



Teacher Education Handbook

2024-2025

PURPOSE AND OVERVIEW	3
WHAT WE DO	4
WHO IS THE COLLEGE OF EDUCATION	4
TEACHER EDUCATION PROGRAMS.....	4
AREAS OF CERTIFICATION.....	5
ACADEMIC ADVISORS.....	5
ATTENDANCE	6
BENCHMARKS.....	6
Benchmark One – Admission to College of Education.....	7
Benchmark Two – Admission to the Teacher Education Program.....	8
Benchmark Three – Admission to Practicum Two.....	10
Benchmark Four – Admission to the Professional Semester – Clinical Teaching.....	12
BREAK IN ENROLLMENT	13
CALENDAR OF EVENTS.....	13
CERTIFICATION EXAM RELEASE & RETALE POLICIES.....	14
CERTIFICATION PROGRAM RETENTION POLICY	16
CERTIFICATION RECOMMENDATION REQUIREMENTS.....	16
CLINICAL TEACHING	17
COURSE ROTATIONS.....	17
CRIMINAL HISTORY EVALUATIONS & FINGERPRINTING	18
ESL CERTIFICATION EXAM	18
FIELDWORK	18
GRADUATION REQUIREMENTS	21
LUTHERAN TEACHER DIPLOMA/CHRISTIAN TEACHER DIPLOMA	21
PRACTICUM SEMESTERS.....	22
PI LAMBDA THETA	22
REPEATING EDUCATION COURSES	23
RESIDENCY REQUIRMENTS	23
THE COLLEGE OF EDUCATION CODE OF ETHICS	23
THE COLLEGE OF EDUCATION COMPLAINT POLICY & PROCEDURES.....	32

PURPOSE AND OVERVIEW

The purpose of the Teacher Education Handbook is to outline specific beliefs, policies and procedures that govern the Teacher Education Program at Concordia University, Texas. Students will refer to the CTX [Student Handbook](#) for campus-wide policies and procedures.

The Teacher Education program is housed in and administered by the College of Education. As leaders in their fields of study, the faculty of the College of Education believe that all people are unique in the eyes of God, all children can learn, and that educational opportunities in the church, school, and community should be designed to meet the needs of individual children from all social, economic, ethnic and linguistic backgrounds. The Teacher Education program specifically prepares teacher candidates to serve in a variety of public and parochial schools including area Lutheran schools.

Concordia University Texas students who seek state certification, become teacher candidates when they are admitted into the Teacher Education Program (see Benchmarks). In addition to state certification, teacher candidates may obtain a Christian Teaching Diploma (CTD) or Lutheran Teaching Diploma (LTD) through religious and educational classes. LTD students who were enrolled at Concordia Texas prior to the start of the 2023-2024 academic year have a pathway for LCMS rostering upon completion of LTD requirements. All LTD and CTD candidates will have at least one private, Christian school practicum placement and clinical teaching placement. In addition to coursework and field experiences, LTD and CTD candidates will complete 10 hours of service in a parish during their EDU 3333 course.

Teacher candidates in the College of Education at Concordia University Texas receive personal attention and a great deal of hands-on experience before becoming certified teachers (see [fieldwork](#)). The unique personal nature of learning at Concordia University Texas nurtures mind and spirit and prepares students to go out into the world to teach, minister, and impact students and their families. The Lutheran character of Concordia University Texas is integrated into each education class, which encourages teacher candidates to become engaging and inspiring educators who both love and challenge their students. Our graduates display this Concordia distinctive in the community and the world as they influence the next generation.

Concordia University Texas is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award Associate's, Bachelor's, Master's, and Doctoral degrees. The Teacher Education Program at Concordia University Texas is also approved by the Texas Education Agency (TEA) and is collaboratively planned, implemented, and evaluated by teacher education faculty and

teachers from area K-12 schools. Concordia University Texas teacher candidates are involved in extensive field experiences in Texas Education Agency (TEA) accredited public schools and TEA-recognized private schools.

WHAT WE DO

The College of Education takes students who have shown initial interest in becoming teachers and leads them on a journey of discovery, learning and commitment. Each step of the process involves goal setting and assessment. Those students who decide to continue through the Teacher Education program may take steps to become certified educators through the state of Texas. While Concordia University Texas is a private Christian university, since its College of Education is involved with the certification of teachers, it must adhere to State Standards for Educators provided by the Texas Education Agency. The curriculum is therefore thoroughly aligned with the State Standards.

WHO IS THE COLLEGE OF EDUCATION

The faculty and staff in the College of Education are experts in their respective fields of study. All faculty have teaching experience in Lutheran and/or public schools, administrative experience, and all hold a master's degree or higher.

Stephanie Hartzell, Ed.D., Senior Director of the College of Education

Undergraduate Teacher Education Faculty

Joanne Antrim, Ph.D., Chair of Advanced Literacy

Hannah Meineke, Ph.D., Coordinator of Placements

Carol Trovall, M.Ed., Chair of Undergraduate Teacher Education

Daniel Babyak, M.Ed., Certification Officer

TEACHER EDUCATION PROGRAMS

The academic majors are designed to prepare teacher candidates for certification in various subjects from early childhood through 12th grade. Each program provides a strong foundation in research-based effective teaching practices. Education courses often include field experiences beginning in the first year with fieldwork and culminating during the senior year with a semester-long (at least 70 full days) clinical teaching experience or yearlong residency. Teacher candidates will complete fieldwork and clinical teaching in a variety of public and/or private school settings. LTD and CTD students' field experiences will also include Lutheran and/or other Christian schools.

The specific knowledge and skills essential for teaching in each designated field of study are learned and practiced as students move through the program. The acquisition of this knowledge and the associated skills prepares teacher candidates for the Texas certification exams (TExES) and ultimately to be effective classroom teachers.

AREAS OF CERTIFICATION

While Concordia students can become certified in many areas, not all concentrations or majors can be paired with a teacher education degree and lead to teacher certification. Concordia Texas is credentialed by the Texas Education Agency (TEA) to provide a program and recommend students for the following Texas EC-12 teaching certifications:

Interdisciplinary Studies (EC-6 or 4-8)

- Core Subjects (Math, Science, English Language Arts & Reading, and Social Studies) with Science of Teaching Reading: Early Childhood –Grade 6
- Core Subjects (Math, Science, English Language Arts & Reading, and Social Studies) with Science of Teaching Reading: Grades 4 – 8

Education – Content Curriculum (Grades 4-8)

- English Language Arts and Reading with Science of Teaching Reading
- English Language Arts and Reading and Social Studies with Science of Teaching Reading
- Mathematics
- Mathematics and Science
- Science Composite (Natural Science only)
- Social Studies

Education – Content Curriculum (Grades 7-12)

- English Language Arts and Reading
- History
- Life Science
- Mathematics
- Science Composite
- Social Studies

All Level Certifications (Early Childhood – 12th grade)

- Music
- Physical Education

ACADEMIC ADVISORS

Each teacher candidate enrolled in an education program is assigned to an education faculty advisor who is also a teacher education professor. The academic advisor will be accessible for help with course work as well as guiding teacher candidates through their academic program. Students who are seeking certification to teach in a specific content area will also be assigned an advisor from the associated college to assist with program decisions regarding their concentration or second major.

ATTENDANCE

Each course syllabus will include a reference to the University's attendance policy and specify any unique expectations for the course.

College of Education Attendance

Teacher education students are preparing to be classroom teachers who will be responsible for the daily well-being of students; therefore, we hold attendance in high regard. Students who fail to report to class on time and/or incur excessive absences may have difficulty being recommended for benchmarks.

BENCHMARKS

The College of Education at Concordia University Texas is credentialed to recommend students for certification with the Texas Education Agency. In order to ensure that students are meeting all state requirements, several benchmarks are in place to track students' progress toward graduation and recommendation for certification.

Benchmarks are completed through a series of courses and grades are assigned as Credit or No Credit. The grade does not impact the GPA. The courses are listed as prerequisites to professional classes and will need to be assigned Credit for students to continue in the program.

Benchmark Courses

- EDU 1301 Introduction to Education (Year 1 – Benchmark 1: Admission to the College of Education)
- EDU 3101 Teacher Education Seminar I (Year 2, Spring – Benchmark 2: Admission to the Teacher Education Program)
- EDU 4101 Teacher Education Seminar II (Year 3, Spring – during Practicum I – Benchmark 3: Admission to Practicum Two)

- EDU 4103 Teacher Education Seminar III (Year 4, Fall – prior to clinical teaching or second semester of residency – Benchmark 4: Admission to the Professional Semester)

All benchmark documents, including applications and recommendation forms are found in the associated course in Blackboard (BB)

Benchmark One – Admission to College of Education

Benchmark 1 is completed through EDU 1301 Introduction to Education and includes the following criteria:

- Philosophy of Education Essay
- 15 hours of fieldwork logged and signed
- Written reflections
- Credit for EDU 1301
- GPA 2.75+
- Application submitted and approved
- Admission letter signed and accepted

Teacher Education Candidates who wish to transfer credit for Introduction to Education must have completed a minimum of 15 fieldwork/observations hours in K-12 school(s), written reflections on those hours and written a philosophy of education. Students transferring in Introduction to Education will need to submit associated documentation from Introduction to Education in EDU 3101 Teacher Education Seminar 1 to continue in the program.

All teacher candidates must have a cumulative GPA of 2.75 to be admitted to the College of Education.

HOW DO I APPLY?

At the end of Intro to Education, students will complete the Admission to the College of Education application using an electronic link found in the course in Blackboard.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via Dynamic Forms with a letter informing them of their acceptance or denial for that benchmark. Teacher candidates will read and sign the letter(s) as directed in the email, accepting their admission to the program. Failure to follow the stated instructions will nullify a letter of acceptance. Students who are denied will be informed of the decision and any steps they may need to take if they choose to continue on a certification path and wish to be eligible at the next application window. Denied applications must be completed again and re-submitted.

Benchmark Two – Admission to the Teacher Education Program

Benchmark II is completed through EDU 3101 Teacher Education Seminar I

Criteria

- Fully admitted to Benchmark 1
- Successfully completed (or transferred) EDU 1301 Introduction to Education including 15 hours of fieldwork, written reflections, and a positive evaluation
- Completed 5 required TEA trainings
 - Dyslexia
 - Suicide Prevention
 - Mental Health (TBSI)
 - Substance Abuse Awareness
 - Educator Ethics
- Successful interview with advisor and one additional education professor
- Recommendations on official dynamic forms from
 - One College of Education professor
 - One content professor in the area of certification connected to the concentration
- Completed diagnostic exam connected to the area of certification being sought
- Cumulative GPA of 2.75, including any courses transferred into Concordia from another college or university
- Completed ENG 1316, ENG 1317, and MTH 1351 or be exempt from the Basic Skills requirements
- Completed a minimum of 12 credit hours (or 15 credit hours in STEM certifications) in the content area that corresponds with the chosen certification program, with at least a 2.75 GPA for all content area credit hours.
- Be in good standing with the university, including approval and recommendation by the College of Education faculty and the Dean of Students.

WHAT SHOULD I DO?

1. Schedule and participate in a professional interview with College of Education faculty. (Interview dates and times will be posted on the website and shared in EDU 3101)
2. Secure two recommendations from faculty members for admission to the Teacher Education Program as follows (this is an electronic form, not a letter of recommendation):
 - Choose two professors: one content professor (Math, Science, History, English, etc.), from the college of your concentration/content certification area, and one College of Education faculty member with whom you have taken a class.
 - Initiate the electronic recommendation form (located in BB in EDU 3101) to the selected professors and respectfully ask them to complete and submit it.
 - Complete and submit your scores for the diagnostic Content exam for your area of certification. *All qualifying practice exams must be completed in a CTX proctored setting. Check the [Teacher Education calendar](#) for proctored exam dates or contact your professor for more information.*
3. Complete B2 Admission to the Teacher Education Program application using the link found in the Blackboard course for EDU 3101.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all Benchmark 2 applicants will also be sent to the Dean of Students for review and approval.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Students will receive an email via Dynamic Forms with a letter informing them of their acceptance or denial for the benchmark. Students who are accepted will read and sign their letter according to the specified directions in the letter and will officially become teacher candidates. **Failure to follow the stated instructions on the acceptance letter will nullify the letter and students will not be registered as candidates.**

Students who are denied will be informed of the decision and any steps they may need to take if they choose to continue on a certification path and wish to be eligible at the next application window.

HOW WILL I START PREPARING FOR MY CERTIFICATION EXAMS?

All teacher candidates must pass one or more designated content exams and the Pedagogy and Professional Responsibilities (PPR) exam (or equivalent state approved performance exam) to earn their initial Texas certification and will be preparing for these exams throughout their program. Candidates are encouraged to make practical applications of their content knowledge as they progress through their content and education courses, knowing that they will be expected to retain the information they are learning in all of their classes for the exams. Candidates are also encouraged to familiarize themselves with the design and content of the exams outlined in the Preparation Manuals on the [Pearson website](#). In addition, during EDU 3101 Students will take a diagnostic exam to identify what they have mastered and what they need to focus on and are encouraged to begin working on the gaps immediately. During EDU 4101 and EDU 4103 -Teacher Ed Seminar II and III, students will access multiple resources and be instructed in both study and test taking strategies to prepare to be released to take and pass the state exams.

Helpful study resources can be found on the CTX College of Education Website:
<https://www.concordia.edu/academics/college-of-education/texas-certification.html>

Benchmark Three – Admission to Practicum Two

Benchmark 3 is completed while students are completing fieldwork in their Practicum I classes and enrolled in EDU 4101.

Criteria

- Full Admission to Benchmark 2
- Enrollment in and successful completion of EDU 4101 and the First Practicum including
 - a. Fieldwork Contract
 - b. Log including required hours completed and signed
 - c. Satisfactory Reflections
 - d. Satisfactory Coaching Observations
- TExES PPR
 - a. Released (completed tutorials, met standard on proctored exam, applied for and granted release)

- b. Passing TEXES PPR - Registered for, completed and PASSED the TExES PPR exam at an approved site
- TExES Content Exam
 - a. Completed Tutorials and scored 65%+ on the TExES content exam associated with your area of concentration on an approved platform in a proctored setting
- Application - Complete the B3 Admission to Practicum II application using the link found in the EDU 4101 blackboard course
- Dean's approval (in good standing at CTX)
Note: students who are below standard on one of their exams but meeting all other requirements may be approved to re-enroll in EDU 4101 and be fully accepted to Practicum II and EDU 4103 while retaking EDU 4101.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all benchmark 3 applicants will be sent to the Dean of Students to verify their standing with the university.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via Dynamic Forms with an attached letter informing them of their acceptance or denial for the benchmark. Teacher candidates who are accepted will read and sign their letter according to the specified directions. Failure to follow the stated instructions will nullify a letter of acceptance.

WHAT IF I AM NOT ACCEPTED?

Teacher candidates who are not FULLY accepted to Practicum II will be advised to meet with their academic advisor(s) to determine their next steps.

- Candidates failing to complete any components and be accepted to Benchmark 3 prior to the start of fall classes will be UNENROLLED from Practicum II by the Student Academic Planner and the campus will be informed.
- Practicum II courses are only offered once a year, so candidates may be required to wait a year to enroll in Practicum II if they wish to continue to pursue teacher certification upon graduation.

- Students may complete any other outstanding coursework during the interim or change majors.

Benchmark Four – Admission to the Professional Semester – Clinical Teaching

Benchmark 4 is completed while students are completing fieldwork in their Practicum II classes and enrolled in EDU 4103.

To be fully admitted into benchmark four and be eligible for clinical teaching and receive an official placement teacher candidates must complete all of the criteria listed below.

CRITERIA

- Full Admission to Benchmark 3
- Enrollment in and successful completion of EDU 4103 and the Second Practicum including
 - a. Fieldwork Contract
 - b. Log including required hours completed and signed
 - c. Satisfactory Reflections
 - d. Satisfactory Coaching Observations
 - e. First 15 Days video reflections
- TExES Content Exam(s)
 - a. Released (completed tutorials, met standard on the proctored exam, applied for and granted release)
 - b. Passing TEXES Content Exam(s) - Registered for, completed and PASSED the TExES Content exam(s) for your certification area at an approved site.
- Application - Complete the B3 Admission to Practicum II application using the link found in the EDU 4103 blackboard course
- Dean's approval (in good standing at CTX)
- Successfully complete all coursework required for degree completion other than Clinical Teaching.

WHO WILL REVIEW MY SUBMISSION/APPLICATION?

Benchmark applications and required materials are reviewed by the College of Education Teacher Education Faculty.

A list of all Clinical Teaching applicants will be sent over to the Dean of Students for review and approval.

HOW WILL I KNOW IF I AM APPROVED TO CONTINUE TOWARD TEACHER CERTIFICATION?

Teacher candidates will receive an email via Dynamic Forms with an attached letter informing them of their acceptance or denial for the benchmark. Teacher candidates who are accepted will read and sign their letter according to the specified directions. Failure to follow the stated instructions will nullify a letter of acceptance.

WHAT IF I AM NOT ACCEPTED?

Candidates failing to complete any outstanding components and be accepted to benchmark 4 and clinical teaching prior to the deadline will not be assigned an official clinical teaching placement.

- If the candidate wishes to continue to pursue teacher certification through Concordia University Texas, the candidate may take the spring semester to complete any outstanding Benchmark 4 requirements. If the candidate is then accepted to Benchmark 4 by the end of the spring semester, the candidate may be assigned to a clinical teaching position the following fall. **–or–**
- If the candidate does not wish to continue to pursue teacher certification through Concordia University Texas, the candidate may apply to change programs. Interdisciplinary Studies majors may apply to change degree plans to Interdisciplinary Studies without certification and continue to take classes toward graduation. Content Area Education majors may apply to change degree plans to either major in their content area or multidisciplinary studies and continue to take classes toward graduation. These degree plans do not lead to certification through Concordia University.

BREAK IN ENROLLMENT

Due to the rigor of and frequent changes to certification exams, if a student has not been enrolled at the university within the last academic year (three consecutive semesters), that student will be administratively withdrawn from the Educator Preparation Program at Concordia and all benchmark approvals will be removed.

A student who is withdrawn from a certification program without completing the program must reapply and be accepted to both the university and the certification program at Concordia University. The applicant does so under the policies and program admission requirements, including tuition, fees and program benchmarks, in effect at the time of re-entry.

CALENDAR OF EVENTS

The most up-to-date information about events and deadlines for the Teacher Education program is found on the [Current Teacher Education Students](#) page of the Concordia

website. (College of Education → Teacher Education Program → Current Teacher Education Students)

CERTIFICATION EXAM RELEASE POLICY

In order to register for a state certification exam, a student must be released by a college or university who verifies that they are prepared. A CTX teacher candidate is eligible to be released to take a certification exam after being accepted into Benchmark 2 and after meeting established criteria as stated in EDU 3101, EDU 4101 and EDU 4103 Teacher Education Seminar syllabuses. Students have 15 days to apply for release after meeting the practice test score requirement.

Candidates who are released to take a TExES exam have 60 days to register for and complete the exam they were released to take. If candidates do not complete their exam within the 60 days, their release to test will be removed and they will be required to complete additional study hours and meet additional assessment requirements to be re-released. This requirement will be satisfied using an agreed-upon resource at the student's expense if their attempts on the university provided resource have been exhausted.

Please be aware the State Board of Educator Certification (SBEC) regularly updates certification requirements. This means that your coursework, exam scores, and even your Clinical Experience (Clinical Teaching or Residency) can expire. If you delay taking your exams and/or applying for standard certification, you may be required to repeat coursework and/or clinical experience.

CERTIFICATION EXAM RETAKE POLICY

If a candidate fails to meet standard on a TExES Certification Exam, they must do the following:

- Develop, get approval for and complete a study plan including the number of hours according to the chart below
- Demonstrate mastery on an additional approved practice exam (after completion of their study hours)
- Submit a Request for Release to Retest with documentation (log of hours, certificates, official practice exam scores) attached

Note: Students will not be released based on exams taken more than 15 days prior to the request. Costs for study resources and practice exams are the

responsibility of the candidate. Exams used to release a student to retake an exam must be pre-approved and taken in a proctored setting.

Hours

The study plan must include the number of hours indicated in the chart below:

Points from Passing	Study Hours Required per content area
1-3	25
4-6	50
6-9	75
10+	100

The study plan must be documented for each content area failed (Core Subjects EC-6 has five separate content hours). Candidates wishing to be released for Core Contents EC-6 or 4-8 will not be re-released to take an individual subject test unless they are only failing to meet standard in one content area. Students needing to re-test in two or more subject areas must be re-released for all needed areas at the same time.

Recommended study activities to log

- Work through one or more online or printed test preparation resources such as
 - 240 Tutoring www.240tutoring.com
 - Certify Teacher <https://www.certifyteacher.com/>
 - T-CERT <https://pact.tarleton.edu/tcert/>
 - Study.Com <https://study.com/>
 - Mometrix <https://www.mometrix.com/>
- Read, study and take the practice test in the Pearson Preparation manual: http://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html
- More test preparation resources can be found on the Test Preparation Resource tab of the [Texas Certification](#) page

Practice Exams

The student must demonstrate mastery on an approved practice exam. The following resources can be approved if the student has not previously used them to be released. Always check with your advisor or the program director for approval before selecting an exam.

- Certify Teacher
- 240Tutoring (must work through modules and quizzes to test)
- Representative Exam (paper at CTX)
- Other....

CERTIFICATION PROGRAM RETENTION POLICY

Concordia University Texas strives to graduate and certify only candidates who will be effective educators. Candidates are expected to demonstrate their ability to be effective educators throughout their program and will be assessed for educational dispositions and skills, as well as academic success. If a candidate's GPA falls below the required GPA or other issues arise concerning the candidate's ability to be an effective educator, the candidate may be dismissed from the certification program.

Reasons candidates may be dismissed from the certification program may include, but are not limited to, the following, at the discretion of the College of Education.

- Undergraduate GPA or content GPA falls below 2.75
- Graduate GPA falls below 3.0
- Concordia University College of Education or Texas Educator Code of Ethics violation
- Failure to meet recommended improvements regarding concerns that arise during the Teacher Education Disposition Review Process
- Criminal Background Check that precludes placement
- Failure to successfully complete required benchmarks
- School district refuses to accept the student for field experience, clinical teaching or practicum
- Student withdraws from the university or has not been enrolled for a year (three consecutive semesters)

Students will only be released to test and/or recommended for certification in the certification area that the candidate was prepared. If the candidate fails to become certified within five years of graduating or there is a significant change made by SBEC in certification standards or test requirements, CTX may require additional coursework or training before granting test approval.

CERTIFICATION RECOMMENDATION REQUIREMENTS

In order to be certified by the state of Texas to teach in a public school (K-12), teacher candidates must be recommended by a college or university. The following requirements must be met in order to be recommended for certification by CTX.

- Baccalaureate Degree with an Interdisciplinary Studies with Certification major and an associated EC-6 or 4-8 concentration – OR –
- Baccalaureate Degree with a Content Area Education Major and an associated concentration or major in an approved certification area – OR –
- Completion of courses designated by CTX for certification recommendation.
- Minimum or higher scores on the current state mandated TExES exams.
- Meeting all benchmark requirements

CLINICAL TEACHING

Clinical teaching (also known as student teaching) is the culmination of the educational experience at Concordia University Texas for students seeking teacher certification. Teacher candidates must have completed all other required coursework for their degree to be eligible for clinical teaching. Clinical teaching is a full-semester experience that provides a comprehensive experience with a highly qualified mentor teacher and the support of a university supervisor. Teacher candidates must apply and be accepted (see [benchmark four](#) for further details) for clinical teaching (EDU 41200). See further details in the Clinical Teaching Handbook.

RESIDENCY

Students may also complete their clinical hours through the yearlong residency program as the culmination of the educational experience at Concordia University Texas for students seeking teacher certification. Students wishing to be considered for the residency program will apply during the spring of their junior year and must be able to meet all requirements for the their program besides the second semester of residency by the end of fall semester. EC-6 and 4-8 Interdisciplinary teacher candidates may take up to two additional classes during the fall semester on the same day as the practicum classes. Secondary Content Curriculum candidates interested in residency must be able to arrange for all of their remaining classes to meet on the same two days each week at CTX. Residency is a year-long experience that provides a comprehensive experience with a highly qualified mentor teacher. For further details, see the Teacher Residency Handbook.

COURSE ROTATIONS

While some education courses are offered every semester, most are only offered once a year, and a few are only offered every other year. Students are strongly encouraged to map out a graduation plan upon acceptance to the program and update it regularly in consultation with their advisor. The most up-to-date course rotation list for Teacher

Education can be found on the [Course Rotations](#) page of the Concordia website. (Resources → Office of Student Registration and Records → Course Rotations)

CRIMINAL HISTORY EVALUATIONS & FINGERPRINTING

Before participating in any field or clinical experience, students will be required to undergo school district criminal history checks.

Prior to certification, all certification applicants are required to submit fingerprints for a national criminal history background check. Information regarding requirements for fingerprinting can be found on the TEA website at: <https://tea.texas.gov/texas-educators/investigations/fingerprinting/fingerprinting-for-certificate-applicants>

Felony convictions or misdemeanors involving moral turpitude may result in denial of certification. If you have a criminal record and would like it evaluated as to eligibility for certification, you may request this service from SBEC. The fee is \$50.00 and is non-refundable. The evaluation is based on and limited to the information that you provide. Criminal histories are evaluated on a case by case basis and you will receive a preliminary criminal history evaluation letter by email.

More information about the criminal background check can be found at: https://tea.texas.gov/Texas_Educators/Investigations/National_Criminal_History_Checks-FAQs

ESL CERTIFICATION EXAM

A student is eligible to take the ESL supplemental certification exam by request, after passing their content certification exam, as well as passing EDU 2320 Teaching Culturally and Linguistically Diverse Students, and at least one of the following:

- RDG 3326 Primary Literacy
- RDG 4327 Intermediate Literacy
- RDG 3342 Disciplinary Literacy.

A student will only be released one time to take the ESL supplemental certification exam prior to graduation and must meet the 85% standard on an approved practice test in a proctored setting to get released.

FIELDWORK

Fieldwork is a critical component of the teacher education experience at Concordia University Texas in preparing our candidates for their clinical teaching experience and

ultimately to take on the role of classroom teacher. Fieldwork placements are coordinated by the placement coordinator; however, teacher candidates must complete any required district applications each academic year for placement. Teacher candidates will function as co-teachers in their fieldwork placements engaging in focused observations, assisting, and presenting small group and whole class lessons during their fieldwork experiences. The list below indicates the active engagement required throughout fieldwork experiences:

Observing

- Take notes regarding the classroom environment, lesson planning and delivery, student engagement and evidence of learning and reflect on the experiences
- Make connections between planning, instruction and assessment practices being observed and the theories, readings, and class discussions you are having at CTX
- Note questions that arise to ask the cooperating teacher or your professor later when you debrief
- Learn the names, strengths and needs of the students and build a positive rapport with them

Assisting – Ask the cooperating teacher how best to assist or use your time

- Monitor students as they work and give one-to-one assistance
- Distribute papers or materials
- Help assess student work to determine whether they are meeting the objectives being taught and practiced
- Assist with routines and transitions and consider how particular routines help the teacher and students focus on teaching and learning

Co-Teaching – offer to co-teach once you are comfortable

- Parallel Teaching – jointly plan a lesson with the cooperating teacher, then divide the class in half and each teach the same lesson to the two groups at the same time maximizing your individual strengths and lower student to teacher ratio
- Supplemental or Remedial Teaching – work with a small group of students to teach or re-teach a particular learning objective that they need
- Station Teaching – facilitate the learning at a particular station which requires direct instruction or may be new
- Team Teaching – jointly plan a lesson with the cooperating teacher, then determine how each will interact throughout the lesson. Any of the above methods may be employed.

Teach Lessons of your own following the cycle of effective teaching

- Plan, discuss, and modify a lesson once you know the students and their needs well enough
- Teach the lesson using the pre-selected targeted strategies and resources

- Assess student outcomes (how did they perform the task you required?)
- Reflect on the lesson (analyze how it went in writing)

Although the state of Texas mandates 30 hours of fieldwork, Concordia Texas education programs require between 90 and 200 hours of fieldwork. Listed below are the classes and minimum hours of fieldwork associated with each class.

NOTE: Actual fieldwork hours may vary by class, placement, and delivery method.

All Teacher Education Certification Majors

EDU 1201	Introduction to Education	15 hours
EDU 2310	Introduction to Exceptional Learners	15 hours

Interdisciplinary Studies with Certification Majors

<u>Primary Practicum</u>	60 hours
--------------------------	----------

- ECE 3320 Early Childhood Curriculum, Methods, Materials
- RDG 3326 Language and Literacy for Primary Grades

<u>Intermediate Practicum</u>	105 hours
-------------------------------	-----------

- EDU 3301 Mathematical Methods-Elem
- EDU 3305 Science and Health Methods-Elementary
- EDU 3312 Methods of Social Studies
- RDG 3327 Language and Literacy for Intermediate Grades

Content Area Education with Certification Majors

Practicum I

- RDG 3342 Disciplinary Literacy 50 hours

Practicum II (one of the following courses)

- EDU 4300* Content Methods (most 4-8 and 7-12 contents) 50 hours
- KIN 4310 Kinesiology Internship (K-12 PE certifications) 50 hours
- RDG 4327 Intermediate Literacy (*ELAR and ELAR/SS 4-8*) 50 hours

**4-8 candidates may substitute the appropriate course from the Intermediate Practicum for EDU 4300)*

Residency Students (in lieu of Intermediate Practicum)

EDU 4102 Teacher Residency	210 hours
----------------------------	-----------

Lutheran Teacher Diploma or Christian Teacher Diploma add

EDU 3333 Teaching Religion	15 hours
----------------------------	----------

The fieldwork requirements for each course are outlined in each course syllabus. Teacher candidates are expected to keep an accurate time log, including having the cooperating teacher verify their time log. Teacher candidates are also expected to complete assigned reflections about their fieldwork experiences and make connections to theory, course readings, and class discussions.

Course professors will provide coaching, mentoring and feedback throughout the fieldwork experience, including written feedback on the reflections.

It is the teacher candidate's responsibility to save and upload all time logs, reflections, and evaluations into the Certification Course in BB for the appropriate Benchmarks.

GRADUATION REQUIREMENTS

Completion of all program requirements with:

1. Cumulative GPAs of 2.75 on all work attempted at Concordia University Texas and all courses in the major
2. A grade of "C" or better in all degree plan courses.

LUTHERAN TEACHER DIPLOMA/CHRISTIAN TEACHER DIPLOMA

The Lutheran Teacher Diploma (LTD) is the culmination of a program that certifies a graduate as ready for placement into the teaching ministry of The Lutheran Church—Missouri Synod. LTD candidates are called by congregations for service as teachers in Lutheran Schools and congregations. This ministry encompasses a broad spectrum of opportunities to serve students of the school, their parents, and the total congregation.

The Christian Teacher Diploma (CTD) is the culmination of a program that certifies a graduate for teaching ministry in a non-LCMS Christian School.

The faculty must approve each candidate for the Lutheran Teacher Diploma (LTD) or Christian Teacher Diploma (CTD). Candidates must meet the following criteria in order to be presented to the faculty for approval:

1. Complete the Concordia Texas Teacher Education Program.
2. Be an active member of a congregation affiliated with The Lutheran Church-Missouri Synod for LTD or active member in a Christian church for CTD
3. Complete required courses for LTD or CTD as listed in the [Undergraduate Catalog](#)

4. Complete at least 7 weeks of Clinical Teaching in a TEA (Texas Education Agency) accredited Lutheran School (LTD only)
5. Receive required LTD or CTD recommendation.

PRACTICUM SEMESTERS

Interdisciplinary Studies with Certification Majors (EC-6 and 4-8)

Practicum I

ECE 3320	Early Childhood Curriculum, Methods, Materials (<i>for EC-6 only</i>)
RDG 3326	Language and Literacy for Primary Grades (<i>for EC-6</i>)
EDU 3340	Societal Relations & Classroom Management
EDU 4101	Teacher Ed Seminar

Practicum II

EDU 4305	Mathematical Methods-Elem
EDU 4307	Science and Health Methods-Elementary
EDU 4312	Methods of Social Studies
RDG 4327	Language and Literacy for Intermediate Grades

Content Area Education with Certification Majors

Practicum I - All content area certification students will take the following courses:

EDU 3340	Societal Relations & Classroom Management
EDU 4101	Teacher Ed Seminar II
RDG 3342	Literacy in the Content Area

Practicum II - Content area certification students will take the course below associated with the certification being sought.

EDU 4103	Teacher Ed Seminar III
EDU 4300	Content Methods (all 7-12; Music EC-12; * 4-8 Content Curriculum)
KIN 4310	Kinesiology Internship (EC-12 PE)
RDG 4327	Lang & Lit for Intern. Grades (<i>ELAR 4-8 and ELAR/SS 4-8 required</i>)

**4-8 content curriculum candidates may substitute the appropriate course from the Intermediate Practicum for EDU 4300)*

PI LAMBDA THETA

Senior students who meet eligibility requirements (cumulative GPA of 3.50 or greater) will be eligible for membership to Pi Lambda Theta. Pi Lambda Theta is an

international honorary society and professional organization dedicated to the advancement of education.

It is the responsibility of the student to join Pi Lambda Theta.

For more information, visit Pi Lambda Theta's website at www.pilambda.org.

Retaking and REPEATING EDUCATION COURSES

A student must earn a C or better in all courses in their education degree plan. A student may only retake one education course (e.g. EDU 1201, RDG 3311, ECE 3320) after scoring below a C over the course of their degree. Students needing an additional semester to meet testing standards may repeat EDU 4101 or EDU 4103.

RESIDENCY REQUIREMENTS

Candidates for a B.A. degree with an Interdisciplinary Studies or Content Area Education Major with Teacher Certification requirements must include the entire professional semester among the 32 semester hours required to be earned in residency at Concordia University Texas.

THE COLLEGE OF EDUCATION CODE OF ETHICS

The purpose of the Code of Ethics is to establish standards of conduct for students, professors and staff members in the College of Education and to provide a procedure that offers basic assurances of fundamental fairness to any person accused of violations of these standards. Each student, professor and staff member in the College of Education is bound by the provisions of this Code of Ethics and is presumed to be familiar with all of these standards.

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their disciplines. They demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between the professor and the student. They avoid any exploitation, harassment, or discriminatory treatment of students." (American Association of University Professors Statement, 1990)

College of Education students, professors and staff members conduct themselves in a manner that is consistent with the highest degree of ethical integrity. In addition to compliance with all standards and policies in the CTX Student and Faculty Handbooks, students, professors and staff members in the College of Education will

A. Demonstrate professional behavior when representing the College of Education of Concordia University Texas in any activity on campus or in the community. Behaviors consistent with this standard include, but are not limited to, the following:

- 1) Complying with the “Code of Ethics and Standard Practice for Texas Educators (effective September 1, 2002).” [SBEC Rule 247.2](#)
- 2) Complying with all policies, statutes, and rules established by state and local agencies as well as those established by Concordia University Texas and the local schools for any field assignments.
- 3) Recognizing and respecting diversity that exist in the classroom and planning accordingly.
- 4) Supporting a safe physical and emotional learning environment.
- 5) Collaborating with others in a positive, cooperative and courteous manner.
- 6) Not falsifying or misrepresenting any facts, documents, reports or information given to faculty, staff, cooperating teachers/site supervisors, university supervisors, students, colleagues or others.
- 7) Not disclosing information about College of Education students or PK-12 students obtained in the course of professional service or fieldwork unless disclosure serves a compelling professional purpose or is required by law.

B. Demonstrate professional behavior when using technology. Concordia University Texas College of Education students are to use technology for instructional, assessment and research purposes, whether using CTX’s resources or at a PK-12 institution. Behaviors consistent with this standard include, but are not limited to, the following:

- 1) Obtaining permission to use and giving appropriate citations for using some or all of another’s work.
- 2) Adhering to online study and testing guidelines to avoid academic dishonesty (e.g. refraining from copying, recording or memorizing specific exam questions, accessing online assessments out of the proctored setting, sharing and/or studying specific questions rather than concepts, etc.)
- 3) Adhering to all Acceptable Use and other computing policies of Concordia University Texas as outlined on the CTX website www.concordia.edu.

- C. Demonstrate a professional respect for all students, supervisors and faculty as well as the education profession. In the Concordia University Texas College of Education emphasis is placed on the creation of an inclusive learning environment. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) College of Education students view each relationship with their professors, supervisors, fellow students and PK-12th grade students with a positive attitude and a belief that each one is a special child of God and each interaction is an opportunity to enhance their professional growth.
 - 2) Faculty and staff members view each relationship with College of Education students with a positive attitude and the belief that each one is a special child of God who has many gifts and talents that may contribute greatly to the education profession.
 - 3) College of Education students treat cooperating teachers, site supervisors, university supervisors, students, staff, colleagues, faculty and others with fairness and respect.
 - 4) College of Education students comply with all policies stated in each course syllabus.
 - 5) Faculty members are fair and balanced in their evaluation of student work.
 - 6) College of Education students complete course assignments in accordance with deadlines.
 - 7) College of Education students exhibit a positive attitude toward the education profession and their chosen content area(s).
- D. Demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to, the following:
- 1) College of Education students accept constructive criticism from peers, faculty, supervisors or others.
 - 2) Faculty members encourage the free exchange of ideas among themselves and their students.
 - 3) College of Education students consistently attend scheduled classes and meetings.
 - 4) Faculty members meet classes as scheduled, post and maintain office hours, advise students and provide access to course requirements and other information as needed.
 - 5) College of Education students comply with all class and school policies and procedures in classes and field assignments.
 - 6) College of Education faculty and students maintain a professional appearance in all field assignments, complying with all dress standards and policies expected of a school's professional staff. The following

practices/items are generally not considered professional: exposed body piercings or tattoos, jeans, revealing attire, sweat pants, tank tops, and other casual dress as designated by the setting.

- 7) College of Education faculty, staff and students develop and adhere to appropriate professional relationships.

Candidates are not permitted to develop a friendship that conflicts with professional roles or develop a romantic and/or sexual relationship with a PK-12 student or cooperating teacher/site supervisor, university instructor, staff member or supervisor. Faculty are not permitted to hinder any student's academic progress or create a situation in which any student is either favored or negatively impacted. Faculty may not determine award grades for reasons other than academic performance or demonstration of professional skills, attitudes or knowledge in the PreK-12th grade classroom.

- 8) College of Education faculty, staff and students will comply with all laws and code prohibiting the following

- sexual harassment or accusing others inappropriately of sexual harassment
- issuing implied or explicit threats to faculty, supervisors, students, staff or colleagues.
- attending class or field assignments under the influence of illegal drugs or alcohol.
- using any form of harassment such as phone calls, emails, or written communication toward other students, faculty, staff or colleagues.

It is the expressed responsibility of the faculty to set behavioral standards for class and field assignments as well as academic standards. As a Christian community of learners, certain behaviors are expected and faculty establishes and upholds those expectations. If these standards are not met, College of Education faculty are responsible for following protocols (in addition to those in the CTX Student Handbook) which may include dismissing the student from a class or field assignment, revoking admission to the Certification Program, or setting conditional requirements for continuation in the Certification Program.

Protocols for reporting, discussing, and taking action regarding ethics violations can be found in the CTX Student Handbook.

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
<u>CHAPTER 247</u>	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

(1) Professional Ethical Conduct, Practices and Performance.

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

(2) Ethical Conduct Toward Professional Colleagues.

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

(3) Ethical Conduct Toward Students.

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242; amended to be effective December 27, 2016, 41 TexReg 10329; amended to be effective October 21, 2018, 43 TexReg 6839

CONCORDIA UNIVERSITY TEXAS
COLLEGE OF EDUCATION
COMPLAINT PROCEDURE

COMPLAINTS	In this policy, the terms “complaint “and grievance shall have the same meaning
GUIDING PRINCIPALS	The College of Education encourages students to discuss their concerns and complaints through informal conferences with their program staff. Most of the time, concerns are resolved at this level.
INFORMAL PROCESS	
FORMAL PROCESS	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the student, he or she may initiate the formal process described below by filing a written complaint form.</p> <p>Even after initiating the formal complaint process, a candidate is encouraged to seek informal resolution of his or her concerns. A student, whose concerns are resolved, may withdraw a formal complaint at any time.</p>
GENERAL PROVISIONS FILING	Complaint forms and appeal notices may be filed by hand-delivery, email, fax, or U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Emails shall be timely filed if they are date and time marked on or before the deadline. Fax filings shall be timely filed if they are received on or before the deadline, as indicated by the date/time shown on the fax copy. Mail filings shall be timely filed if they are postmarked by the U.S. Mail on the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.
RESPONSE	At Levels One and Two, “response” shall mean a written communication to the student from the appropriate EPP staff. Responses may be hand-delivered or sent by U.S. Mail or emailed to the candidate’s email or mailing address of record. Mailed responses shall be timely if they are postmarked by

U.S. Mail on the deadline and received by the student no more than three days after the response deadline.

DAYS

“Days” shall mean program business days. In calculating time lines under this policy, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following day as “day one.”

GENERAL PROVISIONS

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Students shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the program may consolidate the complaints.

UNTIMELY FILINGS

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student, at any point during the complaint process. The student may appeal the dismissal by seeking review in writing within ten business days, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

COSTS INCURRED

Each party shall pay its own costs incurred in the course of the complaint.

COMPLAINT FORM

Complaints under this policy shall be submitted in writing on a form provided by the program. Complaint forms are available in the College of Education office.

Copies of any documents that support the complaint should be attached to the complaint form. If the student does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new

documents may be submitted unless the student did not know the documents existed before the Level One conference.

A complaint form that is incomplete in any material aspect may be dismissed, but it may be refiled with all the requested information if the refiling is within the designated time for filing a complaint.

AUDIO RECORDING

As provided by law, a student shall be permitted to make an audio recording of a conference under this policy at which the substance of the candidate's complaint is discussed. The candidate shall notify all attendees present that an audio recording is taking place.

LEVEL ONE

Complaint forms must be filed:

- Within 15 days of the date the student first knew, or with reasonable diligence should have known, of the decision or action given rise to the complaint or grievance; and
- With the direct supervisor (instructor, student advisor or Program Director in Undergraduate; instructor, Academic Planner, or Specialization Chair or Program Director in Graduate)

The direct supervisor shall hold a conference with the student within ten days after the receipt of the written complaint.

The direct supervisor shall have ten days following the conference to provide the student with a written response.

LEVEL TWO

If the student did not receive the relief requested at Level One or if the time for a response has expired, the student may appeal the decision to the program's legal authority, the next person in the supervisory structure.

The appeal notice must be filed in writing, on a form provided by the program within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level One.

The program's legal authority or designee shall inform the student of the date, time, and place of the meeting at which the complaint will be discussed.

The direct supervisor shall provide the program's legal authority with copies of the complaint form, the response at Level One, the appeal notice, and all written documentation previously submitted by the student. The program's legal authority shall consider only those issues and documents presented at the preceding level and identified in the appeal notice.

The program's legal authority must provide written notice of the decision to the candidate.

The Education Preparation Program (EPP) must retain information concerning the complaint for a minimum of three years.

The student must exhaust program level remedies (including Dean of the College of Education and Provost) before proceeding to Level 3.

After the student has exhausted all attempts at the program level to resolve a complaint that occurred within the past two years and has not received the relief sought, information on how to file a complaint with the Texas Education Agency (TEA) can be secured from the EPP by information posted at their physical facility, on their website or, upon request, directions in writing.

LEVEL THREE

The official TEA complaint process can be found at www.tea.texas.gov in the banner located at the bottom of the page. Select the "Complaint" link and then "Educator Preparation Programs."

The complaint process allows for an applicant or a student in an educator preparation program to seek redress in areas where they feel that the program did not fulfill requirements for certification or for actions that the student feels are wrong. Educator preparation programs may also file a complaint about the actions of other programs when it involves a student transferring into a program.

Not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) in Chapters 227, 228, 229, ethics

(TAC §247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242)

All complaints filed with the TEA must be in writing. TEA does not accept complaints by phone or complaints that are submitted anonymously. A person or entity may file a written complaint with TEA by filling out the complaint form online or by mailing or faxing a hard copy to the address on the form. You may fax your submission to (512) 463-9008 or email it to generalinquiry@tea.texas.gov.

To adequately review and address a complaint, TEA needs specific details. TEA must be able to identify a clear violation of TAC and determine whether the agency has authority to act upon the allegation.

Complaint submissions should include the following:

- The reasons you believe the issues raised in your complaint are valid. You should also indicate how you believe that TEA can assist you with this matter. Remember that TEA cannot assist you in understanding your contractual arrangement with the educator preparation program, arranging for a refund, obtaining a higher grade or credit for training, or seeking reinstatement to an educator preparation program.
- Documentation to support your claim when possible. For example, if you refer in your complaint to an educator preparation policy, include a copy of the policy with your complaint. Helpful documentation might include letters or emails exchanged between the parties.

TEA staff will send confirmation of a complaint within 30 days of receiving the submission. Remember, information the public sends to TEA by email may not be secure. Do not email sensitive information to TEA. The agency will remove confidential or sensitive information when replying by email. TEA will maintain confidentiality of information to the extent the law allows.

TEXAS ADMINISTRATIVE CODE §228.70

COMPLAINT FORM (LEVEL I)

Note: Be sure you have read the College of Education Complaint Procedure prior to completion of this form.

Today's Date: _____

Name: _____

Email: _____

Other Contact Info: _____

Mailing Address: _____

Circle One: Undergrad Graduate

Campus: _____

1. Summarize the complaint below. Please be as specific as possible, including pertinent dates.
2. Describe your efforts to resolve the complaint in other ways.
3. Be sure to attach any relevant documentation, if available.

To be completed by the College of Education

Form Received By: _____

Date Received: _____

Conference must be held within ten (10) days of the receipt of the written complaint.

Conference Date: _____

Student must receive a response within ten (10) days of the conference.

Response From: _____ **Date:** _____

CONCORDIA UNIVERSITY TEXAS
COLLEGE OF EDUCATION

COMPLAINT APPEAL FORM (LEVEL II)

Note: Be sure you have read the College of Education Complaint Procedure prior to completion of this form.

Today's Date: _____

Name: _____

Email: _____

Other Contact Info: _____

Mailing Address: _____

Circle One: Undergrad Grad

Campus: _____

1. State below the reason why the Level I Complaint is being appealed. Note that no additional information can be introduced, only the reason for the appeal.

2. Be sure to attach the Level I Complaint Form to this document.

To be completed by Concordia University

Form Received By: _____

Date Received: _____

Meeting Date: _____