Teacher Education
Initial Certification
Graduate Handbook
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DIRECTORY INFORMATION

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PURPOSE OF HANDBOOK

The purpose of this handbook is to provide guidelines for graduate candidates seeking Illinois teacher certification through Concordia University. Each teacher education candidate should become familiar with these guidelines in addition to requirements set forth in the Concordia Catalog for the academic year in which he or she initially enrolled.

It is the responsibility of candidates to meet requirements of their Initial Teacher Certification programs.

It is also the responsibility of the candidate to continually use the Concordia Connect portal and Concordia email to remain informed regarding the College of Education and Teacher Certification programs.

Information, Forms, Calendars, and Announcements are available to all Teacher Education Candidates on the Concordia Connect Portal:

https://connect.cuchicago.edu
Teacher Education Initial Certification Group:
Information regarding how to access this group can be received through the Office of Field Experience or Cougarnet (ext. 3131).

Information and forms are also available at:
http://www.cuchicago.edu/academics/college_of_education/publications_and_forms/

Any questions concerning the information and materials presented in this handbook should be directed to the Master of Arts in Teaching Program Coordinator: 708-209-3346 or Office of Field Experience: 708-209-3479/3086

Rights reserved:

The provisions of this handbook are not to be regarded as an irrevocable contract. The College of Education and the Office of Field Experience reserve the right to modify, revoke, or add to any regulations at any time. As a State of Illinois recognized institution, Concordia University must meet the mandates issued by the Illinois State Board of Education and State Certification Board. State Certification Board requirements take precedence over the catalog of record. Concordia University is also accredited by the National Council for Accreditation of Teacher Education (NCATE). Additionally, our program requirements follow the guidelines prescribed by this accrediting agency.

Revised August 2012
INTRODUCTION
Historical Perspective of Concordia University

For more than 140 years, Concordia University has earned a reputation that rests on quality, integrity, and the pursuit of excellence in higher education. In choosing Concordia, every candidate becomes an important part of the tradition, vision, and reputation of a university where candidates expand their horizons, think about important issues, learn about the world of God and the world of people, and shape life so that it will make a meaningful difference.

The original mission of Concordia University, when founded in 1864, was to prepare educators for Lutheran elementary schools across the country. Today, Concordia University is proud to build upon this rich heritage of educational excellence. Many candidates in the College of Education still come to Concordia to be prepared as teachers in the schools and parishes of the Lutheran Church Missouri Synod. However, many other candidates come to Concordia to prepare for work in public, parochial or private schools and related agencies. Concordia University is looked upon as a leader in the field of education throughout the state and the nation. It is committed to excellence in higher education. Concordia University is accredited by the National Council for Accreditation of Teacher Education (NCATE) and offers courses of study which lead to certification by the Illinois State Board of Education.

Concordia University’s Mission

As a distinctive, comprehensive university of The Lutheran Church-Missouri Synod, centered in the Gospel of Jesus Christ, and based in the liberal arts, Concordia University equips men and women to serve and lead with integrity, creativity, competence, and compassion in a diverse, interconnected, and increasingly urbanized church and world.

Concordia University’s Vision

Concordia University is the university of choice for those seeking a Christian institution in the Midwest which provides a broad, liberal arts based undergraduate education, as well as graduate and professional programs in areas of demonstrated competence, which serve a particular need of society and advance the mission of the Church.

Concordia University’s Core Values

We at Concordia University Chicago embrace these Core Values as essential to living together in a vibrant and influential Christian academic community and as productive citizens of the Church and world.

- **Christian Faith**
  The Christian faith is an integral part of our community.

- **The Individual**
  As a member of God’s creation, each person is unique and is blessed with inherent worth.

- **Excellence**
  We strive for excellence in who we are and what we do.

- **Integrity**
  Our community demonstrates the accord between our beliefs and practices.

- **Service**
  Recognizing and addressing the needs of others is a response to God’s love for us, and a reflection of God’s love for them.
TEACHER EDUCATION AT CONCORDIA UNIVERSITY

The College of Education recognizes the importance of education in the church and society and is dedicated to the continual improvement of programs in education. Concordia University’s teacher education requirements are intended to give the candidate the best possible preparation to enter the teaching ministry/profession and to conform to the requirements set by the Illinois State Teacher Certification Board. Successful completion of one of Concordia’s Initial Teacher Certification programs and successful performance on the appropriate state Certification examinations entitle the candidate to receive a Bachelor of Arts Degree from Concordia University and appropriate certification from the State of Illinois. Candidates may also qualify for the Lutheran Teacher diploma.

The faculty members of the College of Education teach courses which apply to the teacher education programs. Through various policy committees, faculty also take responsibility for setting and implementing program requirements, approving candidates at Transition Points and supervising candidates in the Professional Semester. They also advise candidates in planning course schedules and in the interpretation of university graduation requirements. Faculty members are scholars who believe in quality Christian education. They are dedicated to excellence in higher education and committed to guiding candidates to become professional servant leaders who demonstrate integrity, competence, and leadership.

All education programs require a significant number of hours of field experience. The Office of Field Experience in the College of Education has established relationships with Lutheran, other parochial schools, and public schools in the greater Chicago area and throughout the state and nation where candidates meet their requirements for field experience. This Office also monitors candidates' progress in their field experience and Professional Semester.

Excellent candidates are the cornerstones of any successful teacher education program. Concordia University strives to maintain consistently high standards for its teacher education graduates. Continual instruction and assessment in all areas of the program enable candidates to achieve high levels of professional competence.

College of Education Conceptual Framework: Education Mission Statement

The education programs of Concordia University prepare candidates to demonstrate professional integrity, competence, and leadership to those they teach and serve.

1. **Integrity** is derived from Christian values and moral ethics and finds expression in respect for diversity and in professional ethics. Concordia educators:
   A. respect and support diversity in educational settings as related to learning styles, family structures, religion, beliefs, disabilities, gender, race, ethnicities, values, and socioeconomic status.
   B. demonstrate appropriate standards of conduct and ethical behavior congruent with the standards of their profession.

2. **Competence** is demonstrated in the areas of knowledge, skills, creativity, and dispositions. Concordia educators:
   A. meet the standards of their profession.
   B. have a commitment to continuous professional development.
   C. impact all students’ learning and development in a positive way.
   D. use a variety of assessment techniques appropriately.
   E. engage in reflective practice.

3. **Servant leadership** is the ability to focus a school’s mission, personnel and resources to meet identified needs. Concordia educators are servant leaders who:
   A. develop an inclusive vision for students’ learning and development.
   B. create a school culture and programs that focus resources to support all students’ learning and development.
   C. build collaborative relationships that aid and support all students’ learning and development.
Checklist for Assessment Transition Points

The State of Illinois, the State Board of Education, and the Illinois State Educator Preparation and Licensing Board (SEPLB) and accreditors, the National Council of Accreditation of Teacher Education (NCATE) require teacher preparation institutions to have a continuous assessment policy in force to evaluate candidates throughout their programs. The College of Education meets these requirements with formative and summative assessments of teacher candidates integrated throughout the curriculum.

Teacher Candidates must also earn a grade of "C" or better in every course within their program. A grade of "C-" is not a "C."

Concordia has established an assessment system with four Transition Points to meet these mandates. These Transition Points and their requirements are listed below:

**Transition Point One: Admission to Teacher Candidacy**
Education majors move from education student status to “Teacher Candidate” status at this first transition point. Teacher candidates are eligible to begin their specialized training in methods, classroom management, assessment of learning, and other professional clinical experiences and coursework. To enter candidacy, the following requirements must be met:

**Application to the Teacher Candidacy to enter Teacher Candidacy Status:**
February 15, June 15, October 15.

The Teacher Education Admission Committee approves candidates for admission into the Teacher Candidacy. To be considered for admission to the Teacher Candidacy, the candidate must:

- Pass the Illinois Test of Test of Academic Proficiency (TAP) (www.icts.nesinc.com); OR
- Earn a score of 22 on the ACT with the writing subtest, or a score of 1030 on the SAT with the writing subtest. (See pages 10 and 11 for details.)

- Submit the completed Application and supporting documentation to the Office of Field Experience in the College of Education.

  - Complete the following prerequisite courses or their equivalents with a grade of C or better:
    - MAT - Elementary and Secondary Education
    - EDU 6435 Introduction to Education
    - EDU 6045 Theories of Learning and Cognition

  - Complete the 18 hours of field experience hours embedded in the two first two MAT courses listed above.
  - Earn a minimum GPA of 3.00 for all course work taken in the MAT program;
  - Submit a current Program Plan to Office of Field Experience;
  - Submit three (3) Assessment of Candidate’s Dispositions to the Office of Field Experience;
  - Submit the report of a Fingerprint Criminal Background Check to the Office of Field Experience.

**Transition Point Two: Admission to the Student Teaching Internship**
The Semester of Internship is classroom teaching with a mentor cooperating teacher. Candidates must be admitted to the Internship before they are given a placement to student teach.

**Application deadlines for admission to the Internship**
February 15, June 15, October 15.

The Teacher Education Admission Committee approves candidates for admission to the Student Teaching Internship. To be considered for admission to the Student Teaching Internship, the candidate must:

- Submit the completed Application to the Student Teaching Internship and supporting documentation to the Office of Field Experience on or before the deadline date.
- Pass the appropriate Content Area Test from the State of Illinois Testing System (www.icts.nesinc.com).
- Complete a minimum of 80 hours of the required 100 hours of Field and Clinical Experiences and submit field experience documents to the Office of Field Experience for approval. The entire 100 hours must be completed prior to beginning the internship.
- Earn a minimum cumulative GPA of 2.75.
- Complete all Content and Methods course(s) in the program of study with a grade of C or better.
- Have earned a grade of ‘C’ or better in all coursework applied to their professional program requirements.
- Submit an updated Program Plan to the Office of Field Experience.
- Submit four (4) new Assessment of Candidate’s Dispositions to the Office of Field Experience
- Meet requirements of a valid Fingerprint Criminal Background Check to the Office of Field Experience.
- Complete First Aid/CPR Certification training and submit documentation of completion to the Office of Field Experience.

**Transition Point Three: Completion of the Student Teaching Internship Semester**

To complete successfully the Internship, the candidate must:

- Satisfactory completion of the Internship by meeting or exceeding all required benchmarks.
- Prepare and present documentation of positive impacts on student learning from your internship teaching (PIP).
- Complete all State required assessments in force at the time of the internship (TPA).

The Student Teaching Internship Handbook provides details and guidelines for the meeting the criteria for successful completion of the Internship Semester.

**Transition Point Four: Completion of Program**

To complete successfully the Teacher Preparation program and be eligible for teacher licensure in the State of Illinois, the candidate who has completed all program requirements and the internship must:

- Pass the Illinois Assessment of Professional Teaching Test.
- Meet the requirements of the Professional Portfolio at the time of program completion
- Complete all program coursework with a grade of C or better.

**Tests Required by the State of Illinois and the College of Education**

To meet the State of Illinois teacher certification requirements candidates must pass three tests: (1) Illinois Test of Academic Proficiency; (2) the appropriate Subject Matter Test; and (3) Assessment of Professional Teaching Test (APT). These tests must be taken and passed before a state teaching certificate can be issued. Information, including testing sites, schedules and study materials for these tests is available at www.icts.nesinc.com.

**Illinois Test of Academic Proficiency**

Accreditation guidelines for all initial certification teacher education programs require an initial screening of candidates’ academic skills. Candidates must pass the Illinois Test of Academic Proficiency before they are admitted to the Teacher Candidacy (Transition Point One). When registering for this test, candidates must identify Concordia University as the institution they attend.
ACT or SAT Tests as Substitute for the Test of Academic Proficiency

The ACT or SAT test may be substituted for the Test of Academic Proficiency. The following information, including a link to ISBE Form 73-60 (mentioned below), is located at: http://www.isbe.net/certification/pdf/act-sat-grade-use-notice0712.pdf

1.) Composite **ACT Plus Writing** score of at least 22; or a composite (mathematics and critical reading) **SAT** score of 1030. Note that the writing subtest must have been taken for each test; however, the writing score will not be included in the composite score requirement for either test.

2.) The applicant cannot have failed the TAP five times.

3.) The official score report cannot be more than five years old at the time of the application to Teacher Candidacy and submission to ISBE.

**Applicants who wish to apply for admission to an Illinois approved educator preparation program using an ACT/SAT score that meets the requirements above must:**

1.) **Complete and submit** ISBE Form 73-60 to the Illinois State Board of Education, Division of Educator Certification, 100 North First Street, S-306, Springfield, IL 62777. **This form requires a signature from the licensure officer at the admitting entitling entity.**

2.) **Request** that ACT or SAT send an official score report to the Illinois State Board of Education, Division of Educator Certification, 100 North First Street, S-306, Springfield, IL 62777.

3.) **If you have not already submitted** an official score report to the institution to which you seek admission, you must request that ACT or SAT send an official score report to Concordia University.

ISBE Educator Certification Division July 24, 2012

Content Area Tests

Candidates must pass the appropriate Content Area Test(s) for their particular field(s) of certification before they are admitted to the Student Teaching Internship (Transition Point Two). When registering for this test, candidates must identify Concordia University as the institution they attend.

Assessment of Professional Teaching Test (APT)

Candidates must pass the Assessment of Professional Teaching Test before they are recommended for teacher certification in the State of Illinois (Transition Point Four). When registering for this test, candidates must identify Concordia University as the institution they attend. Candidates usually take this exam during the Student Teaching Internship.

**Pre-Professional Field Experience**

Illinois State Certification Board and the College of Education require that all teacher education candidates with no full-time teaching experience complete a minimum of 100 clock hours of field experience prior to the Student Teaching Internship Semester. Field experience is required and will continue to be required in specific education coursework. The coursework requirements fulfill a wide range of specific expectations and settings.

Field Experience is required in coursework throughout Concordia’s education programs. All education candidates are required to complete a minimum of 100 hours of field experience in schools. In the MAT program, those 100 hours are embedded within the courses required for the completion of the degree. MAT candidates are expected to find their own placements, but may contact the Office of Field Experience for suggestions or with questions about appropriate locations.

**Procedural Guidelines for Pre-professional Field Experiences**

1. Candidates must contact the classroom teacher prior to the first visit to confirm their starting date and time.

2. Candidates must maintain a professional appearance and decorum. Proper attention to appearance and behavior creates a lasting impression that may help to generate contacts for student teaching and employment in the future. Avoid jeans and athletic clothing and
footwear (unless aiding in a P.E. class).

3. **In case of absence, candidates are to adhere to the ethics of the profession by calling the school and/or teacher ahead of time so that the teacher may use alternative plans without disruption to the instructional programs of children.**

4. Classroom teachers will differ in the degree to which they will involve candidates in direct ways. Candidates should openly offer assistance and be willing to take on tasks assigned no matter how mundane. Instructional support activities such as duplicating, work activities, putting up bulletin boards, working with small groups of children and other tasks for which candidates are suited will provide excellent pre-teaching experience.

5. Candidates must check in at the main office of the building upon their arrival for each visit. Candidates will need to sign in and out on a daily basis. Candidates should have their Concordia University identification card with them. Schools are very security conscious and other teachers or administrators may not readily recognize Concordia candidates.

6. The schools that cooperate with Concordia University in providing field experiences do so on a voluntary basis and as a professional courtesy. Negative experiences with a Concordia candidate who fails to follow through on commitments, professionalism and common courtesy may close that particular building to other Concordia candidates. Classroom teachers and/or the appropriate administrator have been informed that they are to contact the Office of Field Experience immediately should problems arise related to teacher aiding performance and assignments. If it is determined that the presence of a Concordia candidate is disruptive to a positive teaching-learning situation, the Concordia candidate involved may be pulled out of that classroom immediately, in order to maintain the integrity of the program.

7. Candidates should be certain that the classroom teacher is aware of the length of the field experience commitment. Candidates should inform teachers well in advance of their last day in that classroom.

8. At no time may Concordia candidates who are not certified act as substitute personnel in any capacity in any school.

9. State policy prohibits any candidate from receiving compensation for field experiences.

10. Candidates should verify their hours by completing the Record of Pre-Professional Experience form (FE_3UG) available in the Concordia Connect Teacher Education Portal Group. This form should be left with the classroom teacher on the second-to-last visit so that the teacher has ample time to evaluate teacher-aiding performance. **Candidates are responsible for picking up the completed forms on the last visit. Teachers should not have to mail it into the Office of Field Experience. Each candidate should make sure that his or her signature and the signature of the teacher are on the form.** Forms received by the Office of Field Experience are documented and placed into each candidate’s file. **It is the candidate’s responsibility to make copies of all Pre-Professional Experiences for his or her own records.**

11. It may be necessary, on occasion, to change an observation site where a conflict arises between the classroom teacher and the Concordia candidate. The candidate may be asked to contact the classroom teacher in order to work out a mutually agreeable solution to the problem. There may be some instances of difficult situations between professionals. Learning to work through them provides valuable professional growth and development. An attempt to reassign a candidate to a different setting will be made if an issue cannot be resolved. Reassignments must be requested no later than mid-term.

If the reassignment is requested by the classroom teacher or a school administrator on the basis of lack of professionalism on the part of the Concordia candidate, the Office of Field Experience will inform the
candidate involved, and depending upon the situation Teacher Candidate Counseling Board.

**Assessment of Candidate’s Dispositions**

Candidates must have three Assessment of Candidate’s Disposition forms on file in the Office of Field Experience for Admission to Teacher Candidacy. One Assessment must be from a full time College of Education faculty member, one from a full time Concordia faculty member, and one self-evaluation from the candidate.

Candidates must have four new Assessment of Candidate’s Disposition forms on file in the Office of Field Experience for Admission to the Student Teaching Internship Semester. Two Assessments must be from Concordia Professional Instructional (Methods) professors, one from a practitioner (a teacher in the field with whom the candidate has worked), and one self-evaluation from the candidate.

**Fingerprint Criminal Background Check**

This report is required by the School Code of the State of Illinois and for Transition Point One. This code requires applicants for teacher certification to be of good character and free from felony convictions that may prevent certification.

**Professional Program Courses**

The State of Illinois requires that a candidate must be admitted to Teacher Candidacy before enrolling in Professional Program courses. Candidates must earn a grade of C or better in their Professional Program courses before they are admitted to the Student Teaching Internship (Transition Point Two). The Professional Program Courses vary for each specific candidate’s program plan. These courses are listed on each candidate’s Program Plan.

**Student Teaching Internship**

Supervised student teaching in cooperating parochial, private, and public schools is an integral part of all initial teacher certification programs. Candidates seeking program completion are required to complete a minimum of sixteen weeks of full-time student teaching during the Student Teaching Internship semester. A university supervisor and a cooperating teacher at the student teaching site supervise the clinical experiences of candidates.

At least nine months prior to student teaching the student must attend an Informational Meeting and schedule a pre-placement interview with the Office of Field Experience.

Concordia will not place any student teacher into a school which he or she attended, or a school in which an immediate family member, friend, or fiancé(e) is a student or is employed. Student teachers should be regarded as professionals-in-training without the preconceptions inherent in being an alumnus, alumna, a son, daughter, sibling, or fiancé(e). The Office of Field Experience places all candidates with cooperating teachers who have had four or more years of experience. Although candidates develop a list of suggested sites, they may not contact their own site. All contact and communication with sites is done by the Office of Field Experience.

Concordia University’s Office of Field Experience will make every effort to find a suitable placement site for each prospective student teacher. Student teacher placements involve a contractual arrangement between Concordia University and a school district. Student teacher candidates are expected to be cooperative and flexible, particularly if their academic field is not ‘high need’, or if they need accommodations that cannot be met at a convenient location. Some candidates may need to travel or relocate during the Student Teaching Internship. Students with concerns about the Student Teaching Internship should contact the Office of Field Experiences or their faculty advisor.

**Policy for Clinical Placement of Teacher Candidates**

The Teacher Education Faculty is mandated by the State of Illinois to recommend only those teacher candidates for licensure who qualify under state rules and approved Teacher Education program requirements. The clinical experience of teacher candidates is critical to candidate success and for the assessment of well-prepared candidates. The faculty, in the interest of providing strong and excellent
clinical experiences, requires teacher candidates to be placed in Illinois schools under the mentorship of certified teachers. Where clinical experiences for Lutheran Teacher Candidates cannot be met by approved sites in Illinois, the Dean and Director of the Office of Field Experience will make the assignment and work with the candidate to have a successful clinical experience. No candidates will be assigned to clinical coursework outside of the United States.

Repeating Student Teaching

The College of Education does not permit teacher candidates who complete the 16 week internship but fail to receive a passing grade to enroll in the next Student Teaching Internship without submitting to a review. Prior to submitting a new application for admission to the Student Teaching Internship the candidate is required to meet with the Teacher Candidate Counseling Board for review of their internship record and assessments. Following a review, the Board may determine to give permission to the student to apply for a second attempt.

The Teacher Candidate Counseling Board must agree to support a candidate’s re-application to the Teacher Education Admission Council. As part of the application process, the “Board” may provide the candidate with a written plan for remediation in the areas of weakness identified during previous field and clinical experiences. A remediation plan may require counseling, additional field work, additional coursework, or other remediation steps to be carried out successfully before a new application is submitted for admission. The Teacher Education Admission Committee has the responsibility in these cases to make the final determination whether or not the teacher candidate should be admitted to repeat the Student Teaching Internship. No credit is awarded for a grade of failure earned for the Student Teaching Internship.

Termination of Student Teaching Internships

Student Teacher Interns who are removed from student teaching internship assignments by the host school or College of Education supervising faculty and staff for unprofessional conduct, commission of a felony or misdemeanor, insubordination or incompetent performance as a teacher candidate are not permitted to continue in Teacher Education Preparation Programs at Concordia University Chicago. No credit is awarded for failure to complete the Internship.

Teacher Candidates who have been terminated may request a review of their record by the Teacher Candidate Counseling Board. Upon review of the former candidate’s record, the Board may find just cause to extend an invitation to the former student teacher intern for a hearing. The purpose of such hearings is to determine if the candidate was dismissed without sufficient cause. The Board has the responsibility to provide due process for candidates who have been terminated from teacher candidate internships. The Teacher Candidate Counseling Board may recommend the candidate appeal to the Dean, College of Education. Candidates are hereby notified that all documents become part of their permanent academic record in the College of Education.

Positive Impact Presentation

Candidates will prepare and present the Positive Impact Presentation to faculty and peers during the Student Teaching Internship. The Positive Impact Presentation will demonstrate that candidates have a positive effect on student learning, reflect a disposition of professionalism, and meet teacher preparation requirements. Detailed requirements for the Positive Impact Presentation will be distributed and discussed during the Student Teaching Internship.

Professional Portfolio

Candidates must submit and pass the Professional Portfolio before completing the program (Transition Point 4). Specific requirements and procedures for completing the Portfolio will be announced at appropriate times during the program.

Teacher Education Admission Committee (TEAC)

The Teacher Education Admission Committee is comprised of members of the Office of Field Experience, Program Coordinators, and Academic Advising. The Committee meets at least once each semester to review candidates for admittance to Teacher Candidacy and the Student Teaching Internship. The Office of Field Experience disseminates names of applicants for Teacher Candidacy and the Student Teaching Internship to the appropriate faculty with the request for comments and concerns regarding applicants’
fitness for the profession. Comments or concerns received are forwarded to the Teacher Education Admissions Committee for consideration.

Members of the Teachers Education Admissions Committees are appointed by the Dean of the College of Education. It implements the policies established by the Education Policies Committee and the Graduate Policies Committee.

No methods courses can be taken without prior approval of TEAC. Applicants will be informed of the Committee’s action by the Chair of TEAC approximately one month after the application deadline. Candidates may appeal the decision of the committee in writing to the Dean of the College of Education.

**Teacher Candidate Counseling Board**

The Teacher Candidate Counseling Board that will meet regularly to provide support and assistance for teacher candidates exhibiting performance issues. The Board will assist the candidate to develop plans to support successful completion of course work or student teaching internships. This Board is made up of three full-time College of Education faculty members appointed by the Dean to serve for one academic year.

**SUPPORT SERVICES**

**Christopher Resource Center**
The Christopher Resource Center, located on the second floor of the Christopher Center, provides candidates and faculty with resources and instructional materials that are essential elements of the teacher education programs. Candidates will find curriculum resources, children’s literature, technology resources, and more in the Christopher Resource Center.

**Academic Assistance Resource Center**
The Academic Assistance Resource Center, on the second floor of Krauss Hall, provides candidates with strategies to improve study skills through a wide variety of resources and personnel. Candidates with disabilities should contact Disability Services in Krause Hall 204 for information about accommodations for the classrooms.

**Writing Center**
The Writing Center, on the lower level of Klinck Library, is a peer tutor-based service offered to all candidates at Concordia. Its mission is to help improve the writing abilities of candidates from all disciplines. Trained student tutors assist with all aspects of the writing process with the goal of helping a candidate develop his/her writing style. www.cuchicago.edu/student_life/learning/

**Spiritual Counseling**
As an institution of the Church, Concordia takes very seriously the spiritual health and nurturing of its candidates. Those who find themselves confronted with issues which are spiritual in nature, and would like to discuss them with someone, are encouraged to contact Pastor Jeffery Leininger, the Campus Pastor, at ext. 3470, or to visit him at his office in Kretzmann Hall (in the hallway next to the chapel entrance). Many faculty members are also comfortable addressing spiritual concerns, and candidates should not hesitate to raise these with their professors, if they are so inclined.

**Schmieding Personal Counseling Center**
Successful work at the university calls for appropriate adjustments to many new situations. The Schmieding Center, located on the second floor of the West Annex, serves as a supplement to the other counseling opportunities on campus. Professional counselors are available to all Concordia candidates who may desire or need help in the understanding of personal, emotional, or certain types of educational problems and their solutions. Complete confidentiality of information shared with a counselor is maintained at all times. Information cannot be disclosed to any person or agency without the written consent of the candidate.
CAREER PLACEMENT
Concordia's Career Services Offices are located on 2nd Floor of Krauss Hall. Candidates may access information regarding Career Services at: http://www.cuchicago.edu/career_services/

Jerry Pinotti, Director of Career Services  jerry.pinotti@cuchicago.edu  708-209-3032
Sara Dahms, Career Counselor  sara.dahms@cuchicago.edu  708-209-3029
Mark Waldron, Director of Synodical Placement  mark.waldron@cuchicago.edu  708-209-3031
Linda Hasley, Administrative Assistant,  Linda.hasley@cuchicago.edu  708-209-3033.

Certification Programs
Concordia University offers the following graduate initial certification teacher education programs that are approved by the Illinois State Certification Board. The specific details of degree requirements are delineated in the Concordia Graduate Catalog:

- Master of Arts in Teaching: Elementary
- Master of Arts in Teaching: Secondary

Academic Honesty
Candidates in Initial Certification programs are expected to be honest in all coursework and in all dealing with Concordia University. Also, Concordia students have pledged to follow the University’s Honor Code:

"As a student of Concordia University Chicago and a member of the larger society, I pledge to uphold an academic honor code that supports serving and leading with strong personal integrity. Specifically this includes not cheating or using inappropriate or dishonest means in the completion of academic requirements. This also includes not giving unauthorized assistance to others. I understand that it is my responsibility to comply with this honor system."

Academic integrity is an absolute expectation. Teaching and learning are only possible in the company of honesty. Academic dishonesty includes, but is not limited to the following:

- Any form of cheating
- Direct copying of any source in whole or in part without proper acknowledgment
- Copying of any source in whole or in part with only minor changes in wording or syntax
- Submitting as one's own work that which has been prepared by someone else
- Paraphrasing another's words or ideas without proper acknowledgment

Should a professor have any reason to believe that a candidate has violated the honor code, the consequences for such a violation can be as severe as a grade of ‘F’ for the course, and are at the discretion of the professor.

University policy demands that all incidents of academic dishonesty, regardless of degree of severity or intention, must be reported to the Director of the Honor Code system.

Details and procedures for implementing this Honor Code are located at: www.chicago.edu/academics/honorcode/documents/honor_code.pdf

Professional Instructional (Methods) Courses
The following courses are considered College of Education Professional Instructional (Methods) Courses. Candidates in the MAT Program may not take the following courses without prior application and subsequent acceptance to the College of Education. (Transition Point One)

- EDU 6025  Teaching Science and Mathematics in the Elementary Classroom
- ART 6601  Teaching Art: Middle/Secondary Schools
- ENG 6602  Teaching English: Middle/Secondary Schools
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAE 6606</td>
<td>Teaching Mathematics: Middle/Secondary Schools</td>
</tr>
<tr>
<td>PES 6605</td>
<td>Instructional Strategies for Human Performance</td>
</tr>
<tr>
<td>SBS 6619</td>
<td>Teaching Social Science at Middle and Secondary Level</td>
</tr>
<tr>
<td>SCE 6618</td>
<td>Teaching Science: Middle and Secondary Schools</td>
</tr>
<tr>
<td>CTH 6609</td>
<td>Teaching Theatre: Middle/Secondary School</td>
</tr>
<tr>
<td>CSE 6692</td>
<td>Teaching Secondary Computer Science</td>
</tr>
</tbody>
</table>
## MASTER OF ARTS IN TEACHING
### Elementary Education

**COURSES**

<table>
<thead>
<tr>
<th>A</th>
<th><strong>PREREQUISITES TO</strong> PROFESSIONAL INSTRUCTIONAL (METHODS) COURSES (9 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDU 6435 Introduction to Education 3</td>
</tr>
<tr>
<td></td>
<td>EDU 6045 Theories of Learning and Cognition 3</td>
</tr>
<tr>
<td></td>
<td>EDU 6040 Classroom Teaching Skills 3</td>
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</table>

<table>
<thead>
<tr>
<th>B</th>
<th><strong>PROFESSIONAL COURSES (21 hours)</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>EDU 6510 Curriculum and Methods for Teaching Social Studies: Standards-based education 3</td>
</tr>
<tr>
<td></td>
<td>EDU 6035 Curriculum and Methods for Teaching Elem/Middle School Art, Music, P.E. 3</td>
</tr>
<tr>
<td></td>
<td>EDU 6425 Psychology and Methods of Teaching the Exceptional Learner 3</td>
</tr>
<tr>
<td></td>
<td><strong>EDU 6045 Introduction to Research for Pre-Service Teachers (online)</strong> 3</td>
</tr>
<tr>
<td></td>
<td>EDU 6015 Responsibilities and Ethics for Pre-Service Teachers (online) 3</td>
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</table>

<table>
<thead>
<tr>
<th>C</th>
<th><strong>PROFESSIONAL INSTRUCTIONAL (METHODS) COURSES (6 hours)</strong></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EDU 6201 Curriculum and Methods for Literacy Instruction 3</td>
</tr>
<tr>
<td></td>
<td>EDU 6025 Curriculum and Methods for Teaching Elementary Math and Science 3</td>
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</table>

<table>
<thead>
<tr>
<th>D</th>
<th><strong>PROFESSIONAL SEMESTER (9 hours)</strong></th>
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<tbody>
<tr>
<td></td>
<td>EDU 6921 Student Teaching: Elementary/Middle School Education 6</td>
</tr>
<tr>
<td></td>
<td>EDU 6060 Classroom Management and Assessment 3</td>
</tr>
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</table>

**ADDITIONAL EXPERIENCES**

<table>
<thead>
<tr>
<th>E</th>
<th>Capstone Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Portfolio</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>F</th>
<th>Pre-Professional Field Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 clock hours (embedded in courses)</td>
</tr>
</tbody>
</table>

**Total Semester Hours:** 39

**MIDDLE SCHOOL ENDORSEMENT REQUIREMENTS**

18 Semester Hours in Content Area (Some areas require specific courses)

|   | EDU 4500 Middle School: Assumptions and Curriculum 3 |
| Choose one: | PSY 4105 Developmental Psychology: Middle Childhood 3 |
|   | PSY 4110 Developmental Psychology: Adolescence 3 |
## Secondary Education

### COURSES

#### A PREREQUISITES TO PROFESSIONAL INSTRUCTIONAL (METHODS) COURSES (9 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 6435 Introduction to Education</td>
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<th>Course</th>
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<tbody>
<tr>
<td>EDU 6425 Psychology and Methods of Teaching the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6220 Reading in Middle and Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6570 Teaching at the Secondary Level</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6045 Introduction to Research for Pre-Service Teachers (online)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6015 Responsibilities and Ethics for Pre-Service Teachers (online)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### C PROFESSIONAL INSTRUCTIONAL (METHODS) COURSES (3 hours)

Choose one according to your major:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 6601 Teaching Art: Middle/Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>ENG 6602 Teaching English: Middle/Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6606 Teaching Mathematics: Middle/Secondary Schools</td>
<td>3</td>
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<td>CSE 6692 Teaching Secondary Computer Science</td>
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</tr>
</tbody>
</table>

**ONE GRADUATE LEVEL COURSE IN THE CONTENT AREA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 6922 Student Teaching: Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 6060 Classroom Management and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>

### ADDITIONAL EXPERIENCES

#### E Capstone Experience

Professional Portfolio

#### F Pre-Professional Field Experience

100 clock hours

**Total Semester Hours:** 39

## MIDDLE SCHOOL ENDORSEMENT REQUIREMENTS

18 Semester Hours in Content Area (Some areas require specific courses)

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<td>EDU 4500 Middle School: Assumptions and Curriculum</td>
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Choose one:

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