THE SCHOOL OF EDUCATION

BACHELOR’S DEGREE PROGRAMS
Concordia’s School of Education curriculum has been developed to be fully consistent and in compliance with all standards and requirements established by the Michigan State Department of Education, the Council for the Accreditation of Educator Preparation (CAEP) and the professional organizations governing the content specialty areas of majors and minors. Successful completion of the curriculum qualifies candidates for the Bachelor of Arts Degree and teacher certification. Students can add the Lutheran Teacher Diploma if desired. The School of Education offers programs in the following areas: Elementary Teacher Education, Secondary Teacher Education, K-12 Teacher Education, Early Childhood Education, Educational Studies (non-licensable), and Family Life.

POST-BACCALAUREATE TEACHER CERTIFICATION
The post-baccalaureate teacher certification plan is designed to enable individuals who have already earned a bachelor’s degree to complete requirements for teacher certification in approximately four semesters. Following initial admission to the university, transcripts are evaluated by the Coordinator of Licensure and Certification to develop an individualized degree completion plan. A minimum of 6 credits in the field(s) of specialization must be taken at Concordia.

SCHOOL OF EDUCATION MISSION STATEMENT
The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

CONCEPTUAL FRAMEWORK/PROGRAM OUTCOMES
The School of Education has created and adopted a set of program outcomes, providing a description of the knowledge, skills and dispositions candidates are expected to demonstrate in order to receive the recommendation for a state teaching certificate. Each candidate’s progress towards achieving these outcomes is assessed and documented throughout the program and is the primary basis for determining admission and continuance in program, admission into the directed teaching experience, and program completion. The eleven program outcomes are:

Servant Leader
SL1. Faith Integration: Candidates display the Christian principle that are central to the university’s mission.
SL2. Caring Relationships: Candidates establish caring, supportive relationships with students, families and colleagues.

Reflective Practitioner
RP3. Disciplinary Knowledge: Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

RP4. Instruction and Pedagogy: Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
RP5. Communication: Candidates demonstrate effective communication skills to enhance teaching and learning.
RP6. Assessment: Candidates use various types of assessment to evaluate student progress and to improve their instruction.
RP7. Classroom Environment: Candidates assess and respond appropriately to the cultures of diverse classrooms, schools and the community

Lifelong Learner
LL8. Professionalism and Personal Growth: Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

FIELD & CLINICAL EXPERIENCES
Achievement of the program outcomes is best accomplished through frequent, intentional opportunities for teacher candidates to explore and develop them in interactions with children and exemplary teachers in diverse settings. Therefore, our programs involve a wide variety of field work experiences providing opportunities to observe, discuss and practice emerging skills and foster growth under the guidance of their mentoring teacher.

Candidates are expected to demonstrate a growing understanding of what it means to be a professional in dress, demeanor, disposition and relationships and to be a positive representative of Concordia University and the School of Education. They are expected to take seriously the need to be on time, to be respectful of the teaching and learning in the classroom, and to be conscientious regarding absences. The ability and readiness to demonstrate these examples of professionalism are addressed and assessed throughout the program.

Fieldwork Forms required:
• Background check
• Each course with field work, student will submit Field Experience Approval Plan
• Each course with field work, student will submit Self-Evaluation
• Each course with field work, student will submit Cooperating Teacher Evaluation
• Each course with field work, student will submit a summary log report

School-based clinical experiences are part of the requirements for the majority of courses. With guidance, direction, and feedback from the course instructors, these experiences provide opportunities to practice and refine teaching skills, while also developing professional dispositions. Assessment rubrics for these activities will be completed by the course instructors and/or cooperating teachers. Selected rubrics will become part of the candidate’s file for use in considering qualifications for admission to the professional semester/student teaching experience.

Elementary Program:
The course requirements for the elementary teacher education program include methods courses (curriculum and instruction) in all of the content areas.
Secondary & K-12 Program:
The course requirements for the secondary teacher education program include methods courses in the major and minor (if applicable).

SCHEDULING FIELD BASED EXPERIENCES
Students will receive field work information within the first week of each term. Students are responsible to follow guidelines to find appropriate field work placement per course that requires field work assignments. Prior to student attending field work, student must submit the field work approval plan. Students are to conduct field work in a classroom setting with a licensed teacher. The teacher must obtain a current teaching certificate and have a minimum of five successful years of teaching experience.

ELIGIBILITY FOR PARTICIPATION IN FIELD BASED ACTIVITIES
The practice of Michigan's Board of Education has been to deny, revoke or suspend a teaching certificate for misdemeanor or felony convictions involving criminal sexual conduct, convictions of child abuse, or distribution of a controlled substance to a minor. In response to the State's regulations regarding such infractions, the School of Education requires all students participating in field based activities to complete a background check. Each semester student will submit the Disclosure Form. The Disclosure Form is also a part of the application process for admission to program and the professional semester and when requesting a recommendation for certification.

If a candidate replies positively to any of statement's questions regarding conviction or charges related to felonies or certain misdemeanors, involvement in field-based experiences will be postponed until the Dean determines whether the conviction or charge is serious enough to indicate the strong possibility of eventual denial of a teaching certificate by the State. If it is determined that such a possibility exists, the candidate may be denied the opportunity to participate in field-based experiences and will be counseled to withdraw from the teacher education program.

It is the candidate's responsibility to immediately report to the School of Education Dean any changes in previously submitted Rule 101.1 Statement responses.

All undergraduate education students who are involved in fieldwork through the Teacher Education courses are required to submit to a one-time criminal background check prior to placement in fieldwork. It is required that the background check be conducted through the CertifiedBackground.com service. (See the Student Instructions for Background Checks Concordia University—Ann Arbor, School of Education document for complete directions and additional information.) The background check results will be on file at CUAA.

APPLYING FOR ADMISSION & CERTIFICATION
The School of Education Dean is responsible for making final decisions regarding admission and program continuance, admission into the student teaching semester, and recommendation for state certification at program completion. In making all such decisions, the following are required and considered:

- Written application by the candidate.
- Written recommendation and support of faculty members.
- Documented evidence of the candidate's understanding of, continued progress towards, and successful achievement of the program outcomes.
- Satisfactory completion of all required coursework and clinical experiences.
- Evidence that the candidate exhibits appropriate professional behaviors, ethics, dispositions and character.

Specific criteria and processes for each step are described below. In addition, the Dean may request additional evidence including, but not limited to:

- Additional recommendations or letters of reference.
- Written statements in which the candidate expresses his/her understanding of the program outcomes, professionalism or other relevant issues.

ADMISSION TO ELEMENTARY OR SECONDARY EDUCATION PROGRAMS
The following are requirements for admission into the Elementary or Secondary Education Program:

1. Prerequisite courses and fieldwork: To submit an application to a Teacher Education program, candidates must have satisfactorily completed or currently be completing the following prerequisite courses and their related field work experiences.

<table>
<thead>
<tr>
<th>Course</th>
<th>Field Work Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100 - Education Seminar</td>
<td>0</td>
</tr>
<tr>
<td>EDU 220 - Foundations of Education</td>
<td>5</td>
</tr>
<tr>
<td>EDU 203 - Education Technology</td>
<td>0</td>
</tr>
<tr>
<td>EDU 214 - Child Development</td>
<td>5</td>
</tr>
<tr>
<td>EDU 200 - Admit to Program</td>
<td>0</td>
</tr>
</tbody>
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2. Professional Readiness: Candidates must demonstrate basic competency in reading, mathematics, and writing by obtaining an SAT score of 480 on the Evidence-based Reading and Writing sections and a score of 530 on the Math sections. Please see School of Education Academic Advisor for further information.

3. Writing Sample: Candidates must complete an extemporaneous writing assignment, which is assessed by the Dean. If the writing sample raises concerns about a candidate's writing ability, a plan for strengthening those skills must be prepared by the candidate and the Director of the Academic Resource Center and submitted for the Dean's approval. The candidate's eventual admission into the professional semester will be contingent upon successful completion of that plan.

4. GPA: Candidates must hold a cumulative grade point average of 2.5 or higher in order to submit an application.

5. Faculty Recommendations: Two positive recommendations from faculty members are required for admission. Recommendations are submitted electronically through the VIA assessment program and require the faculty member to complete a dispositional assessment (EDA) of the teaching qualities of the candidate.

6. Admission Interview: Interviews are scheduled by the EDU200 Admit to Program Seminar instructor.
7. Following the interview: All application materials submitted by the candidate, the interviewers' recommendations, and all other items in the candidate's SOE file will be reviewed by the Dean for final approval of admission. In each case, the candidate will either be admitted or denied admission. There is no conditional or provisional admission. If denied admission, the Dean will inform the candidate in writing as to the reason. The candidate may appeal the decision in writing to the Vice President of Academics within two weeks from the time of notification.

CONTINUANCE IN TEACHER EDUCATION PROGRAM

In order to maintain admission in the program, a cumulative GPA of 2.5 or better must be maintained. If a candidate's cumulative GPA falls below 2.5, admission to program will be immediately suspended and the candidate will be ineligible to continue in professional studies courses. Readmission may be granted by the Dean when the candidate achieves a cumulative GPA of 2.5 or higher. A GPA of 2.75 is required to student teach.

THE STUDENT TEACHING SEMESTER

During the semester prior to student teaching, candidates will take EDU300: Professional Semester Seminar where they will apply for student teaching experience.

Requirements for Admission

1. Eligibility: To be eligible to submit an application for student teaching, the candidate must have taken courses for at least one semester at Concordia; been admitted into an education program (elementary or secondary), successfully completed (or be completing) all prerequisite courses and clinical experiences and hold a cumulative grade point average of 2.75 or higher.

2. Faculty Recommendations: Admission into the Student Teaching Semester requires positive recommendations from two faculty members. Elementary candidates should seek recommendations from one instructor of the school's methods courses (other than the program coordinator) and one instructor teaching within the candidate's academic major or minors. Secondary candidates need recommendations from one instructor of a secondary education methods course (other than the program coordinator) and one instructor each from his/her academic major and minor. Recommendation forms will be issued to students in EDU300 and should be given directly to selected faculty members by the candidate.

3. Other Application Materials: Candidates are asked to include in the application materials a current resume and an indication of preferences for their directed teaching placement, using the "Student Teaching Preferences" form attached to the application.

4. Writing Sample: Candidates must demonstrate an appropriate level of competence in writing ability by completing an extemporaneous writing assignment in their major content area. This will be completed during EDU300. The writing sample will be assessed by a professor in the candidate's major content area.

5. Professional Organization Membership: The candidate must submit evidence of current membership within a professional organization (regional, state or national) appropriate to his/her area of planned certification/endorsement.

6. Student Teaching Semester Interview: Interviews are conducted by an individual(s) from outside of the university. The School of Education Dean and Coordinators may observe the interview. Interviews are scheduled by the School of Education Coordinators following confirmation of all requirements.

7. Michigan Tests for Teacher Certification: Candidates are required to take and pass the appropriate content area MTTC tests in their program, and major(s) prior to acceptance into the Student Teaching Semester. Elementary candidates must take the elementary education test. Secondary candidates must take the tests in their major. Minor content tests are optional.

Following the interview, the Dean of the School of Education will review the candidate's application materials, faculty and interviewers' recommendations, and other materials contained in the candidate's School of Education file. A letter of acceptance or denial will be sent to the candidate by the Dean. Copies will be placed in the candidate's School of Education file and sent to his/her academic advisor. The university registrar also receives notification.

SELECTION/ASSIGNMENT OF STUDENT TEACHING SITES & MENTORS

The School of Education has detailed criteria for the identification of schools and the selection of cooperating teachers chosen for Student Teaching. After interviewing each teacher candidate, the Program Coordinators will identify and assign student teaching placements. Candidates working towards the Lutheran Teacher Diploma will be placed in The Lutheran Church-Missouri Synod schools as a part of the certification process for becoming a rostered teacher within the church.

PROGRAM COMPLETION & STATE CERTIFICATION

Requirements

1. Passing Scores on the Michigan Tests for Teacher Certification: For program completion, Elementary Education candidates must achieve a passing score on the Elementary Education exam of the Michigan Test for Teacher Certification (MTTC). To add specialized endorsements to Michigan's elementary teacher's certificate, passing scores must also be achieved on the MTTC content area tests for the academic major and/or minors. Secondary candidates must achieve passing scores on the MTTC content area tests in both their academic major and minor areas. Candidates in the K-12 program must pass the MTTC for their content area. School of Education policy states that passing scores on the professional readiness exam (or sufficient scores on the ACT or MME) MTTC test is required for program completion, whether or not a candidate plans to request a Michigan certificate. It is therefore not possible to earn a BA Degree in Teacher Education from Concordia without passing MTTC scores.

2. Documentation of Achievement of Program Outcomes: At the completion of student teaching, each candidate's cooperating teacher(s) and university supervisor(s) will prepare final written evaluations. These assessments specifically note success in demonstrating the School of Education's eleven program outcomes and provides the primary basis for determining the final grade for the student teaching experience.

3. Training in First Aid and CPR: The State of Michigan requires that all candidates for a Michigan Teaching Certificate provide evidence of training in first aid and CPR. A photocopy of a current certificate from Red Cross or American Heart Association must be submitted during EDU300.
4. Completion of Surveys: Students are required to complete and submit all evaluation surveys at the end of their student teaching experience.

5. Portfolio: Each student who completes the education program will have completed an academic portfolio prior to graduation.

**DEADLINE FOR REQUESTING CERTIFICATION**

All requirements for program completion must be completed within two years (24 months) of withdrawal from the university. Following that deadline, a candidate desiring to return and complete certification requirements will be required to meet any new or changed program requirements.

Students who successfully complete their degree and pass the MTTC tests for their content areas have 5 years to apply for certification with the Michigan Department of Education. After 5 years, the graduate will be required to complete courses or requirements that have changed in the time since graduating, including retaking any MTTC tests, before the School of Education will be able to recommend certification.

Once all program requirements are completed, the candidate may submit a Request for Initial Teacher Certification on the State of Michigan's Online Educator Certification System (MOECS). When program completion and fulfillment of all requirements have been verified, the Coordinator of Licensure and Assessment will approve the candidate's request on MOECS.

Option 1

Option 2