Department of Undergraduate Teacher Education (DUTE)

Student Handbook
College of Education

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Saint Paul, Minnesota 55104
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Welcome from the College of Education

Welcome to Concordia University, St. Paul and the undergraduate teacher education programs.

The mission of the College of Education is to prepare professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research and leadership in our diverse and global community.

The preparation of educators at the initial/undergraduate level has been the pride of Concordia University for nearly 60 years and is centered in the institutional mission to “prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God’s creation, all within the context of the Christian Gospel.” The advanced/graduate programs have been developing during the last 20 years, are growing in enrollment, and are focused on this mission. Preparation at both levels is designed, as we note in the university’s Promise to Students, to empower students “to discover and engage” their “purpose for life, career and service, in a dynamic, multicultural, urban environment, where Christ is honored, all are welcome, and Lutheran convictions inform intellectual inquiry and academic pursuits.” The educator preparation programs are deliberately created to “prepare professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research and leadership in our diverse and global community” (College of Education mission)

Our teacher education programs are known throughout Minnesota and the country for excellence in its programs, faculty, staff, and candidates. We believe our faculty, staff, candidates, and programs are the finest in the state of Minnesota and in the Concordia University system and are exemplary in the preparation of educators. The programs have been fully accredited at the national level by the National Council of Accreditation for Teacher Education (NCATE) continuously since 1968 and now by the Council for the Accreditation of Educator Preparation (CAEP). All licensure-related programs are approved by the Minnesota Professional Educator Licensing and Standards Board (e.g., initial licensure, Reading endorsement). All master’s degrees in the educator preparation programs are fully accredited by CAEP.

The Department of Undergraduate Teacher Education (DUTE) is where initial licensure programs reside at the university.

Concordia University is a great place to prepare for a career working with our most important resource – our children. Welcome aboard!

Lonn David Maly,
Dean, College of Education
Part I: Introduction

Teachers affect eternity; no one can tell where their influence stops.

Henry Brooks Adams

Purpose of the Handbook
Concordia University
Accreditation – University
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Purpose of the Handbook

The purpose of this Handbook is to define, describe, and explain the facets of the Undergraduate Teacher Education programs at Concordia University in Saint Paul, Minnesota. It is intended for participants in the program, faculty teaching in the program, Cooperating Teachers working with candidates, and University Supervisors working with candidates.

Knowledge of the policies, procedures, and responsibilities for all involved with the program will help each to develop a clear understanding of his/her own role.

Questions about the College of Education or the Department of Undergraduate Teacher Education (DUTE should be directed to those listed in the contact information of the Handbook.

Concordia University

Concordia University, founded in 1893, is a coeducational and comprehensive Lutheran university that currently enrolls 4,792 students (fall 2017 census) at both the undergraduate and graduate levels. Currently there are 2,851 undergraduate students and 1,941 graduate students. Concordia University is a comprehensive Christian liberal arts university, one of 10 operated under the auspices of The Lutheran Church-Missouri Synod. The University is located in the Midway neighborhood of Saint Paul, Minnesota, is an urban campus, and welcomes students of all ages and nationalities and from all religious, racial, ethnic, and financial backgrounds. Of the traditional undergraduate students, 40 percent are persons of color. At the graduate level, 19 percent are persons of color. First-generation students make up 22 percent of the traditional undergraduate populations and 30 percent of the graduate population. Students from Minnesota make up 82 percent of the traditional undergraduates and 79 percent of the graduate students.

The university currently grants the following eight degrees: Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Business Administration, Master of Arts, Master of Science, Master of Business Administration, Master of Fine Arts, Educational Specialist, Doctorate of Education and Doctorate of Physical Therapy. It also offers over 75 major fields of study and 45 minor fields of study. The university offers 25 graduate master degree programs, three educational specialist programs, and two doctoral programs.

Concordia University offers both initial/undergraduate teacher licensure and advanced/graduate teacher education programs. Initial licensure programs are offered primarily in a face-to-face format while the graduate programs are offered in three modalities: face-to-face, blended, and fully online. The Department of Undergraduate Teacher Education (DUTE) and the Department of Graduate Teacher Education (DGTE) serve as the Education Preparation Provider (EPP) at the university. The undergraduate teacher education program has articulation agreements with most Minnesota community and technical colleges, allowing for a seamless transition to the completion of a licensure program at Concordia University. The university accepts the Minnesota undergraduate transfer curriculum. The graduate programs accept undergraduate degrees from all regionally accredited institutions of higher education.
Accreditation – University

Concordia University has been accredited by the North Central Association of Colleges and Secondary Schools (NCA) since 1967. Now known as the Higher Learning Commission, reaccreditation was most recently granted in 2018 and through the 2027-28 academic year. Concordia University’s teacher education programs are fully approved by the Minnesota Board of Teaching (BOT), with the most recent re-approval in June, 2015. Concordia University’s teacher education programs are also accredited by the Council for the Accreditation of Educator Preparation (CAEP). Concordia University’s graduate teacher education programs hold accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

State of Minnesota Approval – Teacher Education

All teacher licensure programs are approved by the PELSB. The most recent approval was completed in May, 2017.

Professional Educator Licensing and Standards Board (PELSB)
1500 Highway 36 West
Roseville, MN 55113-4266
(651) 539-4200 x 2

Vision for the Preparation of Educators at Concordia University

The teacher education programs – at the initial/undergraduate level – have been the pride of Concordia University for nearly 60 years. The advanced/graduate programs have been developing during the last 15 years and are growing in enrollment. The programs, at both levels, are widely recognized for excellence in faculty, staff, candidates, and program offerings. The teacher education faculty, staff, candidates, and programs are the finest in the state of Minnesota and in the Concordia University system and are exemplary in the preparation of educators. The programs have been fully accredited at the national level by the National Council of Accreditation for Teacher Education (NCATE) continuously since 1968 and now by the Council for the Accreditation of Educator Preparation (CAEP). All licensure-related programs are approved by the PELSB (e.g., initial licensure, Reading endorsement) or the Board of School Administrators (BOSA; principal and superintendent). All master’s degrees in the educator preparation programs are fully accredited by CAEP.

Collaboration between partners on and off campus as well as ongoing assessment ensures that national and state standards are met. The faculty, staff, candidates and programs embrace and live the core values of quality, diversity, fairness, and service – all within the context of the Christian Gospel. An underlying assumption is that all children can learn. The faculty and staff foster a caring, Christian learning environment, rich in technology and wonderfully diverse, in which each candidate receives individualized attention to facilitate personal and professional growth. Candidates, in turn, foster such dispositions.
Directory of Faculty and Staff

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Part II: University Foundations

Education is not the filling of a pail, but the lighting of a fire.
-William Butler Yeats

Foundational Statements
Mission
Vision
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Logo
College of Education Mission Statements
Foundational Statements

Mission

The mission of Concordia University, Saint Paul, a university of the Lutheran Church – Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, all within the context of the Christian Gospel.

This mission is achieved when students pursue programs grounded in the liberal arts and focused on education for vocation in home, workplace, community, and congregation.

Therefore, the university pursues the following purposes:

1. to relate human learning and experience to the Christian faith as this faith is confessed within our Lutheran heritage;

2. to provide education within the context of a global perspective;

3. to structure personalized and integrated learning experiences in which students share with faculty the responsibility for their own intellectual, social, emotional, and spiritual growth;

4. to offer a variety of experiences in and out of the classroom designed to assist students in acquiring greater self-understanding, in achieving growing realization of their abilities and interests, and in investigating options for service in the home, workplace, community, and congregation.

Vision

The vision of Concordia University, Saint Paul, is to be acknowledged as the leading Lutheran university offering exceptional opportunities for students from all backgrounds who seek relevant career preparation and a challenging academic experience coupled with the insights of Lutheran theology.

Motto

In litteris proficere volo malo deligere Jesum

“I want to become an educated person, but even more important I want to love Jesus.”

Promise to Students

Concordia University, Saint Paul, empowers you to discover and engage your purpose for life, career and service, in a dynamic, multicultural, urban environment, where Christ is honored, all are welcome, and Lutheran convictions inform intellectual inquiry and academic pursuits.
Seal

The Concordia University seal was originally designed by Dr. Theodore Buenger for Concordia College in 1895. The Lamp of Learning symbolizes the light of the knowledge of God’s Word illuminating the minds of the students as well as the darkness of the world. The Crossed Quills symbolize the writings of the student and the writings of the great individuals throughout history from which the student learns. The Moccasin Flower symbolizes the State of Minnesota and the beauty of God’s creation. The inscription places learning in the context of the Christian Gospel. Dr. Buenger used the Latin language in keeping with the classical ideals characteristic of our school: In litteris proficere volo, malo diligere Jesum. This may be translated, “I want to become an educated person, but even more important I want to love Jesus.” It is based on Ephesians 3:19: “And to know the love of Christ that surpasses knowledge, that you may be filled with all the fullness of God” (ESV).
The Concordia University, Saint Paul, logo is in the form of a window symbolizing Christian higher education as a window on life. Framed within the window, a cross emerges, which identifies Christ as the center of life. The asymmetrical window and cross reflect that life is not always logical or consistent, but Christ holds all things together. The four complementary colors represent harmony in diversity and harmony in Christ.

**Cross:** The cross portrays our mission to educate students in the context of the Christian Gospel. The Good News of Jesus Christ forms the basis of life and education at Concordia.

**Quill:** The quill is taken from our academic seal and represents our tradition and commitment to academic excellence and the love of learning.

**Individual:** The individual represents our serving the individual student while encouraging their personal development and responsibility the education process. The outstretched arms imply reaching out to others, openness to community.

**Globe:** The globe reminds us of our world community and Christ’s command to teach all nations. It also reflects our concern for enlightened care of God’s creation, which is part of our mission statement.

**College of Education Mission**

The College of Education prepares professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research and leadership in our diverse and global community.
Part III: Program Foundations

*If a child can’t learn the way we teach, maybe we should teach the way they learn.*

b-Ignacio ‘Nacho’ Estrada

Introduction to the Undergraduate Teacher Education Programs
Learner Outcomes
Conceptual Framework (summary)
Minnesota Code of Ethics for Educators
Introduction to the Department of Undergraduate Teacher Education Programs

The Department of Undergraduate Teacher Education (DUTE) programs are designed to provide an opportunity for candidates to earn a B.A. degree and be eligible to apply for a Minnesota teaching license for one of 15 licenses or endorsements. (Birth-Grade 3; Elementary Education K-6; 5-12 Health/K-12 PE; 5-12 Communication Arts and Literature; 9-12 Math; 9-12 Biology; 9-12 Chemistry; 5-12 Social Studies; K-12 Visual Arts; K-12 Instrumental/Classroom Music; K-12 Vocal/Classroom Music; 5-8 Social Studies Endorsement; 5-8 Math Endorsement; 5-8 Communication Arts and Literature Endorsement; Pre-K Endorsement)

Concordia University’s DUTE program is delivered through face-to-face daytime and evening courses, blended courses using face-to-face and online deliver modes; online courses; and online asynchronous courses.

Of note, however, is that the design of the program, the delivery of courses, and the intended outcomes pale in comparison to the reality of what makes a good teacher.

Here is a story.

In a 1992 Calvin and Hobbs cartoon (Watterson), 6-year-old Calvin asks his teacher whether he is being adequately prepared for the challenges of the 21st century. He wants to know if he will have the skills and competencies that will allow him to succeed in a tough, global economy. In response, the teacher suggests he start working harder because what he will get out of school depends on how much effort he puts into it. Calvin ponders this advice for a moment and says, "Then forget it."

The exchange between Calvin and his teacher illustrates an important point about what matters when it comes to student learning and personal development – that which must happen for someone to become a teacher. Indeed, one of the unequivocal conclusions from How College Affects Students (Pascarella & Terenzini, 2005) is that the amount of time and energy students put forth is positively linked with the desired outcomes of education (undergraduate education in this research). This is known as student engagement. Unfortunately, Calvin's response is all too common, if not according to what students say, then by what they do or do not do. It is time to become a “doer” and to become “engaged” in the learning process to become a teacher.
Learner Outcomes for the Concordia University Teacher Education Programs

The Undergraduate Teacher Education programs lead to eligibility for a wide variety of teaching licenses. The outcomes for the programs are organized in reference to the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teacher Licensing and Development, also known as the Minnesota Standards of Effective Practice:

1 – Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create experiences that make these aspects of subject matter meaningful for students.

2 – Student Learning: The teacher understands how children and youth learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

3 – Diverse Learners: The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

4 – Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage the students’ development of critical thinking, problem solving, and performance skills.

5 – Learning Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6 – Communication: The teacher uses knowledge of effective verbal, non-verbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7 – Planning Instruction: The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8 – Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of his/her learners.

9 – Reflection and Professional Development: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10 – Collaboration, Ethics, and Relationships: A teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support the students’ learning and well-being.
Mission of the College of Education: The College of Education prepares professionals in a Lutheran liberal arts environment for lifelong learning and service in teaching, research, and leadership in our diverse and global community.

Vision of the Education Preparation Provider (EPP): The faculty, staff, and programs embrace and live the core values of quality, diversity, and service—all within the context of the Christian Gospel. The faculty and staff foster a caring, Christian learning environment, rich in technology and wonderfully diverse, in which each candidate receives individualized attention to facilitate personal and professional growth. Candidates, in turn, demonstrate exemplary dispositions in their future P-12 classrooms.

Mission of the Department of Undergraduate Teacher Education: The Department of Undergraduate Teacher Education prepares professional, academically capable, and personally responsible entry-level educators who are professional decision makers to serve in diverse and global educational communities.

Mission of the Department of Graduate Teacher Education: The Department of Graduate Teacher Education, prepares professionals at the advanced/graduate level to be decision makers, reflective practitioners, and adaptive experts for teaching, research, and leadership in diverse and global educational communities.

Liberal Arts Tradition and General Education

Concordia University prepares entry-level professional educators for service in public, private, and parochial (primarily Lutheran) schools as well as in-service practitioners for continued professional growth.

The university has established learning outcomes for all students articulated as the “Framework for Learning.” The university catalog notes that The Framework for Learning was created by the faculty as a conceptual model to organize the learning of students at Concordia University. The function of the Framework for Learning is to make explicit how Concordia University understands and applies its mission statement. To help realize the goals of the mission statement, the total educational experience of Concordia students—both in and out of the classroom—is placed within an overarching structure called the Framework for Learning. The Framework includes goals and competencies in eight areas: aesthetic, intellectual, physical, spiritual, communication, interpersonal, civic, and global.

In turn, the 11 University Outcomes have been derived from the Framework for Learning. It is
expected that all students will accomplish these University Outcomes through a variety of experiences and various coursework. It is expected that students in the Master of Arts in Teaching (MAT) program come to Concordia University with an undergraduate bachelor’s degree from a regionally accredited institution of higher education where these ends were achieved. Even so, many of the courses in the MAT include some content – the subject matter that is taught in the elementary classroom.

The goals and competencies of the Framework for Learning are identified in eight areas and students in the undergraduate programs and in the MAT program should be able to demonstrate these competencies by the end of their coursework at Concordia University:

**Aesthetic**
Goal: to increase awareness, understanding and informed critical appreciation of artistic expression and to foster creative talents within the student.
Competencies: With the help of the Concordia community, the student will:
- A. understand the importance of artistic expression in reflecting and shaping the life of human communities;
- B. appreciate the arts by exploring them in relation to philosophical, religious and social thought;
- C. appreciate the arts by experiencing major forms of artistic communication;
- D. appreciate and examine the relationship of the arts and ineffable aspects of human experience; and,
- E. value one's self as a contributor to, appreciation of and participant in various avenues of artistic expression.

**Intellectual**
Goal: to develop the ability to think critically, incorporating skills for imagining, organizing, analyzing and evaluating.
Competencies: With the help of the Concordia community, the student will:
- A. reason logically, reflectively and independently;
- B. examine, analyze and integrate ideas, applying inductive, quantitative and abstract thinking;
- C. synthesize and formulate new ideas;
- D. arrive at thoughtful, informed and ethical decisions; and,
- E. use appropriate and current technology in problem solving, research and analysis.

**Physical**
Goal: to foster informed healthful living, balanced service to God and humanity and enlightened care for self.
Competencies: With the help of the Concordia community, the student will:
- A. demonstrate strategies that promote lifelong health;
- B. implement and evaluate a personal physical fitness plan;
- C. implement a health-conscious lifestyle, including intellectual and emotional wellness; and,
- D. balance health of physical self and service to God and humanity.

**Spiritual**
Goal: to foster understanding of the Gospel and its Biblical source from the perspective of Lutheran theology, including implications of the Gospel for human experience and for vocation in home,
workplace, public life and congregation.

Competencies: With the help of the Concordia community, the student will:

A. appreciate and understand the content of the Bible, with appropriate reference to the Gospel and Lutheran theology;
B. describe the Christian tradition, noting the university's Lutheran heritage, and examine the range of Christianity's influence on human history and culture;
C. relate with sensitivity to various religious traditions;
D. understand the complexities of the intersections of religion and society, including questions of ethics and vocation; and,
E. serve the larger community and reflect on the significance of that service.

Communication

Goal: to develop an awareness of communication processes and the desire and skill to improve writing, speaking, research, synthesis and analysis.

Competencies: With the help of the Concordia community, the student will:

A. understand and demonstrate the writing and speaking process, developing theoretical knowledge of and applying skills in interpersonal, public and intercultural communication contexts;
B. respond to texts with attention to logic, style, voice, organization and effect;
C. use skills of logic, research, evaluation and synthesis in a variety of contexts;
D. describe communication factors in the development, maintenance and dissolution of relationships;
E. demonstrate a responsible, ethical use of all forms of communication; and,
F. demonstrate application of technology as a communication tool.

Interpersonal

Goal: to develop understanding of self and self in relation to others.

Competencies: With the help of the Concordia community, the student will:

A. understand human behavior individually, in groups and in organizations;
B. understand his/her own experience and paradigms, discover biases and their effects on behaviors, thought processes, feelings and spirituality;
C. develop empathy and understanding for others from similar as well as from different backgrounds;
D. develop self-understanding within the context of relationships with others; and,
E. demonstrate cooperative approaches to conflict resolution.

Civic

Goal: to understand the structure and operations of governments as well as the dynamic interplay between individual and corporate identities; to examine patterns and processes of culture and social structure.

Competencies: With the help of the Concordia community, the student will:

A. evaluate and understand current and historical societal issues;
B. compare and contrast issues, societal institutions and policies in the U.S. with those of other countries;
C. articulate a coherent democratic and just vision for the U.S., including the rights and responsibilities of its citizens and the role of the state; and,
D. participate in the body politic: campus, city, state, national, or international.

Global
Goal: to facilitate an informed understanding of our global interdependence and the ability to interact effectively with people, language and cultures other than a student's own.
Competencies: With the help of the Concordia community, the student will:
   A. relate with an informed perspective to people of at least one other culture of the world;
   B. relate with an informed perspective to people of at least one other culture of the United States;
   C. identify economic, political, religious, scientific, technological, geographical, environmental and other links in our global community;
   D. work towards justice and environmentally responsible living within a global perspective; and,
   E. recognize and act upon the difficulties caused by ethnocentrism.

Conceptual Framework Specific for Teacher Education Programs

The conceptual framework for the teacher education programs – Educator as Professional Decision Maker, Reflective Practitioner, and Adaptive Expert – articulates the multiple dimensions of these programs at Concordia University. The included visual model (Figure 1) presents the components of the framework and communicates the relationships that the components have with one another. The model suggests a dynamic, interactive, energetic, and productive orientation to the preparation of professional educators at Concordia University.

NOTE: The complete conceptual framework will be addressed in the first course in the MAT program and revisited regularly through other coursework.
Educator as Professional Decision Maker, Reflective Practitioner, and Adaptive Expert

FIGURE 1
Coursework and Sequence

The course sequences for each the programs in the Department of Undergraduate Teacher Education vary depending on the program. The Concordia University Academic Catalog is the most current list of requirements for each program. All programs can be found at this link: http://catalog.csp.edu/undergraduate/

Additionally, each teacher candidate in the program must review their degree audit (found in student resources in CSP Connect in Blackboard) in collaboration with their Teacher Education Faculty Mentor. You and your mentor will plan out your course sequences to ensure the most effective and timely completion of the program. It is highly recommended that teacher candidates in the Department of Undergraduate Teacher Education (DUTE) meet with their Teacher Education Faculty Mentor every semester. For Teacher Candidates pursuing a secondary teacher education program, you have a content mentor and a Teacher Education Faculty mentor.

You are assigned a Teacher Education Faculty Mentor by the advising office. Our Teacher Education Faculty Mentors are:

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Ms. Karla Hansen is the student advisor in the Academic Advising Center who works with all Teacher Education students.

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Minnesota Code of Ethics for Educators
Statute 8700.7500 CODE OF ETHICS FOR MINNESOTA TEACHERS

Subpart 1. Scope.

Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which
is to adhere to a set of principles which defines professional conduct.

These principles are reflected in the following code of ethics, which sets forth to the education
profession and the public it serves standards of professional conduct and procedures for
implementation.

This code shall apply to all persons licensed according to rules established by the Board of Teaching.

Subpart 2. Standards of professional conduct.

The standards of professional conduct are as follows:

A. A teacher shall provide professional education services in a nondiscriminatory manner.

B. A teacher shall make reasonable effort to protect the student from conditions harmful
to health and safety.

C. In accordance with state and federal laws, a teacher shall disclose confidential information about
individuals only when a compelling professional purpose is served or when required by law.

D. A teacher shall take reasonable disciplinary action in exercising the authority to
provide an atmosphere conducive to learning.

E. A teacher shall not use professional relationships with students, parents, and colleagues to private
advantage.

F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.

G. A teacher shall not deliberately suppress or distort subject matter.

H. A teacher shall not knowingly falsify or misrepresent records or facts relating to that teacher's
own qualifications or to other teachers’ qualifications.

I. A teacher shall not knowingly make false or malicious statements about students or colleagues.

J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or
provisionally licensed for that position.
Part IV: LiveText and the ePortfolio

“The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.”

- Edward George Bulwer-Lytton
  English novelist (1803-1873)

Development of a LiveText Assessment ePortfolio and Account
Creating a LiveText Account
Using Your LiveText Account
Development of a LiveText Assessment ePortfolio and Account

LiveText by Watermark is a browser-based ePortfolio and assessment management web application used in over 500 national and international colleges and universities including Concordia University. Candidates in the DUTE programs purchase a LiveText account in either ED201 or ED202 and develop an ePortfolio in LiveText throughout their coursework. The ePortfolio demonstrates that candidates have successfully met the state of Minnesota Standards of Effective Practice for teachers. It will be reviewed for Admission to the Teacher Education Professional Program, just prior to the Student Teaching semester by the University Supervisor and the Cooperating Teacher, and at the end of the Student Teaching semester by faculty in the teacher education program at Concordia University.

During the Student Teaching Clinical, LiveText is the primary communication platform among Student Teachers, University Supervisors, and Cooperating Teachers. For example, lesson plans are posted in LiveText during the Student Teaching Clinical and are then available for both the university supervisor and the cooperating teacher to review.

The first LiveText ePortfolio activity takes place in ED201 or ED202. In these courses candidates purchase a license for LiveText, access the portfolio template online and make it their own, and upload the documents required for admission to the teacher education program Candidate admission to the Teacher Education Profession Program occurs during ED201 and ED202 (see Part V below). 

As candidates move through the DUTE programs they continue to add artifacts and rationale statements during each course paying careful attention to which artifacts are “best fits” for a particular standard. At least one artifact should be uploaded from every course but additional artifacts are encouraged. It is up to each candidate to “make the case” that they have met each of the 10 Minnesota Standards of Effective Practice. By the end of Student Teaching all standards must be addressed by at least two or three artifacts. There is not one right way to complete this task. Artifacts can really be anything “uploadable” that is completed as an assignment during each course (including papers, lesson plans, field experience reports).

Purchasing a LiveText License

1. Log into livetext.com
2. Click “register” and “field experience edition” and “purchase membership”
3. Complete the registration process.
Using Your LiveText Account

1. Log into your LiveText account
2. Click on “LiveText Docs” at the top of the page
3. Click on +New (located under My Work)
4. You are now on the Create a Document page
5. You will choose our CSP Teacher Ed Template by looking under “Choose Template”.
   There you will see MN: Concordia University and the word “E-portfolios”.
   Click on “E-portfolios”
6. Now, click on “Teacher Education ePortfolio-Initial License”
7. On the right of the screen, you will see the template for your ePortfolio. Scroll all the way to the bottom of that screen.
8. Click on Create Document
9. Time to title your document. Leave the title as it is but add your first and last name to the front of the title. So, it will say, for example “Sam Jensen Teacher Education ePortfolio – Initial License”.
   Click OK
10. Your personal Teacher Education ePortfolio will now appear.
11. Along the left hand side you will see the required contents of your ePortfolio. The first thing you will do is personalizing your ePortfolio. To personalize your ePortfolio, click on “Welcome” (the second section in the lineup on the left). Here you will add your professional welcome message, your photo, and your contact information.
12. Every time you log back into LiveText and click on “LiveText Docs” at the top of the page, you will see your personally named ePortfolio. You can open it and work on it anytime!
13. When it is time to submit your ePortfolio click on “Share this document” near the top of the page. Where it says “Look in” click “My Institutions”. In the “Search View” box enter the first and last name of the faculty member with whom you are sharing your ePortfolio.
Part V: Teacher Education Professional Program

*Children are like wet cement, whatever falls on them makes an impression.*

- Haim Ginott
Admission to the Teacher Education Professional Program

All teacher education candidates at Concordia University – and throughout the state of Minnesota – must be officially admitted to their respective Teacher Education Professional Programs in order to be able to be “on track” to eventually be placed into a Student Teaching Clinical experience. This is a process whereby Concordia University "guarantees" cooperating schools, cooperating teachers, and the children they teach that candidates have been vetted in some way and are able to demonstrate an understanding and some level of mastery of the subject matter they teach, of how children develop and learn, of a repertoire of teaching strategies, and that candidates have the personal qualities to engage with children in the school setting. All four of these competencies are important but appropriate personal qualities are absolutely necessary.

Candidates not admitted to the Teacher Education Professional Program during the semester they take ED201 or ED202 MUST complete a remedial plan of improvement with their Teacher Education Faculty Mentor or may be excluded from teacher education coursework in future semesters.

The Admission to Professional Program process takes place during ED201 and ED202.

The process to be admitted into the Teacher Education Professional Program for DUTE Teacher Candidates is as follows:

1. A faculty review of candidate scores on the Minnesota NES Essential Academic Skills examinations. There are minimum scores necessary for Admission to the Teacher Education Professional Program and minimum scores necessary for placement into a Student Teaching Clinical (see below).

2. A faculty review of candidate LiveText ePortfolios. Candidates purchase a license for LiveText and complete their Admission to Program section of the portfolio during ED201 or ED202. All requirements for this section of the portfolio are explained and completed during guided in-class work during ED201 or ED202.

3. Approval by the academic department tasked with approving candidates for initial licensure (the Department of Undergraduate Teacher Education).

Concordia University has established minimum scores to be admitted to the Teacher Education Professional Program and for Placement into a Clinical Experience. These minimum scores are in place for all students who began their programs on or after July 1, 2016.
<table>
<thead>
<tr>
<th>MN NES Essential Academic Skills Test</th>
<th>PELSB Licensure Minimum</th>
<th>Minimum Score to be Admitted to Teacher Education Professional Program</th>
<th>Minimum Score to be Placed into a Clinical Experience (Student Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Reading</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Writing</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
</tbody>
</table>
Part VI: Fieldwork and the Student Teaching Clinical Semester

“The true aim of every one who aspires to be a teacher should be not to impart his own opinions, but to kindle minds.”

-Frederick William Robertson
English clergyman (1816-1853)
Integrated Fieldwork in Coursework

Understandably, the Minnesota Professional Educator Licensing and Standards Board requires candidates for a teaching license to have learning experiences “in the field” prior to placement in a Student Teaching Clinical.

From Minnesota Administrative Rules: “The teacher licensure programs incorporate a range of planned and supervised field-based experiences prior to student teaching that provide candidates opportunities to demonstrate the unit's indicators of professional dispositions and the required skills and knowledge under parts 8710.2000 to 8710.8080 spanning the scope of the license; the unit has a process to assure that programs provide and require experiences in the field aligned to the scope and content of the licensure field sought; the unit has a process to assure that all candidates have experiences with diverse populations, including students with a range of exceptionalities, and students representing a diversity of socioeconomic, linguistic, cultural, ethnic, and racial backgrounds.”

From Minnesota Administrative Rules 8705.1000 UNIT APPROVAL FOR TEACHER PREPARATION

Thus, various courses in the teacher education programs require fieldwork experiences as part of the required coursework for those courses. Each assigned field experience will require hours spent observing in a school classroom for various aspects of teaching. A reflection/synthesis paper will be written as assigned at the end of the field experience hours.

Candidates are encouraged to do the following when seeking out school settings in which to complete fieldwork:

a. Contact the school office by telephone and explain that you are taking a course in a teacher preparation program through Concordia University and that you are required to complete observation hours in a K-12 classroom. Ask with whom you could meet face-to-face to discuss this matter and make an appointment to meet with that individual (ask to speak to that person if a meeting is not required). It may be the principal or an assistant principal or some other front office staff member tasked with these sorts of things.

b. Take the following to your appointment – 1) your course syllabus and be prepared to show them the field experience assignment details listed in the syllabus.

c. **It is important that you emphasize** that you ARE NOT asking to do a clinical experience, or a Practicum, or Student Teaching but rather to complete a fieldwork assignment via an observational or volunteer experience. **Reiterate what the assignment for the course includes** – e.g., observations, interviews, tutoring a student or two, etc. (whatever your syllabus requires for this assignment.)

d. When you have gained admission to a classroom and have met with that teacher to explain the requirements of your field experience, you will schedule your hours with him/her. **It is paramount to your professionalism and to that teacher’s time** that you “show up” for each of the scheduled times. The teacher is expecting you.
Comparison of How Minnesota State Requirements are Met through Concordia University Fieldwork and Student Teaching Clinical Experiences

<table>
<thead>
<tr>
<th>Fieldwork and Student Teaching Clinical Requirements</th>
<th>Concordia University Undergraduate Initial Licensure Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fieldwork Activities</td>
<td>15-30 hours spread across courses during a candidate’s program of study – candidates find their own experiences</td>
</tr>
<tr>
<td>Fieldwork / Practicum</td>
<td>5 week placement into a school setting (100 hours) – Concordia University does placements and candidates have a University Supervisor</td>
</tr>
<tr>
<td>Student Teaching Clinical</td>
<td>15 to 16 weeks – Concordia University does placements in two different classrooms (typically 9 weeks at one level and 6 weeks at a second level); candidates are assigned a University Supervisor and two Cooperating Teachers</td>
</tr>
<tr>
<td></td>
<td>15 semester credits</td>
</tr>
</tbody>
</table>

**Student Teaching Clinical Semester**

The Student Teaching Clinical experience consists of two placements across the scope of the teaching license. The semester is 15 to 16 weeks in length and begins the last week of August when teachers report to their classrooms. Typically two placements are completed – one for nine weeks and one for six weeks; one experience is in grades Kindergarten through second and the other is in grades three through six.

Candidates may not begin the Student Teaching Clinical unless minimum scores have been met on the *MN NES Essential Academic Skills* examinations. That minimum score is 478 on each test – writing, reading, math.

Most teachers report that their student teaching clinical semester was the most transformative experience in during their preparation. This is the time that candidates will try out theories and strategies experienced, observed, and learned during coursework and field experiences. The semester will be shared with an experienced teacher who has volunteered to mentor and teach you. This is an exciting time but not an easy time. Candidates will have days that are thrilling and successful as well as days of struggle and frustration. Such is the life of a teacher.

In addition to the Cooperating Teacher, candidates will have a University Supervisor for guidance and support. Remember, teaching is collaborative and reflective and everyone has room for improvement. The constant reflection with colleagues – the Cooperating Teacher and the University...
Supervisor – will be an excellent strategy to improve and be successful

The Coordinator of Field Experiences and Clinical Practice determines the Student Teaching Clinical assignments giving consideration to the candidate’s past experiences, and availability of qualified teachers. Please note that Concordia University is an urban education institution. Therefore clinical field experience placements will reflect that mission.

The Coordinator conducts orientations and regular seminars with student teachers. Seminars are held on specifically assigned days and most often are on campus. Attendance, professional behavior, and participation are required. The Student Teacher is responsible for informing the School Principal and Cooperating Teacher of these dates, which are considered “excused” absences from the clinical site. Attendance at the Job/Career Fair in April is also an excused absence if a candidate is doing the Student Teaching Clinical semester in the spring. Contact the Coordinator regarding any absences from the school site or seminars. Unacceptable attendance will result in an incomplete grade for the Student Teaching Clinical experience.

To prepare for this semester consider the following:

During the Student Teaching Clinical, candidates must keep the same morning and afternoon hours as the Cooperating Teacher. The job of the teacher candidate during this semester is to be at the school working alongside the Cooperating Teacher. Candidates must be available before the children arrive in the morning and after their dismissal in the afternoon. After-school time is meant to provide opportunities for planning and conversation with the Cooperating Teacher. Late afternoon, evening, and weekend hours are required for activities such as assessing student work, developing lesson plans, preparing bulletin boards and/or learning centers, and participating in professional after-school meetings. Student Teachers must also attend all meetings and in-service opportunities required of the Cooperating Teacher. Student Teachers follow the calendar of their school, attend teachers’ conferences, and observe holidays as scheduled by the school.

In addition:
- Student Teachers are expected to be at the school site each day of the experience.
- Coming late and/or leaving early is not acceptable, and must be brought to the attention of the University Supervisor.
- In case of illness or emergency, the candidate is to notify immediately the Cooperating Teacher and the University Supervisor.
- Absences for any other reason must be discussed with the Cooperating Teacher and the Coordinator of Field Experiences and Clinical Practice. Additional days will be added to the experience to make-up the days missed.

Co-Curricular Activities and Employment
- Student Teaching is considered a full-time experience.
- Student Teachers are expected to make the experience their highest priority.
- Participating in co-curricular activities is strongly discouraged.
- Employment during the Student Teaching Clinical semester is strongly discouraged.
• Participation in other classes/seminars during the Student Teaching Clinical semester is strongly discouraged – in fact, all courses must be fully completed before participating in the Student Teaching Clinical.

During the first seminar, each Teacher Candidate will receive a Student Teaching Handbook prior to beginning their clinical.

Application for Placement into a Student Teaching Clinical

Applications for Placement into a Student Teaching Clinical are due to the Coordinator of Field Experiences and Clinical Practice by February 1 in the year that placement is desired. (The application for clinical placement can be found on the teacher education website). In order to submit your application for placement into student teaching, you must meet with your Teacher Education mentor, bring a copy of your current degree audit, and be on track for completion of all program coursework before the start of the student teaching clinical. Your application form must be signed by your Teacher Education Mentor (not your content advisor). Candidates may not be placed into a Student Teaching Clinical unless they have been admitted to the teacher education program, post the minimum GPA, and post the minimum scores (478) on the MTLE Basic Skills or MN NES Essential Academic Skills examinations.

edTPA

The edTPA is a state-required assessment completed during the Student Teaching Clinical semester. It is a nationally-scored assessment of a candidate’s teaching performance as captured on video and evaluated by the candidate via a written analysis. Passing scores are necessary in order to complete the Concordia University teacher education program. Completion of the EdTPA assessment is required for Minnesota licensure. Completion of the edTPA is one requirement for a passing grade in the student teaching clinical semester. The Teacher Candidate will be guided on their writing of the edTPA throughout their student teaching clinical during each required seminar meeting.

MTLE Content and Pedagogy Examinations

The MTLE Content and Pedagogy examinations are required by the state of Minnesota. Concordia University recommends that candidates complete the MTLE Content and Pedagogy examinations during the Student Teaching Clinical semester. Passing scores are necessary to apply for the Tier 3 teaching licensure through the Minnesota Department of Education. More details are available at the MDE website.

Lesson Plan Templates

See the Teacher Education website for the current template.
https://concordia.csp.edu/teachered/current-teacher-education-students-forms-materials/
Part VII: Program Completion and Teaching Licensure

We are what we repeatedly do. Excellence then, is not an act, but a habit.

-Aristotle

Teacher Education Program and Licensing Fees
Requirements for Program Completion
# Teacher Education Program and Licensing Fees

(As of September 1, 2018)

**DEPENDING UPON THE LICENSURE AREA, YOUR COST WILL RUN BETWEEN $700 and $1,000**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Amount</th>
<th>When Incurred</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>Reading, Writing,</td>
<td></td>
<td>The Minnesota National Evaluation Series™ tests are offered through the MTLE site. They are referred to as the “Essential Academic Skills” tests. <strong>Note: The same fee is required for any test retake.</strong></td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LiveText Registration</td>
<td>$135 – $145</td>
<td>During ED 201 and ED202</td>
<td>This is the fee for access to the ePortfolio used for the submission of Admission to Professional Program documents, regular submissions to the ePortfolio, and for the submission of the edTPA and other activities during the Student Teaching Clinical semester. Access is granted for five years with registration.</td>
</tr>
<tr>
<td>Pedagogy and Content Tests</td>
<td>$47.50 for each test</td>
<td>During the Student Teaching</td>
<td>Candidates are encouraged to complete these eight weeks prior to the end of the Student Teaching Clinical semester in order to receive scores in a timely manner. <strong>Note: The same fee is required for any test retake.</strong></td>
</tr>
<tr>
<td>(MTLE)</td>
<td></td>
<td>Clinical semester</td>
<td></td>
</tr>
<tr>
<td>Education MN</td>
<td>$25</td>
<td>At the beginning of</td>
<td>Professional liability insurance</td>
</tr>
<tr>
<td>(National Education Association)</td>
<td></td>
<td>Student Teaching</td>
<td></td>
</tr>
<tr>
<td>edTPA</td>
<td>$300 *</td>
<td>During the Student Teaching</td>
<td>Requirement of the Professional Educator Licensing and Standards Board (PELSB) * Students are responsible for the cost of resubmission if passing scores are not obtained</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical semester</td>
<td></td>
</tr>
<tr>
<td>Fingerprinting</td>
<td>There may be a nominal</td>
<td>Near the end of the Student</td>
<td>Requirement of PELSB and must be included with the initial licensure application, together with an official transcript.</td>
</tr>
<tr>
<td></td>
<td>fee when you go to your</td>
<td>Teaching Clinical semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>local law enforcement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>agency ($10 – $50)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Initial Teaching License via PELSB

<table>
<thead>
<tr>
<th>Initial Application fee: $90.25</th>
<th>After the Student Teaching Clinical semester</th>
</tr>
</thead>
</table>

As of July 1, 2018; this is subject to change by the Minnesota Department of Education.

**NOTE:** Original transcripts must also be included for licensure courses transferred to Concordia University.

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Requirements for Initial Teacher Licensure
Professional Educator Licensing and Standards Board (PELSB)

**TIERED LICENSING WENT INTO EFFECT JULY 1, 2018**

**Paper Applications for All Tiered Teacher Licenses Now Available Online**

Because the online licensure system is not yet operational, PELSB will use paper applications. Applications can be found on the PELSB website homepage under "Apply" -- [https://mn.gov/pelsb/](https://mn.gov/pelsb/).

Please download and print the Application - complete your portion (if you are applying for a Tier 2 license, have your District complete its portion) - then mail or deliver your Application to Anne Heilman in the Education Office with your payment. We will complete the appropriate Section of your Application (student teaching), have it signed by a certifying officer, obtain your transcript from the Registrar's Office, and forward the packet on to PELSB for processing. If you currently have a PELSB File Number, you do not need to complete the fingerprinting process again and your fee will be $57. If you are applying for your initial license, you will need to obtain your fingerprints (cards are available in the Education Office; please email Anne Heilman at heilman@csp.edu), and your fee will be $90.25. There is information available on the Application to help you determine your Tier. If you have any questions, please feel free to contact Anne Heilman at 651-641-8200.

All of the forms and additional information at the PELSB website:

[https://mn.gov/pelsb/](https://mn.gov/pelsb/)

Please note that the tiered licensing system will be online at some point during the 2019-2020 academic year.

Please note that it can take up to 30 days after tests are taken for results to reach Concordia University. Further, the university cannot accept any emails about successful testing, scores, etc. Results must come to the university directly from the testing company.

**AND …**

Candidates are encouraged to NOT apply for the initial license until they have been notified by the university that the degree has been awarded or the program is completed.
The PELSB has established the passing scores for the MN NES EAS subtests in order for candidates to be licensed teachers. Candidates must take and pass each subtest to qualify for a Minnesota teaching license. Additionally, Concordia University requires that candidates complete each of the three subtests prior to the completion of the first course in Master of Arts in Teaching (MAT) program. The subtests may be taken prior to enrollment.

Further, Concordia University has established minimum scores to be admitted to the Teacher Education Professional Program and to be placed into a Student Teaching Clinical. Admission to the Teacher Education Professional Program typically takes place after successful completion of the fourth course in the program and completion of a process that includes the submission of a LiveText ePortfolio. Minimum scores are as follows:

<table>
<thead>
<tr>
<th>MN NES Essential Academic Skills Test</th>
<th>PELSB Licensure Minimum</th>
<th>Minimum Score to be Admitted to Teacher Education Professional Program</th>
<th>Minimum Score to be Placed into a Student Teaching Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Reading</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
<tr>
<td>Writing</td>
<td>520</td>
<td>432</td>
<td>478</td>
</tr>
</tbody>
</table>

**ACT Plus Writing or SAT Examinations may be substituted for the Basic Skills Tests in Mathematics, Reading, and Writing**

Beginning January 1, 2015, passing scores on the ACT Plus Writing or SAT exams may also be submitted to meet the requirement for a skills exam in reading, writing and mathematics. In 2014, the then Board of Teaching adopted the following passing scores:

**ACT Plus Writing**  
Composite Score ≥ 22 and Combined English/Writing or ELA ≥ 21

**SAT**  
Reading ≥ 510 Writing ≥ 510 Mathematics ≥ 520

NOTE: The ACT Plus Writing must be taken as a complete examination. Candidates who have previously taken the standard version of the ACT must take the new ACT Plus Writing in its entirety, should they choose this option. ([http://sat.collegeboard.org/register/sat-us-dates](http://sat.collegeboard.org/register/sat-us-dates))  
SAT score reports must be requested from the following: [http://sat.collegeboard.org/register/us-services-fees](http://sat.collegeboard.org/register/us-services-fees)

Other answers may be found at Access SAT Frequently Asked Questions  
[http://sat.collegeboard.org/about-tests/sat/faq](http://sat.collegeboard.org/about-tests/sat/faq)
Part VIII: Policies and Procedures

Students don’t care how much you know until they know how much you care.
Anonymous
Dispositions of Teacher Candidates in DUTE

Teacher candidates must have the attitudes, values, and dispositions to use their knowledge and skills most effectively. Those dispositions will be assessed during coursework and in the field during practicum and student teaching. They include:

**Communication & Interpersonal Skills**
- **Oral Communication**
  - Listens to others in a variety of contexts
  - Interacts in a polite and respectful manner
  - Communicates without the intent to deceive
  - Interacts positively and professionally with students, peers, teachers, university personnel, and others
- **Written Communication**
  - Uses language that meets professional standards and is not demeaning or harmful to any individual or group
  - In written communication, cites others when required

**Emotional & Physical Abilities**
- Works under time constraints and submits expectations and assignments on time
- Concentrates in distracting situations
- Possesses the physical stamina to work a full day
- Maintains composure in class
- Demonstrates situational appropriate behavior & professional demeanor
- Responds appropriately to actions and reactions of others

**Cognitive Dispositions**
- Prioritizes tasks and adapt to changing situations
- Demonstrates desire to improve skills
- Exhibits curiosity about subject area content
- Models flexibility regarding course content, process, and tasks
- Views reflection as a component of the instructional process

**Personal & Professional Dispositions**
- Arrives on time for professional commitments, classes, and field experiences
- Seeks assistance and follows supervision in a timely manner and accepts and responds appropriately to constructive review of work from professors and clinical faculty
- Demonstrates attitudes of integrity, responsibility, and tolerance in a nondiscriminatory manner, not knowingly making false or malicious statements
- Shows respect for self & others
- Projects an image of professionalism
Concordia University email Addresses, Frequency of Use, and Blackboard Frequency of Use

It is a Concordia University policy that instructors only use Concordia University email accounts when communicating via email with students. It is the responsibility of all students to check email daily during courses and frequently when courses are not in session. Students are required to respond all CSP emails within 24 hours. Note that students should also login to Blackboard with the same frequency in order to be aware of pertinent communication regarding the course or the program.

email Etiquette

How to send an email to your professor, a peer in the program, or any professional

- **Such emails should be treated like a business letter** – at least until you know the professor's personal preferences well. One can never be too formal in an email to your professor or any other professional.

- **The subject line should be specific.** Do not write something like "hey professor" in that line. Instead, write a few words about your purpose for writing: "Question about assignment," for example.

- **Use your professor’s name.** Some professors may suggest that you call them a less formal name at some point but always begin by addressing them as “Professor Jones” or “Dr. Jones.”

- **“Dear”, “Hi”, “Hey”, or nothing?** To some eyes and ears, "Dear Professor Jones" may be too formal for an email message – but in fact it will do just fine. To be safe, use the salutation – “Dear,”

- **Give your professor time to answer.** Although we have all become accustomed to the instantaneous quality of electronic communication, many times faculty simply cannot always answer a message quickly. Allow a full day, depending on the question, to respond. Feel free to resend the message if you have not heard back in two days. Be sure to include your course number and title in the message line.

About email Style

- **Always set up an email signature for your university email.** Include things such as your full name, your program, and even you telephone number if you wish to receive calls or messages.

- **Please do not use smiley faces or other emoticons when emailing professors, or all those Internet acronyms, abbreviations, and shortened spellings** (e.g., LOL, or "U" for "you"). Similarly, please do not confuse email style with texting style. All of that electronic
shorthand indicates a level of intimacy (and perhaps of age) that is inappropriate for exchanges with your professors.

- **Write grammatically, spell correctly, and avoid silly mistakes.** Proofread your emails. Use the spell checker. Especially double-check for embarrassing errors in your subject header. Show that you care about how you present yourself in writing to your professor, just as you would to an employer or job interview contact.

- **Use paragraph breaks** to help organize your message and it is easier to read.

**On email Content**

- **Emails are not for ranting.** Sometimes the very appearance of a message can signal "rant": very long paragraphs, no capital letters, no sentence breaks. These are not fun to read, and may well elicit the exact opposite response that you intend.

- Here is some advice: If you feel the need to rant, rant all you want in an email. **But do not send it.** Hit the delete button, and then write a more measured, professional message. (Many faculty members will tell you that they have files full of messages from students that should have been deleted before being sent to them.)

- An email in which you direct a **constructively** worded complaint to the person most able to address such complaints is just fine. For example: “Dear Professor Jones, Would it be possible to respond to the cohort on the DB before the last hour of the last night of DB work each week? It would give us all more time to reply to you. I appreciate your help.”

- **Keep most messages short.** Be sure to include enough information so that your reader can understand what you are requesting. Provide a bit of background or context if necessary. State your request clearly. Many professors advise that you think about why you are sending an email message. **Be respectful, and think about what kinds of things might sound odd or offensive to your professor.**

- We value the ease of communication that email offers us but we have also learned, over time, that we do not quite want such to feel like an instant-message exchange.

**Students with Disputes or Grievances**

Students in the College of Education (including Teacher Education candidates) who wish to dispute a decision made by Concordia University and/or its faculty and staff regarding recommendation for licensure or other matters in the College of Education must submit an appeal in writing within 60 calendar days after the contested judgment was made. All appeals will be processed within 30 calendar days after the submission of the appeal has been received. To file an appeal, candidates should do the following:

1. Consult with the Dean of the College of Education about the process.
2. Complete the Concordia University General Petition form explaining the nature of the dispute and/or grievance and submit it to the Dean of the College of Education.

Teacher Education candidates may contact the Minnesota Professional Educator Licensing and Standards Board at (651) 539-4200 or pelsb@state.mn.us to assist in resolving any dispute between themselves and Concordia University if the matter is related to the institution’s recommendation for licensure affecting the person or the person's credentials.

Department of Teacher Education Policies

1. Calculation of CGPA and Content GPA for Transfer Students

Concordia University transfers course credit to the university but not grades. The Department of Undergraduate Teacher Education, however, does use the grades for transferred courses to determine whether or not a student has met the minimum 2.5 CGPA (Cumulative Grade Point Average) for admission to professional program and the minimum 2.5 CGPA and minimum 2.75 content-area GPA (Grade Point Average) for recommendation for licensure. However, only general education courses and courses in the major will be used to determine the respective grade point averages. Additionally, no courses with grades below a C- will be accepted for coursework in the licensure program. (Approved by DUTE September 20, 2005)

2. Grades in Professional Course

Courses in a student’s licensure program must be transcripted at a grade of C- or better. This applies to courses taken at Concordia University or any other college or university. (Approved by DUTE August 22, 2003)

3. Satisfactory Progress in Teacher Education

The Department of Undergraduate Teacher Education (DUTE) reviews the status of teacher education students each semester. Students must maintain a cumulative grade point average of 2.50 to remain a student in good standing in the undergraduate teacher education program. Students who do not maintain a CGPA of 2.50 or higher or do not pass a Practicum, or Student Teaching experience are dropped from the teacher education program. Candidates may reapply through the normal application process one time.
4. Admission to the Professional Program Process Summary

- Accumulate 48 semester credits with a CGPA of 2.50 or higher.
- Take the National Evaluation Series™ (NES®) basic skills test; reading, writing and math subsections.
- Finalize, post and make public in LiveText, and share with faculty mentor your Admission to Teacher Education Professional Program ePortfolio according to the guidelines presented in ED201/ED202.
- Participate for an interview with teacher education faculty members and peers.

You must earn the following minimum scores on the NES Basic Skills Exam for admission to the Teacher Education Program:

<table>
<thead>
<tr>
<th>Test</th>
<th>Board of Teaching</th>
<th>Acceptance into Program Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>520</td>
<td>432</td>
</tr>
<tr>
<td>Reading</td>
<td>520</td>
<td>432</td>
</tr>
<tr>
<td>Writing</td>
<td>520</td>
<td>432</td>
</tr>
</tbody>
</table>

The Department of Undergraduate Teacher Education (DUTE) is responsible for making final decisions regarding admission of students to the Teacher Education Professional Program. Application typically occurs during the sophomore year or immediately upon transfer at the upper level from another institution of higher education. Students must be admitted to program at least one semester prior to Practicum and/or Student Teaching Clinical experience.

5. Policy for Teacher Candidates not admitted to Program

Teacher Candidates who have not succeeded in their attempt at admission to the Teacher Education Program must write an improvement plan with their Faculty Mentor. The Improvement Plan with the Faculty Mentor’s signature allows the student to take courses in the teacher education major with the understanding that they must achieve admittance to the program (see criteria in policy #4) before placement in a student teaching clinical.

6. Requirements to be Completed Prior to the Student Teaching Clinical

Students seeking admission to a Student Teaching Clinical placement must:
- Complete all required licensure courses and content courses in their discipline prior to entering their Student Teaching Clinical.
- Maintain CGPA minimum (2.5 and/or 2.75 in content area)
- Submit all four signed Human Relation Activity reports to the Education Office on or before the Student Teaching Clinical begins.
- Complete all general education courses.
Post minimum NES Basic Skills scores as listed below:

<table>
<thead>
<tr>
<th>Test</th>
<th>Board of Teaching</th>
<th>Concordia Minimum for Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>520</td>
<td>478</td>
</tr>
<tr>
<td>Reading</td>
<td>520</td>
<td>478</td>
</tr>
<tr>
<td>Writing</td>
<td>520</td>
<td>478</td>
</tr>
</tbody>
</table>

Any Teacher Candidate, who has been admitted to the Teacher Education Professional Program and voluntarily discontinues the program, is administratively withdrawn from the program, or fails a Practicum or Student Teaching experience, is no longer eligible as a candidate in the Professional Program. If the Candidate is not readmitted within four months after this action, upon readmission, they will be subject to the licensure regulations in force at the time of readmission.

7. Retrieval of NES/MTLE Test Scores by Alternate Means

As a matter of course, the Administrative Assistant (“AA”) for the Department of Undergraduate Teacher Education (“DUTE”) receives NES/MTLE test scores directly from the testing company, Pearson Education Inc. (“Pearson”). The AA is not permitted to receive any test scores directly from a student. If it is determined that a student has not properly designated Concordia University-St. Paul as one of the options to receive test scores, the student should contact the AA to let him/her know of the situation (conversely, the AA may contact a student to inquire about the status of test scores):

- If the test scores in question are NES/MTLE test scores, the AA will direct the student to contact the Licensing Supervisor at the Minnesota Department of Education to request that the student’s test scores are emailed to the AA. The AA should be cc’d on the email to that department; or
- If the test scores are not retrievable by the Licensing Department at the MN Department of Education, the AA will ask the student to come into the AA’s office, whereby the student will be permitted to use the AA’s computer to access his or her test scores directly from the Pearson website.
- If test scores for tests other than NES/MTLE are at issue (i.e., Praxis, etc.), the student will need to work directly with the testing company to obtain the test scores. The scores will be printed and entered in Banner.

8. Regarding Attendance

Concordia University has adopted the following policy: “Students are expected to attend all classes/chats unless prevented from doing so by circumstances beyond their control. Excessive absences as determined by the instructor and written in the course syllabus may result in disqualification or failure. Students, however, are responsible for informing the instructor in advance of the impending absence (a minimum of one week) and for making up any missed work at a time determined by the instructor. Instructors have the right to contact the appropriate person to determine the legitimacy of the intended absence.” [Source: Faculty Handbook]
According to the Faculty Handbook, faculty members have the jurisdiction over the attendance policies for their courses. Those policies can be found in the syllabus for your specific course.

Students are required to attend all classes/chats and submit coursework according to assigned deadlines. Any accommodations to the attendance or coursework requirements must be coordinated with the instructor for approval in advance of assigned deadlines. Instructors are not required to allow missed class/chat time or to accept late coursework. Makeup options are at the discretion of the course instructor and are not to be considered a precedent for the program as a whole. Failure to meet attendance guidelines or coordinate accommodations with the instructor may result in a lower grade being earned.

Punctuality is important and especially for schoolteachers. Shall we not practice?

9. edTPA

Beginning in fall 2019, one requirement for earning a passing grade in ED 471, ED 472, or ED 560 is posting the following minimum scores on the three tasks of the edTPA: 13 on Task 1, 13 on Task 2 and 12 on Task 3. Those candidates who do not post a passing score on one or more tasks must resubmit revised tasks to Pearson in order to earn a passing grade in ED 471, ED 472, or ED 560.

10. Grievance Policy for College of Education

Students in the College of Education (including Teacher Education candidates) who wish to dispute a decision made by Concordia University and/or its faculty and staff regarding recommendation for licensure or other matters in the College of Education must submit an appeal in writing within 60 calendar days after the contested judgment was made. All appeals will be processed within 30 calendar days after the submission of the appeal has been received. To file an appeal candidates should do the following:

3. Consult with the Dean of the College of Education about the process.
4. Complete the Concordia University General Petition form explaining the nature of the dispute and/or grievance and submit it to the Dean of the College of Education.

Teacher Education candidates may contact the Minnesota Board of Teaching (651-582-8888 or board.teaching@state.mn.us) to assist in resolving any dispute between themselves and Concordia University if the matter is related to the institution's recommendation for licensure affecting the person or the person's credentials.

11. Plagiarism

ACADEMIC INTEGRITY (FH 6.87) A. Definition of Terms
1. Academic integrity is essential to any academic institution and is in keeping with the mission of Concordia University. In order to protect the rights of students, the disciplinary procedure for dealing with cases of academic dishonesty follows these broad guidelines. Violations of
academic integrity include “cheating” and “plagiarism” as defined by the university’s Student Code of Conduct (SCC).

2. The term “cheating” includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff (4) academic deception (e.g. fabricating data, misrepresenting sources, misleading presentations, lying) in written or oral form.

3. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Implementation of Academic Integrity Policies

1. The instructor will gather and document all evidence of academic dishonesty in a clear and concise manner.

2. The instructor will present this evidence to the student.

3. The instructor may prescribe academic penalties, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or failing grade for the entire course. Any prescribed penalties must be in writing.

4. The instructor will file an electronic Report of Classroom Incident Form (found on the University Portal.) This file will be shared with the Vice President for Academic Affairs’ Office. The VPAA will forward the incident form to the Dean of the college responsible for the class in which the incident occurred. The Dean will notify the student via email of the charge(s), decision, and appeal process.

5. If this is a repeated occurrence, the Department Chair, Dean of the College and the Vice President for Academic Affairs may impose additional penalties, including but not limited to dismissal from the departmental program, suspension from the university, or expulsion from the university.

6. A student has the right to appeal the charge and/or academic penalties imposed by the instructor by filing an appeal with the Dean of the college within three university business days.

7. The Dean of the college reviews the form and determines if the appeal should be approved or denied. The Dean will make the decision based on information provided in the appeal; the incident is not reheard. The Dean will email the student and the reporting faculty member with a decision of the appeal and will also include information on the final appeals process to the Vice President for Academic Affairs. This response regarding the appeal is normally received within ten university business days.

8. A student has the right to a final appeal by emailing the Vice President for Academic Affairs with reasons for appeal within three university business days from the notification send date of the Dean’s appeal decision. The Vice President for Academic Affairs will make the final decision and notify the student via email along with the reporting faculty member and Dean. No further appeals will be heard.
12. In Progress Policy

A. In-Progress ("I") grades may be given to students who have missed part of their assigned work due to circumstances beyond their control, but otherwise have done satisfactory work. Faculty members may have their own specific In-Progress policy in their syllabi. Students who are unable to finish all the required coursework for a course may request an "I".

B. Instructors must submit the In-Progress Grade Request by the grading deadline to the registrar’s office. It is the students’ responsibility to initiate an In-Progress Grade Request. However, instructors may deny an In-Progress Grade Request.

C. Guidelines:
   1. All course requirements to remove an In-Progress grade and in some cases to remove probationary or disqualification status must be completed within four weeks of the last day of class.
   2. If students are unable to complete the work within four weeks, extensions may be requested from the instructor for a maximum of six months from the last day of the course.
   3. If the work is not completed within the agreed upon time, the instructor will submit a grade, based on course grading procedures specified in the syllabus.
   4. If a grade is not submitted to the Registrar by the agreed upon time, the recorded "I" will become an "F" or “N”.