constitution workshop culminating in the passage of an examination. Completion of Advanced 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 workshops on the US Constitution.
- 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 Concordia transcript showing completion of the teacher credential program.
- ❑ CPR Certification (Infant, Child, and Adult) - Candidates must hold a current CPR certificate for infants, children, and adults from a “face-to-face,” online, or hybrid course. Provide the original Verification of Completion card.
- ❑ Passage of both Cycles of the CalTPA (MS & SS) or EdSp CalTPA (SPED). 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 receive an email from the CTC immediately, containing instructions for completing the application process and paying the fee. You should check your email and spam folder frequently after submitting 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. Please refer to the Commission's website for specific information. ctc.ca.gov

Field Experience

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

Some districts and schools may require fingerprinting and background verification through their respective district offices. This is separate from the Certificate of Clearance that has already been completed for the CTC. They may also require a more recent TB test. If a candidate is placed in such a district or school, the candidate will incur the cost of this additional safety measure to comply with the district or school's protocol.

EDUC/EDSP 204 Introduction to Teaching Diverse Populations

Candidates complete 20 clock hours of field experience 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 candidate will student teach and then be credentialed. Multiple subject candidates will have elementary field experience. Single subject candidates will have field experience in middle or high school in the same subject area in which they are cleared for student teaching. Education Specialist candidates will be placed in a setting that meets the requirements of an EDSP: Mild/Moderate Support Needs 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. **All course requirements must be met by the end of the semester. Students will not be able to progress in the credential program until these criteria have been met.**

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. Candidates 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 of at least 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.

Every effort is made to secure field experience placements within the first 6 weeks of the semester. Candidates may need to drive a distance, as placements are found within Orange County.

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 attempting to make contact via email or phone for more than two days and following the steps outlined in the Field Experience Handbook without success, 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 Teaching Program 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, as well as 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 end of the first 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 conducted at the Concordia Wellness Center, simply request that a Health Clearance 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 blood test or chest x-ray.
 - A TB risk assessment form is not acceptable.

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.

The 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. At the secondary level, one class period must have at least 25 percent of the student population who are ethnically different from the student teacher.

To verify the proper classroom placements and the appropriate training of the classroom teacher, students must have their supervising field experience teachers complete parts I, II, and III of the *Field Experience Contract Form*. It is essential that this form be submitted to the Field Experience Coordinator immediately to verify that the placement fulfills state requirements. Students who delay submitting this form are at risk 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.
- The student teaching 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 at least 15% socioeconomically disadvantaged.
- All placements will have a qualified administrator.
- All placements will have a qualified mentor teacher recommended by the district or principal, who must have three years of teaching experience and a CA clear credential in the subject area/credential area being taught.
- The student teaching placement will meet the cross-cultural criteria. At least 25% of the students will be of a different ethnic background from the student teacher.

- Candidates will be placed in a variety of districts and schools, both in field experience and student teaching, to 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 candidates with an opportunity to experience the breadth of the school year.

Grade Levels

It is important that all field experiences align with the candidate's 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, repeat it, and then complete the 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 spanning a full public school semester, approximately 18 weeks. Fall student teaching will end in mid-December to mid-January, and Spring student teaching will end in mid-May to 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 the beginning and ending dates, holidays, breaks between semesters, and other scheduled breaks.

Grade Levels

Multiple subject (elementary) student teachers will participate in the full elementary school day. Between field experiences and student teaching, candidates will gain experience in at least two grade levels.

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 Support Needs Credential. This means that throughout the student teaching semester, candidates will work with several different age groups, service 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 in districts with 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.

Some districts and schools may require fingerprinting and background verification through their respective district offices. This is separate from the Certificate of Clearance that has already been completed for the CTC. They may also require a more recent TB test. If a candidate is placed in such a district or school, the candidate will incur the cost of this additional safety measure to follow district or school protocol.

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 their 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 1 for Spring Semester; February 1 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 a positive evaluation from the cooperating teacher in EDUC/EDSP 204.
- Successful completion of TPA Practicum, EDUC/EDSP 480/481, with a B- or better and a positive evaluation from the 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 the School of Education dean and faculty.
- Successful interview with the Director of Student Teaching.

Application Deadlines

Applications for Spring student teaching are due **September 1**. Applications for Fall student teaching are due **February 1**. It is essential to apply by these deadlines, as submitting the student application form initiates a lengthy process. Student teaching applications are found in the EDUC/EDSP 480/481 Canvas 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 then 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; a criminal record; inadequate qualifications; behavioral or personality disorders; addiction to alcohol, narcotics, or other addictive substances; or any other condition not specified above that is adjudged to render you 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 receiving additional support, guidance, and appropriate time, is unable 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 that is unacceptable for a person who aspires to enter the teaching profession. A detailed description of the termination policy and appeals procedure is found in the *Student Teaching Handbook*.

Repeating Student Teaching

A student teacher who is unsuccessful (terminated by the university or school, withdraws, or earns 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 complete additional coursework, undertake additional pre-student teaching field experience, attend counseling sessions, or engage in additional corrective options to 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. Readmittance to the program is also required.

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 their educational history. All Lutheran school placements must be WSCUC-accredited, and the cooperating teacher must hold a valid California credential with a minimum of three years of 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 inform them of the student teaching requirements, then request that 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 candidate's credential program.
- The cooperating teacher must hold a current Clear California Credential in the appropriate level and subject area and have a minimum of 3 years of teaching experience.
- If a public school, the cooperating teacher must hold an appropriate ELL authorization.
- The school site must have a qualified administrator.
- The placement/classroom must have at least two English Language Learners and one student with special needs. This is essential to complete CalTPA Cycle 1 and Cycle 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 in more than one grade level category, the Teacher of Record must complete at least one of the following options in an alternate level:

- field experience 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 are required to spend approximately half of their student teaching in a public school. Students contracted with a non-public school may complete half of their student teaching placement in their own classroom, provided the placement is in the grade level and subject area for the credential program of the candidate. Non-public schools must be

WSCUC-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 substitutes, only for the cooperating teacher, if he/she is absent on any days during the student teaching experience. The student teacher is only allowed to substitute after the first two weeks of the assignment. In that situation, the student teacher will receive substitute teacher pay for those days. It is recommended that the student teacher substitute 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 (as outlined by the University and the 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 candidate's soon-to-be classroom. Concordia University strives to foster and maintain a culture of respect for all students, staff, and faculty members. It is expected that all students, staff, and faculty will communicate with each other with a high level of respect and honor in all forms of communication, including nonverbal, written, and oral interactions.

When working in education settings, **professional attire** is required. This means when you are making a presentation in class, participating in field experience, or student teaching, you should dress in a professionally appropriate manner. Business or business casual attire, representative of your professional career, is expected. Appropriate dress for males would be a shirt, tie, and dress slacks – or, if permissible by your facility, a polo shirt and slacks. Appropriate attire for females includes 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 at 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/materials and all readings and assignments have been completed.
- Comes to advising/financial aid appointments prepared with appropriate completed forms.
- Submits lesson plans to the mentor teacher on time (at least 24 hours ahead).
- Prepares lessons and materials 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 approaches to representing them.
- 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, the professional addresses it with the proper university dean or director.

- Maintains confidentiality.

A professional communicates effectively –

- Uses appropriate language in all oral and written communication.
- Credits others for their work (avoiding 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 lifelong 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 **at all times when a candidate is on a school site**. It is always best to err on the conservative side until you clearly understand the dress code at the school site where you are conducting your field experience. We offer these suggestions:

For Women		
Appropriate	Things to avoid	
<ul style="list-style-type: none"> ● Dress pants ● Jeans (no rips) ● Shirts & blouses ● Sweaters or jackets ● Dresses 	<ul style="list-style-type: none"> ● Shorts (except for PE) ● Skirts shorter than 2” above the knee ● See-through clothing ● Shirts that show the midriff 	<ul style="list-style-type: none"> ● Flip-flops ● Excessive makeup ● Extreme hair dye ● Excessive piercings

<ul style="list-style-type: none"> ● Skirts ● Medium heels ● Flats 	<ul style="list-style-type: none"> ● Low necklines ● Bare backs ● T-shirts or sweatshirts (except on spirit days) 	<ul style="list-style-type: none"> ● Active wear (except for PE) ● Vulgar tattoos (cover if necessary) ● Hats (in the classroom)
For Men		
<ul style="list-style-type: none"> ● Dress pants or business casual pants ● Jeans (no rips) ● Sweaters or jackets ● Closed-toe shoes ● Collared shirt 	<ul style="list-style-type: none"> ● Shorts (except for PE) ● See-through clothing ● Shirts that show the midriff ● T-shirts or sweatshirts (except on spirit days) ● Active wear (except for PE) ● Flip-flops 	<ul style="list-style-type: none"> ● Excessive makeup ● Extreme hair dye ● Excessive piercings ● Vulgar tattoos (cover if necessary) ● Hats (in the 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 are prepared to be both professional and positive role models in school communities.

We strive to adhere to 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 field experience assignment or student teaching assignment. This includes, but is not limited to, any information regarding the school setting/ faculty/staff/ students/student work/photos/activities or anecdotal stories connected with their field experience or student teaching. This will protect both the credential candidate and the school from unwittingly compromising their professional integrity and/or being disruptive to 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 develop an understanding of how they can use these tools in a way that positively impacts the educational experience of students and supports a professional, encouraging online presence.

Corrective Procedures

1. In most cases, faculty or staff will counsel a student 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

Refer to the [Concordia University Irvine Catalog](#) for academic honesty, /academic standing, and student grievances information.

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 demonstrates 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.

Field Experience

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 unbefitting a teacher, or other conditions or a 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 Experience Placement will not be given another placement during the semester. The student must withdraw from the course, repeat it, and then complete the 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 be addressed to 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 include a rationale explaining why the decision in question should be reconsidered. The Dean will render a decision within seven days or call for an Appeal Committee to be convened. 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)

In TCP classes, the time is spent on discussions, modeling of best practices, group work, and other hands-on learning experiences. These valuable lessons cannot be learned just by reading the textbook or someone else's notes. Therefore, students are expected to attend the in-person and online synchronous sessions as listed in the course syllabus and master course schedule.

16-week course

Attendance at each session is expected. **Each absence from a synchronous session will result in a deduction of up to 7% from the final course grade. TCP students must earn at least a B- (80%) to pass a class and an overall GPA of 2.9 to continue in the program, so not all grades can be B-.**

Therefore, missing too many class sessions could result in an insufficient grade and dismissal from the program. Students are expected to be present for the entire class period. Three tardies equals one absence. 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. This does not excuse the absence, but is a professional courtesy.

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 result in a reduction of the assignment grade per the TCP Late Work policy. On average, students can expect to spend two hours preparing for each hour of class time.

Hybrid, 8-week or Summer course

Due to the compressed nature and limited in-person meetings of these courses, attendance at ALL sessions is expected. **Each absence from a synchronous session will result in a deduction of up to 10% off the final course grade. TCP students must earn at least a B- (80%) to pass a class and an overall GPA of 2.9 to continue in the program, so not all grades can be B-.** Therefore, missing too many class sessions could result in an insufficient grade and dismissal from the program. Students are expected to be present for the entire class period. Two tardies equals one absence. 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. This does not excuse the absence, but is a professional courtesy.

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 result in a reduction of the assignment grade per the TCP Late Work policy. On average, students can expect to spend two hours preparing for each hour of class time.

Academic warnings may be issued for each absence. The grade percentage deduction will be noted. This deduction will not be reflected in the Canvas gradebook, but instead will be calculated before the final course grade is entered.

Add/Drop Policy

Refer to the [Concordia University Irvine Catalog](#) for Add/Drop/Refund information.

Non-Attendance of the First Class

A student who does not attend the first day of class and does not notify the instructor of the absence in advance of the first class session may be dropped at the instructor's discretion. 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

Refer to the [Concordia University Irvine Catalog](#) for grade system information.

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 with a cumulative GPA of 3.0
- EDUI courses for Induction Program: C or better with a cumulative GPA of 3.0
- EDU/EDUT courses for MEd Program: C or better with a cumulative GPA of 3.0

(Preliminary Teacher Credential Program Policy)

Repeating a Course

An Education course may be repeated only once. 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 the Fall and Spring semesters.**

Inactive Status

Students who have not enrolled for two or more semesters (including Summer) and 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 at the time of their return and will follow the catalog requirements in effect for the semester of their return. Inactive students returning from inactive status may be required to take additional coursework if the degree requirements have

changed, or they may have to repeat coursework if the stop-out period exceeds the program's time limit policy for degree completion. (Concordia University Catalog Stop Out Policy)

Readmission following Probation

If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and then readmitted, the student will return on academic probation, regardless of any courses taken and grades earned in the interim that may have been transferred into Concordia University. (Preliminary Teacher Credential Program Policy)

Time Limits

Teacher Credential Program

A student has **five years** to complete the teacher credential coursework, 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 coursework to ensure 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 an institution, whether or not they are qualified. 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 who desire accommodations based on physical, learning, or psychological disabilities for this class should contact Disability Access Services (DAS). You can reach the DLRC at cui.edu/studentlife/disability-access-services

Student Records

Refer to the [Concordia University Irvine Catalog](#) for student record information.

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 the 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 would be best served by transferring to another institution, Concordia will help facilitate their 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 Concordia, then Concordia will pay the difference, plus other student costs as negotiated on a case-by-case basis. (See Concordia 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 the 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 also a growing financial commitment. 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 in accordance with university policies. Counselors will assist students in completing the appropriate forms. For information on how to apply for financial aid and the necessary forms, visit cui.edu.

Tuition Rate

The tuition rate for the 2026-2027 Academic Year is \$730.00 per unit for coursework not included in the full-time undergraduate tuition rate (excluding student teaching units). The 2026-2027 rate includes Summer 2026, Fall 2026, and Spring 2027.

Fees

Fees for 2026-2027 Academic Year due at the time of course/workshop enrollment:

Every semester	\$60.00	Student Success Fee
Student Teaching	\$600.00	Student Teaching Fee

Field experience and student teaching placements may require additional fees, depending on the district's specific requirements for background checks, TB tests, and other related expenses.

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 may be adjusted in accordance with CTC program changes.

Payment Policies and Procedures

Refer to the [Concordia University Irvine Catalog](#) for information on payment policies and procedures.

Financial Aid

Eligibility & Process

Teacher Credential Students

- Most students are eligible for the Federal Direct Unsubsidized Stafford Loans, which can be up to \$7,500 per academic year for dependent students and \$12,500 per 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, or CA Credential program.
- Students who have a low EFC (based on FAFSA calculations) can be eligible for the Pell Grant.
- 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 available from Christ College.

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 Concordia, 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 FAFSAs 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 within 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. The 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 provide 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, please specify 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 are referred to as 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 PLUS loans, but individuals must request a deferral when applying 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)

Refer to the [Concordia University Irvine Catalog](#) for Satisfactory Academic Progress information.

Transfer Credits

Transfer credits accepted by the institution and applied toward a student's degree, diploma, or certificate requirements for graduation will be applied toward the maximum time frame calculation. If at the point of admission, a transfer student's prior academic record does not meet the college's minimum cumulative qualitative or quantitative SAP standards, the University may immediately place the student in a probationary status for financial aid eligibility. (Concordia University Catalog)

Treatment of Grades

- Courses for which a student receives a letter grade of A, B, C, D, P, or CR are included in the calculation of cumulative credit completion percentage as courses successfully completed.
- Courses for which a student receives a letter grade of IP, I, N, NP, IF, F, W, or GD will be treated as credits attempted but not successfully completed.

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 the GPA but negatively affects 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 utilizes Canvas differently. Instructors for each course will provide additional information on how it will be used.

Bookstore

Our campus bookstore proudly serves the students, faculty, and staff of Concordia University Irvine. The bookstore provides textbooks and a wide range of items to support students' academic pursuits and school spirit. Please browse their website or stop by their store anytime! [Concordia Bookstore](#) 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 a 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 locations mentioned above.

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 operates in a manner similar to all web-based email programs.

Department of Faculty Training and Development (FTD) and MyCUI

The FTD website offers numerous electronic resources for instructors and students, accessible at cui.edu/en-us/academicprograms/provost/office-of-innovative-instruction-and-elearning/faculty-training-development. These resources do not require a username or password for access. Students can also access numerous resources on the MyCUI website at 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 included in the University's fees. The Wellness Center provides a range of physical and mental health resources for undergraduate, post-baccalaureate, and graduate students. Please visit the Wellness Center website for more information: cui.edu/studentlife/wellness-center

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 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 near the Library Arts Building, provide adequate parking for students. Parking permits are required and may be obtained for a fee from the Security Office.

Spiritual Life

Recognizing that worship is an integral part of developing the total person, Concordia University holds Chapel services on 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 Concordia website features various activities, including athletic events, concerts, theater performances, convocations, and other cultural and entertaining 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 aim to equip students with strategies for future writing tasks, enabling them to 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

Course descriptions can be found on the university's website and in the [catalog](#).

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