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Master of Education

Handbook

2020-21

PLEASE NOTE:

This handbook is provided as a supplement to the Concordia University academic course catalog, which may be found on the university's website:

www.concordia.edu

The policies and procedures contained within this handbook are subject to change or revision at any time. The College of Education will make every effort to notify current students of substantive changes which might affect the chosen degree plan.

CONCORDIA UNIVERSITY TEXAS
College of Education

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CONCORDIA UNIVERSITY TEXAS

M.Ed. Program Handbook

Located in the Texas Hill Country, Austin is an educational and cultural center providing many opportunities for enrichment. Since 1926, Concordia has been providing quality education for students in a variety of fields. The College of Education, one of the four colleges in the University, has a history of providing well-educated teachers for teaching in Lutheran and public schools all over the United States and the world beyond. Concordia offers a Master of Education degree, with specializations in Advanced Literacy Instruction, Educational Administration, Instructional Leadership, Special Education, and Coaching and Sports Administration.

Concordia University Texas is accredited by the Southern Association of Colleges and Schools, Commission on Colleges to award degrees at the Associate, Baccalaureate, Masters and Doctorate levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the status of Concordia University Texas. Normal inquiries about the institution, such as admissions requirements, financial aid, education programs, etc., should be addressed directly to Concordia University Texas at 11400 Concordia University Dr., Austin, TX 78726 or call 512-313-3000 and not to the Commission's Office. The Commission on Colleges should be contacted only if there is evidence that appears to support a significant non-compliance with a requirement or standard established by the Commission on Colleges.

Concordia's teacher education programs are also approved by TEA (Texas Education Agency) to offer certification for teaching in grades EC-12, as well as the Principal, Superintendent, and Reading Specialist certificates.

SPECIALIZATIONS

The mission of the Master of Education degree at Concordia University Texas is to develop educational practitioners who exemplify leadership in value-centered education, management of educational change, effective instructional practices, sensitivity to diversity in learners, cultures and educational systems, and practical applications of theory, research, and assessment in education.

The Master of Education degree plan has two parts: a core and a specialization. The core consists of six hours built upon the learner proficiencies identified for this M.Ed. program. Along with completion of the core, students choose one of five 24 hour specializations designed to meet the individual needs of the student and his/her teaching situation. Students choosing Advanced Literacy, Educational Administration, Instructional

Leadership, and Special Education must be currently employed by or have permission from a school building Principal to work with students in a school setting. Choices include:

Advanced Literacy Instruction

Graduate students selecting this specialization will:

- Enhance personal proficiency as leaders and resource persons in literacy education.
- Prepare for literacy instruction at early childhood, middle, and high school levels.
- Strengthen teaching of reading and writing across the curriculum.
- Expand knowledge of children's and adolescent literature.
- Learn to diagnose and remediate difficulties in reading and writing.
- Will meet Reading Specialist certification requirements as set forth by the State of Texas.

Requirements for Reading Specialist certification in the State of Texas:

1. Submit proof to Concordia University of at least two years of experience as a full-time classroom teacher at a public or accredited private EC-12 school.
2. Meet all requirements, apply, be accepted, and confirm acceptance into the Advanced Literacy specialization.
3. Successfully complete all required coursework and benchmarks.
4. Successfully complete the Practicum (LTC 5366) at a TEA-approved, on-ground campus in Texas under the guidance of a state-certified mentor (Reading Specialist or Master Reading Teacher) with at least three years of experience.
5. Obtain a Master's Degree.

Educational Administration with Principal Certification

Graduate students selecting this specialization will:

- Meet Principal certification requirements as set forth by the State of Texas.
- Display ethical and Christian leadership skills necessary to help students grow in a healthy and productive manner.
- Display all the skills necessary to be a successful administrator in private or public schools.
- Become trained in federal, state, and local laws, policies, and procedures.
- Complete a practicum as an acting administrator at the campus or district level.

Requirements for Principal certification in the State of Texas:

1. Submit proof to Concordia University of at least two years of experience as a full-time classroom teacher at a public or accredited private EC-12 school.
2. Hold a valid, unexpired teaching certificate from any U.S. state.
3. Earn passing scores on both Qualifying Benchmarks (Benchmark 1 and 2).
4. Apply, be accepted, and confirm acceptance into the Educational Administration specialization at Concordia University.

5. Successfully complete all remaining coursework and benchmarks.
6. Successfully complete the practicum (EDAD 5156) at a TEA-approved, on-ground campus in Texas under the guidance of a state-certified mentor (administrator/principal) with at least three years of administrative experience.
7. Pass both required state exams: 268-Principal as Instructional Leader and 368-Performance Assessment for School Leaders.
8. Complete the Master's Degree in Educational Administration with certification.

Educational Administration without certification

Candidates in this program are not eligible to seek certification as a principal through Concordia University.

Graduate students selecting this specialization will:

- Display ethical and Christian leadership skills necessary to help students grow in a healthy and productive manner
- Display all the skills necessary to be a successful leader in private or public schools
- Become trained in federal, state, and local laws, policies, and procedures

Instructional Leadership

Candidates in this program are not eligible to seek certification as a principal through Concordia University.

Graduate students selecting this specialization are prepared for leadership roles in:

- Curriculum development
- Professional development
- Empowerment of teachers
- Instructional development
- Academic coaching
- Campus leadership roles (other than AP or Principal)
- District leadership roles

Culturally Responsive Inclusive Special Education

Graduate students selecting this specialization will:

- Prepare for various roles in educating students with special needs
- Develop a theoretical base in which to approach the challenges of educating the student with special needs
- Learn skills in collaboration necessary for reaching consensus
- Develop knowledge of special education law
- Examine ethical issues in dealing with students and parents
- Apply theory and activities to master course objectives in a field-based practicum

Coaching and Sports Administration

Graduate students selecting this specialization will:

- Lead sports programs and enterprises with integrity and fairness
- Develop skills for analyzing and applying research in sports
- Prepare for addressing the marketing, financial, human resources and event planning challenges of sports administration
- Become trained in federal, state and local laws, policies and procedures as they apply to the sports arena
- Develop the competencies to be an accomplished leader in the field of sports administration

Educational Technology and Innovation

- Identify and understand current and emerging technologies,
- Enhance teaching and student engagement with innovative technologies,
- Consider ethical implications of technology and its appropriate use and need for security
- Serve as visionary planners, empowered leaders, systems designers and connected learners.

UNIVERSITY ADMISSION

Concordia University Texas does not exclude, expel, limit, or otherwise discriminate against an individual seeking admission as a student or an individual enrolled as a student in the terms, conditions, and privileges of Concordia University Texas because of handicap, sex, age, race, color, religion, or national origin.

Admission to Concordia University Texas is based on the student's academic credentials; all applicants' admissions files are evaluated based on the graduate admission criteria and documentation requirements set forth by the Graduate Division in the College of Education. The process of admission begins with the submission of the Graduate Application for Admission and Application Fee. Some programs have additional requirements, please read the Program Specific Requirements section for detailed information. After all other materials have been received and evaluated by the Graduate Admissions Office according to the procedures established by the Graduate Program, students who have met all requirements will receive a letter of acceptance via email.

Admission Requirements

All M.Ed. applicants must submit the following in order to be considered for admission to the university:

- Application for admission.
- \$50 non-refundable application fee.

- Official transcripts. Graduate students must arrange to have the transcript sent to Concordia directly from the institution of record. A student-delivered transcript will not be accepted as an official transcript, unless it is received in the original sealed envelope and appropriately stamped by the institution of record as "issued to student in a sealed envelope."
- When deemed necessary, additional information including an interview may be required.
- Please see the Program Specific Requirements section to see additional materials and GPA requirements for each specialization
- International Graduate Applicants - Please see International Application Process and English Proficiency Policy on the Concordia Admissions website for additional admission information.

All students admitted to the Graduate Education Program at Concordia University Texas must:

- Maintain a GPA of 3.0 in order to stay in good standing as a graduate student.
- Students falling below the 3.0 requirement must bring their GPA to 3.0 within the next six (6) graduate hours earned or they will be academically ineligible to continue in the M.Ed. program or be approved for graduation.

Program Specific Requirements

Advanced Literacy

Additional application requirements:

- A valid, unexpired teaching certificate
- An official service record showing a minimum of one full year of teaching experience in public or private schools.

GPA requirements:

- Undergraduate GPA must be 3.0 or higher (cumulative or last 60 hours) for standard admission
- Undergraduate GPA of 2.75-2.99 (cumulative or last 60 hours), student must also submit appropriate GRE scores

Educational Administration (with or without certification)

Additional application requirements:

- A valid, unexpired teaching certificate
- An official service record showing a minimum of two full years of teaching experience in public or private schools.

GPA requirements:

- Undergraduate GPA must be 3.0 or higher (cumulative or last 60 hours) for standard admission

- Undergraduate GPA of 2.75-2.99 (cumulative or last 60 hours), student must also submit appropriate GRE scores
- Undergraduate degree without a GPA or with unconventional grading, student must also submit appropriate GRE scores

Instructional Leadership

Additional application requirements:

- A valid teaching certificate
- A minimum of one full year of teaching experience in public or private schools

GPA requirements:

- Undergraduate GPA must be 2.5 or higher for standard admission
- If your GPA does not meet the minimum requirements, you will be asked to submit an essay which will be reviewed by the Graduate Education Committee. For essay details, please email the Office of Admissions Processing at admissions@concordia.edu.

Culturally Responsive Inclusive Special Education

Additional application requirements:

- A valid teaching certificate
- A minimum of one full year of teaching experience in public or private schools

GPA requirements:

- Undergraduate GPA must be 2.5 or higher for standard admission
- If your GPA does not meet the minimum requirements, you will be asked to submit an essay which will be reviewed by the Graduate Education Committee. For essay details, please email the Office of Admissions Processing at admissions@concordia.edu.

Coaching and Sports Administration

GPA requirements:

- Undergraduate GPA must be 2.5 or higher for standard admission
- If your GPA does not meet the minimum requirements, you will be asked to submit an essay which will be reviewed by the Graduate Education Committee. For essay details, please email the Office of Admissions Processing at admissions@concordia.edu.

Educational Technology and Innovation

Additional application requirements:

- A valid teaching certificate or a minimum of one full year of experience in the technology field

GPA requirements:

- Undergraduate GPA must be 2.5 or higher for standard admission
- If your GPA does not meet the minimum requirements, you will be asked to submit an essay which will be reviewed by the Graduate Education Committee. For essay details, please email the Office of Admissions Processing at admissions@concordia.edu.

Admission Procedures

The process of admission to the university begins with the submission of the application to the Office of Admissions Processing. Decisions regarding acceptance are made at completion of the application file. All applicants will be considered on an individual basis.

1. Complete the online application and pay the \$50 application fee.
2. Submit official transcripts from the college or university where you earned your baccalaureate degree and graduate coursework attempted. Request an official, sealed transcript to be sent to the Office of Admissions Processing. Please request immediately as it may take up to six weeks for transcripts to arrive in our office. If any transcripts are from a foreign institution, an official WES Foreign Education Credential Service evaluation must be completed and sent to the Office of Admissions Processing. For more information please visit the WES websites. Please note: This process could take several weeks.
3. Submit a copy of your teaching certificate and service record/official proof of teaching experience from a private school (if applicable).
4. For graduate hours to be considered for transfer credit you must submit the Official Graduate Transcript (s), submit the Graduate Transfer Credit Consideration Form and submit course descriptions/syllabi for the graduate classes. The graduate program can accept up to 6 transferrable graduate credit hours.

Provisional Admission

Provisional Admission may be granted by the College of Education Graduate Division to applicants for non-certification programs whose GPA is between 2.25 and 2.49, if all other indicators point to success in the M.Ed. Program. Students are required to submit a one-to-two page essay to be reviewed by the Graduate Education Admissions Committee in addition to the student's admissions file. If accepted, the probationary student must maintain a grade point average of 3.5 for the first 12 hours taken in the Master of Education programs to be eligible to continue in the program.

Acting as a subcommittee of the university's Admissions Committee, the Graduate Education Admissions Committee consists of three College of Education faculty members: the Director or designee; the Program Chair for the specialization in which the candidate seeks admission and one other College of Education Graduate Division faculty member. The subcommittee will determine admissions status (provisional/scholastic probation admission, or denial) for applicants whose admission credentials fail to meet the specified standards.

NOTE: Full admission into the Graduate Program will be determined by the Graduate Admissions Office after review of first semester grades.

Contingent Admission

Contingent Admission may be granted for eight weeks (one course). Students will be given six weeks to complete their files with official transcripts from any and all additional colleges/universities attended and any missing letters of recommendation. If this is not accomplished, the student will be dropped from the graduate program at the end of the eight week period.

NOTE: Full admission into the Graduate Program will be determined by the Graduate Admissions Office.

Re-Admission of Former Students

Students may leave the program for a semester or longer, depending on circumstances. When a student re-enters the program, he/she does so under the policies, including tuition and fees, in effect at the time of re-entry. Degree requirements (i.e. the chosen degree plan) must be completed within seven years of initial entry into the graduate program.

Transfer Credit

The acceptability of courses presented for transfer credit from other colleges/universities is determined by faculty in the College of Education Graduate Division. Courses from colleges or universities not listed on the initial application for admission may not be accepted for credit. The parameters within which transfer credit may be accepted are as follows:

- A maximum of 6 semester hours of graduate-level credit may be transferred in.
- Coursework must have been completed within the last five (5) years prior to the completion of the Master's degree.
- The student must have earned a grade of "B" or better in the courses considered for transfer credit. Courses with a "pass/fail" grade will not be considered.
- Coursework transferred in must equate to coursework required in Concordia's M.Ed. program (within the core and/or specialization).

All decisions on equivalent substitutions must be recommended by the Master's of Education Director and approved by the Dean of the College of Education and Registrar.

ATTENDANCE POLICY

On-ground

It is required that students attend all class sessions, and students are to be present for the entire class session. There are no excused absences. However, if emergency circumstances dictate missing a session, students will notify the professor to determine how to make up the work missed in the class session. **If, for whatever reason, a student misses more than four (4) hours of cumulative absences, including late arrivals and early departures, he/she will, without exception, be administratively withdrawn from the course, and will have to repeat it at a later date.** In the event of extreme circumstances, the student may petition the Dean to stay in the class.

Professors keep records of late arrivals and early departures, both of which are counted as absences. This is because students have missed valuable interaction time with the professor and their peers. If students know that such absences are inevitable (i.e. proposed surgery, long-planned vacations, conference attendance, etc.), it is recommended to drop the course and take it at a later date. If a student has ongoing absences (i.e. missing one session in two classes of one term), he/she will be asked to meet with the Program Chair to justify continued participation in the program.

First Class Meeting Policy: Students who miss the first class meeting of any graduate course will be administratively dropped from the course. In the event of extenuating circumstances, the student may petition the College of Education Dean to be re-instated in the course. Students who know in advance that they will miss the first night of class may petition the Dean to not be dropped from the course. If the petition is received and approved prior to the first night of class, the student will not be dropped. The Student Petition Form is available from your Academic Planner.

Online

Concordia University Texas expects students to log into class and participate by Sunday at 11:59 p.m. of the first week. Doing so establishes intention to participate in the course. Students are encouraged to log in and participate in class often in order to maximize their educational experience. The census date for online undergraduate and graduate courses is at 11:59 p.m. (Central Time) on Day seven (7) of class.

Online attendance for all undergraduate and graduate courses is maintained by logging into the learning management system and participating in class activities (completing an assignment, completing a quiz, participating in a discussion forum, attending a synchronous session) at least once per seven days. Individual programs and/or instructors establish additional attendance policies for courses and that policy is communicated to the student during orientation and in the course syllabus.

Students are responsible for familiarizing themselves with this policy at the beginning of each course. Students receiving any form of financial assistance (including VA benefits) must maintain regular attendance to be eligible for assistance.

The students' instructors and Academic Planners will monitor attendance and the student will be administratively withdrawn from class after 7 consecutive days of non-participation or absence.

CERTIFICATION PROGRAMS

Concordia is approved by TEA (Texas Education Agency) to offer Reading Specialist certification preparation through the Advanced Literacy specialization and Principal certification preparation through the Educational Administration with Principal Certification specialization.

The State Board of Educator Certification (SBEC) regularly updates certification requirements. As a result, coursework, exam scores, and practicums may expire.

The College of Education faculty believes that successful completion of all preparation requirements and coursework for each certification is vital to guide highly qualified candidates to be prepared to take certification exams to serve students in Texas.

If the requirements, standards or exams change, CTX program graduates/completers who graduated under the old requirements and standards, but did not complete the certification process, including passing the certification exam(s) and/or applying for certification, will not be released to take the new certification exam(s) nor be recommended for the new certification.

Certification candidates are highly encouraged to complete their certification process without delay, preferably while they are students at Concordia. Students with questions about the certification process should contact the Program Chair or Academic Planner for their specialization/certification area.

Certification Program Admission Requirements and Benchmarks

Students who are pursuing Principal Certification through the Educational Administration specialization or Reading Specialist Certification through the Advanced Literacy specialization must also apply and be admitted to the certification programs and complete all program benchmarks.

Principal Certification Program

Educational Administration students will be contacted during their first semester with information about applying for the Principal Certification program and will be added to a course in Blackboard Learn called *Principal Certification*.

In order to be accepted into the Principal Certification program, students must successfully complete the following requirements:

- Meet all university admission requirements to the Educational Administration specialization.

- Successfully complete **Benchmark 1** (usually concurrent with MED 5308) by passing both the interview and the follow-up timed in-box writing activity.
- Submit a completed Principal Certification application (sent after Benchmark 1).
- Successfully complete **Benchmark 2** (usually concurrent with MED 5305) by earning a passing score on the *Benchmark 2 Constructed Response Assessment*. Benchmark 2 must be completed before beginning EDAD courses.
- Be in good academic standing with the university.
- Accept the admissions offer within the required timeframe.

If a candidate does not pass either Benchmark 1 or 2, the candidate must complete a conference with the Educational Administration chair and may be asked to meet additional admission requirements.

If a candidate is not successful on either of the benchmark assessments, the candidate will be counseled to select another M.Ed. specialization.

Once benchmarks are successfully completed and a principal certification candidate has been accepted, in order to remain in and successfully complete the Principal Certification program, the candidate must:

- Remain in good academic standing with the University, including maintaining a minimum GPA of 3.0.
- Successfully complete **Benchmark 3** by completing the 268-Principal as Instructional Leader test preparation requirements during EDAD 5154. (See EDAD 5154 syllabus or Principal Practicum Handbook for additional information.)
- Successfully complete **Benchmark 4** by completing 368-Performance Assessment for School Leaders test preparation requirements during EDAD 5155. (See EDAD 5154 & EDAD 5155 syllabi or Principal Practicum Handbook for additional information.)
- Successfully complete all required coursework.
- Successfully complete **Benchmark 5**, the Internship Practicum (EDAD 5156), at a TEA-approved, on-ground campus in Texas under the guidance of a state-certified mentor (administrator/principal) with at least three years of administrative experience.

Reading Specialist Certification Program

Advanced Literacy students will be contacted during their first course with information about applying for the Reading Specialist program and will be added to a certification course in Blackboard.

In order to be accepted into the Reading Specialist program, students must successfully complete the following requirements:

- Meet all university admission requirements to the Advanced Literacy specialization.
- Successfully complete **Benchmark 1** by passing an interview with College of Education faculty.
- Submit a completed application
- Be in good standing with the university.

- Accept the admissions offer within the required timeframe.

Once a reading specialist certification candidate has been accepted, in order to remain and successfully complete the Reading Specialist program, the candidate must:

- Remain in good standing with the University, including maintaining a minimum GPA of 3.0.
- Successfully complete all required coursework.
- Successfully complete **Benchmark 2**, the Practicum (LTC 5366), at a TEA-approved, on-ground campus in Texas under the guidance of a state-certified mentor (Reading Specialist or Master Reading Teacher) with at least three years of experience

Criminal Background Check requirement

TEA conducts a national criminal history check on all applicants for certification. 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

Intern and Probationary Certification

Intern and Probationary certificates cannot be issued later than 30 days into a semester and must coincide with a semester.

In order to apply for an intern or probationary certificate through Concordia University Texas, you must:

1. Be in good standing with the university;
2. Pass the required state exam(s)
 - For intern certification:
 - Reading Specialist candidates must pass the 151-Reading Specialist exam
 - Principal candidates must pass the 268-Principal as Instructional Leader exam
 - For probationary certification: Candidates must pass all exams required for standard certification
3. Submit your service record with at least two years of teaching experience to the Certification Office (for non-teacher certification candidates only);
4. Be enrolled in EDAD 5155, EDAD 5156, EDU 5145; or LTC 5336
5. Have an appropriate position;
6. Return the completed eligibility form (to obtain an eligibility form, contact your program director) to the Certification Office; and

7. Complete the appropriate application through the [Education Certification Online System \(ECOS\)](#).

During the intern or probationary certification period, you must:

- Be enrolled in a supervisory course (EDAD 5254, EDAD 5145, EDU 5145 or LTC 5336) during the entire intern/probationary year and complete these courses with a B or better;
- Maintain a 3.0 GPA with the university;
- Meet all due dates for observations and documentation, including submitting all documents on time to the practicum course in Blackboard Learn;
- Pass all current coursework with a C or better;
- Remain in good standing with the university;
- Notify the Certification Officer if you leave your position for any reason within a week of departure,

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 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.

COURSES

Course descriptions can be found in the most current [University Catalog](#).

Core Courses for all specializations (6 hrs):

MED 5305 Educational Research
MED 5308 Ethics & Leadership in Education

Specialization: Advanced Literacy Instruction (24 hrs)

LTC 5330 Language Acquisition and Emergent Literacy
LTC 5331 Reading and Writing across the Curriculum
LTC 5333 Literature and Literacy
LTC 5338 Reading & Literacy Programs
LTC 5339 Evaluation & Diagnosis of Literacy Needs (Prerequisite: LTC 5330, LTC 5331)
LTC 5336 Literacy Improvement & Remediation – Practicum
(Prerequisites: LTC 5330, LTC 5331, LTC 5338, LTC 5339, MED 5305)
MED 5303 Curriculum Design and Practice
MED 5308 Ethics & Leadership in Education

Coaching and Sports Administration (24 hrs)

SPAD 5301 Critical Issues/Events in Sports
SPAD 5303 Finance
SPAD 5304 Facilities/Event Planning
SPAD 5305 Media & Marketing
SPAD 5310 Organizational Behavior in Sports
SPAD 5311 Legal Aspects of Sports
SPAD 5331 Principles of Coaching
SPAD 5333 Practicum in Coaching

Culturally Responsive Inclusive Special Education (24 hrs)

SPED 5303 Curriculum Design and Practice
SPED 5310 Critical Issues in Special Education
SPED 5311 Culturally Responsive Practices in Assessment for Learners with Disabilities
SPED 5312 Culturally Responsive Teaching in the Inclusive Classroom
SPED 5313 Culturally Responsiveness for Managing Challenging Behaviors
SPED 5314 Special Education Law and the IEP Process
SPED 5316 The Teaching-Learning Process in Special Education
SPED 5318 Collaboration in Special Education

Specialization: Educational Administration with Principal Certification (24 hrs)

EDAD 5309 Differentiated Instruction & Learning Theory
EDAD 5322 Legal Foundations of Education
EDAD 5323 Evaluation and Assessment in Education
EDAD 5351 School Diversity Leader

EDAD 5352 School Resource Leader
EDAD 5353 School Professional Development & Continuing Education Leader
EDAD 5154 Practicum I
EDAD 5155 Practicum II
EDAD 5156 Practicum III
MED 5303 Curriculum Design and Practice

Specialization: Educational Administration without certification (24 hrs)

EDAD 5309 Differentiated Instruction & Learning Theory
EDAD 5322 Legal Foundations of Education
EDAD 5323 Evaluation and Assessment in Education
EDAD 5351 School Diversity Leader
EDAD 5352 School Resource Leader
EDAD 5353 School Professional Development & Continuing Education Leader
MED 5303 Curriculum Design and Practice
MED 5312 Academic Coaching

Educational Technology and Innovation (24 hrs)

EDTC 5315 Foundations of Innovative Design
EDTC 5317 Innovative Design and Delivery of Learning
EDTC 5319 Artificial Intelligence, Virtual Reality and Immersive Learning
EDTC 5321 Learning and Leadership with Data Analytics
EDTC 5323 Assessing Performance with Technology
EDTC 5325 Supporting Diverse Populations with Instructional Technology
EDTC 5327 Legal, Privacy and Security Issues in Technology
EDTC 5329 Innovation and Engagement Technologies

Specialization: Instructional Leadership (24 hours)

EDAD 5351 School Diversity Leader
EDAD 5353 School Professional Development & Continuing Education Leader
IL 5311 Leading Instructional Improvement
IL 5312 Academic Coaching
IL 5313 Developing Organizational Capacity
IL 5322 Legal Foundations of Education
MED 5303 Curriculum Design and Practice
MED 5309 Differentiated Instruction & Learning Theory

COURSE BY ARRANGEMENT (CBA)

Course By Arrangement (CBA) in the Master of Education program is limited to 3 hours and will only be allowed by petition to the College of Education Dean. A course taken by arrangement is not the same thing as an independent study.

See the Concordia University Catalog, Section 7.06, for further information on how a CBA is requested and administered.

DROPPING A COURSE

The census date for each graduate course is the first class meeting. As of that date, the course will appear as a matter of record on the student's transcript. Refunds will be issued as follows:

If the student drops an on campus course:

Prior to the 1st class meeting100% refund
Administrative Drop (when student fails to attend 1st class meeting)75% refund
After 1st class but prior to 2nd class50% refund
After the 2nd class meeting0% refund

If a student drops from an online course:

Prior to 1st week.....100% refund
Administrative Drop (if does not participate in week one).....100% refund
After week one.....0% refund

GOAL STATEMENT

The Master of Education degree at Concordia University Texas is designed to be an extension of the goals of the Concordia University System (CUS), in general, and of the goals of Concordia University Texas, in particular. Goals for the M. Ed. program include development of the following:

- VALUE-CENTERED EDUCATION
- MANAGEMENT OF EDUCATIONAL CHANGE
- EFFECTIVE INSTRUCTIONAL PRACTICES
- SENSITIVITY TO DIVERSITY IN LEARNERS, CULTURES, AND EDUCATIONAL SYSTEMS
- PRACTICAL APPLICATIONS OF THEORY, RESEARCH, AND ASSESSMENT IN EDUCATION
- LEADERSHIP SKILLS

GPA STANDARD STATEMENT

Students admitted to the Graduate Program at Concordia University must maintain a GPA of 3.0 in order to stay in good standing as a graduate student. Students falling below the 3.0

requirement must bring their GPA back up to 3.0 within the next six graduate hours earned or they will be academically ineligible to continue in the M.Ed. program.

GRADING SCALE

A = 90% and above

B = 80% - 89%

C = 70% - 79%

F = 69% and below

Grades of 'D' are not given.

GRADUATION

As outlined in the CTX catalog, candidates for the Master of Education degree from Concordia University must register for the appropriate Graduation Course during the final term in which the work is to be completed and the diploma/certificate is to be awarded. **All students completing their studies must register for graduation regardless of their intent to attend the commencement service.** If a student does not register for graduation, their record will not be audited and the student will not graduate. Students register online for graduation course in MyInfo. Registration for the graduation courses will begin and end on the dates as published in the Academic Calendar.

Registering for the graduation course charges the corresponding fee to the student's account and initiates a comprehensive degree audit. When the graduation audit is completed, a confirmation email will be sent to the student's ctx.edu email account with further instructions.

If the student does not complete their work in the semester in which they registered for graduation, the graduation course will be dropped and the fee will be refunded. The student will have to re-register for graduation and pay the fee in the term in which the degree requirements will be successfully completed.

Commencement

Concordia University Texas provides Commencement Services twice during the academic year, once in the fall and once in the spring. Students who have completed all degree requirements or who lack only six (6) academic credit hours or two courses may participate in the commencement service. Students who want to participate in the commencement service must register for the appropriate graduation course in order to trigger the graduation audit. The audit will determine the student's ability to graduate or participate in the commencement service. Students are notified by email as to the results of the audit.

Note: Late graduation registration may result in the student's name being omitted from the commencement program and/or interfere with the student's ability to purchase commencement regalia.

INCOMPLETE GRADE POLICY

All required assignments must be turned in by the due dates set by the professor of each course. However, there are some instances where the student may, at the discretion of the professor, receive an "I" (incomplete) for the class. Students should contact their Academic Planner for more information about requesting an Incomplete. Incompletes are not automatic and must be approved by the professor and the Dean.

Requirements to resolve the Incomplete must be completed by the end of the following 8-week session. Whether or not the student is enrolled during the following session or term has no bearing on this date. One extension may be allowed. Total time of Incomplete, with extensions, may not exceed one long semester.

FREQUENTLY ASKED QUESTIONS

1) Is financial assistance available for the graduate program?

Every student admitted to Concordia's M.Ed. program who carries at least three (3) hours per semester is eligible for **Federal Student Loans** that can pay for the total amount of tuition, plus provide additional funds to assist with living expenses and other educational related expenses. To apply for student loans, you must complete and submit the Free Application for Federal Student Aid (FAFSA), available online at www.fafsa.ed.gov, and the Concordia Application for Financial Assistance, available at www.concordia.edu. Contact your Academic Planner if you have questions about student loan eligibility.

2) What library resources are available for Concordia's graduate program?

Concordia University's Library, housing approximately 50,000 print items and over 130,000 eBooks serves the academic needs of our students. Academic databases containing thousands of articles from academic journals and popular magazines are available through the Library's website at www.concordia.edu/library. Each graduate student will also be issued a Tex-Share card that allows full access to other participating academic and university libraries across Texas.

3) Will I have to write a thesis?

No, there is no thesis requirement for any of the specializations in the M.Ed. program.

4) Who will be my advisor?

In an effort to promote student success, maintain a student-centered program, and promote Christ-centered values and traditions, graduate students will be advised by their Academic Planner. Primary responsibilities for advisors include:

- Serving as advocate and advisor for the Graduate student.
- Serving as liaison and communication conduit between the university and the Graduate student.
- Serving as the anchor to the Concordia purpose and tradition. For example, sometimes instructors used in the program may be experts in their field but may not be familiar with Concordia. The advisor will make sure that the graduate students receive the Christian care, concern and service that make Concordia unique.

5) **Does Concordia’s M.Ed. program offer a “dual master’s” option?**

Concordia University offers only one Master of Education degree, with a choice of five specializations. It is not possible to obtain two M.Ed. degrees.

6) **What is required to graduate from the M.Ed. program with honors?**

Traditional Latin honors (Summa cum Laude, Magna cum Laude, Cum Laude) are generally not awarded on the graduate level. Those designations are given only to undergraduate students.

M.Ed. students who meet eligibility requirements will be eligible for membership to Pi Lambda Theta through their Direct Honors program. 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.

Eligibility requirements for graduate students include completion of at least six semester hours with a cumulative GPA of 3.50 or better. For more information, visit Pi Lambda Theta’s website at www.pilambda.org.

MASTER OF EDUCATION LEARNER PROFICIENCIES

PROFICIENCY I: A VALUE CENTERED EDUCATION

Exemplifies and demonstrates a life and work style as a practicing educator and role model for students. Portrays an understanding of the school’s historic Christian belief system, manifested in personal, ethical and professional decision-making and choice of value-centered instructional strategies.

SUB-PROFICIENCIES:

1. Cares for individuals as valued members of a global society.
2. Models responsible values in decision-making, especially when using available technology.
3. Understands and models a value system which encourages exemplary societal behaviors and decision-making skills in learning and teaching.
4. Recognizes and utilizes the power and influence of value modeling and effective teaching on the development of life-long learners.

PROFICIENCY II: MANAGEMENT OF EDUCATIONAL CHANGE

Understands school organization and the management and leadership of schools, and has the communication skills to guide, motivate, delegate, and build consensus within the educational community.

SUB-PROFICIENCIES:

1. Leads teaching team effectively by producing original materials integrated across traditional subjects and/or disciplines.
2. Models pedagogical skills, strategies, and practices at the level of the master teacher.
3. Mentors fellow teachers (especially novice teachers), and effectively supervises and assesses practicing teachers.
4. Develops programs, processes, and relationships that further education, teaching, and life-long learning.
5. Exhibits pursuit of additional knowledge, skills, and strategies in learning, teaching, technology and curriculum.
6. Attains a position of master teacher, instructional leader, supervisor, curriculum specialist, or producer of educational materials in the individual's setting.

PROFICIENCY III: EFFECTIVE INSTRUCTIONAL PRACTICES

Understands the learning process and individual learning styles for which he/she has developed a repertoire of instructional strategies, communication skills, and technological enhancements to maximize the learning opportunities and achievements of each student.

SUB-PROFICIENCIES:

1. Demonstrates effective utilization of a variety of teaching strategies such as (but not limited to): direct instruction, cooperative learning, teacher presentations, concept induction, laboratory and field-based methods, and computer assisted strategies.
2. Understands a variety of learning theories in choosing appropriate instructional strategies and materials for all learners.
3. Models and assists learners to use technology for data collection, information processing, communication and presentation of information.

4. Coaches peers in the use of a variety of instructional strategies, suggesting developmentally appropriate activities and/or circumstances in which particular teaching and learning strategies may be effective.
5. Structures instructional activities to develop strategic learners who implement and monitor their own learning.
6. Develops goals of instructional design and curricular decision-making that focus on the development of learners as problem-solvers, and who tailor study skills to fit individual learning goals, task demands, learning context, relevant prior knowledge, and level of expertise.

PROFICIENCY IV: SENSITIVITY TO DIVERSITY IN LEARNERS, CULTURES AND EDUCATIONAL SYSTEMS

Appreciates human diversity. Recognizes how diversity in learners, cultures and educational systems, both in the classroom and the community, affects learning. Creates a classroom environment using a variety of teaching and learning strategies in which the diversity of groups and the uniqueness of individuals are recognized and celebrated.

SUB-PROFICIENCIES:

1. Identifies educational issues of diversity in learning, teaching, and curriculum.
2. Designs opportunities and activities for diverse learners that are educationally sound and designed to bring a measure of equal opportunity to all learners.
3. Studies educational systems worldwide to identify relationships between cultures, educational practices, and outcomes.
4. Suggests means by which educational strategies of other cultures might be integrated effectively into education in the United States.
5. Identifies major historical developments, patterns, and theories in educational practice, and the systematic influence of these on today's educational practices.
6. Identifies and applies a knowledge of key legal influences on education.
7. Generates a personal philosophy of education and a belief system that integrates skills, knowledge, and attitudes appropriate for all educational consumers.

PROFICIENCY V: PRACTICAL APPLICATION OF THEORY, RESEARCH, AND ASSESSMENT IN EDUCATION

Develops a knowledge of theoretical constructs and research paradigms in educational practice, and utilizes a variety of such. Develops and uses a variety of informal and formal assessment instruments to evaluate and understand individual learners, to monitor instructional effectiveness, and to shape instruction.

SUB-PROFICIENCIES:

1. Identifies and defines research and evaluation paradigms, empirical and action research, qualitative and quantitative research.

2. Appreciates the contributions of others by developing skills necessary to critically assess research literature, and appropriately incorporate findings to selected teaching, learning, or curricular settings.
3. Strives to add substantively to the body of knowledge in learning, teaching, and curriculum development through a variety of theoretical constructs and research methods.
4. Incorporates a variety of learning theories into classroom experiences to meet the needs of the learner.
5. Identifies appropriate use of formal, informal, and alternative assessment and strategies.
6. Uses basic statistical elements in research.

PROFICIENCY VI: LEADERSHIP SKILLS

Demonstrates characteristics of leadership by clearly identifying needs, communicating those needs to others, and gaining their support and cooperation in designing strategies to address those needs.

SUB-PROFICIENCIES:

1. Develops and demonstrates an awareness of skills and attributes which are present in effective leaders.
2. Demonstrates awareness of contemporary social and education trends and issues, and the role of the leader in developing solutions.
3. Develops teacher appropriate leadership techniques for different situations or needs.
4. Demonstrates an understanding of human resource development.
5. Demonstrates an understanding of organizational design and development.
6. Completes a self-appraisal of personal leadership qualities and styles.
7. Identifies/designs models and techniques for engaging in theory-to-practice activities.
8. Examines roles and responsibilities of leaders from the perspective of the servant-leader.

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 Handbook, students, professors and staff members in the College of Education will

1. **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:**
 - a. Complying with the “Code of Ethics and Standard Practice for Texas Educators (effective September 1, 2002).” www.sbec.state.tx.us
 - b. Complying with all policies, statutes, and rules established by state and local agencies as well as those established by Concordia University Texas. Comply with all rules and regulations of the local school(s) for any field assignment or class assignment.
 - c. Recognizing and respecting diversity that exist in the classroom and plan accordingly.
 - d. Supporting a safe physical and emotional learning environment.
 - e. Collaborating with others in a positive, cooperative and courteous manner.
 - f. Not falsifying or misrepresenting any facts, documents, reports or information given to faculty, staff, cooperating teachers/site supervisors, university supervisors, students, colleagues or others.
 - g. Faculty and staff, not disclosing information about College of Education students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
2. **Demonstrate professional behavior when using technology. Concordia University Texas College of Education students are to use technology for instructional 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:

- a. Obtaining permission to use and giving appropriate citations for using some or all of another's work.
 - b. Adhering to all Acceptable Use and other computing policies of Concordia University Texas as outlined on the CTX website www.concordia.edu.
3. **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:**
- a. 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.
 - b. 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.
 - c. College of Education students treat cooperating teachers, site supervisors, university supervisors, students, staff, colleagues, faculty and others with fairness and respect.
 - d. College of Education students comply with all policies stated in each course syllabus.
 - e. Faculty members are fair and balanced in their evaluation of student work.
 - f. College of Education students complete course assignments in required time frames.
 - g. College of Education students exhibit a positive attitude toward the education profession and their chosen content area(s).
4. **Demonstrate personal conduct consistent with professional behavior. Behaviors consistent with this standard include, but are not limited to, the following:**
- a. College of Education students accept constructive criticism from peers, faculty, supervisors or others.
 - b. Faculty members encourage the free exchange of ideas among themselves and their students.
 - c. College of Education students consistently attend scheduled classes and meetings.
 - d. Faculty members meet classes as scheduled, post and maintain office hours, advise students and provide access to course requirements and other information as needed.
 - e. College of Education students comply with all class and school policies and procedures in classes and field assignments.

- f. 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.
- g. 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.
- h. 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.

**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 School 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	<p>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.</p>
RESPONSE	<p>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.</p>

DAYS	<p>“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.”</p>
GENERAL PROVISIONS	<p>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.</p> <p>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.</p>
UNTIMELY FILINGS	<p>All time limits shall be strictly followed unless modified by mutual written consent.</p> <p>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.</p>
COSTS INCURRED	<p>Each party shall pay its own costs incurred in the course of the complaint.</p>
COMPLAINT FORM	<p>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.</p> <p>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.</p> <p>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 refiled is within the designated time for filing a complaint.</p>

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

**CONCORDIA UNIVERSITY TEXAS
COLLEGE OF EDUCATION**

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: _____