



SCHOOL OF
EDUCATION

CONCORDIA UNIVERSITY IRVINE

STUDENT HANDBOOK

2026-2027

MAED | MAEL



TABLE OF CONTENTS

Welcome from the Dean.....	5
Concordia University Irvine Mission and Core Convictions.....	6
School of Education Mission, Vision & Core Values.....	7
Servant Leadership.....	8
Non-Discrimination Policy.....	8
General Information.....	9
Graduate Program Learning Outcomes.....	9
Admission Criteria.....	10
Admission with Conditional Status (MA).....	10
Accreditation.....	10
MAED/MAEL Programs.....	11
Non-Credential Programs.....	11
Curriculum & Instruction (C&I).....	11
Program Learning Outcomes.....	11
Coursework.....	11
Dual Degree Options.....	12
Early Childhood.....	12
Program Learning Outcomes.....	12
Coursework.....	12
Learning, Design, and Technology (LDT).....	13
Program Learning Outcomes.....	13
Coursework.....	13
Dual Degree Option.....	14
MAEL: Social Emotional Learning, Character, and Ethics.....	14
Program Learning Outcomes.....	14
Coursework.....	14
Credential Programs.....	14
Educational Administration with Preliminary Administrative Services Credential (Admin).....	14
Program Learning Outcomes.....	15
Coursework.....	15
Preliminary Administrative Services Credential (No Master's Degree).....	16
Preliminary Administrative Services Credential Recommendation.....	16
Candidate Remediation Process for the CalAPA	17
School Counseling with Pupil Personnel Services Credential (PPSC).....	17
Program Learning Outcomes.....	18
Coursework.....	18

Length of Program.....	20
School Counseling Internship Program.....	20
Credentialing Process.....	20
School Psychology with Pupil Personnel Services Credential (PPSP).....	20
Program Learning Outcomes.....	20
Coursework.....	21
Requirements that must be fulfilled before beginning Practicum Experience.....	22
Requirements that must be fulfilled before beginning Fieldwork Experience.....	22
Length of Program.....	23
School Psychology Internship Program.....	23
Credentialing Process.....	23
Tuition.....	23
Tuition Rate.....	24
Program Fees.....	24
Payment Policies and Procedures.....	24
Refund Policy.....	25
Financial Aid.....	25
University Services.....	25
Academic Advising.....	25
Canvas Learning Management System.....	25
Bookstore.....	25
The Cafeteria & Eagles' Landing.....	26
MyCUI.....	26
Degree Completion Requirements.....	26
Eagles Email Account.....	26
Health Services.....	26
Library.....	27
Microsoft Office.....	27
Parking Facilities.....	27
Spiritual Life.....	27
Student Activities.....	27
Technical Support.....	27
Online Writing Lab (OWL).....	27
Policies.....	28
Academic Honesty.....	28
Capstone Experience.....	28
Class Attendance.....	28
Courses-Add/Drop/Withdrawal.....	29

Dropping Courses.....	29
Credential Recommendation Process.....	29
Credential Program Faculty.....	29
Culture of Respect.....	29
Dress Code.....	30
Grading System (Registrar).....	30
Graduation Policies (Registrar).....	30
Inactive Status.....	31
Repeating a Course (SOE Specific).....	31
Satisfactory Academic Progress (SAP).....	31
Special Learning Needs of Students (DAS).....	31
Teach-Out Policy.....	32
Transcripts.....	32
Transferring in Courses from an Outside Institution.....	32
Transferring – Program to Program.....	33

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 credentials, master's degrees, and/or doctoral degrees and who today serve as teachers, counselors, administrators, and educational leaders, transforming 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 put the interests of others first 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	The School of Education pursues excellence in: ● Christ-like Service ○ Humble, Compassionate, Honest, Courageous ● Personalized Attention ○ Relational, Supportive, Authentic ● Effective Communication ○ Timely, Accurate, Clear ● Stellar Instruction and Relevant Curriculum ○ Scholarly, Practice-based, Innovative ● Community and Alumni Partnerships ○ 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 its application 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.

General Information

This handbook provides descriptions and requirements for graduate degree programs leading to the Master of Arts in Education. Please read the entire document for a better understanding. It has been developed to provide general information about the graduate programs and should be used only as a supplement to the standard publications of Concordia University Irvine. The student is responsible for completing the program and should read this document carefully, consulting a Concordia University Graduate Academic Advisor if they have any questions.

Graduate Program Learning Outcomes

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

Concordia Irvine graduates will be able to demonstrate the following:

- Scholarly Research (SR): Generate scholarly research on problems and issues in their field of study.
- Integrated Learning (IL): Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.
- Ethical Leadership (EL): Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.
- Effective Communication (EC): Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

- Reflective Practice (RP): Balance evidence-based decision-making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.
- Community Engagement (CE): Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

Admission Criteria

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

Notes:

1. Before Concordia's Credential Analyst can recommend a student for a Certificate of Eligibility (COE) or Preliminary Credential, the student must have completed five (5) years of successful, full-time experience in public schools, non-public schools, or private schools. Full-time = a minimum of 75% of the total days in the school year. (Substitute or part-time service does not apply). Students must also successfully complete the CalAPA Cycles in accordance with the CTC's requirements.
2. Verification of teaching experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human resources.

Admission with Conditional Status (MA)

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

Accreditation

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

MAED/MAEL Programs

Non-Credential Programs

Curriculum & Instruction (C&I)

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

Program Learning Outcomes

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

Coursework

Master of Arts in Education Degree – Curriculum & Instruction

30 units

For complete course descriptions, visit catalog.cui.edu.

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

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

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

Dual Degree Options

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

Early Childhood

The MAED in Early Childhood program provides research-based, professional preparation for creating developmentally appropriate learning environments for young children. Our program is designed for individuals passionate about child development and about creating learning experiences that will have a positive impact on students' lives. Our curriculum has been designed to meet the California Commission on Teacher Credentialing (CTC) requirement of 24 units of early childhood education coursework for multiple subject credentialed teachers to be eligible to teach transitional kindergarten (TK) classes in public schools.

Whether you're a teacher, administrator, or curriculum specialist, this graduate degree program will prepare you to create engaging and effective learning environments in the early childhood setting.

Program Learning Outcomes

Click [here](#) for Early Childhood Program Learning Outcomes (PLOs)

Coursework

Master of Arts in Education Degree – Early Childhood

30 units

For complete course descriptions, visit catalog.cui.edu.

Core Courses		24 Units
EDCE 533	SEL Core Competencies	3
EDEC 500	Child Development Theories and Early Education	3
EDEL 510	Servant Leadership	3
EDEC 502	Early Childhood Curriculum	3
EDEC 504	Creating Engaging & Inclusive Early Childhood Environments	3
EDEC 506	Language & Literacy Development in Early Childhood	3
EDEC 508	Observation, Assessment, & Early Intervention	3
EDU 542	School, Community, & Diverse Family Structures	3

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

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

Learning, Design, and Technology (LDT)

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

Program Learning Outcomes

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

Coursework

Master of Arts in Education Degree – Learning, Design, and Technology

30 units

For complete course descriptions, visit catalog.cui.edu.

Core Courses		24 Units
EDUT 501	Google Tools in Action	3
EDEL 510	Servant Leadership	3
EDUT 521	Designing Learning Environments for Equity and Accessibility	3
EDUT 522	AI in Education	3
EDUT 523	Innovative Approaches to Online Teaching	3
EDUT 547	Brain-Based Teaching and Learning	3
EDUT 570	Reflective Practice	3
EDUT 586	Educational Technology	3

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

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

Dual Degree Option

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

MAEL: Social Emotional Learning, Character, and Ethics

Program Learning Outcomes

Click [here](#) to view the MAEL Program Learning Outcomes

Coursework

For complete course descriptions, visit catalog.cui.edu.

Courses		30 units
		24 Units
EDEL 510	Servant Leadership	3
EDEL 540	School Law and Public Policy	3
EDEL 550	Contemporary Cultural and Political Issues in Education	3
EDCE 533	SEL Core Competencies	3
EDCE 541	Mental Health Issues in Today's Schools	3
EDCE 543	Managing Classroom and School-Wide Behavior	3
EDCE 553	Building Character and Ethics in Today's Schools	3
EDCE 561	Trauma-Informed Practice	3

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

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

Credential Programs

Educational Administration with Preliminary Administrative Services Credential (Admin)

The MAED in Educational Administration with Preliminary Administrative Service Credential Program is designed to equip aspiring administrators to make strategic decisions and effectively lead, nurture, and sustain school cultures conducive to student learning in private or public K-12 education. This

program is standards-based, allowing candidates to earn a Preliminary Administrative Services Credential after demonstrating competencies in the CalAPA cycles while pursuing a Master's degree. Students wishing to apply to this program must have a Clear California Teaching Credential and have completed two years of successful full-time teaching experience, for at least 75% of the total days in the school year (substitute or part-time service does not apply).

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

Program Learning Outcomes

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

Coursework

Master of Arts in Education Degree – Educational Administration

30 units

For complete course descriptions, visit catalog.cui.edu.

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

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

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

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

Preliminary Administrative Services Credential (No Master’s Degree)

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

- To conduct practicum/fieldwork tasks, students must have an active, clear credential and/or a certificate of clearance. Additionally, in the Administrative Fieldwork/Practicum (EDUA 590/591) and CalAPA Leadership courses (561, 562, 563), students are required to examine administrative and supervisory behaviors in the context of the school site based on activities and other administrative experiences. These activities are designed to provide students with hands-on experiences at the school and district levels. If your current educational setting does not provide the opportunity to complete these tasks, it is the candidate’s responsibility to secure a site where the requirements can be accomplished. This often requires the practicum student to complete the background check and volunteer processes established by the district where the activities will take place.

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

For complete course descriptions, visit catalog.cui.edu.

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

Preliminary Administrative Services Credential Recommendation

Once a student completes all program requirements, including successfully passing the CalAPA Cycles, five (5) years of successful, full-time experience in public schools, non-public schools, or private

schools are verified on the VOE, and submits an application and fee, he/she will be recommended to the State of California for a *Certificate of Eligibility (COE)* for the Preliminary Administrative Services Credential (PASC). The COE allows the holder to seek employment in an administrative position. The PASC is awarded once the candidate is hired into an administrative position. Candidates with a PASC must obtain a Clear Administrative Services Credential during the first five years of employment as an administrator. For information on how to obtain a Clear Administrative Services Credential, visit ctc.ca.gov/educator-prep/asc.

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

Candidate Remediation Process for the CalAPA

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

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

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

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

School Counseling with Pupil Personnel Services Credential (PPSC)

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

Program Learning Outcomes

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

Coursework

Master of Arts in Education Degree – School Counseling

48 units

For complete course descriptions, visit catalog.cui.edu.

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

Practicum and Fieldwork Experience		9 Units
EDSC 590	Practicum* (100 Hours)	3
EDSC 591	Fieldwork Sections I** and II*** (800 Hours)	6

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

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

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

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

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

591e. Students cannot receive a passing grade in Fieldwork II unless all 800 hours are completed and all state standards are met.

Requirements that must be fulfilled before beginning Practicum Experience:

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

Requirements that must be fulfilled before beginning Fieldwork Experience:

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

The fieldwork requirement consists of 800 hours, completed at two levels: elementary, middle, or high school, with approximately 100 hours reported per term. In each term, a mark of S (Satisfactory) or U (Unsatisfactory) will be assigned to indicate whether the student is progressing within the university's time frame. A final letter grade will then be **issued at the end**. Failure to maintain satisfactory progress in fieldwork hours, as determined by the university supervisor, may require the student to retake the class and incur additional tuition fees.

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

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

Transfer Credits: A maximum of 6 units may be transferred into the School Counseling Program from another Masters-level California PPS Credential program. Out-of-state transfer of credit is not allowed

due to California state standards embedded in all courses. The School Counseling Director must approve the transfer courses. No units may be transferred into the School Counseling program from another Concordia program.

Length of Program

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

School Counseling Internship Program

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

Credentialing Process

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

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

School Psychology with Pupil Personnel Services Credential (PPSP)

The Master of Arts in Education (MAED) program in School Psychology is a 60-unit specialist-level degree program that includes a 1,200-hour school-based field experience, leading to a pupil personnel services credential that authorizes work as a school psychologist in California. All candidates are required to take and pass the National School Psychology Examination (Praxis) with a passing score (these are two different options)

before completing the program.

Program Learning Outcomes

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

Coursework

Master of Arts in Education Degree - School Psychology

60 units

For complete course descriptions, visit catalog.cui.edu

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

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

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

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

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

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

Requirements that must be fulfilled before beginning Practicum Experience

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

Requirements that must be fulfilled before beginning Fieldwork Experience

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

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

Length of Program

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

School Psychology Internship Program

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

Credentialing Process

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

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

Tuition

Obtaining a quality education today represents not only an investment of time and energy, but also a growing financial commitment. Concordia University participates in financial aid programs for university students that have developed nationally, within the State of California, and within the church. 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 forms needed to apply, visit cui.edu/studentlife/financial-aid.

Tuition Rate

The tuition rate for the 2026-2027 Academic Year is \$730.00 per unit. The 2026-2027 rate includes Summer 2026, Fall 2026, and Spring 2027.

Program Fees

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

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

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

School Psychology		
Description	Timing	Amount
Practicum	EDP 590	\$200.00
Fieldwork I	EDP 591	\$250.00
Fieldwork II	EDP 592	\$250.00
Fieldwork III	EDP 593	\$250.00
Total School Psychology Fees		\$950.00

Tuition rates and fees are subject to annual review.

Payment Policies and Procedures

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

Advising appointments with your school of education academic advisor are available for course enrollment before each semester and summer session begins.

Students who enroll after the tuition due date must meet with the Bursar's office to pay for the units they have enrolled in. Students unable to meet this requirement may arrange a payment plan on the day they enroll in courses.

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

**Enrolling for courses before the tuition due date
allocates time to process financial aid more promptly.**

Refund Policy

Refer to the [Concordia University Irvine Catalog](#) for more information on tuition, fees, and refunds.

Financial Aid

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

Financial Aid Office

949-214-3066

grad.finaid@cui.edu

cui.edu/studentlife/financial-aid

Bursar's Office

949-214-3075

bursar@cui.edu

cui.edu/studentlife/bursar

University Services

Academic Advising

Planning for a credential or degree program must be done in consultation with a graduate academic advisor. This ensures that the candidate is aware of the current program requirements and has scheduled their program to be completed within them. 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 Canvas username and password upon acceptance. To access Canvas, visit [Concordia Irvine.instructure.com](http://ConcordiaIrvine.instructure.com). A tutorial on using 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

The 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 visit the 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.

MyCUI

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

Degree Completion Requirements

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

Eagles Email Account

This is the university's official email. You will receive notification of financial aid awards, deadlines, and other official university communication through this account, so you need to check it regularly. Visit [MyCUI](#) to access your email. The email account, username, and password are issued upon acceptance. If you do not have your password, please contact ITS@cui.edu and include a contact phone number. Alternatively, you can call them at 949-214-3175. The system operates similarly to all web-based email programs.

Health Services

Good physical and mental health is the foundation of satisfactory academic achievement. "The Wellness Center (cui.edu/studentlife/wellness-center/grad-student-virtual-services) provides several physical and mental health resources for post-baccalaureate and graduate students.

Concordia University Irvine students have free, 24/7 access to TimelyCare — a virtual health and well-being platform designed specifically for college students. Students do not need insurance to access TimelyCare services. cui.edu/studentlife/wellness-center/grad-student-virtual-services

Visit the [Wellness Center](#) website for more information.

Download the TimelyCare app today! It's your free virtual health and well-being service platform, available 24/7, 365 days a year. Did we mention it's FREE? All you have to do is search "TimelyCare" in your app store. Then, register with your student email to access your healthcare services.

Library

Electronic Databases are available to registered students through any internet connection. Please visit <http://library.cui.edu> for more information about resources available through Concordia's library. Students must have a username and password to access these databases. Usernames and passwords are distributed to students upon class registration.

Microsoft Office

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

Parking Facilities

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

Spiritual Life

Recognizing that worship is an integral part of developing the total person, Concordia University holds Chapel services 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. View [chapel services online](#).

Student Activities

All students are invited to participate in the rich array of activities at Concordia University. The Concordia website features various activities, including athletic events, concerts, theater performances, convocations, and other cultural and entertaining events.

Technical Support

Help requests for Information Technology Services (including passwords) may be sent to ITS@cui.edu. You may also leave a message at 949-214-3175. The IT support webpage is cui.edu/IT.

Online Writing Lab (OWL)

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

Students can find directions for submitting a paper by visiting the website at cui.edu/studentlife/writing-studio and clicking *Make an Appointment*. This will allow writers to send

their papers electronically to a writing consultant for feedback. They are not actually making a face-to-face appointment -- they will attach their draft and receive written feedback.

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

Policies

Academic Honesty

Refer to the [Concordia University Irvine Catalog](#) for information on academic honesty/academic performance.

Capstone Experience

Students in a Master of Arts in Education program are required to complete and participate in an individual Capstone Project. The project is completed over two terms during 580 and 605. Students in the following programs are required to complete the Capstone Project: Curriculum & Instruction, Early Childhood, Learning, Design, & Technology, School Counseling, and School Psychology. Students enrolled in the Educational Administration program will complete comparable capstone requirements through their CalAPA performance assessments offered in EDUA561, EDUA562, and EDUA562.

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

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

Class Attendance

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

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

Courses-Add/Drop/Withdrawal

Course registration revisions/changes are the student's responsibility. Students may add/drop a course online in [My Records](#) until the open registration window ends. When registration is closed, students make course changes by contacting their academic advisor or the [registrar's office](#). All forms must be signed by the student and require approval from the academic advisor, the instructor involved, and the [Office of the Registrar](#).

Courses may be added or dropped during the first week of the term without affecting your enrollment record. Courses dropped during the second (2nd) week through the fifth (5th) week will be recorded on your academic record as a withdrawal "W." A student may have no more than three withdrawals on the transcript.

Dropping Courses

A student must formally withdraw from a course; **failure to attend class does not constitute a withdrawal**. If a course is not dropped using the above procedures, the instructor will assign an A, B, C, or F grade.

A student will not receive a full refund for any courses dropped after the first week of classes for the term in which they are enrolled. Contact the bursar's office for the current refund policy.

A course must be dropped by the end of week 5 of the term.

Failure to follow the official procedures outlined above will result in credit not being granted for a course not officially added or the assigning of the grade of "F" for courses not officially dropped. All published add or drop dates are strictly enforced.

Credential Recommendation Process

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

Credential Program Faculty

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

Culture of Respect

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

Dress Code

Professional attire is required when working in education settings. This means that when you are giving a presentation or engaged in practicum or fieldwork, you should dress in a professionally appropriate manner. Business or business casual attire that represents your professional career is expected and should be clean, neat, and fit you properly.

Generative Artificial Intelligence

Assignments, discussion boards, and projects in each course offer students opportunities to reflect on their own learning, thinking, and understanding. To cultivate and evaluate each student's understanding of the content, generative artificial intelligence (AI) tools, such as ChatGPT, are to be used ethically to curate initial information or enhance student work, with proper citations in mind.

Be aware of the limits of generative AI. The content and citations generated by AI may be inaccurate or biased. It should be assumed that anything submitted has been verified and is reflective of your own work. School of Education assignments may incorporate AI tools to enhance student work, provided proper citations are provided. Please refer to your instructor's guidance with questions pertaining to the appropriate use of AI in each assignment or course. Some sample ethical uses of AI generative tools include brainstorming, data analysis, or proofreading your own writing. Your instructor may ask you to discuss or share the process you used to complete the assignment to explore your individual understanding of the content.

Grading System (Registrar)

The grade point average (GPA) at Concordia University is computed on a 4.0-point scale and determined as shown below. Specific grading requirements for each course vary significantly, and letter grades cannot be defined in detail here; they can only be described in general terms. **Only grades of C or better may be applied for the fulfillment of Master's or Credential requirements.**

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

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

It is the student's responsibility to bring any error in grades to the attention of the instructor within 30 days following the day the grade is posted in MyRecords. Grade changes are made only because of computation or recording errors and must be corrected no later than the last day of classes of the next

full term. Submission of extra work after a term is completed will be permitted only when a grade of “Incomplete” was approved and assigned.

Graduation Policies (Registrar)

All Master of Arts in Education students must complete a Graduation Application to graduate.

Advisors will notify students when they should apply for graduation. The graduation application, exact fee amounts, and application deadlines are available on the Registrar’s webpage.

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

The Graduation Application must be completed and submitted even if you do not plan to participate in the commencement ceremony. The application fee applies to all graduates, regardless of whether they participate in the commencement ceremony. Students who do not complete the requirements to graduate during the semester stated on their Graduation Application must complete the Re-Apply Application.

Inactive Status

Any student who has not enrolled in courses for one semester will be considered an “Inactive Student.” An inactive student who wishes to return to their program must reapply for admission. Re-admission is not guaranteed. Students returning from inactive status may be required to take additional coursework or repeat coursework if the content of the new course(s) is deemed critical to the student’s performance as a classroom teacher and/or state credential requirements and/or university degree requirements are impacted.

Repeating a Course (SOE Specific)

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

Satisfactory Academic Progress (SAP)

Refer to the [Concordia University Irvine Catalog](#) for satisfactory academic progress, student grievances, and student records information.

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

Special Learning Needs of Students (DAS)

Concordia University, in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, is committed to providing reasonable accommodations for qualified students with disabilities, enabling them to participate fully in the University's educational programs and activities.

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

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

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, including individual transition plans, and will ensure graduates 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 Irvine will assist in facilitating their transfer to an institution that offers a comparable program. If the cost of the transfer institution exceeds what it would have cost the student to complete the program at Concordia Irvine, then Concordia Irvine will pay the difference, plus other student costs, as negotiated on a case-by-case basis. (See Concordia Irvine 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. Allow 10 working days for processing and mailing the transcript. Transcripts will not be released until all fees have been paid. Transcripts from other schools become the property of the University and will not be released or copied.

Transferring in Courses from an Outside Institution

Transferring units varies by program and is not guaranteed. Transferred courses must be approved by the Dean of the School of Education and must closely match course descriptions in Concordia's program. A maximum of six units may be transferred into the following programs:

- Curriculum and Instruction
- Early Childhood
- Educational Administration
- Learning, Design, & Technology
- MAEL: Social Emotional Learning, Character, and Ethics
- School Counseling
- School Psychology programs.

Transfer units must have been completed within the past seven (7) years.

Transferring – Program to Program

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