SCHOOL OF EDUCATION

Dean: Dr. Kent Schlichtemeier
Assistant Dean: Prof. Heather Vezner

Purpose Statement
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 servant leaders for today’s public and private schools.

CORE VALUES: The School of Education pursues excellence in:

- Christ-like Service
- Scholarly and Practice-Based Instruction
- Innovative and Relevant Curriculum
- Community and Alumni Partnerships
- Teaching practical pedagogical and leadership strategies.

Teacher Credential Programs
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 (CCTC). Additionally, the university is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and College (http://www.wascsenior.org/) (WASC).

Students and other interested parties may review accreditation documents by visiting their website.

The Teacher Credential Programs (p. 3) prepare multiple and single subject and special education teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Candidates may apply for the preliminary credential through the School of Education. Students with this credential are certified to teach in California schools for up to 5 years.

There are two levels of teaching credentials in California:

1. The initial level is the Preliminary Credential. California schools of education prepare candidates for the preliminary credential. Candidates apply for this credential through their school of education. With this credential, a student is certified to teach in California schools for up to five years.

Concordia offers preliminary teacher credential programs for the following credentials:

- Multiple Subject (p. 3)
- Single Subject (p. 3)
- Education Specialist: Mild-Moderate (p. 3)
- Administrative Services (p. 3)

The Multiple Subject Preliminary Credential allows the candidate to teach all the subjects in a self-contained (K-12) classroom.

The Single Subject Credential is for teachers who desire to teach one subject to groups of students at the high school or middle school levels. The single subject credential areas Concordia offers are: Art, Biology, Chemistry, English, Foreign Language (case by case basis), Foundational Mathematics, Foundational Science, Geosciences, Mathematics, Music, Physical Education, Physics, and Social Sciences

The Education Specialist: Mild-Moderate Preliminary Credential authorizes the teacher candidate to teach students (K-12) with mild to moderate disabilities including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders.

Please consult the Education Specialist: Mild-Moderate Credential Handbook for program information.

The Administrative Services Credential is for students desiring to become administrators. Completion of this 24-unit program will allow students to file through Concordia's Credential Analyst for a Preliminary Administrative Credential with CTC. Students desiring to apply to this program must have a Clear Teaching Credential and have completed two years of successful full-time teaching experience. Full-time service means service for at least a minimum day for 75% of the total days in the school year. Substitute part-time service does not apply.

2. The second credential level is the Clear Teacher Credential. To qualify, the teacher candidate must hold a Preliminary credential, be employed under that credential authorization, either part-time or full-time, and complete an Induction program through their hiring district, a county office of education, or an institute of higher education. Concordia University Irvine offers a Teacher Induction program. After successfully completing this program, candidates will be eligible to apply for their Clear Teacher Credential. Multiple Subject, Single Subject, and Education Specialist credentials are all served through Concordia's program.

Concordia also offers coursework leading to a Lutheran teacher certificate. Program and course requirements for this certificate are outlined and described in the General Undergraduate Catalog.

Additional Programs
- Lutheran Teaching Certificate (http://catalog.cui.edu/undergraduate/christ-college/#ministryprogramstext)
- Field Experience (p. 3)

Masters Degrees
Master of Education (p. 5)
(combined teaching credential/master's degree)

Master of Arts in Education (p. 5)
- Accelerated path for Curriculum and Instruction plus Educational Technology
- Curriculum and Instruction
- Educational Administration with Preliminary Administrative Services Credential
Educational Technology

School Counseling with Pupil Personnel Services Credential

Doctor of Education
Doctor of Education (p. 8)

Graduation Information and Policies
All graduate students are encouraged to celebrate the completion of their program by participating in a graduation ceremony in Fall (December) or Spring (May). Students need to plan ahead for this event and be in good academic standing with a cumulative GPA of 3.25 and have completed their program.

Each student must register for graduation by the specified deadline and pay the requisite fee [see Tuition and Fees (http://www.cui.edu/studentlife/bursar/index/id/20276/)]. Please contact your academic advisor for an application. This application must be completed even if the student does not plan to participate in the graduation ceremonies. Applications are processed after the end of each term.

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.

Master's Degree Program Learning Outcomes
Master of Education with Credential (M.Ed.)
The Combined Credential and M.Ed. program prepares teachers who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

This program of study will enable each candidate to:

• Integrate Intentional Design (IID): Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.
• Apply Disciplinary Competencies (ADC): Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.

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

Master of Arts in Education (MAED)
The MAED program helps established professional educators develop skills to become exemplary educators by enhancing their teaching abilities, keeping them up-to-date with recent developments in the educational field, and enabling them to use current technologies in their classroom.

Curriculum and Instruction
• Integrate Intentional Design: Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.
• Apply Disciplinary Competencies: Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.
• Model Ethical Leadership: Model servant leadership by supporting, collaborating, and sharing expertise within a diverse professional community.
• Exercise Informed Reflection: Implement a balanced approach to the analysis and development of teaching and learning processes.
• Promote Active Learning: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in curriculum and instruction.

Educational Administration with Preliminary Administrative Services Credential
• Integrate Intentional Design: Facilitate the development and implementation of a vision of learning that recognizes the needs of the school community.
• Apply Disciplinary Competencies: Collaborate with the community to promote teaching and learning within school systems.
• Model Ethical Leadership: Model servant leadership while actively nurturing and sustaining a school culture and instructional programs conducive to student learning and professional growth for faculty and staff.
• Exercise Informed Reflection: Implement a balanced approach to decision making in an educational environment.
• Promote Active Learning: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in educational administration.

Educational Technology
• Integrate Intentional Design: Develop an understanding of the dynamic relationship between technology, pedagogy, and content in order to creatively apply a variety of technologies to support and assess the attainment of learning outcomes for all students.
• Apply Disciplinary Competencies: Demonstrate and apply the requisite technical skills and knowledge necessary for effectively integrating technology into the curriculum.
• Model Ethical Leadership: Model servant leadership as applied to the role of an effective and ethical technology steward by supporting, collaborating, and sharing expertise within a professional community.

• Exercise Informed Reflection: Demonstrate a balanced, informed, and reflective approach to the integration of technology into the teaching and learning processes.

• Promote Active Learning: Identify effective strategies for lifelong learning in a global and digital world including shaping a personal learning network to support continuous professional growth in educational technology.

School Counseling with Pupil Personnel Services Credential
• Integrate Intentional Design: Research and create comprehensive school counseling programs that focus on student outcomes.

• Apply Disciplinary Competencies: Demonstrate legal, ethical, and professional knowledge and skills in pre-K-12 public and private school settings.

• Model Ethical Leadership: Model servant leadership to actively promote ethical school counseling practices in pre-K-12 public or private schools.

• Exercise Informed Reflection: Implement an impartial and balanced approach to deliver services within diverse school settings.

• Promote Active Learning: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in school counseling.

Doctor of Education Program Learning Outcomes
• Scholarly Research: Generate scholarly research on problems and issues in their field of study.

• Integrated Learning: Integrate knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

• Ethical Leadership: Apply standards of ethics informed by Christian teachings as they fulfill their vocations as leaders within society.

• Effective Communication: Elucidate disciplinary knowledge and findings in professional and academic contexts through written, oral, and digital media.

• Reflective Practice: Balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

• Community Engagement: Assess and develop cogent positions on significant issues in their field to respond to diverse needs in their respective communities.

Teacher Credentials Offered
There are two levels of teaching credentials in California:

1. Preliminary Credential
   • Multiple Subject (p. 3)
   • Single Subject (p. 3)
   • Education Specialist: Mild-Moderate (p. 4)
   • Administrative Services (p. 5)

2. Dual Credentials

• Multiple Subject and Education Specialist Mild/Moderate (p. 4)
• Single Subject and Education Specialist Mild/Moderate (p. 4)

3. Professional Clear Credential (p. 5)

Candidates may apply for the preliminary credential through the School of Education. Students with this credential are certified to teach in California schools for up to five years.

Additional Programs
• Lutheran Teaching Certificate (p. 5)
• Master of Education with Credential (p. 5)

Preliminary Teacher Credential
Multiple Subject Credential
Note: This credential allows the candidate to teach all the subjects in a self-contained classroom (K-12).

Semester 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
EDUC 501  Planning and Assessment for Inclusive Classrooms  3
EDUC 502  Creating Positive and Inclusive Learning Environments  3
EDUC 551  Language and Culture  3

Semester 2
EDUC 522  Math and Science Methods: Elementary  2
EDUC 523  Integrated Curriculum Methods: Elementary  2
EDUC 560  Literacy Instruction in Diverse Classrooms  4
EDUC 580  Teacher Performance Assessment (TPA) Practicum: Field Experience  1

Semester 3 - Full-time Student Teaching
EDUC 582  Student Teaching: Elementary  12

Total Units  36

Single Subject Credential
Note: This credential allows candidates who desire to teach one subject to groups of students at the middle or high school level.

Semester 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
EDUC 501  Planning and Assessment for Inclusive Classrooms  3
EDUC 502  Creating Positive and Inclusive Learning Environments  3
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<td>Introduction to Teaching Diverse Populations</td>
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<td>EDSP 301</td>
<td>Typical and Atypical Development of Diverse Learners</td>
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<td>EDSP 501</td>
<td>Planning and Assessment for Inclusive Classrooms</td>
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<td>EDSP 502</td>
<td>Creating Positive and Inclusive Learning Environments</td>
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<td>EDSP 551</td>
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<tr>
<td>EDSP 525</td>
<td>Advanced Curriculum Methods for Special Populations</td>
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<td>EDSP 526</td>
<td>Case Management, Assessment and Collaboration</td>
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<td>EDSP 580A</td>
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<th>Semester 3</th>
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<td>EDUC 523</td>
<td>Integrated Curriculum Methods: Elementary</td>
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<tr>
<td>EDUC 560</td>
<td>Literacy Instruction in Diverse Classrooms</td>
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<tr>
<td>EDUC 580</td>
<td>Teacher Performance Assessment (TPA) Practicum: Field Experience</td>
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<td>EDUC 582</td>
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<td>EDSP 584</td>
<td>Student Teaching: Special Education</td>
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<td></td>
<td>Total Units</td>
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**Total Units: 38**

**Dual Credential: Single Subject and Education Specialist Mild/Moderate**

Note: Candidates will complete coursework and fieldwork leading to two separate credentials. The Single Subject credential authorizes candidates to teach one subject to groups of students at the middle to high school level.

The Education Specialist credential authorizes candidates to teach students (K-12) with mild to moderate disabilities including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance and autism spectrum disorders.

Undergraduate students will need to declare the Dual Credential option by the middle of Block 1 classes: October 15, March 15 or June 15.

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<th>Semester 1</th>
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<td>EDUC 200</td>
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<tr>
<td>EDUC 204</td>
<td>Introduction to Teaching Diverse Populations</td>
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<td>EDUC 301</td>
<td>Typical and Atypical Development of Diverse Learners</td>
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<td>EDUC 501</td>
<td>Planning and Assessment for Inclusive Classrooms</td>
<td>3</td>
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<tr>
<td>EDUC 502</td>
<td>Creating Positive and Inclusive Learning Environments</td>
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<td>EDUC 551</td>
<td>Language and Culture</td>
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<th>Semester 2</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDSP 525</td>
<td>Advanced Curriculum Methods for Special Populations</td>
<td>3</td>
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</table>

**Total Units: 38**

**Dual Credential: Multiple Subject and Education Specialist Mild/Moderate**

Note: Candidates will complete coursework and fieldwork leading to two separate credentials. The Multiple Subject credential authorizes candidates to teach all the subjects in a self-contained classroom (K-12).

The Education Specialist credential authorizes candidates to teach students (K-12) with mild to moderate disabilities including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance and autism spectrum disorders.
Candidates interested in pursuing a Lutheran teaching credential should contact Christ College (http://catalog.cui.edu/undergraduate/christ-college/#lutheran-teaching-ministry) Ministry Programs or the Director of Lutheran Teaching Programs.

### Field Experience

A credential program is much more than face-to-face or online coursework. Candidates must observe and participate in the teaching process. Concordia University has designed field experiences to help you gain hands-on experiences in teaching. These experiences begin with observation hours and culminate in full-time student teaching under the supervision of a cooperating teacher and a university supervisor. Field experiences are detailed in the School of Education Teaching Credential Handbook.

### Clear Teacher Credential

The second credential level is the Clear Teacher Credential. To qualify for this credential, preliminary credential holders participate in an induction program through their school district, county office of education, or an institution of higher education. Concordia University Irvine offers a Teacher Induction program for Multiple Subject, Single Subject, and Education Specialist credential candidates.

The goal of the Teacher Induction program is to support new preliminary credential holders in their beginning teaching experience. Using guided mentorship, new teachers build upon the knowledge and skills acquired during their preparation programs. Multiple professional development opportunities are offered and the California Standards for the Teaching Profession (CSTPs) provide the foundation for candidate growth.

The Teacher Induction Program is typically a two-year program. An Early Completer Option (ECO) is available for those individuals meeting specific criteria. Concordia’s Induction program provides face to face and online options. Two of the required courses may be used as graduate electives for those individuals interested in pursuing a Master’s Degree in Curriculum and Instruction or M.Ed.

### Multiple Subject, Single Subject, Education Specialist-Mild/Moderate or Moderate-Severe Induction Programs

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<tr>
<th>Course Code</th>
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<td>Assessment of Induction and Professional Development Part I</td>
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<td>Assessment of Induction and Professional Development Part II</td>
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<td>EDUI 507</td>
<td>New Teacher Support Semester I</td>
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<td>EDUI 508</td>
<td>New Teacher Support Semester II</td>
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<td>New Teacher Support Semester III *</td>
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<tr>
<td>EDUI 510</td>
<td>New Teacher Support Semester IV *</td>
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* Except for early completers.

For more detailed information about the professional clear credential, refer to the School of Education’s teacher credential handbook (https://www.cui.edu/uploadedFiles/AcademicPrograms/Graduate/Education/TeachingCredential/06_Teaching_Credential_Program_Handbook.pdf).

### Graduate Degree Offerings

**Master of Education with Credential (p. 6)**

- Accelerated path for Curriculum and Instruction plus Educational Technology (p. 6)
- Curriculum and Instruction (p. 2)

**Master of Arts in Education (MAED)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>Case Management, Assessment and Collaboration</td>
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<td>Literacy Instruction in Diverse Classrooms</td>
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<td>EDSP 580A</td>
<td>Practicum: Field Experience II</td>
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### Administrative Services Credential

**Note:** This credential is for students seeking to become administrators. Completion of this 24-unit program and CalAPA requirements will allow students to file through Concordia’s Credential Analyst for a Preliminary Administrative Credential with CTC. Students that apply to this program must have a CA Clear Teaching Credential and have completed two years of successful full-time teaching experience. Full-time service means service for at least a minimum day for 75% of the total days in the school year. Substitute part-time service does not apply.

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<tr>
<td>EDUA 556</td>
<td>Legal and Political Aspects in Education</td>
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<td>EDUA 557</td>
<td>Human Resources</td>
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<td>EDUA 558</td>
<td>Financial Resources</td>
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<td>EDUA 561</td>
<td>Analyzing Data to Inform School Improvement and Promote Equity</td>
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<td>EDUA 562</td>
<td>Facilitating Communities of Practice</td>
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<td>EDUA 563</td>
<td>Supporting Teacher Growth</td>
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<td>EDUA 590A</td>
<td>Administrative Practicum (A)</td>
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<td>EDUA 590C</td>
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<td>EDUA 591C</td>
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Total Units: 24

**Additional courses required should students want to complete the Master of Arts in Education:**

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<td>EDUA 516</td>
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<td>EDUA 517</td>
<td>Curriculum Design and Evaluation</td>
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**Lutheran Teaching Certificate**

Candidates interested in pursuing a Lutheran teaching credential should contact Christ College (http://catalog.cui.edu/undergraduate/christ-college/#lutheran-teaching-ministry) Ministry Programs or the Director of Lutheran Teaching Programs.

<table>
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<th>Semester 3</th>
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<tbody>
<tr>
<td>EDUC 524</td>
<td>Secondary Curriculum and Methods</td>
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<td>EDUC 570</td>
<td>Content Area Literacy Instruction</td>
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<td>EDUC 581</td>
<td>Teacher Performance Assessment (TPA) Practicum: Field Experience</td>
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**Semester 4 - Full-time Student Teaching**

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<tr>
<td>EDUC 583</td>
<td>Student Teaching: Secondary</td>
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<tr>
<td>EDSP 584</td>
<td>Student Teaching: Special Education</td>
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Total Units: 47
Educational Administration with Preliminary Administrative Services Credential (p. 7)

Educational Technology (p. 7)

School Counseling with Pupil Personnel Services Credential (p. 7)

Doctor of Education (Ed.D.) (p. 8)

Changing Programs
If a student wishes to change from one program to another, a written request must be made through the graduate academic advisor. Transfers must be approved by the dean of the School of Education or their designee for graduate programs.

Transferring Courses
Out-of-state transfer of credit is rarely allowed due to California state standards embedded in most courses. Transfer courses must be approved by the program coordinator and the dean of the School of Education.

Master of Education (M.Ed.) with Teaching Credential
Concordia University offers a combined credential and master of education program that prepares students to demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Students can apply 30 units of their 500-level credential coursework toward a master’s degree in education.

The credential courses and student teaching requirements are the foundation for the M.Ed. degree. All students seeking a M.Ed. must complete the Credential Program (p. 3) and then add the advanced coursework and capstone experience. The total number of units in the M.Ed. is 45-47 (30 preliminary credential units and advanced units beyond the credential). All coursework in the M.Ed. must be completed within 7 years of the first post-baccalaureate credential course.

Choose 3 of the following courses (selections vary by term):

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<td>Curriculum Design and Assessment</td>
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<tr>
<td>EDU 524</td>
<td>Coping with Stress and Violence in Today’s Classroom</td>
<td>3</td>
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<tr>
<td>EDU 542</td>
<td>School, Community and Diverse Family Structures</td>
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<tr>
<td>EDU 547</td>
<td>Brain-Based Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUI 595</td>
<td>Developing Character and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDUI 592</td>
<td>Assessment of Induction and Professional Development Part I</td>
<td>3</td>
</tr>
<tr>
<td>EDUI 593</td>
<td>Assessment of Induction and Professional Development Part II</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone Experience

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 580</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 605</td>
<td>Capstone Project</td>
<td>3</td>
</tr>
<tr>
<td>Preliminary credential/advanced units beyond credential</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 45-47

Accelerated Path for Curriculum and Instruction PLUS Educational Technology
The Accelerated Path to earn two master’s degrees allows students to complete a master’s degree in either Curriculum and Instruction or Educational Technology (30 units) and then earn the other master’s degree by completing five additional required courses (15 units). The following conditions apply:

1. Students who earned a degree in either MAED program from May 2012 to present may apply for enrollment in the Accelerated Path program.
2. Students may not enroll in both programs simultaneously due to financial aid constraints.
3. Students have five (5) years to complete each program once accepted.
4. All stop out/readmit policies apply.

Shared Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU/EDUT 520</td>
<td>Curriculum Design and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU/EDUT 547</td>
<td>Brain-Based Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU/EDUT 580</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU/EDUT 586</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU/EDUT 605</td>
<td>Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who completed Ed Tech take these courses for C&I: 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 515</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Educational Discourses: Change and Reform</td>
<td>3</td>
</tr>
<tr>
<td>EDU 524</td>
<td>Coping with Stress and Violence in Today’s Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDU 542</td>
<td>School, Community and Diverse Family Structures</td>
<td>3</td>
</tr>
<tr>
<td>EDU 595</td>
<td>Developing Character and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Students who completed C&I take these courses for Ed Tech: 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUT 501</td>
<td>Foundations of Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 521</td>
<td>Leveraging Technology for All Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 522</td>
<td>Emerging Learning Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 523</td>
<td>Collaborative Design for e-learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 531</td>
<td>Nurturing Learning Communities</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 45

Master of Arts in Education (MAED) Curriculum and Instruction

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 515</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>or EDUA 516</td>
<td>Instructional and Transformational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Curriculum Design and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>or EDUA 517</td>
<td>Curriculum Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Educational Discourses: Change and Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

Selected K-12 Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 524</td>
<td>Coping with Stress and Violence in Today’s Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>
**School of Education**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 542</td>
<td>School, Community and Diverse Family Structures</td>
<td>3</td>
</tr>
<tr>
<td>EDU 547</td>
<td>Brain-Based Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 586</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 595</td>
<td>Developing Character and Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 580</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 605</td>
<td>Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Units | 30 |

* Students who have completed their Master of Arts in Educational (MAED) in Curriculum and Instruction at Concordia University Irvine may use EDU 515 and EDU 520 towards completion of an additional MAED degree in Educational Administration. Conversely, students who have completed CUI's MAED in Educational Administration degree may use EDUA 516 and EDUA 517 towards completion of an additional MAED degree in Curriculum and Instruction.

---

## Master of Arts in Education (MAED)

### Educational Administration

**with Preliminary Administrative Services Credential**

*Note: No units may be transferred into the Educational Administration program from another Concordia College/University program or from another institution of higher education.*

*Note: EDUA 564 is offered as a remediation opportunity for candidates in need of repeating a failed attempt for one or more of the CalAPA cycles. See course description for additional details.*

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 516</td>
<td>Instructional and Transformational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>or EDU 515</td>
<td>Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDUA 517</td>
<td>Curriculum Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>or EDU 520</td>
<td>Curriculum Design and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUA 556</td>
<td>Legal and Political Aspects in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUA 557</td>
<td>Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDUA 558</td>
<td>Financial Resources</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fieldwork Experience**

Three units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 590A</td>
<td>Administrative Practicum (A)</td>
<td>0</td>
</tr>
<tr>
<td>EDUA 590B</td>
<td>Administrative Practicum (B)</td>
<td>0</td>
</tr>
<tr>
<td>EDUA 590C</td>
<td>Administrative Practicum (C)</td>
<td>3</td>
</tr>
</tbody>
</table>

Three units from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 591A</td>
<td>Advanced Administrative Practicum (A)</td>
<td>0</td>
</tr>
<tr>
<td>EDUA 591B</td>
<td>Advanced Administrative Practicum (B)</td>
<td>0</td>
</tr>
<tr>
<td>EDUA 591C</td>
<td>Advanced Administrative Practicum (C)</td>
<td>3</td>
</tr>
</tbody>
</table>

**CalAPA Leadership Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUA 561</td>
<td>Analyzing Data to Inform School Improvement and Promote Equity</td>
<td>3</td>
</tr>
<tr>
<td>EDUA 562</td>
<td>Facilitating Communities of Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDUA 563</td>
<td>Supporting Teacher Growth</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Units | 30 |

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## Master of Arts in Education (MAED)

### Educational Technology: Online

The Association for Educational Communications and Technology (AECT) has defined “educational technology” as “the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.” (Januszewski & Molenda, 2008).

**Note:** No units may be transferred into the Educational Technology program from another institution of higher education.

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUT 501</td>
<td>Foundations of Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 520</td>
<td>Curriculum Design and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 521</td>
<td>Leveraging Technology for All Students</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 522</td>
<td>Emerging Learning Technologies</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 523</td>
<td>Collaborative Design for e-learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 531</td>
<td>Nurturing Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 547</td>
<td>Brain-Based Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 586</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Capstone Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUT 580</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDUT 605</td>
<td>Capstone Project</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Units | 30 |

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## Master of Arts in Education (MAED)

### School Counseling with Pupil Personnel Services Credential

The credential program consists of coursework, field experiences and practicum hours.

*Internship Program available for some school district partnerships. Specific requirements apply.*

**Note:** No units may be transferred into the School Counseling program from another Concordia University program.

**Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSC 511</td>
<td>Introduction to School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 515</td>
<td>Leadership: Intervention, Consultation, Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 520</td>
<td>Educational Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDSC 522</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
EDSC 531 Human Communication: Group Process 3
EDSC 535 Counseling Exceptional Children 3
EDSC 541 Psychopathology 3
EDSC 550 Counseling Diverse Populations 3
EDSC 551 Legal and Ethical Issues 3
EDSC 561 Crisis Response, Interventions and Management 3
EDSC 562 Career Counseling and Development 3

Practicum and Fieldwork Experience
EDSC 590A Practicum: School Counseling A 0
EDSC 590B Practicum: School Counseling B 0
EDSC 590C Practicum: School Counseling C 0
EDSC 590D Practicum: School Counseling D 3
EDSC 591A Field Experience A * 0
EDSC 591B Field Experience B * 0
EDSC 591C Field Experience C * 0
EDSC 591D Field Experience D * 3
EDSC 591E Field Experience E * 0
EDSC 591F Field Experience F * 0
EDSC 591G Field Experience G * 0
EDSC 591H Field Experience H * 0
EDSC 591I Field Experience I * 3

Research and Capstone Experience
EDSC 650 Capstone Project 3

Total Units 48

* The 600 hours of fieldwork must be completed at 2 different levels (approximately 300 hours at each level): elementary, middle, and/or high school. The hours must be supervised by an on-site counselor (holding a Pupil Personnel Services credential) as well as a university fieldwork supervisor.

Doctor of Education (Ed.D.)

Purpose Statement
The purpose of the Doctor of Education program in Leadership is to develop transformative leaders who embody the knowledge, competencies and skills necessary to guide organizations toward continuous improvement and sustained effectiveness through a rigorous and integrated curriculum focusing on theory and applied research in leadership and systems thinking with the development of analytical skills applicable to dynamic and diverse learning organizations.

Doctor of Education

Note: No units may be transferred into the Doctor of Education program from another Concordia University* or higher education institution.

* An articulation agreement has been developed for Concordia University Portland students and will be honored through May 1, 2021.

Core Requirements
EDD 700 Doctoral Studies Orientation 0.5
EDD 701 Leadership for Whole System Reform 3

EDD 702 Building Capacity for Learning and Continuous Improvement 3
EDD 706 Policy, Law and Practice in Dynamic Settings 3
EDD 707 Change Forces in Diverse Settings 3

Research Courses
EDD 751 Statistical Analysis for Leaders 3
EDD 752 Mixed Research Methods for Educational Leaders or EDOC 752 Mixed Research Methods for Leaders of Organizational Change or EDSE 752 Mixed Research Methods for Leaders in Special Education

EDD 753 Qualitative Design and Analysis for Educational Leaders or EDOC 753 Qualitative Design and Analysis for Leaders of Organizational Change or EDSE 753 Qualitative Design and Analysis for Leaders in Special Education

Dissertation
EDD 771 & 771A Dissertation Seminar I and Dissertation Seminar I (Continued) .5
EDD 772 & 772A Dissertation Seminar II and Dissertation Seminar II (Continued) .5
EDD 773 & 773A & 773B Dissertation Advisement I and Dissertation Advisement II and Dissertation Advisement III .75
EDD 774 & 774A & 774B Dissertation Advisement IV and Dissertation Advisement V and Dissertation Advisement VI .75
EDD 775 & 775A & 775B & 775C Dissertation Seminar V and Dissertation Seminar V (Continued) and Dissertation Seminar V (Continued) and Dissertation Seminar V (Continued) 1
EDD 781 & 781A Dissertation and Dissertation 4

Extensions (as needed)
EDD 792 Dissertation 1
EDD 792A Dissertation 1
EDD 792B Dissertation 1
EDD 792C Dissertation 1
EDD 793 Dissertation 1
EDD 793A Dissertation 1

Specialization
Choose 1 of the following specializations 9

Total Units 46
**Specializations**

**Educational Administration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 703</td>
<td>Technology in a Systems Approach to Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDD 704</td>
<td>Strategic Human Resource Management and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDD 705</td>
<td>Sustained Fiscal Leadership for Organizational Effectiveness</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 9

**Organizational Change**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDOC 703</td>
<td>Innovation and Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>EDOC 704</td>
<td>Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>EDOC 705</td>
<td>Consultancy Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 9

**Special Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSE 703</td>
<td>Leveraging Inclusive Practices and Services for All Students</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 704</td>
<td>Advanced Research in Special Education: Legal, Historic, and Current Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDSE 705</td>
<td>Advanced Social Emotional Skills for Counselors and Special Educators</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 9

---

**Clear Teaching Credential**

**Core Application:**

1. Submit online or paper application form (http://www.graduateprogram.org/concordia-irvine/application-checklist/).
2. Submit application fee (http://catalog.cui.edu/undergraduate/tuition/).

**Items required to complete admission file:**

1. Baccalaureate Degree
2. Official transcripts from all college/universities attended.
3. Personal Statement of Intent (on CUI form).
4. Two letters of recommendation (on CUI form).
5. Hire letter or contract stating you are a teacher of record.
6. Official proof of CSET (California Subject Examinations for Teachers) passage OR proof of registration for next available testing date (dependent on congruency of undergraduate degree with type of credential sought) in which case CSET must be passed prior to student teaching semester.
7. Preliminary Teaching Credential.

**Master of Arts in Education (MAED)**

**General Requirements:**

For acceptance, the applicant must:

1. Hold a valid bachelor’s degree or higher from a regionally accredited institution, or an international evaluation by a NACES (https://www.naces.org/)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor’s degree or higher.
2. Submit an application for admission to the Office of Graduate Admissions along with a non-refundable application fee (see Tuition and Fees (http://catalog.cui.edu/undergraduate/tuition/)).
3. Forward one official transcript from a regionally accredited college/university that shows a confirmed bachelor’s or master’s degree. If an earned degree is from a non-U.S. institution, applicants must provide an official detailed transcript evaluation from a California Commission of Teacher Credentialing (CCTC)-approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree. All transcripts must be received in official sealed envelopes or an official electronic transcript.
4. Submit transcript evidence showing a cumulative GPA of 2.70 or higher on a 4.0 scale. *Undergraduate and/or Graduate work

**Specific Program Requirements:**

**School Counseling:**

1. Provide documentation that you have fulfilled the Basic Skills requirement.
2. Submit copy of Certificate of Clearance.

**Educational Administration:**

1. Provide documentation that you fulfilled the Basic Skills requirements.
2. Submit a Verification of Experience (VOE) documenting two (2) years of successful full-time teaching experience for at least a minimum day of 75% of the total days in the school year (substitute or part-time service does not apply). *Documentation 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 services.
3. Hold a CA Clear Teaching Credential (or other CA Clear credential as
defined by the CTC).

International Applicants
International students may apply to the Curriculum and Instruction and
Ed Tech programs.

Combination Master of Education (M.Ed.) and Teaching Credential
Core Application:

1. Submit online or paper application form (http://
   www.graduateprogram.org/concordia-irvine/application-checklist/).
2. Submit application fee (http://catalog.cui.edu/undergraduate/
tuition/).

Items required to complete admission file:

1. Bachelor’s Degree
2. Official transcripts from all college/universities attended.
3. Minimum GPA of 3.0
   a. If GPA is lower than 3.0, applicant may NOT apply for M.Ed.
      program.
   b. Applicant must maintain GPA of 3.5 throughout first 2 semesters
      of coursework to be considered for the M.Ed. prior to starting
      student teaching.
   c. Application must be approved by the program director of add the
      M.Ed. prior to the student teaching semester.
4. Personal Statement of Intent (on CUI form).
5. Two letters of Recommendation (on CUI form).
8. Official proof of CBEST (California Basic Educational Skills Test)
    passage.
9. Official proof of CSET (California Subject Examinations for Teachers)
    passage OR proof of registration for next available testing date
    (dependent on congruency of undergraduate degree with type of
    credential sought) in which case CSET must be passed prior to
    student teaching semester.

Acceptance Procedures

1. When admission file is complete students will be scheduled for a 30-
   minute faculty-panel oral interview and a 20-minute writing sample
   time.
2. A letter of full acceptance will be mailed to the applicant. In the case
   of conditional acceptance, a letter will be mailed to the applicant
   outlining the steps to be followed in regards to course load and GPA
   requirements.
3. The acceptance letter will include an enrollment checklist outlining
   the steps that need to be taken prior to registering for classes.

Additional Admission Criteria
No reference forms received from relatives will be accepted.

International applicant requirements:
(Multiple Subject, Single Subject, Education Specialist: Mild to Moderate
Credential Program or combined Credential and M.Ed. Program)

- Complete admission requirements and be accepted into CUI’s
  Credential Program or Combined Credential & M.Ed. Program
- Submit official transcripts for all college course work (International
  Transcripts must be evaluated by a NACES (https://www.naces.org/-
  approved evaluation agency verifying the equivalent of a regionally
  accredited U.S. bachelor’s degree or higher).
- English Proficiency—Students who are categorized as “international
  students” or speak English as a second language are required to
  provide proof of English proficiency:
  - TOEFL (88 or higher, no less than 22 in each section) taken
    within the last year or IELTS (7.0 or higher, no less than 7 in each
    section) taken within the last year.

In addition, applicants must fulfill the requirements to obtain the I-20 and
submit the following materials:

- Photocopy of Passport
- Copy of I-20 (all 3 pages)
- Copy of F1 Visa
- Copy of I-94
- Transfer Form
- Affidavit of Financial Support (http://www.cui.edu/uploadedFiles/
  UG_Intl_Affidavit_Final_2012.pdf)
  - Completed affidavit and supporting documents verifying that the
    applicant will be able to underwrite their total financial costs during
    their studies at Concordia University.
- Certificate of Bank Balance (http://www.cui.edu/uploadedFiles/
  UG_Intl_Certificate_Bank_Balance_Final_2012.pdf)
  - The amount the applicant must show for proof of funding is
    $37,665.20.

International students must carry at least six units each semester.

Doctor of Education applicants
The Doctor of Education program is designed for candidates who
have demonstrated potential for doctoral study and leadership as
substantiated during the admission process and have obtained a
master’s degree in education or a closely related field from a regionally
accredited institution. The admission process for acceptance to the
doctoral program involves four steps:

1. The applicant must submit the following documents to the graduate
   admissions office:
   a. Official application for admission.
   b. A nonrefundable application fee (see Tuition and Fees (http://
      catalog.cui.edu/undergraduate/tuition/)); this fee is not required
      from students previously admitted to a graduate program at
      Concordia University Irvine.
   c. Official sealed academic transcripts from each postsecondary
      institution attended.
   d. Verification of a master’s degree in education or a closely related
      field from a regionally accredited institution.
   e. Verification of a minimum graduate GPA (grade point average) of
      3.5 (on a 4-point scale).
   f. Three letters of recommendation on university-approved forms as
      follows:
i. one letter completed by the applicant’s supervisor
ii. two letters from persons who can attest to the applicant’s potential for doctoral study and leadership

g. A current professional résumé.

h. A typed statement of 5-7 pages, double-spaced detailing the following:
   i. educational goals
   ii. short- and long-term professional goals
   iii. professional activities
   iv. research interests to be pursued in the program
   v. research experience
   vi. distance learning experience
   vii. reason(s) for choosing Concordia University Irvine's doctoral program.

i. A 7-10 page writing sample that demonstrates the applicant’s ability to write cogently and use research and professional literature effectively in developing ideas and arguments (e.g., a master's thesis, a scholarly article published in a journal, a comprehensive course paper, a major district report, etc.).

j. A valid California Certificate of Clearance (copy of a valid California credential may be used in lieu of a certificate).

k. All program admission documents must be submitted before an application file is considered complete.

2. Each application file is evaluated as a whole by a doctoral faculty committee to determine if the prospective candidate should be contacted for an in-person interview.

3. During the in-person interview the candidate will meet with the program director and possibly one or more program faculty at which time they will be asked to discuss how their interest in the program relates to their career goals, experience with online learning environments, interests in scholarship, prior research activities, and how future educational pursuits align to the overall mission of Concordia University Irvine.

4. Within 2 weeks of the interview, the candidate will be notified regarding program acceptance.

**Special Admission Circumstances**

Candidates with a GPA below 2.7 who meet one of the following criteria may petition to be considered for conditional acceptance:

- If the candidate has 3 or more years of credible service in schools (credible service is defined as full-time teaching after completing a teacher preparation program) they may request, complete, and submit the Verification of Experience form available from the graduate admissions office.

OR

- If the candidate has submitted documentation of meeting minimum scores for the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) as follows:
  - GRE minimum score of 900 combined verbal and quantitative scores OR a 450 verbal score and 3.5 analytical writing score.
  - MAT minimum raw score of 41.

To initiate the petition, the candidate must submit a letter of explanation for previous low grades including why grades in the new program will be acceptable. The school’s dean may accept, deny, or refer the petition to an application review committee.

Candidates admitted with conditional status must achieve full admittance by the end of the first 8-week term in order to continue in the program. If full admittance is not achieved, the candidate will be ineligible to continue as only fully admitted students may matriculate toward a degree. Full admission is defined as all admission criteria having been met and the student receiving written confirmation regarding full admittance.

**Admission Appeals on GPA**

Applicants who do not meet the minimum GPA requirement for the program to which the applicant is applying may appeal the denial. In appealing the denial, the candidate must submit a letter of explanation for the low grades and why the candidate's grades in a new program would be acceptable. The Dean may sustain the denial, reverse the denial, or refer the matter to an application review committee.

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

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

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

**Admission with Conditional Status (MAED)**

MAED students admitted with conditional status must achieve full admittance by the end of the first 8-week term in order to continue in the program. Students not achieving full admittance by the end of the first term will be removed from the program. Only a student with full admission may matriculate toward a degree. Full admission is defined as all admission criteria being met and the student having received written confirmation of full acceptance into the program.