

TEACHER CREDENTIAL PROGRAM

HANDBOOK

CONCORDIA UNIVERSITY IRVINE MISSION STATEMENT

Concordia University, Irvine, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership

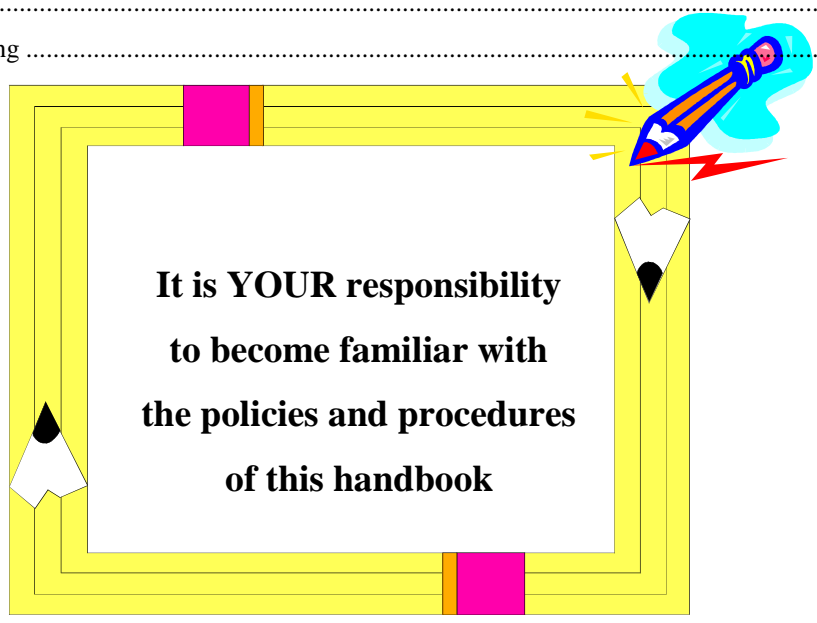
Concordia University admits students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded to students at the school. It does not discriminate on the basis of sex, race, color, disability, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan policies, athletic and other school-administered programs.

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Welcome

We would like to take this opportunity to welcome you to the Teacher Credential Program at Concordia University. We are thrilled that you have selected a career in education. We believe that teaching is the greatest job in the world. Not only do you get to work with students, but you also have the opportunity to help them grow into productive, responsible, and respectful citizens. Our entire School of Education is committed to helping you become a highly qualified teacher. Each of our education professors is an experienced classroom teacher who has previous experience or current experience working with kindergarten through high school students. We pride ourselves in the pursuit of excellence at Concordia University and want you to know that we are here to help you become an exemplary teacher. Concordia University consistently receives accolades for preparing excellent teachers from numerous school districts. We look forward to having you in our program. The following information is intended to help you progress through our comprehensive program from the time that you enter your first credential course, through student teaching, and into filing for your preliminary credential. Your academic advisor, more than likely, is giving you this handbook. Remember, your advisor will remain with you throughout the program. Your advisor will carefully review all program options and assist you with course scheduling, registration each semester, and guiding you through all the credential requirements. Your advisor is only a phone call or email away. The education office is a busy place, so remember, when desiring a face-to-face meeting with your advisor, make sure you schedule an appointment before coming on campus.

God's blessings on your journey to becoming an exemplary teacher.

----- The School of Education

SCHOOL OF EDUCATION PURPOSE STATEMENT

The School of Education prepares professional educators who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

CREDENTIALS OFFERED

Concordia University's credential programs meet all requirements put forth by the state of California and are approved by the California Commission on Teacher Credentialing. Additionally, Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, WASC (P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000). Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.

Concordia offers both multiple subject and single subject preliminary credentials as described below:

California Preliminary Credential/English Learner-Multiple Subject

The multiple subject credential allows you to teach all the subjects in a self-contained classroom. This is the credential to obtain if you desire to teach at the elementary (K-6) grade levels. If you plan to be a middle school teacher teaching a core curriculum, you will select the multiple subject credential. The coursework for the multiple subject credential is found on page 12.

California Preliminary Credential/English Learner-Single Subject

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 coursework for the single subject credential is found on page 12. The single subject credential areas Concordia offers are:

Art	English	Science-Biology
Science-Chemistry	Science-Geosciences	Science-Physics
Social Science	Mathematics	Music
Physical Education		

California Professional Clear Credential

Please note there are two levels of teaching credentials in California. The first 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. The second credential level is the professional clear credential. To qualify for a professional clear credential, the teacher participates in an Induction Program through his/her school and school district. The professional clear credential is applied for through the teacher's school district after the induction period. Teachers teaching in private schools can obtain their professional clear credential through a school of education that offers such programs.

Lutheran Teacher Certificate

Concordia also offers coursework leading to a Lutheran Teacher Certificate. Program and course requirements for this certificate are outlined and described beginning on page 49 of this handbook.

CREDENTIAL COURSEWORK

CREDENTIAL COURSEWORK

The credential program is comprised of coursework, field experiences, and student teaching. The coursework is listed below. On the following page the specific sequence of the courses is presented. Full course descriptions are located on page 14.

Multiple Subject Credential Coursework
EDUC 098 Technology Literacy for Teachers (0)
EDUC 201 Introduction to Teaching Careers II (1)
EDUC 301 Psychology and Development of Diverse Learners (3)
EDUC 501 Instructional Planning and Assessment (3)
EDUC 502 Creating a Positive Learning Environment (3)
EDUC 551 Language and Culture (3)
EDUC 522 Elementary Science and Math Methods (2)
EDUC 523 Elementary Integrated Methods (2)
EDUC 560 Reading/Language Development in Diverse Classrooms (4)
EDUC 580 TPA Practicum (1)
EDUC 582 Student Teaching (12) <i>full time teaching for a full semester</i>
Single Subject Credential Coursework
EDUC 098 Technology Literacy for Teachers (0)
EDUC 201 Introduction to Teaching Careers II (1)
EDUC 301 Psychology and Development of Diverse Learners (3)
EDUC 501 Instructional Planning and Assessment (3)
EDUC 502 Creating a Positive Learning Environment (3)
EDUC 551 Language and Culture (3)
EDUC 524 Secondary Curriculum Methods (4)
EDUC 570 Content Area Reading in Middle & Secondary Classrooms (4)
EDUC 581 TPA Practicum (1)
EDUC 583 Student Teaching (12) <i>full time teaching for a full semester</i>

Please note: Federal and State legislation and mandates may change program requirements at any time.

Coursework Sequence

The following five courses comprise the foundation courses of the credential program. Both multiple and single subject candidates take these courses. As indicated, two of the courses may be taken with either this foundation block or with the methods block.

Foundation Courses – Block I
Educ 098 Technology Literacy for Teachers (workshop taken currently with initial courses)
Educ 201 Teaching Careers II (1)
Educ 301 Psychology of Diverse Learners (3)
Educ 501 Instructional Planning & Assessment (must be taken BEFORE Methods Block)
Educ 502 Creating Positive Learning Environments (may be taken with Methods Block)
Educ 551 Language and Culture (may be taken with Methods Block)

Once candidates reach the methods block, courses are designed specifically for either multiple or single subject candidates. Please note that Educ 201, *Teaching Careers II*; Educ 301, *Psychology of Diverse Learners*; and Educ 501, *Instructional Planning and Assessment* must be successfully completed **BEFORE** a candidate may take coursework in the methods block.

Methods Block	
Multiple Subject	Single Subject
Educ 522 Math and Science Methods (2) Educ 523 Integrated History Methods (2)	Educ 524 Secondary Methods (4)
Educ 560 Reading Methods (4)	Educ 570 Reading in the Content Areas (4)

TPA Practicum is taken **following** or **concurrent** with methods block above.*

Educ 580 TPA Practicum (1)	Educ 581 TPA Practicum (1)
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Full time Student Teaching	
Before enrolling in Student Teaching students must successfully pass all coursework, TPA Tasks 1 & 2, CSET or subject matter program, and submit all required Student Teaching forms and applications.	
Educ 582 Student Teaching (12)	Educ 583 Student Teaching (12)

*TPA Practicum may be taken in the spring semester with one methods course deferred to the immediate summer semester. Multiple subject candidates may select one course from Educ 522, 523, or 560. For Single subject candidates the only selection is Educ 570.

Credential Course Descriptions

These course descriptions describe all post baccalaureate credential courses currently taught by the School of Education that have been accredited by the California Commission on Teacher Credentialing.

EDUC 098 Technology Literacy for Teachers

This is a non-credit seminar and online course. This course, in conjunction with the credential coursework sequence, fulfills the level I technology competencies required by the California Commission on Teacher Credentialing. This course is taken currently with the candidate's first credential course. Students must complete this online course by the sixth week of their first semester. Students who wish to take a three unit semester course to meet the level I technology requirements may take Educ 585 instead.

EDUC 201 Introduction to Teaching Careers II (1)

This course focuses on a broad picture of teaching through an emphasis on the California Standards for the Teaching Profession (CSTP) and the corresponding Teacher Performance Expectations (TPE). Through course activities students will develop awareness of the CSTPs, identify elements of each, and observe evidence of these standards in their assigned field experiences. A minimum of 15 clock hours of fieldwork is required in a university assigned placement.

EDUC 301 Psychology and Development of Diverse Learners (3)

Students explore and learn the major concepts, principles, theories and research related to the cognitive, social, emotional, physical, and moral development of children and adolescents. They also learn the major concepts, principles, and research associated with human learning, achievement, motivation, conduct and attitude. (*Prerequisite: Successful completion of Educ 201 or concurrent enrollment*)

EDUC 501 Instructional Planning and Assessment (3)

Students explore a variety of approaches to planning, managing, delivering, and assessing instruction. They will draw on social, cultural and historical foundations, as well as learning theory, as they design, assess and differentiate instruction for all students. (*Prerequisites: Educ 201 and 301 or concurrent enrollment*)

EDUC 502 Creating a Positive Learning Environment (3)

This course will provide students preparing to teach in today's schools with an understanding of how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. The effects of student health and safety on learning will be addressed. Candidates will learn skills for communicating and working with families. They will learn their professional and legal responsibilities as teachers in California schools. (*Prerequisites: Educ 201 and 301 or concurrent enrollment*)

EDUC 522 Elementary Math and Science Methods (2)

Students will learn approaches to planning, managing, delivering and assessing instruction in science and mathematics. Students will draw on social, cultural, historical foundations and learning theory as they plan instruction. *(Prerequisites: Educ 201, 301 and 501)*

EDUC 523 Elementary Integrated Curriculum Methods (2)

Students will learn approaches to planning, managing, delivering and assessing instruction in history, arts and physical education. Students will draw on social, cultural, historical foundations and learning theory as they plan instruction. *(Prerequisite: Educ 201, 301 and 501)*

EDUC 524 Secondary Curriculum and Methods (4)

Provides students preparing to teach in secondary schools with understanding of secondary school curriculum. Students will examine recent research, use the California Frameworks and K-12 Content Standards to explore their subject areas and evaluate curriculum materials. Emphasis is given to preparing lesson plans that meet the diverse needs of students. *(Prerequisite: Educ 201, 301 and 501)*

EDUC 551 Language and Culture (3)

Addresses the impact of cultural, linguistic, socio-economic status, religious and gender diversity on the education of elementary and secondary school students. This course also addresses numerous issues surrounding first and second language acquisition, such as oral language development, listening skills, writing and reading development. Curricular implications will also be a focus of this course. *(Prerequisites: Educ 201, 301 and 501 or concurrent enrollment)*

EDUC 560 Rdg/Language Development in Diverse Elementary Classrooms (4)

This course focuses on preparing the elementary school teacher to instruct reading and language arts in diverse classrooms. It follows the guidelines set forth by the CCTC and the *California Language Arts Frameworks and Standards*. *(Prerequisites: Educ 201, 301, 501)*

EDUC 570 Content Area Reading in Middle and Secondary Classrooms (4)

Examines theory and practice in reading instruction as applied to the content areas of middle and secondary schools. Emphasizes development of reading techniques ranging from assessment of individual skills to selection of appropriate materials and strategies for instruction in subject areas for diverse classrooms. The guidelines set forth by the CCTC and the California Language Arts Frameworks and Standards serve as the basis for this course. *(Prerequisites: Educ 201, 301 and 501)*

EDUC 580 TPA Practicum: Multiple Subject (1)

This course consists of at least 30 clock hours of field experience and class seminars to prepare students to teach in elementary schools. Students will develop an understanding of instructional planning and delivery, and how to meet the needs of diverse learners. Through the activities of this course, students will complete Teacher Performance Task 1 and Task 2. (*Prerequisites: Completion of or concurrent enrollment in Educ 502, 551, 522, 523 and 560*)

EDUC 581 TPA Practicum: Single Subject (1)

This course consists of at least 30 clock hours of field experience and class seminars to prepare students to teach in secondary schools. Students will develop an understanding of 7-12 curriculum, strategies for planning and delivery instruction, and how to meet the needs of diverse learners. Through the activities of this course, students will complete Teacher Performance Task 1 and Task 2. (*Prerequisite: Completion of or concurrent enrollment in Educ 502, 551, 524 and 570*)

EDUC 582/583 Student Teaching (12)

Candidates are placed in two classroom settings during an entire elementary or secondary school semester under the supervision of a cooperating teacher and a university supervisor. Teaching strategies and classroom management strategies are practiced at the grade levels and in the subject matter that represent the student teachers' career choice. TPA tasks 3 and 4 are completed during the student teaching semester. (*Prerequisites: Completion of all credential coursework; full passage of CSET or successful completion of a state-approved Single Subject Matter Preparation Program; and submission of all student teaching application forms prior to set deadlines*)

EDU 585 Technology in the Classroom: Level I (3)

This course is an alternate option for candidates who do not wish to take Educ 098, *Technology Literacy for Teachers*. Students explore the use of computers in the classroom. Emphasis is placed on drill and practice, remedies, enrichment and motivation, simulation, and problem solving software and techniques. Students will gain experience in using and evaluating a variety of hardware and software. Candidates must successfully complete either Educ 098 or Edu 585 in order to file for their preliminary teacher credential.

FIELD EXPERIENCES

FIELD EXPERIENCES

A credential program is much more than face-to-face coursework. Candidates must observe and participate in the teaching process. Concordia has designed field experiences to help you gain hands-on experiences in teaching. These experiences begin with observation hours and culminate in full time student teaching under the supervision of a cooperating teacher and a university supervisor. There are three required field experiences detailed below. Additional, informal field experiences may also be required in other credential classes.

Edu 201 Teaching Careers II

The credential student will complete 15 clock hours in Edu 201, *Teaching Careers II*. These are structured and focused field experience hours. A student is placed in a specific classroom in a local school and will complete assignments, observations, and a journal. Field experiences in Educ 201 must be consistent with the general grade level area and subject content area in which the student will student teach and then be credentialed. Multiple subject students will have elementary field experience. Single subject students will have field experience in middle or high school in the same subject area in which they are cleared for student teaching. A **positive recommendation** from the classroom teacher and a **grade no lower than B-** is a requirement for successful passage of this introductory course.

Educ 580/581 TPA Practicum

The *TPA Practicum* is a seminar with field experience completed the semester before being placed into full time student teaching. At least 30 clock hours of structured field experience must be completed. Credential students will begin designing and delivering instruction to small groups of students. Additionally, they will complete task 1 and 2 of the *Teacher Performance Assessment*, TPA (description of the TPA is on page 33 of this handbook). Successful completion of this course requires a **positive recommendation** from the classroom teacher, **passage of TPA** Tasks 1 and 2, and a **grade no lower than B-**.

Before applying for the TPA Practicum, the student must meet the following criteria:

- Completion of Educ 201, 301 and 501
- Completion of or co-enrollment for elementary: Educ 502, 551, 522, 523, 560; for secondary: 502, 551, 524, 570
- Student in good standing in teacher education program
- GPA of 2.7 in all completed professional education courses

Educ 582/583 Student Teaching

Student Teaching is the culminating experience of the credential program. This is a full-time experience in two classroom settings for an entire semester (18 weeks). Generally, fall student teaching ends mid-January and spring student teaching ends mid-June. Multiple subject candidates will gain experience in a lower grade (K-3) and upper grade (4-6). Single subject candidates typically complete their assignment at one school site and experience two different levels or genre of their discipline. During student teaching, the student will complete Teacher Performance Assessment (TPA) tasks 3 and 4, as well as all assignments detailed in the Student Teaching Handbook. The next section of this Handbook is devoted to describing and detailing the procedures of the full semester of Student Teaching.

Field Experience General Policies/Procedures/Requirements

Field Placements

The University places candidates into *Introduction to Teaching Careers II*, *TPA Practicum*, and *Student Teaching* field experience assignments. Students **are not to call** schools on their own prior to being given a specific assignment. Concordia University's Field Experience Office will contact districts/schools and make all field experience placements for you. The schools where we place our students must meet state requirements. In addition, the schools and school districts require the university to initiate field placements, not the student.

Once placed, candidates are asked to contact the school administrator and/or teacher immediately to arrange for their specific schedule of classroom hours. Any delay in making this initial contact could result in the loss of that field experience assignment. After trying for more than two days to make contact by phone without results, contact the director of field experience for further guidance.

Certificate of Clearance

You are required to submit to the state of California the application for a *Certificate of Clearance*. The Certificate of Clearance is issued by the state after character and fingerprint clearance. This clearance is part of the admissions and enrollment process. A student will be given the appropriate forms upon notification of acceptance into Concordia's Credential Program. The student will submit the appropriate forms at the first advising appointment. No student is allowed to enroll in courses until this process is complete. The certificate of clearance process is a requirement for enrollment in courses, all field experiences, and filing for the preliminary credential. The following are required to secure the certificate of clearance:

Fingerprint Clearance:

The California Education Code requires that all individuals who seek to obtain California teaching credentials and permits receive fingerprint clearance from the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) through the California Commission on Teacher Credentialing. Individuals who have received fingerprint clearance through other California agencies or in other states are not exempted from this process. All fingerprints must be taken via the live scan process.

Character and Identification Clearance

The Certificate of Clearance process requires Character Identification Clearance. Applicants must answer questions about identification information, provide professional and legal history, and verify whether they hold certification from other states.

Health Clearance

The health clearance is comprised of a completed health history form and Tuberculin Skin Test verification with the last year. TB tests must be Mantoux/PPD and must be updated every two years.

Verification of Crosscultural and English Language Learner Classrooms

The California Commission on Teacher Credentialing requires teacher candidates to be prepared to teach crosscultural and English language learners in a classroom setting. At least one of your field experiences in Educ 201 or Educ 580/581 must be in a diverse classroom setting typical of California public schools with a qualified teacher who has had the appropriate training. In some single subject areas, such as PE, it may not be possible to find a sheltered class in those areas that qualifies for ELL/ELD. In these cases, the field experience may be completed in a qualified ELL/ELD classroom.

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

To verify the proper classroom placements and the appropriate training of the classroom teacher, students must have their supervising field experience teachers fill out the parts I, II, and III on the *Field Experience Contract Form*. It is essential this form be submitted to the Field Placement Office immediately to verify the placement fulfills state requirements. Students who postpone turning in this form are in jeopardy of having to repeat the field experience.

Grade Levels

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

Breadth of School Year

A candidate in the credential program must have classroom experience during the breadth of a school year. This may take place in Educ 201, 580, 581 and/or Student Teaching. If these regular assignments do not cover the breadth of the school year, the student will need to make arrangements to complete additional field experience to fulfill this requirement.

Dismissal from Field Placement

Candidates who are dismissed from their field placement by the cooperating school’s principal, school placement director, cooperating teacher, or Concordia’s Director of Field Placement will not be given another placement during the semester. The student must withdraw from the course and repeat the course and field experience. *Please note Educ 580/581 is not offered during summer sessions. This course and field experience can only be repeated fall and spring semesters.*

Dress for Success

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

For Women

DO	DON'T
Suits/Pant Suits Dress pants with shirt, blouse, sweater, or jacket Dresses Skirts with shirt, blouse, sweater, jacket Medium heels, flats	Jeans Shorts (except for PE) Shirts shorter than 2” above knee See-through clothing Any midriff showing Low neck lines Bare backs T-shirts or sweat shirts Sweat suits (except for PE) Sandals, flip flops, or tennis shoes Excessive make up Extreme hair dye Pierced body parts

For Men

DO	DON'T
Suits Dress pants or khakis with shirt & tie, sweater, or jacket Closed dress or everyday shoes	Shorts (except for PE) Jeans See-through clothing Bare midriff T-shirts or Sweat shirts Sweat suits (except for PE) Sandals, flip flops, or tennis shoes Extreme hair dye Pierced body parts

THE STUDENT TEACHING SEMESTER

Program Description

A Team Approach

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

Student Teaching Duration

Student Teaching is offered in fall and spring semesters. Summer student teaching experiences are available on a limited basis and are reserved for student teachers currently teaching in private schools that need a public school experience. Special application for consideration for summer student teaching is required for those in the private sector. The summer exception form is available in the School of Education Office. Please speak with your advisor.

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

Grade Levels

Multiple subject (elementary) student teachers gain experience in at least two grade levels, kindergarten through grade 2, grades 3 through 5, and grades 6 through 8. Single subject (secondary) student teachers participate in two or more subject specific assignments that differ in content and/or level of advancement. Any exceptions made will be in accordance with the prevailing standards of the Commission on Teacher Credentialing.

Student Teaching Assignments - Placement

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

Typically, student teaching takes place within districts with which Concordia has a memorandum of understanding/contract for both TPA Practicum and Student Teaching. These include most Orange county districts.

Students interested in student teaching outside Orange County must consult with the director of student teaching and gain approval in advance of any commitment to a specific public or private school. Students who receive approval for out-of-county student teaching will be expected to pay the additional costs associated with such assignments. Costs will be determined on distance from the university and mode of transportation to the approved site. Students who do not follow this procedure will not be able to student teach through the Concordia student teaching program. Other special situations may result in additional fees as well.

All student teacher placements must be within California.

No student teacher will be assigned to a school in which it is known that a relative or close acquaintance of the student is a member of the faculty or holds an administrative or other controlling position. No student teacher will be assigned to a school operated by a congregation where the student holds membership unless, in the judgment of the director of student teaching, no other arrangement is practical (e.g., in the case of a parochial school teacher student teaching as a “Teacher of Record”).

Admission and Enrollment Requirements for Student Teaching

Applying for Fulltime Student Teaching

After the successful completion of the credential coursework and TPA Practicum, candidates may apply for the Student Teaching semester. Completion of coursework does not automatically guarantee admission to the Student Teaching. In order to be eligible for Student Teaching, students must meet all of the following criteria:

Student Teaching Admission Criteria

- Submission of the Student Teaching Application Form (due September 15 for Spring Semester; March 15 for Fall Semester)
- Successful completion of all credential coursework
- Minimum 2.7 GPA with no grades of D, F, Pass, Credit or Incomplete in program courses
- Minimum grade of B- and positive evaluation from cooperating teacher in EDUC 201.
- Successful completion of TPA Practicum, EDUC 580/1, with a B- or higher, passage of required TPA Tasks, and positive evaluation from cooperating teacher
- Full passage of the appropriate CSET examination or verification of single subject matter program
- Certificate of Clearance
- Health Clearance from Concordia University Health Center with current TB test verification
- Approval of School of Education Deans and Faculty
- Successful interview with the Director of Student Teaching

Student Teaching Applications Deadlines

Applications for Spring Student Teaching are due **September 15**. Applications for Fall Student Teaching are due **March 15**. It is important to apply by these deadlines as the submission of the student application form starts a lengthy process. Student Teaching applications are located in the School of Education Office (ADM 320).

Expectations for Successful Completion of Student Teaching

- Fulfill all program requirements as stipulated in the current *Student Teaching Handbook*
- Receive grades of **B or higher** in each assignment
- Pass the Teacher Performance Assessment (TPA) – all four tasks

Acceptance/Denial Procedures

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

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

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

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

You may also be denied admission to student teaching if you have demonstrated inappropriate professional behaviors during the professional education program. A student teaching assignment may also be denied in cases where the director of student teaching, following the interview, has substantive cause to believe that placing you in a classroom will have an unacceptable and negative effect on students and/or faculty at a prospective student teaching site. The director's recommendation for denial will be presented for review to the School of Education faculty. *If the School of Education faculty denies admission to student teaching, you have the right of appeal following the standard appeal procedures (See page 39).*

Termination of Student Teaching

You, the university or the assigned school may terminate student teaching. The university will remove a student teacher if, at any time in that experience, it is determined by the director of student teaching, after consultation with the university supervisor and the cooperating teacher, that continuation of the experience will adversely affect the classroom students or school program.

This will happen if the student teacher, even after additional support, guidance and appropriate time, is not able to function as a sufficiently competent classroom manager and instructor to the extent that the classroom students' learning is adversely impacted. Student teaching will also be terminated if the student teacher has demonstrated inappropriate moral and ethical character traits and/or has engaged in behavior inappropriate and unacceptable for a person who aspires to enter the teaching ministry profession. A detailed description of the termination policy and appeals procedure is found in the Student Teaching Handbook.

Repeating Student Teaching

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

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

Lutheran Teacher Student Teaching

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

Teachers of Record

If the student is the teacher of record on a long term emergency permit it may be possible to complete student teaching in that classroom. All requirements of the university and the Commission on Teacher Credentialing standards and requirements must be met.

Elementary teachers of record *may* need to complete an alternate grade level assignment. The state requires fieldwork experience in both the primary and the upper elementary grade levels. If a student teacher is hired with an emergency permit to teach in a primary grade, then at least 30 hours of fieldwork experience must be documented in the upper elementary grades. Conversely, a teaching assignment in the upper elementary grades must include documentation of primary experience. This experience may be documented through Educ 201, Educ 580, substitute teaching in a classroom for the 30 hours, or prior grade level teaching assignments. The alternate assignment hours, if applicable, must be completed while the student is enrolled in the Teacher Education Program at Concordia. The form to document this experience is available in the Student Teaching Office.

Serving as a Substitute Teacher While Student Teaching

Many school districts will allow student teachers who are registered as substitute teachers in that district to be considered the substitute should the cooperating teacher be absent any days during the student teaching experience. In that situation, the student teacher will receive substitute teacher pay for those days.

Non-Standard Assignments

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

EXAMINATIONS
And
ASSESSMENTS

EXAMINATIONS and ASSESSMENTS

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

State Testing Requirements

CBEST - *California Basic Educational Skills Test*

CBEST is a four-hour test consisting of three sub-tests: Reading, mathematics, and writing. A passing score on all subtests is an admission requirement into the Teacher Credential Program for all applicants. Applications for CBEST are available in the Education Office and online at www.cbest.nesinc.com. Study guides are available in most bookstores.

CSET - *California Subject Examinations for Teachers*

State and Federal legislation require all teachers to be highly qualified in the subject areas they will be teaching. Therefore, all teacher candidates must demonstrate subject matter competence.

For Single Subject Candidates: Subject matter competence can be demonstrated in two ways. The first is to have successfully completed an undergraduate subject matter preparation program approved by the state of California. Students who graduated from an accredited California university, or college with a major in a particular content area taught in high schools, are encouraged to contact the university which issued the degree to determine whether or not the subject matter content was met and whether that institution might be able to document the completion of a state approved single subject preparation program. Documentation must be submitted to Concordia. The second means for demonstrating subject matter competence is through examination. In California, this examination is called the CSET. Single subject candidates take the CSET examination that aligns with their subject area. For instance, if you are planning on being a single subject history teacher you will take the CSET social science examination. Each single subject exam is broken into subtests that may be taken individually, in pairs, or all at one time. This is your choice.

For Multiple Subject Candidates: There is no subject matter preparation program for students desiring a multiple subject credential. All students going for a Multiple Subject Credential must take the Multiple Subject CSET examination. This exam is comprised of three subtests: Literature and History; Mathematics and Science; and Physical Education, Visual and Performing Arts, and Human Development. You may choose to take all three subtests at one test setting. You also have the option to take one subtest or two subtests per test setting.

Booklets from the National Evaluation Systems (CSET) are available from the Education Office. These booklets contain general information on which tests are needed for a credential in each subject area as well as the application forms and due dates. You also can get information regarding the CSET examination from www.cset.nesinc.com.

RICA: Reading Instruction Competence Assessment

All candidates desiring a Multiple Subject Credential must pass RICA before they submit their application for a teaching credential. This assessment is required by the California Commission on Teacher Credentialing, and measures a candidate's knowledge, skill, and ability to deliver effective reading instruction. Educ 560 Reading/Language Development in Diverse Elementary Classrooms addresses the needs of future teachers who must now pass RICA. All other courses in Concordia's teacher credential program have also been reviewed to support the development of the competencies expected on the exam. Students take the RICA after they have completed Educ 560 Reading/Language Development in Diverse Elementary Classrooms. The RICA test is given six times each year.

Candidates desiring a single subject credential do not have to take this examination.

TPA: Teacher Performance Assessment

Credential candidates are required to complete a comprehensive performance assessment before recommendation for a California Teaching Credential. Concordia has adopted the *Teacher Performance Assessment*, TPA. The California Commission on Teacher Credentialing designed the TPA. During *TPA Practicum* and *Student Teaching* you will be completing the TPA. The TPA tasks are designed to measure aspects of the Teacher Performance Expectations (TPE) and to reflect what beginning teachers should know and be able to do before receiving a Preliminary Credential. This assessment is comprised of four inter-related, yet separate tasks, that increase in complexity.

Each task measures a range of teaching strategies that you are learning during your credential coursework. These tasks are:

Task 1: Principles of Developmentally Appropriate and Content Specific Pedagogy

Task 2: Connecting Student Characteristics to Instructional Planning

Task 3: Classroom Assessment of Learning Goals

Task 4: Lesson Design, Implementation and Reflection after Instruction

You begin preparation for this assessment in Educ 201 *Introduction to Teaching Careers II* and continue throughout your coursework. In other words, Concordia prepares you to complete these tasks. You are well aware of and prepared for all the elements of each task before you attempt the tasks. Most of your course assignments will have elements of the TPA tasks incorporated into them. You will complete Task 1 and Task 2 in *TPA Practicum*. Task 3 and Task 4 will be completed during *Student Teaching*.

Test Requirements at a Glance			
Test	Multiple Subject Candidates	Single Subject Candidates	Out of Major Candidates*
CBEST	Full passage required before admission to Teacher Credential Program	Full passage required before admission to Teacher Credential Program	Full passage required before admission to Teacher Credential Program
CSET	<p>Passage, previous attempt or proof of registration for next testing date before admission</p> <p>Full passage of all subtests BEFORE Student Teaching</p>	<p>Passage, previous attempt or proof of registration for next testing date before admission</p> <p>Full passage of all subtests BEFORE Student Teaching</p> <p>Single Subject candidates who completed a state-approved subject matter preparation program are exempt</p>	Full passage of all subtests of the CSET is required BEFORE admission
RICA	Take this exam AFTER you have completed Educ 560. You must successfully pass this exam before you can apply for your credential	<p>This exam is not required for obtaining a single subject credential</p> <p>You are Exempt!</p>	Rica is required to obtain a multiple subject credential. It is not required for a single subject credential
TPA	<p>Tasks 1 and 2 completed in TPA Practicum</p> <p>Tasks 3 and 4 completed in Student Teaching</p> <p>You must successfully pass the TPA before you can apply for your credential</p>	<p>Tasks 1 and 2 completed in TPA Practicum</p> <p>Tasks 3 and 4 completed in Student Teaching</p> <p>You must successfully pass the TPA before you can apply for your credential</p>	<p>Tasks 1 and 2 completed in TPA Practicum</p> <p>Tasks 3 and 4 completed in Student Teaching</p> <p>You must successfully pass the TPA before you can apply for your credential</p>

*Candidates are considered “Out of Major” if their undergraduate major does not match the subject area they are going to teach. Here are two examples: A candidate may be a chemistry major, but is going for a secondary credential in history; or the candidate may be an art major who plans to go for a multiple subject elementary credential. As the coursework does not match the test the candidate is required to take, **the candidate will be required to pass the CSET before admittance to the Teacher Education Program.**

COMBINED CREDENTIAL
and
MASTER'S in EDUCATION PROGRAM

COMBINED CREDENTIAL and M.ED PROGRAM

Concordia offers a combined credential and M.Ed program. This means you can apply all of your 500 level credential coursework to a Master's Degree in Education.

The credential course requirements and student teaching are the foundation for the M.Ed. All students seeking a M.Ed. must complete the credential program, and then add the advanced course work and capstone experience. The total number of units in the M.Ed. is 46 (30 preliminary credential units and advanced units beyond the credential).

M.Ed Program		
<i>Credential Program</i>		34 units
<i>Required Core Courses</i>		
Edu 547	Brain-Based Teaching and Learning (prerequisite: Student Teaching)	3 units
Edu 580	Educational Research: Methods and Analysis (prerequisite: Student Teaching)	3 units
<i>Electives: Select One</i>		
Edu 505	Dynamic & Innovative K-8 Science (prerequisite: Student Teaching)	3 units
Edu 506	Dynamic & Innovative K-8 Mathematics (prerequisite: Student Teaching)	3 units
Edu 561	Linguistics in Action (This is a MA course, therefore prerequisite requires currently teaching in a classroom)	3 units
Edu 562	Advanced Studied in Classroom Reading Instruction (MA course: prerequisite requires currently teaching in a classroom)	3 units
Edu 524	Coping with Stress/Violence in Today's Classrooms (prerequisite: TPA Practicum)	3 units
Edu 584	Classroom Management (prerequisite: TPA Practicum I)	3 units
Edu 588	Children's Art (prerequisite: Student Teaching)	3 units
<i>Capstone Experience: Select One</i>		
Edr 601	Action Research Project and Oral Presentation (prerequisite: Edu 580)	3 units
Edr 603	Independent Research Paper and Oral Presentation (prerequisite: Edu 580) <i>Please note: This option requires that the student enroll in an additional course to fulfill the number of semester hours required for the M.Ed Program.</i>	1 unit

Admission Requirements to the M.Ed Program

Eligibility for the Master in Education Program requires:

- Acceptance into the Teacher Credential Program fulfilling all admission requirements
- GPA of 3.0 or above

If, at the time of applying to Concordia's Credential Program, you have a GPA of 2.7 - 2.9, you may apply for the M.Ed. Program any time **after completing** the introductory credential courses (Educ 201, Educ 301, Educ 501) **and prior** to beginning Student Teaching, if all of the following criteria are met:

- Provide verification of a passing score on one of the following exams:
 - Raw score of 41 on the MAT, Miller Analogy Test (All scores must be dated within the last five years)
 - GRE, Graduate Record exam with a minimum score of 900 of combined verbal and quantitative or a 450 verbal score and 3.5 analytical writing score (All scores must be dated within the last five years)
 - CSET, California Subject Examinations for Teachers in candidate's subject area
- Maintain a cumulative GPA of 3.25 in the foundation credential courses, and all other Concordia University credential courses completed, prior to admission to the M.Ed. Program
- Submit recommendations from two Concordia instructors on forms provided by Concordia
- Receive positive recommendations from all field experiences

APPLICATION to the M.Ed Program

Candidates may apply for the M.Ed program any time during the credential coursework. However, the decision to pursue the M.Ed must be made **BEFORE** enrolling in Student Teaching.

A student entering the credential program on an appeal is not eligible for the M.Ed. Program.

M.Ed. Course Descriptions

EDU 505 Dynamic and Innovative K-8 Science (3)

A systematic, practical “how to make it happen” approach to building excitement, enthusiasm, and understanding in teaching scientific concepts and involving students in fun, safe, pedagogically effective hands on science experiments and activities in grades K-8. This course includes a \$20 lab fee. (*Prerequisite: Successful completion of Student Teaching*)

EDU 506 Dynamic and Innovative K-8 Mathematics (3)

This is a two-week intensive education course that addresses the current pedagogical issues in the teaching of K-8 mathematics. The content will include hands-on learning experiences with manipulatives, technology and other pertinent resources to create a dynamic learning environment in the mathematics classroom. Potential topics include problem solving, pre-operational skills, basic operations, fractions, integers and others. Participants will be given an opportunity to suggest topics of their own for study. Also included will be a study of learning theories appropriate for remediation and the teaching of mathematics on the elementary level. (*Prerequisite: Successful completion of Student Teaching*)

EDU 524 Coping with Stress/Violence in Today’s Classroom (3)

Children today are impacted by the reality of violence in aspects of their daily lives or the subjective fear of impending dangers. Developmental consequences and strategies to cope with man-made and natural disasters will be explored. Books, toys, music and media to foster communication and positive resolutions will be identified. (*Prerequisites: Successful completion of TPA Practicum*)

EDU 547 Brain-based Instruction (3)

This course is designed to provide experienced, credentialed teachers with the latest in psychological research findings that can be directly applied to the classroom. Topics will include the functions and anatomy of the brain and multiple intelligences. The course will bring together the most accurate depiction of how the brain works with the experience and expertise of classroom teachers. (*Prerequisite: Successful completion of Student Teaching*)

EDU 561 Linguistics in Action (3)

Translates the linguistic realities of the English language into strategies for implementation that can be used to enhance writing, listening, and speaking experiences in the multicultural classroom. Focuses especially on incorporating second-language students into the classroom activity mainstream. (*This course is from the MA Program, therefore a prerequisite for this option is the candidate must be currently teaching in a classroom*)

EDU 562 Advanced Studies in Classroom Reading Instruction (3)

Provides candidates with knowledge of current reading research and equips them with advanced techniques in the assessment and teaching of literacy skills across the content areas (grades K-12). Emphasis will be placed on assessing struggling readers, analyzing the curriculum with the needs of these students in mind, and implementing appropriate instruction for a diverse student population. Fieldwork is required. *(This course is from the MA Program, therefore a prerequisite for this option is the candidate must be currently teaching in a classroom)*

EDU 580 Educational Research (3)

This course examines the field of educational research by exploring research models, analyzing research articles and applying measurement and statistical techniques to problems of educational research. Each student will learn the essentials needed to carry out the entire research process and develop a research proposal that will guide the thesis or project. *(Prerequisite: Successful completion of Student Teaching)*

EDU 584 Classroom Management (3)

Provides instruction in designing a learning environment that meets the needs of students and teacher. Attention is given to routine procedures, student behavior, physical facilities, patterns of student and teacher interaction, and other factors that affect student learning. *(Prerequisite: Successful completion of TPA Practicum)*

EDU 588 Children's Art (3)

Provides a variety of techniques and media to be used by students in elementary and middle schools. Emphasis is placed upon producing and gathering arts samples for future use. *(Prerequisite: Successful completion of Student Teaching)*

EDR 601 Action Research Project and Oral Presentation (3)

To complete the action research, the student plans and implements a project that engages the student in applying research to practice at a local school site. Each student, under the supervision of his or her advisor, completes an action research paper in preparation for the oral presentation. The oral presentation involves a critique of the student's action research experience. *(Prerequisite: Successful completion of Edu 580)*

EDR 603* Independent Research Paper and Oral Presentation (1)

The independent research paper engages the student in the summary, synthesis, and interpretation of relevant literature on a research topic. The paper builds upon but does not directly replicate, work from previous papers written for courses. The oral presentation involves a critique of the relevant issues and research on the topic. *(Prerequisite: Successful completion of Edu 580)*

*EDR 603 requires that the student enroll in additional units to fulfill the total number of semester units required for the student's program.

**TUITION and
FINANCIAL AID**

TUITION and FINANCIAL AID

Obtaining a quality education today represents not only an investment of time and energy, but a growing financial commitment as well. Concordia University participates in programs of financial aid to university students that have developed nationally, within the State of California, and within the church. Student loans are available to eligible post baccalaureate students. Financial aid is distributed according to university policies. Counselors will assist students in the completion of the appropriate forms. Forms are available in the School of Education Office (Adm 320).

Tuition and Fees

Tuition Rate for 2005-06 academic year is \$410 per unit (includes student teaching units)

- The 2005-06 rates include summer 2005, fall 2005, spring 2006.
- Tuition rates are subject to annual review.

Fees for 2005-06 academic year due at the time of course/workshop enrollment

- Technology Literacy Workshop \$50.00
- TPA Practicum \$125.00 assessment fee
- Student Teaching \$250.00 assessment fee
- Individualized Internship \$125.00

Payment Policies and Procedures

Full payment of tuition and fees is due on the published due date for each semester. Payment may be made by credit card, check, or cash. A monthly payment plan is also available.

Advising appointments with your school of education academic advisor are available for course enrollment prior to the beginning of each semester and summer session. If you enroll after the tuition due date, you must meet with Student Accounts Office to pay for the enrolled units. Students not able to meet this requirement may arrange a payment plan on the day they enroll for courses.

Paperwork for financial aid is not completed or packaged until you are accepted and enroll for courses. After completing all criteria, financial aid may be awarded to you.

Enrolling for courses prior to the tuition due date allocates time for the processing of financial aid in a more timely manner.

Refund Policy

Refunds prior to beginning of courses: Enrolled students may cancel enrollment and receive a refund of all monies paid (with the exception of the Tuition Deposit) prior to the first day of classes for the semester in which they are enrolled.

Refunds after classes begin: Students who withdraw from school after classes begin may apply in the Student Account Office for refunds (i.e., tuition, room and board). Concordia University refund policy is determined by a weekly percentage until the 60 percent or greater in the semester is reached. **The student is responsible for paying any outstanding charges to the university.**

Return of Title IV Federal Financial Aid Policy effective fall 2000 semester. This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy include Federal Pell Grant, Federal SEOG, Federal Stafford Loan and Federal PLUS Parent Loan. A student withdrawing from Concordia University during a semester must file an *Official Withdrawal Form* with the Registrar's Office located in the Administration Building, Room 200. If a student is not able to visit the office, he/she may contact a staff person in the respective office regarding the withdrawal date. The student's official withdrawal date will be determined by the university as: 1) the date the student began the university's withdrawal process; 2) the midpoint of the semester if the student withdraws without notifying the university; or 3) the student's last date of attendance at an academically related activity as documented by the university.

If the student begins the withdrawal process and then later decides to continue attendance at Concordia University, the student must indicate this **in writing** to the Registrar's Office and indicate that his/her intention is to complete the semester.

If a student withdraws during a semester, the portion of the federal grants and loans a student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before he/she withdrew. If the percentage earned is 60 percent or greater, the student is considered to have earned 100 percent of eligibility. This policy does not affect the student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition, student service fee, room and board charges. If it is determined that a portion of the financial aid received on the student's behalf is unearned, the university shares with the student the responsibility of returning those funds. Any grants and loans that a student is required to return to the federal programs are considered overpayment.

The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. **If the student fails to repay or make payment arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

Grants and Loans

APLE Program

The Assumption Program of Loans for Education (APLE) is a state-funded competitive teacher incentive program administered by the California Student Aid Commission. This loan assumption program is for students pursuing an initial teaching credential who agree to teach in a designated subject shortage area or in schools with high populations of low-income students. The program will assume up to \$8,000 in loan debts. Those who teach math, science or special education can receive up to \$11,000.

Pell Grant

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

Christ College/Church Career Grants

Christ College is the division of the university that directs Concordia's professional church career programs and guides and approves certification for students interested in professional careers in The Lutheran Church—Missouri Synod. Post baccalaureate students intending to follow a career in full-time LCMS ministry may be eligible for Church Career Grants. Minimum requirements for this grant require applicants to be fully accepted into the Teacher Credential Program and also be active worshipping members of a LCMS congregation. Other requirements may be specified by the grant. All new credential students who are currently not teaching in Lutheran schools must meet with the dean of the School of Education prior to the grant application being processed.

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

Loans

Post baccalaureate student at Concordia University are eligible to apply for federally guaranteed student loans under the Federal Family Education Loan Program (FFELP). The FFELP includes the Federal Subsidized Stafford Loan, the Federal Unsubsidized Stafford Loan, or the Federal PLUS Parent Loan.* You must begin repayment on a Federal Stafford Loan six months after you graduate, drop below half-time status or withdraw from school. The six months is called a grace period. For the Unsubsidized Federal Stafford Loan, the borrower is responsible for interest that accrues during the in school, grace and deferment periods. There is no grace period for the PLUS loans. Repayment begins immediately after the loan is fully disbursed.

**For dependent students only. Parents apply for this loan for their dependent students.*

Financial Aid Process/Eligibility

- Pick up financial aid paperwork from the Graduate Enrollment Office or the Financial Aid Office.
- Obtain a PIN at www.pin.ed.gov. Supply your name (as it appears on your Social Security card), Social Security number, date of birth and either an email or street address to which you want the PIN sent.
- Complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Concordia University's code is 013885.
- Complete the post baccalaureate financial aid application and submit it to the Financial Aid Office. If you have attended prior institutions, please list them at the bottom of the front page. Please complete all sections.
- You will receive a Student Aid Report (SAR) approximately six weeks after you send your FAFSA to the Federal Student Aid Program. The SAR reports back all the information that you originally reported on the FAFSA. Once you receive it, please review it for accuracy and make any corrections that may be necessary.

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

- A signed copy of your/your spouse's **IRS 1040, 1040A or 1040EZ** to the Director of Graduate Enrollment. Please be sure to include *all* pages you submit to the IRS, including copies of your W-2 forms. If you do not file with the IRS, you must indicate so on the Verification Worksheet.
- A signed copy of your parents **IRS 1040, 1040A, or 1040EZ** to the Director of Graduate Enrollment (only if requested). Be sure to include **ALL** pages that they submit to the IRS, including copies of their W-2 forms.
- A verification worksheet.

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

<i>Part-time status is defined as:</i>		<i>Full-time status is defined as:</i>	
Credential Students	6 units per semester	Credential Students	12 units per semester
M.Ed /MA Students	3 units per semester	M.Ed /MA Students	6 units per semester

**LUTHERAN TEACHER
CERTIFICATION**

LUTHERAN TEACHER CERTIFICATION

Lutheran Teacher Certification

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

The decision to pursue the teaching ministry of the LCMS is not one that should be taken lightly, or just as a matter of course because one comes from a Lutheran school background, an LCMS congregation, or a heritage of Lutheran teachers. It is a decision to make carefully and prayerfully. If you believe that God is leading you towards a ministry of full-time service in Lutheran schools, the time to begin that commitment is now. Allow that commitment to serving your Lord to blossom and grow during your teacher education program so that you will be ready when the time comes to accept that call into the full time teaching ministry.

Christ College/Church Career Grants

Christ College is the division of the university that directs Concordia professional church career programs and guides and approves for certification those students interested in professional careers in The Lutheran Church—Missouri Synod. Post baccalaureate students (LCMS) intending to follow a career in full-time ministry may be eligible for church career grants. For students to be eligible for such grants, they must be accepted into the Teacher Credential Program, be active worshipping members of a Lutheran Church—Missouri Synod congregation, and meet other requirements as specified by the grant. All new credential students who are currently not teaching in Lutheran schools must meet with the dean of the School of Education prior to the grant application being processed. For information on the placement process and other information about the call into the Lutheran teaching ministry, see the dean of Christ College.

Placement

Candidates for the Lutheran teaching ministry are placed in schools and congregations through the office of the church career placement director. To facilitate the placement process, each candidate who expects to be placed in a teaching position must submit a placement application to the director of church career placement as soon as possible, but no later than the close of the semester prior to completing the teacher credential program.

A personal interview with the placement director will follow the submission of the application. High schools and congregations from many regions of the country will contact Concordia in search of the appropriate candidate to fulfill their own particular congregational and classroom ministry needs. It is the role of the placement director to match church needs with candidates ready to serve.

Requirements for The Lutheran Teaching Ministry Certificate

- Active membership of LCMS congregation
- Complete the prescribed credential program
- Complete LTC courses with a minimum grade of C- in each course
- Receive the recommendation of the Concordia University faculty
- Complete half of student teaching in an elementary or secondary school affiliated with The Lutheran Church—Missouri Synod (There may be times when circumstances will preclude a placement in an LCMS school for an educationally or ministerial sound reason. In these instances the director of student teaching and the director of placement must concur that a placement in a public school or other private or church related school is appropriate)
- Complete the congregational activities component of student teaching and receive satisfactory evaluations in that area

Coursework Requirements

Traditional Course Work

CCI 448	Equipping the Christian Professional	1
CCI 449	Curriculum and Methods of Religious Education	2
Thl 201	History and Literature of the Old Testament	3
Thl 202	History and Literature of the New Testament	3
Thl 371	Christian Doctrine I	3
Thl 372	Christian Doctrine II	3
Thl 404	A Survey of Historical Theology	3

Colloquy Program

An alternative to the Lutheran Teaching Ministry Certificate for teachers who are members of LCMS and intend to or are already teaching in Lutheran schools, is the Colloquy Program. This is a means by which graduates of non-synodical colleges may be included on the Lutheran Church—Missouri Synod roster of certified teachers. Upon successful completion of the program and an exit interview, the status of commissioned minister of education will be granted.

For more information on the Colloquy Program, contact the director for the colloquy program at extension 1333, log on to www.cuenet.edu or call Concordia University education network at 800-238-3037.

EXPECTATIONS for PROFESSIONALISM

PROFESSIONAL EXPECTATIONS

Teaching is a profession. This profession is comprised of professionals. The credential program provides instruction in educational theory, teaching strategies, and professional behavior. Why professional behavior? There are two important reasons.

First, Teacher Performance Expectation 12 requires this. The following are excerpts from TPE 12:

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness. (California Commission on Teacher Credentialing, 2001, Appendix A-11)

Second, one of the responsibilities entrusted to Concordia University by the Commission on Teaching Credentialing is to evaluate candidates in a systematic way so that the university can ensure the state that only competent candidates suitable for the profession are recommended for a California Teaching Credential. Concordia School of Education recommends a candidate for the preliminary credential. The School of Education treats this responsibility very seriously. Students and parents view teachers very holistically. Therefore, all aspects of a candidate's life, as a Concordia student may impact competence, performance and suitability for teaching/teaching ministry. Concordia will only recommend those candidates who have successfully completed coursework and have displayed professional behavior.

Just as candidates learn theory and teaching strategies in the credential coursework, professional behavior will also be nurtured. Teacher candidates are expected to exhibit the professional behavior that will be required of them when they enter their classrooms. The university classroom becomes a model of the soon-to-be classroom of the candidate. Here students practice professionalism. Candidates should think of their classmates as collaborative peers as they would their teaching partners. Candidates should view their instructors and as the principal or administrator of their schools.

Professional Expectations are detailed in the following guidelines:

PROFESSIONAL EXPECTATIONS

The Professional is Punctual

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

The Professional is Prepared

- Indicator: Comes to class prepared - all readings and assignments have been completed.
- Indicator: Comes to advising/financial aid appointments prepared with appropriate completed forms.
- Indicator: Submits lesson plans to mentor teacher on time (at least 24 hours ahead).
- Indicator: Lessons and materials are ready to go before teaching in field experiences (nothing is deadlier than standing in front of students and not being prepared or not having materials prepared).
- Indicator: Turns in required forms and applications complete and on time to appropriate University offices (admissions, field experience, financial aid, education).

The Professional Establishes Effective Collegial Relationships

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

The Professional Communicates Effectively

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

The Professional Dresses for Success

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

The Professional Strives for Excellence

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

The Professional Respects the Teaching Profession

- Indicator: Demonstrates the attitude that *all students can learn.*
- Indicator: Views oneself as a practicing professional in the field and acts accordingly.
- Indicator: Promotes the teaching profession within the university, school, and local communities.

Corrective Procedures

1. In most cases, faculty or staff will counsel with students whose conduct does not exhibit professionalism.
2. If the conduct does not improve, is blatant, or occurring in several settings, the student will be referred to the Program Director or Dean or Associate Dean of the School of Education.
3. At this time, the dean will meet with the student to discuss the reported behavior.
4. The director/dean and student will develop a *Plan for Professional Development*.
5. Students who do not comply with the *Plan for Professional Development* within the time frame prescribed will be removed from the education program for one semester.
6. After this time, the student may apply for readmission to the program following all admission procedures. As a part of the readmission process, the student will need to provide a written appeal explaining why he/she should be readmitted to the program. Upon approval for readmission, the Plan for Professional Development will be reactivated with a new timeline.

**FILING FOR A CALIFORNIA
TEACHING CREDENTIAL**

FILING FOR A CALIFORNIA TEACHING CREDENTIAL

Application for Preliminary Teaching Credential

To file for the preliminary credential, the candidate must make a formal application for the credential to the Commission on Teacher Credentialing. This application process is completed through the School of Education Office. Candidates will be given the application packet at a seminar conducted during the Student Teaching semester. When all items are completed you are ready to file. Make an appointment with one of Concordia's credential analysts. This appointment should be made after you begin the second Student Teaching assignment and will take approximately 15 minutes. The following items are required in order to file for your preliminary credential:

Credential Application Fee – this must be either a MONEY ORDER or CASHIER'S CHECK made payable to the Commission on Teacher Credentialing.

Credential Application Form 41-4

Certificate of Clearance – This was completed during the enrollment process before enrolling in the credential coursework. Your original Certificate of Clearance provided at this time may be used. You may need to update your TB test clearance.

Official Verification of CBEST Passage – Provide the original verification you received.

Official Verification of Subject Matter Competence – Provide verification of CSET passage or completion of a single subject matter preparation program. This was required before you began Student Teaching.

Original Copy of RICA Passage (For Multiple Subject candidates ONLY)

U.S. Constitution Requirement – Provide an official transcript or certificate verifying complete of a college-level course or examination on the U.S. Constitution. You may have fulfilled this requirement in your undergraduate coursework. If you did not have a U. S. Constitution course, you may fulfill this requirement by taking a U.S. Constitution workshop culminating in the passage of an examination. Concordia offers such a workshop. Inquire at the School of Education Office for workshop and testing dates. Other local universities and colleges also offer U.S. Constitution workshops.

Level I Technology Requirement – Candidates have fulfilled this requirement by completing Educ 098 *Technology Literacy for Teachers*, or Educ 585 *Technology Level I* during the credential coursework. Either of these options satisfy the Level I technology requirement established by the Commission on Teacher Credentialing.

Official University/College Transcripts – Original transcripts in a sealed envelope must be submitted for any courses taken after admittance into Concordia’s Credential Program. This also includes a completed CUI transcript request with appropriate fees.

CPR Certification (Infant and Adult) - Candidates must hold a current infant and adult CPR certificate. Provide the original verification of completion card.

Professional Clear Credential

After you obtain your preliminary credential, you are qualified to be employed as a teacher. Once you are employed with a California school district you will typically complete a two-year induction program through the school districts in order to fulfill requirements for the Professional Credential. The Professional Credential will not be applied for through the university but through the district or other Induction Program in which the beginning teacher is a participant.

Teacher employed by private schools or public schools without an induction program will be able to obtain a Clear Credential by completing a 5th year program. Concordia is designing such a program to meet this need. Concordia’s program will combine the 5th year program with a Master’s of Arts in Education. Contact the Education Office for additional information on Induction programs and 5th year programs.

Renewing Your California Credential

You will renew your credential every five years. This is done directly to the Commission on Teacher Credentialing. The Education Office can answer your questions regarding this process.

Placement Assistance

During student teaching, the students are given information on how to begin a placement file. The Church and Education Careers Office will maintain this file, which is sent to prospective schools in public school districts, at the written request of the student. There are no guarantees, expressed or implied, that Concordia University will find employment for graduates. The Church and Education Career Services also sponsor a career fair each spring on campus. Many school districts are represented at this fair. The fair is open only to Concordia students who have completed or are currently student teaching.

**CHANGING OR ADDING
A CREDENTIAL**

CHANGING CREDENTIAL PROGRAMS

It is important candidates understand they are either admitted into the multiple subject or single subject credential programs. Occasionally a candidate wishes to switch programs. To do this, the candidate must apply for admittance into the other program. In most cases this will require the candidate to fully pass the appropriate CSET examination.

The first block of education courses are for both the multiple and single subject candidates. However, the 15 hours of field experience completed in Educ 201 will need to be done over at the appropriate grade level.

Single Subject Changing to Multiple Subject

Pass the CSET (all subsets)

Complete 15 hours of Educ 201 field experience at elementary level

Take the following courses:

Educ 522 Elementary Math and Science

Educ 523 Elementary Integrated Methods

Educ 560 Reading

Educ 580 TPA Practicum: Elementary

Educ 582 Student Teaching: Elementary

Passage of RICA before filing for credential

Multiple Subject Changing to Single Subject

Pass the CSET in the single subject area (all subsets)

Complete 15 hours of Educ 201 field experience at secondary level

Take the following courses:

Educ 524 Secondary Methods

Educ 570 Reading

Educ 581 TPA Practicum: Secondary

Educ 583 Student Teaching: Secondary

OBTAINING BOTH A SINGLE AND MULTIPLE SUBJECT CREDENTIAL

Yes, this can be achieved. Concordia recommends the candidate first complete one credential program and file for the preliminary credential before attempting the second credential. This eliminates another student teaching semester. Here is how it works:

Adding a Single Subject Credential

If you hold a multiple subject credential and wish to obtain a single subject credential, the following needs to be completed:

- Pass appropriate CSET examination
- Complete Educ 524 Secondary Curriculum Methods (4)

Adding a Multiple Subject Credential

If you hold a single subject credential and wish to obtain a multiple subject credential the following needs to be completed:

- Pass multiple subject CSET examination
- Educ 522 Elementary Math and Science Methods (2)
- Educ 523 Elementary Integrated Methods (2)
- Educ 560 Reading (4)
- Passage of RICA

UNIVERSITY
and
SCHOOL of EDUCATION
POLICIES

UNIVERSITY and SCHOOL of EDUCATION POLICIES

Academic Dismissal

The first step in academic dismissal is placing a student on probationary status. Students who do not remedy academic difficulties and return to good standing within one semester will be dismissed from their program.

Academic Honesty

The university expects all members of the community to act with responsibly. As an accredited institution of higher learning, dedicated to the transmission of knowledge and the search for truth, Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in the Scriptures. Acts of plagiarism, copying a classmate's work, or forging a field experience teacher's signature can result in failure of a course/field experience.

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 BA
- 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 state tests, CSET, prior to admission. In this case a single subject matter preparation program can not 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 passing test scores are received by the School of Education. Candidates accepted into the credential program on the basis of an appeal are not eligible for the M.Ed. Program.

Appeals Policy - General

For all issues, other than admission, the following summarizes procedures for an appeal. Appeals are requested in writing and must address those grievances with the person or office directly involved. If the student does not feel the issue is satisfactorily resolved, he/she may file a formal written appeal with the dean of the School of Education. The appeal should contain a rationale as to why the decision in question should be reconsidered. The dean will render a decision within seven days or call for an appeal committee. A student may appeal a dean's decision and request a formal appeal hearing. **The appeal committee's decision is final.**

Class Attendance

Attendance in professional education classes is critical. Course content is cumulative throughout the program. Teacher Performance Assessments (TPA) which must be passed prior to being eligible for a teaching credential, are based on teacher performance expectations which are integrated throughout the coursework. Practice TPA activities are also woven into the courses.

Therefore, attendance at all regularly scheduled classes is mandatory. If a student misses more than one class session for any course, the candidate may be required to repeat the course. Extenuating circumstances will be considered at the discretion of the instructor.

Courses-Add/Drop/Withdrawal Changes

It is the student's responsibility to initiate changes in all course registrations. These course changes are made **only** by means of the official form available in the Registrar's Office and the School of Education Office. **All forms must be signed by the student** and require the approval of the academic advisor, the instructor involved and the Registrar's Office. There is a \$5.00 add/drop fee assessed at the time of changes.

Adding Courses

Due to the rigor of the credential curriculum, credential courses may only be added during the first week of the semester and require the permission of the instructor. **Failure to follow the official procedures will result in credit not being granted for a course not officially added.**

Dropping Courses

A course may be **dropped** during the first two weeks of the semester without receiving a "W" on the academic record. Courses dropped after the second week through week 11 of the semester will be recorded on the transcript record as a withdrawal "W." Courses dropped after week 11 through the last week of classes will receive a grade of Withdrawal-Fail "WF" and an administrative fee of \$15.00 will be assessed. **A course may not be dropped during finals week.** Please pay close attention to the add/drop dates; they will be strictly enforced. Students must formally withdraw from a course; **non-attendance, with the**

exception of the first night of class, does not constitute a withdrawal. If a course is not dropped using the above procedures, the instructor will be required to assign a course grade to the registrar. **Failure to follow the official procedures outlined above will result in assigning the grade of “F” for courses that are not officially dropped.**

Non-Attendance of the First Class

Students who do not attend the first class period of a credential course, without prior notification to the School of Education or the course instructor, will automatically be dropped from the course. Students desiring to continue in the course will need to reenroll with the registrar and will be assessed a \$100.00 re-enrollment fee.

A student will not receive a full refund for any courses dropped after the first day of classes for the semester in which the student is enrolled.

Grading System

The grade point average (GPA) at Concordia University is computed on a 4-point scale. Grades of (+) and (-) are used. Specific grading requirements for each course will vary. Only grades of C- or better may be applied for fulfillment of Teacher Credential or master's requirements.

- | | | |
|------------|-------------|---|
| <i>AUD</i> | Audit | Assigned for classes attended for no credit and for the purpose of gaining information without the requirement of tests or papers. |
| <i>I</i> | Incomplete | Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. <i>Incompletes</i> must be removed within seven weeks from the beginning of the next semester, excluding summer sessions, unless an extension is granted by the instructor with an approval from the dean. <i>Incompletes</i> incurred during summer sessions must be removed within seven weeks from the beginning of the fall semester with the same stipulation. Failure to remove an <i>Incomplete</i> will result in the automatic change to the alternate grade given at the same time as the <i>Incomplete</i> . |
| <i>IP</i> | In progress | Assigned when an educational experience (e.g. student teaching, practicum, and internship) is designed to extend beyond a single grading period. An <i>In progress</i> grade must be accompanied by the terminal date at which the regular grade is due. When the grade is not assigned and submitted to the registrar within the specified time after the terminal date, the grade of <i>Incomplete</i> will be assigned in accordance with the policy on the grade of <i>Incomplete</i> . Thereafter, the course is governed by the rule of <i>Incomplete</i> . |

Monitoring of Candidate Competence, Performance, and Suitability

Post baccalaureate students in the School of Education are either preparing to be teachers or are already working in the profession as teachers. Professionalism in the definition of the School of Education includes the following: Attendance in all classes, punctuality in classes, attentive class behavior, and participation in classes and promptness in handing in assignments. Concordia University faculty takes very seriously their responsibility to recommend those candidates for credentials who reflect the professionalism of the California Standards of the Teaching Profession.

One of the responsibilities entrusted to Concordia University by the Commission on Teaching Credentialing is to evaluate candidates in a systematic way so that the university can ensure the state that only competent candidates suitable for the profession are enrolled in programs. The School of Education treats this responsibility very seriously. Students and parents view teachers very holistically. Therefore, all aspects of a candidate's life, as a Concordia student may impact competence, performance and suitability for teaching/teaching ministry.

Probationary Status

A student is classified on probation if he/she has been fully admitted to a degree or credential program and does not maintain the appropriate GPA in credential (2.7 GPA) or master's courses (3.0 GPA) to be in compliance with full admission criteria or receives a D or F in a course.

Other reasons a student may be classified as probationary include unacceptable performance in a field experience, a grade of B- or lower in student teaching, issues related to moral or ethical character, behavior unbecoming a teacher, or other condition or combination of conditions that cause substantive reason to question the student's fitness for the teaching profession.

A student must resolve any issues leading to the probationary status by the last day of the semester following the semester in which the condition resulting in probationary status arose. If this is not possible (i.e. the course needing to be repeated is not offered) the dean may determine an appropriate timeline. If the probationary status is not remedied, the student will be dropped from the program.

Repetition of Credential/Education Courses

Any education course may be repeated only one time in order to improve the GPA needed in education courses for continued enrollment in the program. Courses must be repeated at Concordia. No more than two courses may be repeated.

Candidates who are dismissed from their field placement by the cooperating school's principal, school placement director, cooperating teacher, or Concordia's Director of

Field Placement will not be given another placement during the semester. The student must withdraw from the course and repeat the course and field experience. *Please note Educ 580/581 is not offered during summer sessions. This course and field experience can only be repeated fall and spring semesters.*

Special Learning Needs of Students

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 so that they can participate 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 take time, the student is encouraged to request accommodations prior to the beginning of each semester. After the third week of a semester Concordia University can not guarantee that services will be facilitated. Requests for reasonable accommodations are facilitated through the University Learning Center.

Student Records

Pursuant to federal laws, all student records, including evaluations, transcripts, letters and descriptions of individual students are open to review by the student to whom they pertain. Student records are the property of the university. Should any student believe records maintained in the university file to be inaccurate or unjust, that student is entitled to prepare a disclaimer or a reply to that student record. One copy of such a disclaimer will be stapled to each copy of the student record.

Officers of the federal and state government and representatives of accreditation agencies may have legal access to these files, as well as Concordia University officials who are required to perform duties which necessitate having access to these files. No official is permitted to make any use of the information contained in personal files other than is required by that official's normal duties.

Time Limits for Credential and Master's Degree Programs

Teacher Credential Program

A student typically has five years in which to complete the teacher credential course work. Should a student be removed to inactive status during that time, the student may need to repeat or add course work in order to be certain that current required competencies are included in the program.

Master in Education Degree

All course work in the M.Ed. must be completed within five years of the first post-baccalaureate credential course.

Transcripts

The School of Education requires two sets of all transcripts during the application process in order that one set may be sent to the Commission on Teacher Credentialing and the second set is kept at the university. These transcripts, once submitted, become property of the university and may not be returned to the student.

Following student teaching and prior to filing for a preliminary teacher credential, credential students must request an official Concordia University transcript which includes all credential course work. Concordia students who were undergraduates and transitioned into the credential program must also request a transcript.

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 at the Registrar's Office. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Transcripts will not be released until all fees have been paid. Transcripts from other schools become the property of the university and will not be released or copied.

Transferring Courses

Each institution has its own credential and master's degree requirements. It is the receiving institution that determines whether a course fits its particular program. Any student who desires to transfer a Concordia course to another institution is responsible for checking with that institution in advance of taking the course to see if the course will be accepted.

While transferring a course from another institution into Concordia's Teacher Education Program may be possible, a student must have prior approval from Concordia's Director of the Teacher Credential Program and the credential analyst. Only a limited number of courses may transfer.

The Master of Education Degree requires 12 units of graduate work beyond the teacher credential requirements. These units are to be taken at Concordia University; however, in special circumstances students may petition to transfer in a comparable graduate course from another institution. Up to two online courses may be transferred.

UNIVERSITY SERVICES

UNIVERSITY SERVICES

Bookstore

The campus bookstore is open during the regular academic year, Monday-Thursday from 9:00 a.m.-6:00 p.m. and Friday from 9:00 a.m.-4:00 p.m. Textbooks and school/study related items may be obtained as well as stationery items, gift items, cards and casual clothing carrying the university emblem. Additional hours and/or changes in hours will be posted. Summer hours vary. Please call the bookstore at ext. 1420 for a summer schedule.

Food Services

The university employs a professional food service to prepare food and provide a dining service program for all students, employees and guests.

The Eagle Rock is open Monday through Thursday until 8:00 p.m. during the fall and spring semesters. Summer hours may vary. The Eagle Rock serves a variety of grill items, salads, snacks and beverages. *The Café* (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. Services in *The Café* also include a New York style deli, full beverage bar and desserts, ranging from fresh fruit to frozen yogurt.

Money can be placed on a student's I.D. card through the campus bank. Students must be sure to specify that they want flex dollars put on their I.D. cards in order to use them in The Café and Eagle Rock.

Cash and personal checks are also acceptable in both locations.

Health Services

Good physical health is the foundation of satisfactory academic achievement. Post baccalaureate and graduate students may use the services of the Wellness Center on a fee for service basis.

Concordia requires all students to complete a health history form and return it to the Wellness Center. Forms are available in the Wellness Center and the School of Education Office (Adm 320). For first time students, returning the health form and the TB test documentation is a part of the course registration process. These forms are due at the time of the first scheduled advising appointment.

Library and Learning Resources

In this age of high technology and information, the library plays an essential role in providing the resources students and faculty need to achieve academic excellence. Located next to the main parking lot, Concordia's library services provide rich on-campus collections complemented by many public, academic and research libraries in

the area. Our librarians and student assistants will be happy to acquaint you with the computer programs available for research. These include InfoTrac, ERIC, ALTA Religion Database and Unicorn (online catalog). VCRs and monitors are provided for your convenience, as well as personal computers and copy machines. Conference rooms and a teacher resource room are also available on a first come, first serve basis.

Please visit www.cui.edu/library/hours_reg.html for the updated library hours.

Students must have a current student I.D. in order to check out library materials.

Post baccalaureate students may obtain their I.D. cards during registration hours of the fall semester. At other times, I.D. cards can be obtained at the Student Success Center-A (Career Center) during regular hours 8:00 a.m.-4:30 p.m.

The Center for Excellence in Learning and Teaching, CELT, is both a virtual and a physical resource aimed at facilitating the creation and support of diverse learner-centered teaching environments. CELT resources are available for students at <http://celt.cui.edu/>. At this Concordia site, resources for searching data bases for research, using Ref Works, help and tips on using Blackboard, help and tips for using Microsoft Office, online student resources, and much more can be accessed.

Parking Facilities

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

Student Activities

Post baccalaureate students are invited to participate in the rich array of activities on Concordia University's campus. The CUI website posts activities such as athletic events, concerts, theater performances, convocations, and other cultural and fun events.

Spiritual Life

Recognizing that worship is an integral part of developing the total person, Concordia University holds chapel services Monday, Tuesday, Thursday and Friday mornings at 10:30 a.m. All post baccalaureate students are invited to join the campus community in this worship experience.

**ADDITIONAL CONCORDIA
GRADUATE PROGRAMS**

ADDITIONAL CONCORDIA CREDENTIAL and GRADUATE PROGRAMS

Administrative Services Credential-Preliminary

Description: Concordia University offers a program to assist administrators and to equip teachers for administrative responsibility. This program is designed to help the candidate achieve skills toward effective leadership in elementary and secondary schools and allows them to:

- Develop basic skills in organizational management, coordination of student and staff personnel and communication.
- Become aware of school governance structures and functions.
- Acquire the necessary skills in decision-making, human resource management, public relations and evaluation.

Master of Arts in Education

Description: The Master of Arts in Education provides opportunity for the teacher to extend preparation in professional education through coursework and to pursue further work in subject matter areas where he/she feels a need for greater teaching proficiency.

Master of Arts-On-line

Description: Concordia University- Irvine has a unique Master of Arts Online Degree in Education that is a home-based program delivered entirely online which allows you to work on assignments at your convenience and from anyplace that has internet access.

MA in Coaching

Description: The School of Arts and Sciences offers a Master's in Coaching Degree. It is designed for the coach wants to strengthen his/her teaching, coaching and administrative abilities.