



Concordia University, Nebraska

Education Program Handbook

2025-26



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Welcome to Education at Concordia University, Nebraska!

The Education Program at Concordia University, Nebraska prepares candidates who demonstrate Christ-like attributes and who will serve as educational leaders in Lutheran, parochial, private, and public school classrooms of our church, our society, and our world. This program prepares candidates to serve as professional educators in the schools of the Lutheran Church-Missouri Synod, public schools, and other private and parochial schools.

The Education Program includes the essential knowledge, skills, and dispositions (attitudes) needed to work in diverse schools and congregations, both nationally and internationally. Concordia's programs combine theory and practice to provide a foundation for 21st century educators who grow from novice to master teacher and leader. Education programs are currently offered in Early Childhood Inclusive Education, Elementary Education, Middle Level Education, Secondary Education, and Special Education with additional endorsements available.

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Purpose of this Handbook

This handbook is designed to assist you in understanding the purposes for the various requirements of your particular program, supplementing information in the university catalog. Your advisor, instructors, and staff personnel are prepared to help you in many ways; however, primary responsibility for meeting the requirements of the various options is yours. We pray that you have a positive, enriching experience as you progress through your program at Concordia.

The Distinctiveness of CUNE's Education Program: A Foundation of Faith

CUNE's Education Department is distinct in our approach to teacher preparation because we merge professional standards with our deeply held foundations of Christian Lutheran faith and beliefs about God and our students. Our professors embody and intentionally model these skills and dispositions so that Education students can be well-equipped to teach their own future students....

The Learner and Learning

Our Education Department believes every individual has value and has been crafted uniquely by God with gifts and potential to fulfill His plans.

You formed my inmost being; you knit me in my mother's womb. I praise you, because I am wonderfully made; wonderful are your works! (Psalm 139:13-14)

See how very much our Father loves us, for he calls us his children, and that is what we are!

(1 John 3:1)

Therefore, our pre-service teachers are equipped to...

- Understand the variety of backgrounds, learning, and developmental patterns between individuals
- Develop high expectations for their students, providing support for them to meet those expectations
- Help students fulfill their potential and maximize their learning

Content

Our Education Department believes God is the Creator, the Maker of all truth. All knowledge belongs to Him, and true wisdom is only gained in right relationship with Him.

For the Lord gives wisdom; from His mouth come knowledge and understanding. (Proverbs 2:6)

He will be the sure foundation for your times, a rich store of salvation and wisdom and knowledge; the fear of the LORD is the key to this treasure. (Isaiah 33:6)

Therefore, our pre-service teachers are equipped to...

- Communicate content knowledge in a manner that is accessible to all learners
- Guide learners in using content knowledge to propose new understanding, solve problems, and imagine possibilities
- Serve the Church and world by leading students in critical thinking and in making connections between knowledge and real-world issues

Instructional Practice

Our Education Department believes that God has a purpose for each individual in this life and for eternity. God calls teachers to facilitate learning and equips them with what they need to accomplish that.

Christ himself gave...teachers, to equip his people for works of service, so that the body of Christ may be built up. (Hebrews 4:11-12)

God is able to bless you abundantly, so that in all things at all times, having all that you need, you will abound in every good work. (2 Corinthians 9:8)

Therefore, our pre-service teachers are equipped to...

- Empower all students to reach their potential and learn the skills that they will need
- Provide engaging instruction through effective classroom strategies in order to maximize and individualize learning
- Engage learners through feedback and assessment so that students can succeed

Professional Responsibility

Our Education Department believes that teachers serve God by serving their students in collaboration with families and communities. The vocation of teaching calls lifelong learners who continually strive to improve.

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms. (1 Peter 4:10)

In humility, value others above yourselves, not looking to your own interests but... to the interests of others. (Philippians 2:3b-4)

Therefore, our pre-service teachers are equipped to....

- Recognize that they have been blessed with gifts to serve and that their efforts are meant to minister to others, not just to serve themselves
- Serve in community with others to learn and grow together

- Demonstrate Christian leadership by modeling ethical behavior, contributing to positive change and advancing the profession

Bachelor of Science in Education

Upon successful completion, all undergraduate Education programs at Concordia lead to the Bachelor of Science in Education.

Nebraska Department of Education Teaching Certificate

Upon successful completion, all undergraduate Education programs at Concordia lead to the Teaching Certificate from the Nebraska Department of Education. Candidates who desire to teach in public schools are served by an Education specific career specialist who will assist with resume, education fairs, application, career searches, etc.

The Lutheran Teacher Diploma (LTD) (Optional)

Candidates who desire to teach in schools of the Lutheran Church-Missouri Synod must earn the Lutheran Teacher Diploma in addition to the Nebraska Teaching Certificate. The required coursework for the Lutheran Teacher Diploma includes the following: Rel 121; Rel 131; Theo 241 or 242 or 251 or 252; Theo 361; Theo 362; Theo 381; and Educ 362. Rel 121 and Rel 131 are also required General Education courses. Candidates who complete requirements for the Lutheran Teacher Diploma will be eligible for placement through the Lutheran Church-Missouri Synod. This is a rich source for connection to the hundreds of Lutheran early childhood centers, elementary schools, and high schools.

The Christian Teacher Diploma (CTD) (Optional)

Candidates who desire to teach in Christian parochial schools, may choose to complete the Christian Teacher Diploma. The required coursework for the Christian Teacher Diploma including the following: Rel 121; Rel 131; Theo 241, 242, 251 or 252; Phil 301; Theo 375, 390, 450, 465, 482, or 489. Rel 121 and Rel 131 are also required General Education courses. Candidates who desire to teach in Christian schools are served by an Education specific career specialist who will assist with resume, education fairs, application, career searches, etc.

The International Teaching Diploma (ITD) (Optional)

Students who desire to prepare for teaching in international schools may choose to complete the International Teaching Diploma, in addition to the Nebraska Teaching Certificate. The required nine hours of coursework for the International Teaching Diploma includes the following: EDUC 326; GMC 270 or 290; THEO 390, THEO 489, PS 211, SOC 201, GEOG 202 GMC 270 or GMC 290; plus, two international teaching experiences to different locations accounting for at least 30 clock hours total teaching.

Education Program Outcomes

The outcomes of the Education Program at Concordia University are aligned with the Interstate Teacher Assessment and Support Consortium (INTASC) through use of Chalk&Wire/Anthology Key Assessments and the Nebraska Department of Education Professional Semester rubric.

- Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Lutheran Teacher Diploma and the Christian Teacher Diploma are in addition to the Education Program at Concordia. The Education Department and the Theology Department of Concordia University collaborate to establish the requirements for these additional diplomas.

Education Coursework Components

Teacher candidate coursework consists of three major components: General Education, Education Foundations, and Professional Program with Endorsement(s).

- **General Education**

The General Education requirements are for all Candidates in all programs at Concordia University Nebraska. The course requirements and options are presented in the university catalog.

- **Education Foundations**

The Education Foundations requirements consist of five professional academic courses with field experiences. The course requirements and options are presented in the university catalog.

- **Professional Program with Endorsement(s)**

The Professional Program with Endorsement(s) component requires academic courses, field experiences and the clinical experience (student teaching). Concordia offers a wide range of Professional Programs. The course requirements and options are presented in the university catalog.

Education Program Admission, Retention, and Completion Procedures

The Dean of Education is responsible for administering the education program admission, retention, and completion procedures. Candidates interested in the Education program should file an Academic Program Declaration form with the Registrar as soon as their freshman year.

- **Checkpoint One: Admission to Education Program**

Candidates will be admitted to the Education program if the following criteria are met:

1. Completion of the Application for Admission to Teacher Education, initiated by the student during the semester in which the student is enrolled in EDPS 210 - Educational Psychology and Child Development, or when transferring to Concordia.
2. Earn a cumulative 2.75 GPA or higher for all courses to be counted toward graduation.
3. Successful completion of EDUC 201 - Introduction to Education/MUED 201 – Introduction to Music Education and EDPS 210 - Educational Psychology and Child Development with a grade of C or higher.
4. Earn a grade of C or higher in all Education (EDUC prefix) courses taken to date.
5. Purchase and use of Chalk and Wire/Anthology.
6. Completion of a background check and Felony/Misdemeanor Statement showing no criminal record.
7. Verification by the Student Life Office that the student is in good standing at the university and is not under disciplinary probation.
8. Completion of the Emotional/Mental Health Statement that the student is mentally and emotionally competent.
9. Pass the Admission to the Education Program Interview. Students who do not pass the interview will be required to meet with a designated education faculty member for mentoring before going through the interview process a second time.

- **Checkpoint Two: Admission to Professional Semester/Student Teaching (Retention in Program)**

Candidates will be admitted to the Professional Semester/Student Teaching if the following criteria are met:

1. Completion of the Application for the Professional Semester.

2. Earn a cumulative grade point average of 2.75 or higher for all courses to be counted toward graduation.
3. Successfully complete all Education (EDUC prefix) courses, as well as EDPS 210 prior to the Professional Semester with a grade of C or higher.
4. Attempt the Praxis Content Test(s) for all applicable endorsement areas. Not required to pass.
5. Completion of a background check and Felony/Misdemeanor Statement showing no criminal record.
6. Successful completion of 100 clock hours of field experience and documentation of these hours submitted to the Field Experience Office.
7. Verification by the Student Life Office that the student is in good standing at the university and is not under disciplinary probation.

- **Checkpoint Three: Program Completion**

Candidates will successfully complete the Education program if the following criteria are met:

1. Earn a passing grade in the Professional Semester/Student Teaching, including all assessments required by Concordia.
2. Completion of the EdTPA.
3. Successfully complete all required coursework for the Bachelor of Science in Education and all endorsements.
4. Earn a cumulative GPA of 2.75 or higher for all courses to be counted toward graduation.
5. Successfully complete all Education (EDUC prefix) courses with a grade of C or higher prior to the Professional Semester.

Education Program Grading Scale

A 100-95	A- 94-92	B+ 91-89	B 88-86	B- 85-83
C+ 82-80	C 79-77	C- 76-74	D+ 73-71	D 70-68
D- 67-65	F 64-0			

Education Program Attendance Policy

Attendance is required for every class session. Notify the instructor in advance if you must miss a class. Attendance is necessary for class participation. Missing more than 1 week worth of classes will affect your grade for the course, as determined by the instructor.

Choosing to work as a substitute teacher or engage in fieldwork (unless pre-arranged by the course instructor) will not be considered an excused absence. Late arrivals to class may affect your course grade as well.

Approval for Nebraska Teaching Certificate

Candidates will be eligible for the Nebraska Teaching Certificate when the following criteria are met:

1. Successfully complete the BS Education with all requirements in Checkpoints One, Two, and Three.

2. Complete the application process for Nebraska Teaching Certificate through the TEACH portal on the Nebraska Department of Education website.
3. Submit a set of fingerprints to the Nebraska Department of Education if you have not been a resident of Nebraska for the past 5 years from the date of application.

Approval for Placement of Lutheran Teacher Diploma (LTD) Candidates

Candidates will be eligible for placement in a school of the Lutheran Church-Missouri Synod if the following criteria are met:

1. Successfully complete the Education Program, including all courses required for the LTD.
2. Meet Nebraska teacher certification requirements.
3. Meet with the Placement Director.
4. Complete the required placement documents and submit them to the Placement Director.
5. Be approved by the faculty of Concordia for placements.

Required Field Experience Hours

Field experience is required as part of the coursework for designated courses in the Education program. When the requirements for a course include a field experience assignment, such field experience is under the supervision of Concordia University, Nebraska. Failure to complete and/or document all required field experience hours for a course may be grounds for a reduction in grade for the course up to and including a failing grade in the course.

All students must complete a university-required background check before joining the assigned classroom for their field experience. Students who are unable to pass a background check in a reasonable time will have their assignment cancelled and will be required to withdraw from the course.

Any dishonesty or fraudulent actions related to the completion of the field experience assignment, including submission of appropriate documentation, will result in the hours being excluded from the student's field experience record and a failing grade for the course, and a referral to the Education Intervention Board (EIB).

Concordia University Nebraska requires a minimum of 100 hours of field experiences to be completed prior to student teaching. Candidates who have not completed at least 100 hours of field experience are not allowed to begin Student Teaching 1. Documentation of field experience hours must be completed within one calendar year of the end of the experience in order for the experience to be included in the candidate's official record.

Field Experience Procedures

As part of their participation in Education Core courses, candidates will receive required class assignments totaling at least 100 hours. Normal progress through the Education Program will ensure that candidates are also making normal progress in completing the required hours. Candidates may also submit independent field experience hours, with approval from the Director of Field Experience, to their record as well. Independent hours must be completed while the candidate is enrolled at Concordia University Nebraska or any higher education institution. In most cases, independent hours cannot count towards future hours in an education course. Additional paperwork is required to document these hours. Please consult

with the Director of Field Experiences about the required paperwork and approval for events that can count as independent hours. Independent hours for field experience are limited to 20 unless special permission is given.

Situations may arise (due to illness or other unforeseen circumstances) that can interrupt a candidate's routine progress towards earning the 100 hours of field experience. *It is strongly recommended that all students submit some additional independent hours for their record to offset any potential future interruptions.* Candidates who are behind in accumulating the required number of hours are expected to consult with the Director of Field Experiences to develop an alternative program that will allow the hours to be completed in a timely manner.

Because of Concordia University's extensive use of Seward area schools, and Lincoln and Omaha Public Schools for field experience and student teaching assignments, candidates are NOT allowed to make arrangements for ANY field experiences in these schools without first obtaining the permission of the Director of Field Experiences. **CANDIDATES MUST BE ENROLLED IN EDUCATION COURSES WHILE ATTENDING FIELD EXPERIENCES IN SCHOOLS.**

Declaration of University Official with a Legitimate Educational Interest

Concordia University Nebraska's Education Program is required by the Nebraska Department of Education to provide prospective educators (university candidates who have been accepted into the professional education program) opportunities to develop and demonstrate competencies as reflective practitioners who continually evaluate the effects of their choices and actions on others and understand the professional requirements of ethical and professional performance.

Additionally, the by-laws of the Constitution of the Lutheran Church-Missouri Synod require that the faculty of Concordia University Nebraska, an authorized synodical institution, must approve and recommend all candidates for the Lutheran Teaching Diploma. Accordingly, the Education Program must be satisfied that individuals graduating from the program with the Lutheran Teaching Diploma meet all personal, professional and theological requirements of a LCMS Commissioned Minister- Teacher. In order to comply with the aforementioned responsibilities, it is determined that the Education Program has legitimate educational interests in an applicant's educational records and conduct.

It is understood that by enrolling in teacher education coursework the candidate allows the Education Program, through its designees, to obtain all educational records, including grades and conduct reports, pertaining to the candidate. This legitimate educational interest is in effect upon application to the program and continues until the candidate graduates or withdraws from the Education Program.

The Concordia Student Life Office will be notified of infractions occurring while a student is enrolled at Concordia which are in violation of the Concordia Code of Conduct.

Emotional/Mental Health Statement

The candidate is required to affirm under oath that he/she has no order or determination currently in effect by a court or any other governmental body which binds him/her to be any of the following: a mentally ill and dangerous person, mentally incompetent to stand trial, acquitted of criminal charges because of insanity, an incapacitated person in need of a guardian, or unable to manage his/her property due to mental illness, mental deficiency, chronic use of drugs or chronic intoxication; or is currently an inpatient or resident in a mental health facility due to a determination by a qualified health professional. ***According to state law, candidates who are unable or unwilling to complete this form will not be allowed to participate in pre-professional field experiences or student teaching.***

Criminal Background Check

The candidate must submit to a total of two separate background checks at his/her own expense. These background checks are spread across the time the candidate is in attendance at Concordia. A candidate may be excluded from admission to the Education Program if he or she has felony convictions or misdemeanor convictions involving abuse, neglect, or sexual misconduct.

A felony conviction means any felony offense under the laws of any jurisdiction, including misdemeanor convictions in other jurisdictions that would constitute a felony if committed in Nebraska.

A misdemeanor conviction involving abuse, neglect or sexual misconduct means an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors: Assault (third degree), stalking, hazing, false imprisonment, sexual assault (third degree), abandonment of spouse or child, child abuse, contributing to the delinquency of a child, prostitution, keeping a place of prostitution, debauching a minor, public indecency, sale of obscene material to minor, obscene motion picture show (admitting minor), obscene literature distribution, sexually explicit conduct, resisting arrest (when the conviction involves use or threat of physical force or violence against a police officer), indecency with an animal, intimidation by phone call.

In addition to the offenses listed above, felony convictions and misdemeanor convictions involving abuse, neglect or sexual misconduct shall also include convictions related to such crimes, including attempt to commit a crime, criminal conspiracy, accessory to a felony, aiding, abetting, procuring or causing another to commit an offense.

Concordia University reserves the right to exclude candidates from the Education Program and/or field experiences and/or student teaching on the basis of a legal history indicative of values and choices incompatible with Concordia University standards of conduct and the values listed in the Conceptual Framework. Candidates who are excluded from programs or activities in the Education Program but who are eligible under the rules of the Nebraska Department of Education may appeal through the Appeals Process described below. ***Candidates who are unable or unwilling to complete each Criminal Background Check will not be allowed to participate in pre-professional field experiences or student teaching.***

Background Check: Positive Return Procedures

When a background check returns a “positive” for possible criminal activity, the following guidelines are used:

In the case that a single instance of a minor incident NOT involving drugs, sexual conduct or abuse of others, a meeting by the Director of Field Experience and the Dean is scheduled with the candidate for the purpose of verifying the accuracy of the data and to get a chance to hear the candidate’s view of the circumstances. The candidate is warned that repeated incidents in the Concordia community could cause the original incident to grow in significance and possibly result in removal from field experience. Example: A freshman candidate who is taking EDUC 201 whose background check reports a single instance of “Misdemeanor theft” from two years ago. This would result in a meeting with the student but would NOT be reported to the local school officials.

The list of offenses handled in this way would include minor theft, significant traffic citations (reckless driving) or possession of alcohol.

When there is a more extensive report including:

- Multiple offenses, even for unrelated activities,
- Any offenses regarding possession, sale or use of drugs,
- Any infraction that could be classified as a crime against a person (assault, abuse, etc.),

A meeting will be held with the student to obtain the student’s point of view and to gather other details about the offense. Then the principal of the school where an assignment is to be made will ALWAYS be consulted and asked for specific permission to place the student in their school. If possible, the principal is NOT given the name of the student, only the details of the account and other information that can be obtained which sheds light on the circumstances. However, If the principal requests an interview with the candidate, that is arranged before any student contact is initiated.

If the principal declines the assignment, the candidate will be eliminated from all possible assignments for the semester. If the candidate is eliminated from the possibility of field experience, it may be necessary for him or her to drop a particular class and take it at a later date. This decision is left to the discretion of the instructor.

If the candidate is eliminated from field experience for a semester, the candidate’s voluntary participation will be requested which will allow the candidate to demonstrate their improved behavior. This will be done with the candidate’s permission and cooperation and will include securing validation from the Student Life Office and other individuals (RA’s, professors, employers) who have contact with the candidate in the Concordia community. Drug testing at the candidate’s expense may also be part of this process. Assuming there is a good response, application for a field experience can be made in the next semester. If the candidate is unwilling to participate in demonstrating and documenting his or her good behavior, the candidate will be advised to change majors.

If a candidate has been denied an assignment, no further assignment will be considered until the candidate clearly demonstrates readiness for field experiences by his or her behavior in the Concordia community. Any infractions of rules from the Student Handbook or other official policies of Concordia University can be cause for continued restriction from field experiences.

Incidents of university policy violation that are discovered or disclosed and that occur while the candidate is enrolled at Concordia will be reported to the Student Life Office.

Instructor Evaluation of Candidates' Dispositions

Instructors in specified Education classes are required to provide an evaluation of candidate dispositions (behavior and attitudes) at the end of each semester. Criteria for dispositional assessments are based on the desired behaviors and attitudes of successful educators.

Faculty Recommendations

The Application for Admission to the Education Program requires a recommendation from three Concordia faculty members. This recommendation evaluates candidates' dispositions based on the desired behaviors and attitudes of successful educators.

Professional Behavior Expectations

All teacher education candidates are expected to exhibit professional behavior in all their field experiences. Candidates must show that they know how to build rapport with students while maintaining appropriate behavioral boundaries and that they demonstrate values of personal responsibility in their classroom work. If a candidate engages in unprofessional behavior during a field experience assignment (excessive absences, late arrivals, class disruption, etc.) or is found to be in violation of the Concordia Code of Student Conduct (even for events unrelated to field experience assignments), it may be deemed appropriate to cancel the field experience assignment, even if the violation did not occur during field experience. If removed, the candidate will not receive another assignment until the next semester or until all disciplinary consequences are satisfied. Depending upon the course, a candidate's being removed from a field experience assignment could result in a low grade that may necessitate the candidate's repeating the course, or further, in a failing grade.

Candidates who are removed from a field experience have the right to appeal the decision to the Dean.

Student Teaching

(See the Student Teaching Handbook for complete details.)

Students who have not completed all requirements to be eligible for student teaching by the time of the Student Teacher Orientation Meeting will NOT be eligible to receive a student teaching assignment in the following semester.

All candidates in the Education Program must complete a student teaching experience of **at least** one semester regardless of program. This semester is known as the Professional Semester.

- **Student Teaching I**

Student Teaching I assignments generally take place during the first eight weeks of the Professional Semester. Candidates are generally assigned to schools within approximately 30 miles of Seward. Student Teaching I requires a seminar, held on the Concordia University

campus. In addition to important schedule matters, useful discussions and administrative tasks, student teachers receive instruction on the requirements included in the edTPA. Successful completion of the edTPA is required to receive a passing grade in ST1. During Student Teaching I, the university supervisor makes three formal visits/observations, completes the Formative Evaluation for each visit/observation, and completes the Clinical Evaluation at the end of the eight weeks.

- **Student Teaching II**

Student Teaching II assignments generally take place during the second half of the semester. Student teachers are assigned to local or remote locations, determined on the basis of availability, and the ability and preference of the student teacher to travel to these remote locations. Teaching sites across the continental United States are utilized. Candidates also have the option to pursue Student Teaching II in several international locations.

During Student Teaching II, the university supervisor makes three formal visits/observations, completes the Formative Evaluation for each visit/observation, and completes the Clinical Evaluation at the end of the eight weeks.

- **Length of Student Teaching** (according to NDE Rule 20)

Candidates earning one (1) field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement and is at the same grade level; or up to two (2) subject endorsements at the same grade level; complete two, eight-week clinical practice experiences, which meets 005.03A2d1.

Candidates earning two (2) field endorsements; one (1) field endorsement and one (1) subject endorsement which is not a content area specified in the field endorsement; one (1) field endorsement and one (1) subject endorsement which is a content area specified in the field endorsement but is not at the same grade level; or two (2) subject endorsements which are not at the same grade level; complete at least 18 full day weeks of clinical experience.

A minimum of an additional nine (9) full-day weeks for each field or subject endorsement added to those described above.

- **Student Teaching Fees**

A fee of \$850 is charged to cover costs for Student Teaching I, including but not limited to: edTPA registration, special certification costs associated with orientation, and supervision costs. It is billed for the student teaching semester. This fee applies to all candidates and can be covered by scholarship or loan. Candidates in EDUC 479 Clinical Experience: Special Education/Elementary Student Teaching are exempt from this fee.

- **Student Teaching Placement**

Finding an acceptable placement location for each candidate is a complex process involving many factors. There are requirements for each candidate, i.e., grade level, subject area, etc. These needs must be balanced against institutional requirements, state requirements, local school preferences, teacher availability and other limiting factors.

For this reason, candidates are expected to participate in an early student teaching orientation meeting in the term prior to the start of student teaching so that unique requirements, special health needs, and candidate preferences can be considered in developing student teaching placements. However, the final decision on candidate placement is left to the discretion of the Director of Student Teaching in accord with the aforementioned limiting factors.

It is necessary that all candidate teachers have access to reliable personal transportation. Candidates are responsible for travel arrangements to any anticipated assignment.

Candidates preparing for their professional semester of student teaching may have the option of applying to complete student teaching at an international location. Candidates from Concordia University have served in China, Hong Kong, Ecuador, Panama, Australia, and Vietnam in the recent past and new locations are regularly considered.

In order to complete student teaching internationally, the candidate must complete the application process, meeting all qualifications and deadlines. For more information on those requirements, contact the Director of Global Opportunities in the Global Opportunities Center.

- **Student Teaching Evaluations**

Cooperating teachers and university supervisors are required to provide evaluations of student teacher performance at regular intervals during the student teaching experience. The criteria for these evaluations are directly tied to the Education Program outcomes. Candidates receive a Pass/Fail grade at the end of each assignment. Passing grades in both ST1 and ST2 are required for program completion.

- **Unsuccessful Student Teaching**

1. A student will be considered an “unsuccessful student teacher” if s/he by the end of Student Teaching I does not demonstrate the competencies required to move to the next level of student teaching (examples: does not successfully complete requirements, does not earn passing grade, does not demonstrate professional dispositions, etc.) or if s/he by the end of the Student Teaching II experience does not demonstrate the competencies required of a beginning teacher (examples: does not earn passing score on assessments, does not demonstrate professional dispositions etc.). Such student teacher will be referred to the Education Intervention Board (EIB) by the Student Teaching Director, Supervisor or Program Director. The EIB has authority to determine the course of action for the student teacher.

2. If a student teacher demonstrates poor performance early in the experience, the Director of Student Teaching, University Supervisor, and/or Program Director will meet with the student teacher to address the weaknesses of the student teacher. Such meeting will be documented with the Student Concern Register and Plan. If such student teacher demonstrates significant growth under the requirements of the Student Concern and Register Plan, the student may proceed to Student Teaching II upon the decision of the Student Teaching Director. If such student teacher does not meet the requirements of the Student Concern Register and Plan, such student teacher

will be referred to the Education Intervention Board by the Director of Student Teaching, University Supervisor, and/or Program Director.

3. Students who have not achieved the competencies established for their student teaching experience will be referred to the EIB. The EIB may determine that the student teacher earn a grade of Incomplete (I) or Fail or that the student teacher should petition to “Withdraw.” If the student is allowed to withdraw, a “W” will be recorded on the official transcript for the Student Teaching Experience.

A student teacher may appeal decisions of the EIB to the Dean of Education, Health, and Human Sciences.

- **Removal from Student Teaching**

On the rare occasion that a student teacher demonstrates performance and/or dispositions that are not acceptable for the teaching profession (examples: does not successfully complete the edTPA or student teaching assessments, does not earn passing grade, does not demonstrate professional dispositions, etc.) such student teacher may be removed from the student teaching placement. When a school requests that a student teacher be removed from the placement, Concordia University will honor such request and the student teacher will be removed immediately. When Concordia University determines that a student teacher will be removed from a student teaching placement, the school will be notified as soon as possible.

When removed from student teaching placement, the student teacher must submit all property of the school (school materials, equipment, student work, etc.) to the school. The school should arrange for the student teacher to collect his/her personal belongings from the school when students are not present. If possible, the university supervisor should be present when the student teacher is leaving the school in order to provide support for the student teacher.

A student teacher who has been removed from student teaching placement will be referred to the Education Intervention Board by the Student Teaching Director.

- **Repeating Student Teaching**

When a student desires to repeat student teaching after having been removed from student teaching placement or after having failed student teaching (or for any other reason), such student must notify the Student Teaching Director or the Program Director. Either of these directors will refer the former student teacher to the Education Intervention Board for a hearing. The EIB has authority to determine if the student may repeat or not repeat student teaching and under what conditions any repeat of student teaching may occur.

End-of-Program Survey

Every candidate must complete the End-of-Program Survey, which is made available at the end of the Professional Semester.

Financial Literacy Workshops

In compliance with requirements of the Lutheran Church Missouri Synod, all candidates are required to participate in workshops related to personal financial literacy prior to graduation. All

candidates are required to attend workshops regarding personal finance and student loan management. Candidates who graduate with a Lutheran Teacher's Diploma must also attend sessions related to Social Security and the Housing Allowance and the Concordia Benefit Plans.

Fees Associated with Education Program

Candidates in the Education Program are subject to requirements from the state of Nebraska or other agencies which may cause the candidate to incur additional fees. Also, specific programs such as Student Teaching require additional charges. This is a list of additional fees which can be expected in the Education Program. Costs for individual fees are subject to change without notice.

- **Criminal Background Checks** --- \$25-\$40 each.

Background checks are required prior to the first field experience assignment in EDUC 201, and immediately prior to Student Teaching.

- **Praxis II Content Tests** --- \$120 - \$170 (Fee varies according to content area.)

The Praxis II Content Test must be taken before the candidate is admitted to student teaching. The cost is for each endorsement area. Candidates with two endorsements (i.e. math and English) will pay a fee for EACH content area test. Retesting requires additional fees.

- **Chalk and Wire/Anthology** - \$80 (course fees paid when enrolled in EDUC 201 and EDUC 225)

Students in a program leading to teacher certification are required to purchase and participate in Chalk and Wire by submitting Key Assessments through the Chalk and Wire application.

- **Student Teaching Fee** --- \$850

Billed for the student teaching semester while registered for Student Teaching I. This fee applies to all candidates and includes registration for edTPA, which all student teachers will be required to complete. Candidates in EDUC 479 Clinical Experience: Special Education/Elementary Student Teaching are exempt from this fee.

- **Certification** – \$65

Certification by the Nebraska Department of Education is highly recommended. Candidates seeking certification in other states may find Nebraska certification to be a prerequisite for certification for that state. Certification in other states will also require additional fees. Added endorsements to the original certificate will cost \$55.

- **Fingerprinting** – \$60

Required when applying for Nebraska Department of Education Teaching Certificate. The fingerprint fee is only needed for those individuals who have not lived in Nebraska continuously for five (5) years.

Candidates in the Education Program are subject to requirements from the state of Nebraska, Concordia University, or other agencies which may cause the candidate to incur additional fees. Also, specific programs such as Student Teaching require additional charges that are not included

in tuition. This is a list of additional fees which can be expected in the Education Program. Costs for individual fees are subject to change without notice.

- **Early Childhood Junior Block Fees**

Prior to returning to campus in the fall for Junior Block, students must complete a series of prior to “hire” forms that is required of all college students/volunteers by Nebraska Childcare Licensing. Please note there are some fees associated with the forms, and some exceptions.

IF YOU ARE CURRENTLY EMPLOYED at St. John Child Development Center, Memorial Health Care, Bright Beginnings, or Head Start, it is possible that you have already completed these forms for your employer. Please inform the Early Childhood Program Director if you are a current employee at one of these programs or another licensed program in the State of NE.

Fingerprinting \$45.50

Nebraska Department of Health and Human Services Central Registry Self-Check \$4.00

State Patrol Check \$15.50 (OR current CUNE required background check).

Nebraska Teaching Certificate

Candidates who successfully complete all requirements of the Education Program are eligible for teacher certification from the state of Nebraska.

Upon completion of student teaching, candidates should meet with the Certification Officer in the Education Program to determine what documentation is required and what the deadlines are for submitting these documents. Candidates who are seeking certification in states other than Nebraska are also expected to work with Concordia University’s Certification officer. These candidates should be aware that these other states have requirements which may not have been included in Concordia University Nebraska’s Education Program. These candidates may not be immediately eligible for full certification in other states.

Graduates of the Education Program may continue to utilize the services of the Certification Officer even after leaving Concordia University.

Career Preparation

Concordia University Nebraska helps to facilitate the job search process for all candidates who successfully complete the Education Program.

Public Education or Christian Teaching Diploma

Candidates who successfully complete the public education or Christian Teacher’s Diploma specializations can utilize the services of Concordia University’s Career Services and the Educational Career Office via the Director of Education and Synodical Careers. Working with the Educational Career Office allows opportunities for job fairs, networking, resume’ writing assistance, and other helpful services. These activities are available to the campus community at large and depend upon the cooperation, initiative, and effort of the candidate for their success.

Lutheran Teacher Diploma

Candidates who complete the Education Program for the Lutheran Teacher's Diploma (LTD) are invited to participate in the Call Process utilized by the Lutheran Church-Missouri Synod for initial placement of commissioned ministers of education.

The process begins with interviews and documentation filed with Concordia University's Director of Education and Synodical Careers (Synodical Placement Director). As the year progresses and schools and churches from the LCMS contact the Educational Career Center, candidates' names are submitted for consideration by the school or church. Information from requesting calling entities are shared with candidates as they prayerfully consider opportunities to serve. Candidates contact the Director of Education and Synodical Careers who will assist them in the process. Timely cooperation with the Director will greatly assist in the process.

The church or school may then decide to solicit additional information from candidates they select and conduct phone or in-person interviews. Once a church or school has found a suitable candidate, they notify the Director of Education and Synodical Careers, and he will contact the candidate to inquire if they wish to "accept designation" to that calling entity as their choice for their initial call. Once he or she has designated the calling entity, the candidate is considered to have accepted designation (the Call) and his or her name is no longer submitted to other interested calling entities. The formal Divine Call is ratified and issued later in the summer at a meeting of the Council of Presidents of the Lutheran Church Missouri Synod.

Candidates who are participating in the Call Process are expected to refrain from solicitation of employment in schools and churches of the LCMS. However, they are free to utilize the services of the Education Career Office in securing information about employment at public or other private schools. A candidate who accepts employment at a public or other private school removes him or herself from the Call Process and is expected to notify the Director of Education and Synodical Careers of that decision. Candidates who graduate with an LTD, defer their call and accept positions at other than Lutheran schools are eligible to re-enter Synodical schools through the Director of Education and Synodical Careers.

Education Intervention Board Procedures

The purpose of the Education Intervention Board (EIB) is to address issues and concerns about Concordia University students who are enrolled in Education courses before and after admission to the Education program. The EIB will consist of three faculty members who are appointed by the Dean of Education, Health and Human Sciences. The Synodical Placement Director may also be included on the EIB at the direction of the Dean.

Generally, members of the EIB serve three year terms, with one member leaving the committee at the end of each academic year. The Dean of Education appoints the new member.

The model for the purpose and procedures of the EIB is Jesus' teaching in Matthew 18: 15-16:

"15 If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. 16 But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two

or three witnesses.” (English Standard Version. Retrieved at <http://www.esvbible.org/Matthew+18/>)

Procedures for EIB:

1. When a student in an Education course, the Education program, and/or student teaching is demonstrating performance and/or dispositions that are not acceptable for the teaching profession, a Concordia faculty member, staff member or university supervisor will meet with the student. The purpose of this meeting is for the faculty, staff or supervisor to clearly state the student’s behavior(s) that demonstrates the unacceptable performance and/or dispositional issue(s). Examples of such behaviors are absences, tardies, late submission of coursework or lesson plans, poor communication or interpersonal skills, poor academic skills, lack of participation, disrespect to others, unprofessional behavior in field experience or student teaching, university disciplinary action, etc. The faculty member, staff member or university supervisor will meet with the student to communicate the improvements that must be made by the student and designate a timeline in which such improvements must be made. The faculty or staff member will document the meeting with the Student Concern Register and Plan. The Student Concern Register and Plan will be kept by the faculty or staff member, and the student may be given a copy. A copy should also be submitted to the Director of the Field Experience and to the Director of Education and Synodical Careers.
2. If the student does not demonstrate improvement as required in the Student Concern Register and Plan, the faculty, staff or supervisor will submit the EIB referral form to the EIB. As a courtesy to the student, the referring party will ask the student to sign the referral form, thereby indicating that s/he has been informed of the referral. The referral form will be submitted to EIB whether or not the student signs.
3. In the case that the Education student is involved in disciplinary action with the university, the Vice President for Student Affairs and Athletics office can submit the referral form to EIB or the disciplinary referral can come directly from a professor. In the case that a referral from a professor is accepted, the EIB will notify the Student Affairs office and the Athletics office as needed. In some cases, radical changes in student academic performance may be cause for a referral directly to the EIB from the Dean. These referrals should be restricted to extreme cases and will be made in consultation with EIB members before the student is contacted.
4. EIB will schedule a hearing with the student at its earliest available meeting time and notify the student of the hearing through CUNE email at least three business days before the hearing. The student is responsible to notify the EIB that s/he will or will not be attending. If the student notifies the EIB that s/he will not attend the hearing or does not attend, the EIB will hold the hearing without the student present.
5. The student may bring a Concordia University faculty or staff member as a support person to the hearing. A student may not bring a parent or person outside the faculty and staff of Concordia University; direct parental participation is not allowed in this process. If a support person will be present at the hearing, the student must inform the EIB at least 24 hours in advance. The support person’s role is to help the student understand the

importance of the issues and assist the student in responding to them. It is not the role of the support person to speak for the student.

6. Before the hearing, EIB may request information from Concordia University faculty and/or staff members to determine if additional concerns about the student have been raised, addressed and/or documented.
7. At the hearing, the faculty or staff member who referred the student will present the Student Concern Register and Plan to the hearing and clearly state the performance, dispositional, or disciplinary issues that have been demonstrated by the student as well as the interventions that have been discussed with the student. Additional documentation from other faculty and staff may also be presented to or by the EIB.
8. The student will respond to and ask questions about the issues/concerns. Responses may include the explanation of circumstances or situations that led to the issues/concerns.
9. EIB members may ask additional questions of the student and/or the referring faculty or staff member for more information or clarification. After this, the student and his or her faculty support person will be dismissed for final deliberation by the members of the EIB.
10. The student will be called back into the hearing in order for the EIB to state the decision to the student. The EIB may develop an Action Plan, for which the student must meet requirements. The EIB may:
 - remove the student from the Education program;
 - deny a student future enrollment in Education courses;
 - remove a student from field experience;
 - change a grade for a course (including the possibility of a failing grade);
 - remove a student from student teaching placement;
 - determine the final grade for student teaching and/or determine if a student may repeat student teaching;
 - delay admission to the Education program and/or student teaching, pending the student's successful fulfillment of the Action Plan and approval of EIB.
11. The student will be given the opportunity to ask questions about the decision of the EIB.
12. Within three business days, the EIB decision will be sent to the student through CUNE email. The student will be required to reply to the email and schedule a time with the EIB representative to sign and date the decision to indicate that s/he will meet the requirements
13. The EIB may require a student to be scheduled for an additional hearing to follow up on the student's progress.

The EIB has authority to:

- develop an Action Plan for which the student must meet requirements;
- delay admission to the Education program and/or Student Teaching;
- require a student to repeat an Education course;
- determine the final grade for a course (including the possibility of a failing grade);
- remove the student from the Education program;
- deny a student future enrollment in Education courses;
- remove a student from field experience;

- remove a student from student teaching placement;
- determine the final grade for student teaching;
- and/or determine if a student may repeat student teaching.

A student may appeal the decision of the EIB to the Dean of Education, Health and Human Sciences.

Process for Appeal to the Dean of Education, Health and Human Sciences

1. When a student chooses to appeal a decision of the EIB to the Dean, the student must notify the Dean in writing with the request for an appeal hearing.
2. The Dean will schedule an appeal hearing with the student at the earliest available meeting time and notify the student of the hearing at least three business days before the hearing. The student is responsible to notify the Dean to confirm that s/he will be at the scheduled hearing. If the student notifies the Dean that s/he will not attend the hearing or does not attend, the hearing will not take place.
3. The student may bring a Concordia University faculty or staff member as a support person to the appeal hearing. A student may not bring a parent or person outside the faculty and staff of Concordia University; direct parental participation is not allowed in this process. If a support person will be present at the hearing, the student must inform the Dean at least 24 hours in advance. The support person's role is to help the student understand the importance of the issues and assist the student in responding to them. It is not the role of the support person to speak for the student.
4. The Dean may invite any university faculty or staff member s/he deems relevant to be present at the appeal hearing.
5. At the appeal hearing, the student will clearly state the rationale for the appeal, providing evidence to support such rationale.
6. The Dean will ask questions of the student in order to gain more information or for clarification.
7. The Dean will not state a decision regarding the appeal at the hearing.
8. The Dean may investigate the student's academic record, field experience record, Education department files and/or any other information s/he regards as relevant to the decision.
9. The Dean will submit a written notification of the decision to the student within 10 business days of the appeal hearing.

A student may appeal a decision of the Dean to the Provost.

Student Concern Register and Plan

This information is considered confidential but will be available for review by the student named in the form. This form is to remain in the EIB paper file and should not be sent on to prospective employers or placement.

Student Name:

J#:

Today's Date:

Faculty or Staff member who met with this student:

Date of meeting:

Issues of Concern: (concrete, specific behaviors)

Clearly state the expectations for improvement: (concrete specific behaviors)

Date by which improvements must be observed as evidence:

State the support provided by faculty or staff member who met with the student:

If the expectations for improvement as stated above are not met by the date stated above, the faculty or staff member will refer the student to the Education Intervention Board.

Student Signature:

Date:

Faculty/staff signature:

Date:

Referral Form for Education Intervention Board

This information is considered confidential but will be available for review by the student named in the form. This form is to remain in the EIB paper file and should not be sent on to prospective employers or placement.

Student Name:

J#:

Referring Faculty/Staff:

Date of Referral

Reason for Referral:

Intervention(s) Prior to Referral (Meeting with referring person to determine improvements needed and timeline):

Signature of Faculty/Staff submitting referral:

I am informed about this referral to Education Intervention Board.

Student Signature

Date

Education Intervention Board: Action Plan

This information is considered confidential but will be available for review by the student named in the form. This form is to remain in the EIB paper file and should not be sent on to prospective employers or placement.

The Education Intervention Board (EIB) held a hearing on (date, time, location) to hear issues/concerns regarding your progress in Concordia's Education courses/program. As a result of that hearing, the following plan was determined. Please read, sign and date the plan. Return the original signed plan to designated faculty member by date.

Student Teacher _____ School _____

Date _____

Area for Growth:

EXAMPLE: Lesson plans not submitted on time.

Actions for Growth: List specific actions that the candidate will utilize to help develop the skills required for successful student teaching.

EXAMPLE: All lesson plans submitted to cooperating teacher and supervisor by midnight Thursday for the lessons to be taught the following week.

Outcomes Demonstrating Growth: Assuming successful actions by the candidate, what evidence will there be that demonstrates the growth of the student teacher?

EXAMPLE: Lesson plans completed and on time.

Timeline for Evaluation: Give specific information concerning the duration of the actions for growth and deadlines for improvement. Include a schedule for additional observations and feedback sessions by the cooperating teacher and university supervisor as needed.

EXAMPLE: Beginning next week, Thursday, October 22.

EIB Case Manager (Education faculty member) Name:

Student must choose one of the following:

- ☐ I will meet the requirements of the Action Plan.
- ☐ I will not meet the requirements of the Action Plan which will result in my being removed from Concordia University Education program.

Student Signature:

Date: