MOORHEAD MINNESOTA
CONCORDIA COLLEGE

Education

Department of Education Handbook 2026-2027

Table of Contents

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Welcome

Part I: Teacher Education at Concordia: At Concordia, Teaching is a Vocation 4

- Commitment Statement & Conceptual Framework 5
- Accreditation and Approval 7
- Diversity and Equity 7
- History 7
- Program Highlights 8
- Unique to Concordia 9
  - Vocation Retreat 9
  - Education Club 9
  - Student EDvisory Council 10
  - America Reads 10
  - Opportunities to Student Teach, Study and Serve Abroad 10
  - Commissioning Ceremony 10

Considering Becoming a Teacher? 11
- Essential Abilities 11
- Career Outlook & Teaching Opportunities 17

Programs Offered 17
- Majors, Minors and Endorsements Leading to Teacher Licensure
- Graduate Programs

Affording an Education Degree: Scholarships, Grants & Loan Forgiveness 19
- Cobber Assurance Program 19
- Scholarships 19
- Employment in the Schools 20
- Concordia's America Reads Program 20
- Minnesota and North Dakota Reading and Math Corps Tutors 20
- Loan Forgiveness Programs 21

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Part II: Teacher Education Policies 21

- Academic Advising 21
- Course Substitutions 21
- Admission to the Teacher Education Program 22
- Important Information to Consider Before Applying 24
- Additional Costs in Teacher Education Program 25
- Expectations for Students Admitted to the Program 27
- Plan of Action 28
- Assessment of Growth and Performance Through the Teacher Education Program 30
- Student Review Committee & Procedures for Addressing Professional Behavior and/or Essential Abilities Concerns 32
- Teacher Education Appeals Board & Process for Appealing Departmental Decisions 33

Part III: Clinical Experiences in Student Teaching 35

- Successfully Pass All Clinical Experiences 37
- Policies for Clinical Experiences 37
- Courses with Clinicals: All Education Majors 38
- Courses with Clinicals: Elementary Education Majors 39
- Courses with Clinicals: Secondary/K-12 Education Majors 40
- Student Teaching 42
  - Approval to Advance to Student Teaching

Part IV: Teacher Licensure 44

- Recommendation for Teacher Licensure
- Teacher Licensure in Minnesota
- Teacher Licensure in Other States

Part V: After Concordia 45

- Loan Forgiveness
  - Minnesota Loan Forgiveness Programs
  - Federal Grant & Loan Forgiveness Programs
  - Federal Public Service Loan Forgiveness

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Welcome to Education

There has never been a more exciting and IMPORTANT time to be a teacher! And this is because there has never been a greater need for competent, caring teachers who are committed to the well-being of their students, families and communities. This handbook has been developed to provide guidance and information as you consider and pursue a career in teaching through Concordia's Education program. We ask that you familiarize yourself with the handbook and understand the general policies and requirements of the Education program. You should consult the handbook regularly as your progress through the education program. If you have questions not answered in this handbook, please contact your advisor or the Department of Education.

NOTE: Minnesota requirements for teacher licensure are determined by the *Minnesota Professional Educator Licensing and Standards Board (PELSB)* and are subject to change. Recent state changes may not be reflected in this handbook. Your advisor or the chair of the Department of Education will inform you of any important updates.

At Concordia, Teaching is a Vocation, Not Just a Job or a Career

The education programs at Concordia College are situated within a strong, mission-driven, liberal arts college of the Lutheran church whose stated purpose is "to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life." In this sense, teaching is viewed as a calling to serve children, families and entire communities. It is a commitment to caring for all students in ways that embrace diversity, equity and social justice.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Vocation is at the heart of teacher education at Concordia. Education faculty are all experienced teachers who have dedicated their careers to both children and preparing tomorrow's teachers. Besides required coursework, Education students at Concordia participate in an annual vocational retreat, are encouraged to serve through volunteer teaching opportunities in the community as well as abroad, and are encouraged to engage with other future educators in organizations such as the Education Club.

Commitment Statement

The commitment of the Concordia College Department of Education is to inspire professional and passionate educators who are called to teach and are dedicated to influencing the affairs of the world by providing inclusive and exceptional education to students in kindergarten through twelfth grade.

Core Values

Conceptual Framework

Concordia's Conceptual Framework is grounded in the concept of Learning Progressions. Learning progressions are defined as "descriptions of successively more sophisticated ways of

thinking about a topic" in which students "learn about and investigate a topic over a broad span of time" (National Research Council, 2007, pg. 205). Learning progressions are not only hierarchically sequenced but are also tied together by coherence and continuity of the topic.

Learning progressions help to organize essential instruction and experiences into a cohesive structure that outlines "when, and in what order and intensity, specific content and skills should be taught" (Corcoran et al, 2009). Learning progressions also have the benefit of serving as an assessment framework in which formative and summative assessments are used to determine the extent students are meeting established learning goals aligned with each progression (Corcoran et al). Learning progressions in teacher education serve as a way to gradually and coherently develop teacher candidates' pedagogical content knowledge, pedagogical skills, and "pedagogical vision" (Furtak et al, 2012, pg. 428).

Concordia has conceptualized its teacher education program around four learning progressions:

These four learning progressions are grounded in effective practices of teaching. They have been purposely sequenced so as to allow teacher candidates to gradually develop their theoretical understanding of schools, students and themselves as teachers while they gain more sophisticated pedagogical knowledge and skills and put these into practice in schools. Each

learning progression is aligned with coursework, clinical experiences in schools and assessment of developing teacher competencies with the end goal of graduating competent teachers who view teaching as a vocation and are prepared to serve students, schools and their communities in accordance with Concordia College's mission.

Accreditation and Approval

Concordia College is approved by the Professional Educator Licensing and Standards Board (PELSB) of the State of Minnesota to grant teaching licenses to applicants who complete our approved programs. Concordia College is accredited by the Higher Learning Commission.

A copy of our latest report is available upon request. Please contact Loralee Meier for a copy (lmeier@cord.edu).

Diversity & Equity

Concordia College aspires to be a diverse community that affirms an abundance of identities, experiences, and perspectives in order to imagine, examine, and implement possibilities for individual and communal thriving. Critical thinking grounded in the liberal arts compels us to participate in intentional dialogue, careful self-reflection, and honest interactions about difference, power, and inequity. As responsible engagement in the world calls us to recognize worlds that are familiar or unfamiliar, visible or less visible, Concordia will act to increase and support diversity in all areas of college life.

— Concordia College Statement on Diversity, adopted Spring 2018

History of Teacher Education At Concordia

Teacher Education at Concordia goes back over 120 years to when Concordia began offering its first teacher's course in 1901 and graduated its first teachers in 1904. By 1915, Concordia even had a model classroom in Old Main to provide Concordia students with first-hand experiences

teaching children. While the model classroom is gone and education students now gain their first-hand experiences in real schools and classrooms in the Fargo-Moorhead area, Old Main still serves as the home of the Education Department.

Model elementary classroom 1915

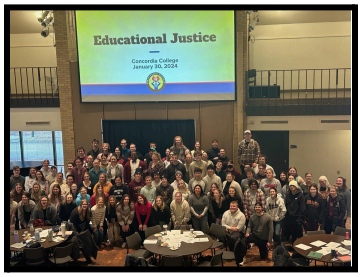
Program Highlights

- Faculty Who Have Been K-12 Teachers & Who Are Engaged With Schools:
  All faculty and supervisors in our program have at least 3 years of teaching experience within the scope of the area they teach. We are often fortunate enough to have practicing educators teach as adjunct faculty.
- Small Class Sizes: Most education classes are under 20 students, meaning you get to develop strong relationships with your peers and instructors.
- Mentored Clinical Experiences
  Clinical field experiences are embedded within many of our classes, and are developmentally sequenced. You will be assigned faculty supervisors and mentor teachers who will mentor and guide you as you learn to create and teach lessons and manage a classroom. Schools in the urban Fargo-Moorhead area as well as surrounding rural communities provide diverse options for clinical experiences.
- Faculty-led mentorship committee for individualized student support (Student Review Committee-SRC).

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Unique to Concordia

Vocation Retreat



The Vocation Retreat is held each spring term for half a day, typically 8:30am-1:00 pm. During this retreat students will be given the chance to reflect upon their call to serve as teachers in a world where poverty, hunger, homelessness, abuse and trauma are ever present. Speakers from campus and the community are brought in to participate in this event. We hope participation in the event will lead to a commitment by our students to engage in these issues in their classrooms and communities. This event is required for all students in the education program.

Education Club

As an education major, you are automatically a member of Education Club. Education Club strives to support you in your development as a teacher with special informative opportunities. The club also holds social activities to allow all education majors the opportunity to enjoy time together.

You are invited to activities throughout the year. The most popular among them are the opportunities to learn from beginning teachers and administrators in separate panel discussions where you can gain timely information and advice. Another event includes the student teacher reception. At the end of each semester, student teachers and their mentor teachers are given a reception in their honor to celebrate successful completion of the student teaching experience.

If you are interested in leadership, Education Club also allows leadership opportunities for members through positions on the leadership team. The leadership team is comprised of education students and a faculty advisor. The team organizes all events and collaborates with the faculty of the Department of Education on additional events.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Student EDvisory Council

The Student EDvisory Council provides a voice for Education students. Members share feedback, identify student needs, and help plan activities that build community and strengthen the student experience within the Education Department.

2026–27 Members: Jacob Thomas, Emily Johnson, Lydia Repnow, and Ally Runyan.

America Reads

America Reads is a *federally-funded work-study program* that sends college students into local elementary schools to serve as reading tutors. The vision of America Reads is to help all children learn to read well and independently by the end of the third grade. Follow this link for more information.

Opportunities to Student Teach, Study and Serve Abroad:

You can complete some of your coursework through global educational experiences including traditional study abroad opportunities and service trips, as well as participate in a student teaching abroad program- if you have questions about any of these programs, see the department Chair.

Commissioning Ceremony

Your family and friends are invited to a special ceremony to celebrate entrance into your vocation, teaching. Members of the Education Department,

along with Concordia's pastoral staff, Reverends Dave and Kim Adams, commission each member of the graduating class on the eve of commencement.

Considering Becoming a Teacher?

ESSENTIAL QUALITIES AND ABILITIES OF EFFECTIVE TEACHERS

What does it take to be an effective teacher? Commitment. A Calling. And much more. When considering a career in teaching, you need to consider the essential qualities and abilities that effective teachers possess. Being an effective teacher requires more than simply having a love of children or a love of a content area (i.e. history). You need to be able to communicate and collaborate effectively, plan and teach engaging lessons and be committed to meeting the diverse social, emotional and learning needs of diverse children. While you may not possess all of these abilities at the beginning of your teacher education studies at Concordia, you will be expected to increasingly demonstrate them as you progress through the program.

You will also be required to demonstrate essential physical, cognitive, and behavioral abilities necessary for satisfactory completion of all Education requirements and professional licensure. Reasonable accommodations will be afforded to students with disabilities as required under the Americans with Disabilities Act of 1990. If you have concerns or questions about essential abilities and expectations of the Education Program, please consult with the Chair of the Education department early in your decision to pursue teaching.

Teacher education candidates at Concordia College will exemplify the following, both in classes and during field work:

Values Learning

Attendance

- Meets all attendance requirements and is on time.

Class participation

- Demonstrates active engagement; participates in and facilitates discussions and activities.
- Responds voluntarily to questions and uses higher level questioning.

Class preparation and performance

- Meets assigned expectations consistently and demonstrates a solid work ethic.
- Holds high expectations for self and others.
- Incorporates feedback.

Communication

- Speaks with civility and courtesy that is appropriate to the audience.
- Responds to feedback in an appropriate manner.
- Demonstrates active listening and seeks clarity.
- Demonstrates ability to understand non-verbal communication.

Values Personal Integrity

Emotional stability

- Displays emotional maturity, compassion, and empathy.
- Demonstrates appropriate self-awareness.
- Demonstrates ability to form mutual, respectful relationships with others.

Ethical behavior

- Is honest and trustworthy and respects confidentiality.
- Is dedicated to the welfare of others.
- Accepts responsibility for personal behaviors and actions.

Values Diversity

Respect for others

- Works willingly within a diverse learning community.
- Demonstrates fairness and the belief that all students can learn.
- Embraces opportunities for growth through relationships with people.

Values Collaboration

Reciprocity

- Is receptive to the ideas of others.
- Works with others to improve the educational experience.

Values Professionalism

Professional ethics

- Consistently follows school rules, policies, and dress codes.
- Presents oneself in a professional manner appropriate to the time, place, and type of teaching/learning activities.
- Adheres to the *Professional Educators of Minnesota Code of Ethics*.

Professional development and involvement

- Participates actively in professional development, conferences, and workshops.
- Utilizes information gained from these events, resources, and publications to inform teaching and professional practice.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Intellectual / Cognitive Competency	The candidate must • have the cognitive abilities necessary to master relevant content in subjects commonly taught in k-12 schools, and the pedagogical principles and how to apply them in field settings at a level deemed appropriate by the faculty. These skills include but are not limited to: comprehending, memorizing, analyzing, and synthesizing material, and developing reasoning and decision-making skills appropriate to the practice of teaching. [Standard 4, 5, 7, 8] • be able to demonstrate the knowledge, skills, and professional behaviors explained on the reverse of this form (i.e., understanding ethical and moral complexities of schooling, political/social dimensions of schooling, understanding how children learn, fostering active engagement, and more). [Standard 1, 9,10]

MOORHEAD MINNESOTA
CONCORDIA COLLEGE

Education

Behavioral / Social Competency	The candidate must • show a motivation to fully participate in class and field settings, to complete assignments and responsibilities on time, and seek assistance from instructors and faculty when appropriate. [Standard 9,10] • be able to prioritize responsibilities, demonstrate openness to new ideas and constructive feedback, and be able to use that criticism to improve performance. [Standard 3, 9,10] • show initiative, demonstrate good judgment, demonstrate poise and flexibility, and display a positive and enthusiastic attitude. [Standard 3,9,10] • have the ability to develop positive relationships with peers and education professionals, treat individuals with respect, use tact and discretion, and set a positive and respectful tone in interactions with others. [Standard 3, 9,10] • possess the emotional maturity and stability to function effectively under stress and to adapt to unpredictable circumstances. [Standard 9] • demonstrate the ability to interact productively, cooperatively, and in a collegial manner with individuals of differing personalities and backgrounds and demonstrate the ability to engage in teamwork and team building. [Standard 3,9,10] • show punctuality and perform work in a timely manner. [Standard 3,9] • demonstrate compassion, empathy, integrity, responsibility, and a sense of justice. [Standard 9, 10]

MOORHEAD MINNESOTA
CONCORDIA COLLEGE

Education

Communication Competency	The candidate must • demonstrate communication competencies by such behaviors as using appropriate grammar, syntax, inflection, and vocabulary in spoken and written expression. The professional candidate speaks distinctly with confidence, uses correct spelling and mechanics of English. [Standard 3] • *use professional language and refrain from using inappropriate cultural slang or sarcasm.* [Standard 3, 9,10] • use verbal and nonverbal language in ethical and effective ways in the professional environment. [Standard 6, 9,10]
Physical/Sensory Competency	The candidate must • have the physical capacity to handle the necessary demands of the job,such as physical stamina and energy to carry out the responsibilities of teaching over long hours. • have the sensory abilities to support the assessment and classroom management responsibilities of the profession.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

CAREER OUTLOOK & TEACHING OPPORTUNITIES

While all of our graduates are generally successful in finding employment as teachers, there are several key teacher shortage areas across the state and nation. These include:

- English Language Learner and Bilingual Teachers (K-12)
- World Language Teachers (K-12, all languages)
- Math and Science Teachers (7-12)

In Minnesota, the U.S. Department of Education is reporting significant shortages in Minnesota in 2022 in the following areas: World Languages (variety of languages reported), English as a Second Language and Bilingual Education,, Special Education, Science, and Art and Music.

Some of our graduates find that there are more job opportunities available to them if they are licensed or endorsed to teach in two or more areas. The demand for teachers also differs significantly between states; however, in general the highest shortages of teachers are in large urban cities and in rural areas. Please talk with the education faculty about current employment trends and ways to maximize your hiring potential - we would love to have that conversation with you!

Programs Offered

MAJORS

- Art Education Major
- Communication Studies Major with Communication Arts/Literature Education
- Education Major
- Elementary Education Major
- English Major with Communication Arts/Literature Education
- Health Education Major

- Music Education Major (Bachelor of Music)
- Music Major - K-12 Music Education (Bachelor of Arts)
- Physical Education Major
- Social Studies Education
- Teaching English to Speakers of Other Languages (TESOL) Major

MINORS

- Coaching Minor
- Teaching English to Speakers of Other Languages (TESOL) Minor

The following licensure areas require a double major, meaning students will earn a major in K-12/Secondary Education (35 to 39 credits) and a major within the content area in which one will teach:

- Majors in Biology and Education (32 credits in biology plus 35 credits in education)
- Majors in Chemistry and Education (46 credits in chemistry plus 35 credits in education)
- Majors in Chinese and Education (32 credits in Chinese plus 39 credits in education)
- Majors in French and Education (32 credits in French plus 39 credits in education)
- Majors in German and Education (32 credits in German plus 39 credits in education)
- Majors in Mathematics and Education (42 credits in Math plus 35 credits in education)
- Majors in Physics and Education (56 credits in Physics plus 35 credits in education)
- Majors in Spanish and Education (32 credits in Spanish above SPAN 311 plus 39 credits in education)

For more information, refer to the course descriptions for these programs in the specific department pages of the catalog.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

GRADUATE PROGRAMS

The department of education also offers the following graduate programs:

- Master of Education in World Language Instruction
- Master of Education with a concentration in Teaching and Learning
- Master of Education with a concentration in Health and Physical Education
- Graduate Certificate in [Language]*

**[Language] will be changed to indicate the specific language in which the certificate is received (i.e. Spanish)*

Affording an Education Degree: Scholarships, Grants & Loan Forgiveness

While teachers may not have the same salaries as corporate CEOs, the rewards and benefits of teaching can be priceless. There are also many ways to help you finance your college preparation to become a teacher including scholarships, paid tutoring in schools, and loan forgiveness.

THE COBBER ASSURANCE PROGRAM

The CobberAssurance Program highlights Concordia's commitment to help their students, even after graduation. Offered to qualified* incoming students, the program helps Concordia graduates repay their loans after graduation, in the event they earn less than $50,000 per year in their post grad careers. More information is available at: https://www.concordiacollege.edu/tuition-aid/other-financial-aid/loans/cobberassurance-loan-program/

SCHOLARSHIPS

One way to offset the cost of an education degree is applying for, and receiving, educational scholarships. The following link contains scholarships offered by Concordia College. You can also find information about the numerous private, public and

community scholarships available outside of Concordia by visiting Concordia's Financial Aid Office.
https://www.concordiacollege.edu/tuition-aid/scholarships/concordia-scholarships/

EMPLOYMENT IN THE SCHOOLS

A great way to gain experience in schools is by working part-time as a substitute teacher, a paraprofessional or in an after-school program. You can obtain a substitute teaching license in North Dakota and work as a substitute teacher in the Fargo Public School District or West Fargo Public School District on days you do not have classes at Concordia.

CONCORDIA'S AMERICA READS PROGRAM

America Reads is a federally funded work-study program that places college and university students in the community to tutor elementary through high school students in literacy and math. At Concordia College, America Reads tutors work in local schools to assist with these literacy and math needs. The program provides future teachers a rewarding and paid experience working with diverse K-12 students.

Only students who have been awarded federal work-study can be hired as Concordia College America Reads tutors. Interested students should contact Concordia's America Reads Coordinator or the Education Department. See Stephanie Nelson in the Education office if you're interested.

MINNESOTA AND NORTH DAKOTA READING AND MATH CORPS TUTORS

Through part-time or full-time work in schools, Reading and Math Corps (https://readingandmath.org/reading-corps/) tutors earn a stipend as well as tuition benefits and loan repayment benefits. Tutors 55 and older can transfer their awards to their children or grandchildren.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

LOAN FORGIVENESS PROGRAMS

There are multiple loan forgiveness programs available after receiving your teaching degree. For more information see the loan forgiveness section in Part V of this handbook.

Part II: Teacher Education Policies

ACADEMIC ADVISING

As an education major, you will be assigned to a faculty member in the Department of Education. If you are seeking a major in a content area, you may have an advisor from that area (for example, a professor in the math department).

Advising appointments are required each semester to prepare for registration for the next semester. However, advisors are available *and want* to meet with you to discuss aspirations, goals, and questions or concerns. Your advisor is an integral part of your Concordia journey!

First year students will be informed of the GPA requirement of 2.0 to enroll in EDUC 212.

COURSE SUBSTITUTIONS

For newly admitted first-year students, their high school transcript, along with any college course transcripts, is sent to the Registrar's Office. The Registrar's Office consults the Transfer Notebook to determine if pre-existing equivalencies exist. If a pending transfer course has not been pre-evaluated or does not directly align with a Concordia course, the Registrar consults with the Education Department Chair and faculty, who review course descriptions and syllabi to assess comparability.

For undergraduate students, faculty, or advisors requesting a course substitution, the *Course Substitution form* (available on the Education Department's Forms page) must be completed. The Registrar then consults with the Education Department Chair and

faculty to evaluate the course descriptions and syllabi. In the course substitution process, the **substituted course must meet the standards assigned to the original course to ensure equivalent instruction and fulfillment of required learning outcomes**. Once approved by the Education Department Chair, the final step is for the Registrar's Office to process the substitution.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Minnesota's Professional Educator Licensing & Standards Board (PELSB) requires all programs to have a detailed admission process. This is meant to ensure that potential candidates have the ability and disposition to succeed as a professional educator.

To receive full admission to the Education Program, students must meet the following minimum requirements:

1. A minimum GPA of 2.75. Students must maintain a 2.75 or better while in the program in order to be licensed.
2. A successful clinical experience in EDUC 212 meaning that the student completed all 35 hours to the satisfaction of the mentor teacher.
3. Favorable final evaluations of professional dispositions from the classroom teacher and the EDUC 212 professor. These evaluations of professional dispositions indicate that students possess the necessary foundational skills for entrance into a pre-professional program.
4. A grade of B- or higher in EDUC 212.

What happens if I do not receive a B- or better in EDUC 212?
Students must retake EDUC 212 if they receive less than a B- in the course; they will not be given probationary admission to the program. Upon successful completion of this requirement, their application to the Education Program will be reconsidered.

What happens if I do not meet all of the requirements for full admission?
Students who do not meet all of the requirements listed above, (excluding a B- or better in EDUC 212), may still apply to the Education Program. The Student Review Committee will individually review these applications, and if evidence indicates that the student can be successful in the program, the student *may* be given temporary

admission on a probationary status or the admission may be denied. This might require additional steps on the part of the student before admission may be granted. Students denied admission may not take any further courses in the Education program until minimum requirements are met (as stated above).

- **Probationary 1 Status:** This status is assigned to students who do not yet meet the 2.75 GPA requirement for full admittance to the program, but have successfully met the other requirements for admittance. Probationary 1 Status students may enroll in Education courses if they have a minimum of a 2.0 GPA.
    - Students must meet with the Center for Student Success and document their trajectory using the GPA calculator. After meeting with the Center for Student Success, students on Probationary 1 Status must meet with the SRC to share their current GPA trajectory and develop an individual growth plan for meeting the 2.75 GPA minimum.
    - Failure to make progress towards a 2.75 GPA may result in students not being allowed to take education classes for a semester and being placed on a Probationary 3 Status.
    - GPAs will be reviewed at the conclusion of every semester for every student in the program.
- **Probationary 2 Status:** This status is assigned to students who must be placed on a professional growth plan. There are a variety of factors that could place students on a Probationary 2 status, including, but not limited to: A negative GPA trajectory, lack of professional dispositions in class and/or in clinical experiences, or other issues that arise. Dispositional issues may include ongoing behaviors such as being unprepared, habitual lateness or absences, a lack of initiative or willingness to participate, or issues with attitude and taking feedback.
    - Students on a Probationary 2 Status will meet with the SRC and an Individualized Professional Growth Plan will be developed to address the specific issue(s) taking place. The plan may include meeting regularly with the SRC or an individual member of the SRC to have regular check-ins.
    - The Individualized Professional Growth Plan will be reviewed at the end of each semester (or as needed) in a meeting with the student, their advisor, and the SRC.

  - If the dispositional issue is not appropriately addressed, students may be required to take a semester off from education classes, and students' future in the program will be revisited after taking some time to address the issue(s). Students will be moved to a Probationary 3 Status.
- **Probationary 3 Status:** This status is assigned to students who will be required to take a semester off from education classes in order to address challenges that have prevented them from meeting all of the requirements for full admission or retention in the Teacher Education program. After a semester off, students will meet again with the SRC to determine if progress toward the requirements has been made.
  - Students may be readmitted to the Education Program and assigned a status of Probationary 1 or Probationary 2. The professional growth plan will be followed to ensure that the students are making forward progress toward the goals laid out in the plan.
  - After a semester off from education courses, the student should make contact in person or via email with the chair of the Education Department, a member of the SRC, or another faculty member in the Education Department to request next steps for readmittance to the program.
  - Students who have received a Probationary 3 Status can expect to meet regularly with the SRC to receive additional support and to maintain ongoing communication about their progress.

NOTE: ***A 2.75 GPA is required for student teaching*** so if you are on a probationary status due to low GPA, it is very important to calculate your GPA improvement trajectory and plan for how to reach a 2.75 GPA.

IMPORTANT INFORMATION TO CONSIDER BEFORE APPLYING

- Travel to off-campus locations will be required as part of the program at your expense.
- Full-time, daytime attendance will be required at various times of your program.
- Graduation from the program does not guarantee certification to teach.
- Background checks are required for student teaching and for licensure:

- You will be required to submit a full background check (including FBI fingerprint check) prior to student teaching. This background check is good for 18 months.
- Each state to which you apply for certification/licensure is likely to require a separate background check.
- Individual school districts may require background checks before you can be placed for field experiences.

- Misdemeanor or felony convictions, other than minor traffic offenses, may prevent you from obtaining state teaching certification/licensure, even if you successfully complete the program. If you have any question or concerns about this process, seek advice from your advisor.

ADDITIONAL COSTS IN THE TEACHER EDUCATION PROGRAM

As with many educational programs that lead to professional licensure or certification , there are professional costs associated with becoming a licensed teacher that are not covered by your Concordia tuition. Please familiarize yourself with these costs so that you can plan accordingly as you progress through the teacher education program. These costs are subject to change. In cases where there is documented financial hardship, assistance may be available through the Patricia Lehrke fund. See the department chair for more information.

	When Do I Purchase It?	**Why Is It Important?**	**Cost**
Student Learning and Licensure	During the semester in which you are enrolled in EDUC 212. It will show up as a fee with your tuition.	Student Learning & Licensure is a comprehensive data management and learning outcomes assessment system that provides tools for students and faculty that monitors students'	**$180**

		learning and field experiences..	
Liability Insurance	You will purchase this on a yearly basis, beginning in EDUC 212.	Liability insurance protects you, your classroom teacher, and the school. It covers a range of non-bodily injury/non property damage claims made against school employees and administrators.	**$38**
Criminal Background Check	This will be completed in EDUC 212. If there are any changes to your criminal record after your initial background check, you must inform the Education department. Some school districts may require a second background check prior to student teaching.	Schools require that you have had a criminal background check before you are allowed to complete clinical experiences. This protects students, school employees, and administrators.	**$5.95**
Methods Courses containing a 50+ hour clinical	In any semester in which you have a 50+ hour clinical assigned to your methods course.	This is a stipend for the mentor teacher.	**$85**
Student Teaching	During the semester in which you are registered for student teaching. This will show up as a fee for student teaching.	This is a stipend for the mentor teacher.	**$500**

Fingerprints			**$30 (Fargo PD, Dilworth PD)**
Application for Teaching License	You will need to apply for your teaching license after successful completion of the teacher education program. You will need to apply for a license in the state you want to teach in.	Both MN and ND (and most other states) require teaching licenses before you are allowed to teach in a K-12 classroom	Initial Tier 2 or 3 license application fee = $90.65 https://education.mn.gov/mdeprod/groups/educ/documents/cel/zxzf/mdeo/~edisp/mdedev_014232.pdf

EXPECTATIONS FOR STUDENTS ADMITTED TO THE PROGRAM

Students must maintain a 2.75 GPA while in the Teacher Education program. Students whose GPA falls below 2.75 will be referred to the Student Review Committee.

Students in the Teacher Education Program are expected to demonstrate the following:

- Professional Conduct and Ethical Behavior
- Essential Abilities

Professional Conduct and Ethical Behavior

Teaching is a career with tremendous responsibility for the education and well-being of students. As such, it is essential that teachers demonstrate professional conduct and ethical behavior both in and out of the classroom. As a pre-service teacher in the Concordia Teacher Education program, your professional conduct and ethical behavior, referred to as **professional behaviors**, will be monitored both in on-campus classes

and in clinical experiences. If there is ever a concern regarding your professional behavior, departmental protocols will be followed to determine what actions should occur to help you improve your behavior, or if the behavior is serious enough or continues despite intervention, you may be dismissed from the teacher education program.

Additionally, pre-service teachers are expected to uphold the Code of Ethics for Minnesota Teachers, which can be found here: https://mn.gov/pelsb/board/ethics/. The MN Code of Ethics is addressed in all courses requiring clinical experiences.

Plan of Action

CONCORDIA COLLEGE DEPARTMENT OF EDUCATION: PLAN OF ACTION FOR CLINICAL EXPERIENCES 2026-2027

Step 1 Point of Concern

- Triad meeting to discuss specific concerns.
- College supervisor shares concerns with Field Placement Coordinator.
- Recommended: Cooperating teacher shares concerns with building principal.
- If preservice teacher does not make immediate improvement, Step Two will go into effect.

Step 2 Warning

- Field Placement Coordinator notifies Student Review Committee (SRC).
- Student Review Committee determines next steps.*
- Education Department chair is notified of preservice teacher's Professional Growth Plan.
- Recommended: Cooperating teacher informs building principal preservice teacher is being referred to Concordia College's Student Review Committee for a Professional Growth Plan.
- If preservice teacher does not make improvement according to their Professional Growth Plan, Step Three will go into effect.

Step 3 Termination of Placement

- Field Placement Coordinator, Classroom Teacher, College Supervisor, and SRC determine that the placement should be terminated.
- Building principal and Education Department chair are notified prior to the termination.
- Preservice teacher is notified of the decision by the Field Placement Coordinator. It will be a collaborative decision on who else may be in attendance at the termination. Possibilities include: classroom teacher, college supervisor, building principal, and Education Department chair.

The Plan of Action assumes that there is documentation of concerns in the college supervisor's observation forms, written feedback from the cooperating teacher, and depending on the timing and the clinical placement, the mid-term evaluation.

**The cooperating teacher and building principal have the right to terminate a clinical experience student's placement at any time. **

***Next Steps**

1) Preservice teacher is put on Professional Growth Plan. (This will happen with all students at this level of concern.)
2) SRC meeting with preservice teacher to share Professional Growth Plan.
3) The preservice teacher is closely monitored by the college supervisor with regular check-ins by the Field Placement Coordinator.
4) If the preservice teacher does not demonstrate **immediate** efforts to improve or if the concerns continue in the classroom, the decision to end the clinical experience may be made by the college supervisor and Field Placement Coordinator.

Next Steps could also include but are not limited to:

- Weekly check-ins with college supervisor.
- Video recordings of lessons with analysis completed by preservice teacher and supervisor.
- Referral to Holistic Health Center and/or Center for Student Success.
- Suspend the experience:
    - Receive additional instruction in the area in need of improvement.
    - Receive support from health professionals.
    - Receive career counseling from the Career Center.
- Extending the clinical experience to demonstrate proficiency in teaching and/or improvement in behaviors and dispositions.

Termination of Placement

If a preservice teacher's placement is terminated, a remediation plan will be developed that addresses the specific areas that need improvement.

In the case of termination of student teaching, successful completion of the remediation plan will result in a second student teaching placement. A student teacher who does not complete the remediation or the remediation does not demonstrate an appropriate level of proficiency, a second placement will not be made. If a second placement is not allowed, the student teacher will meet with the Education Department chair in consultation with the Registrar of Concordia

College to discuss options for graduation. For example, a degree in the content area but not education could be earned.

ASSESSMENT OF GROWTH AND PERFORMANCE THROUGH THE TEACHER EDUCATION PROGRAM

Becoming an effective teacher requires a commitment to learning and self-growth. Throughout the program, your growth will be evaluated in a variety of ways, including:

- GPA and Grades in Education Courses: Your GPA and grades in Education Courses reflect your ability to master the knowledge and skills of effective teaching.
- Key assessments in specified courses. These assessments will evaluate your knowledge and ability to plan effective instruction for diverse learners.
- Clinical observations and evaluations of teaching: In each of your clinical field experiences and during student teaching, your mentor teacher and university instructor/supervisor will observe your teaching and evaluate your ability to implement effective instruction for diverse learners.
- Evaluation of Dispositions: In each of your clinical field experiences, your mentor teacher will evaluate your professional conduct and behavior throughout your placement.
- State-required performance assessment: During student teaching you, your mentor teacher, and college supervisor will meet to complete a mid-term CPAST and a final CPAST. To prepare for student teaching, you and your methods mentor teacher will complete the Pre-CPAST.

If evaluations show that you are not making adequate progress towards becoming an effective teacher, you will be referred to the Student Review Committee.

Failure to pass specific evaluations will result in a formal review by the Student Review Committee and/or dismissal from the program. Students will not be allowed to progress to student teaching unless they are in good standing.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

You will receive more specific information in each course associated with an evaluation. You should talk with your advisor if you have any questions about how you will be evaluated throughout the program.

Accommodations

The Education Department takes all accommodation statements seriously to ensure an equitable and valuable learning experience. Practical or in-service placements (e.g., clinicals and student teaching) are professional settings where core objectives and essential expectations must be achieved, even with approved accommodations, to maintain integrity and fairness for all participants. Accordingly, competencies and performance standards remain consistent to ensure that all licensure requirements are met.

Schedule of Performance Evaluations

Point of Formal Evaluation	Formal Evaluation of Conceptual Knowledge	Formal Evaluation of Teaching	Formal Evaluation of Dispositions
Prior to Admission	Key Assessment #1: Essay (Educ 212)		Educ 212 (instructor) Educ 212 Clinical (mentor teacher)
Admission	GPA Final Essay (Educ 212)		
Coursework prior to Student Teaching	GPA Key Assessment #2: Unit (Secondary Methods) or Inquiry Lesson (Elementary Methods)	Clinical Evaluations (PreCPAST)	Clinical Evaluations (PreCPAST)
Student Teaching	GPA Key Assessment #3 (CPAST)	Mid-term & Final Teaching Evaluation (CPAST) available from methods faculty and student teaching supervisor	Mid-Term & Final Teaching Evaluation (CPAST) available from methods faculty and student teaching supervisor

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

STUDENT REVIEW COMMITTEE & PROCEDURES FOR ADDRESSING BEHAVIOR AND/OR ESSENTIAL ABILITIES CONCERNS

If there are concerns regarding professional behaviors or essential abilities, any faculty member may choose to submit a SRC Referral Form to the chair of the Student Review Committee.

The Student Review Committee's purpose is to support and monitor students who are not meeting one or more requirements of admission or retention in the Teacher Education program.

The committee is comprised of Department of Education faculty members whose role it is to mentor and guide students to successful completion of the Teacher Education program, or in some cases, to help guide students to alternative careers than teaching.

Students are referred to the Student Review Committee in two ways:

1. Through the application process to the Teacher Education program when one or more requirements of admission is not met.
2. For students admitted to the Teacher Education program, referral by a faculty member, college supervisor, or the Field Placement Coordinator when there are academic or dispositional concerns.

What happens when they are referred to SRC:

5) The Student Review Committee reviews Professional Behavior/Essential Ability Alert form and meets to discuss the situation. They may ask for clarification from the professor who submitted the form, but will not meet with that person before arranging a meeting with the candidate. After the committee has a thorough understanding of the situation, the committee will meet with the candidate to discuss the concerns. At this meeting, the candidate will have the opportunity to provide more information, or context and will be able to respond to the concern.
6) Depending on the situation, the committee can take the following actions:

a) No further action required because the candidate took responsibility for the concern.
b) Place the student on Probationary Status 1, 2 or 3. (see pg. 19 for descriptions of probationary statuses).

Current SRC Membership:

- Dr. Kristen Ford, chair
- Dr. Sara Vinje
- Dr. Kathrina O'Connell

TEACHER EDUCATION APPEALS BOARD & PROCESS FOR APPEALING DEPARTMENTAL DECISIONS

The Teacher Education Appeal Board serves as the appeal board for any adverse action in the admission and retention of students in the teacher education programs, including decisions rendered by the Department of Education Chairperson, the Student Review Committee or the Department of Education.

To appeal a decision by a faculty member, the Department of Education Chairperson, the Student Review Committee, or the Department, candidates must make a request in writing to the Chairperson of the Department of Education for review by the Teacher Education Appeal and Review Board. The purpose of the Appeals Board is to determine whether or not principles of 'due process' were followed in reaching the conclusion being appealed, not to change or overturn the decision. In order to make this determination the following questions will be
addressed:

1.) Was the candidate aware of the expectations for professional behaviors and/or essential abilities?
2.) Was the candidate aware of the procedures for addressing deficiencies in professional behaviors and/or essential abilities?
3.) Was the candidate informed of any professional behavior and/or essential ability deficiencies in a timely manner?
4.) Was the information regarding the concern presented clearly to the candidate and was it specific with regards to the concern

5.) Did the candidate have opportunities to provide context, or additional information to the faculty?
6.) Did the professional development plan contain clear and specific expectations for addressing the professional behavior or essential abilities concerns?
7.) Did the candidate have the opportunity to demonstrate improvement over a reasonable period of time?

The composition of the board will vary depending on the licensure being sought by the candidate. For Elementary candidates, the board will consist of three members of the Department of Education who are appointed by the Elementary Program leader, and one advocate (faculty OR staff member) of the candidate's choosing. For secondary and K-12 licensure candidates, the board will consist of two faculty members from the Department of Education (appointed by the Department Chair), one faculty member from the candidate's content area, and one advocate (staff OR faculty) of the candidate's choosing.

If the Appeals Board finds that any of the questions above were answered "no," the Department of Education will work to fix the original concerns by correcting any issues with the process. If all questions are answered "yes," the appeal will be denied. At that point, the student may choose to take the appeal to the Dean of the College of Arts & Sciences.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE

Education

Part III: Course and Clinical Schedule in Teacher Education

Elementary Education

1st Year *Education as Vocation*			
Fall		**Spring**	
FYS 110	4 cr.	**COM 110** or **ENG 110**	4 cr.
COM 110 or **ENG 110**	4 cr.	**BIO 101**	4 cr.
WL 111	4 cr.	**Wellness 111**	1 cr.
Wellness 110	1 cr.	**Math 102**	4 cr.
Humanities or Arts Exploration or Elective	4 cr.	**WL 112**	4 cr.
	17 credits		17 credits

2nd Year *School as a Developmental Context*			
Fall		**Spring**	
Called to Teach (**EDUC 110**)	1 cr.	Creativity Core (4 cr. taken concurrently)	
EDUC 212	4 cr.	▪ Musical Expression for the Whole Child (**MUS 227**)	2 cr.
PSYC 212	4 cr.	▪ Movement for the Whole Child (**PED 301**)	2 cr.
Integrated Field Experience: Diversity (EDUC 102)	0 cr.	**EDUC 359**	2 cr.
SCIE 215	4 cr.	**EDUC 318**	2 cr.
Humanities or Arts Exploration or Elective	4 cr.	Integrated Field Experience Development (EDUC 202)	0 cr.
		Religion 200	4 cr.
		Humanities or Arts Exploration or Elective	4 cr.
All Courses taken concurrently	*(17 credits)*	*All Courses taken concurrently*	*(16 credits)*

3rd Year *Essential Skills & Competencies*			
Fall: Focus on Literacy		Spring: Focus on STEAM	
EDUC 322	2 cr.	**EDUC 338**	4 cr.
EDUC 333	4 cr.	**EDUC 334**	4 cr.
EDUC 336	4 cr.	Meaningful Technology Integration in Elem (**EDUC 368**)	2 cr.
EDUC 332	2 cr.	Creativity & Design Thinking in the Elem (**EDUC 313**)	2 cr.
PEAK with EDUC 332		Integrative Field Experience Content (EDUC 402)	0 cr.
Intro to Language Learning (**EDUC 340**)	4 cr.	Student Mental Health & Well-Being for Elem (**EDUC 317**)	2 cr.
Integrated Field Experience: Methods (EDUC 302)	0 cr.	**EDUC 421**	2 cr.
		EDUC 339 (Assessment in the Elementary Classroom)	1 cr.
		Orientation to Student Teaching (EDUC 399)*** (if student teaching in the fall)	0 cr.
All Courses taken concurrently	*(16 credits)*	*All Courses taken concurrently*	*(17 credits)*

4th Year *Professionalism*			
Fall or Spring		Fall or Spring	
Student teaching (**EDUC 496**)	12 cr.	Finish Graduation requirements	8 cr.
Student teaching **EDUC 491**	1-4 cr.	REL 300J	4 cr.
If student teaching in the spring:		ED 330	4 cr.
Orientation to Student Teaching (EDUC 399)***	0 cr		16 credits
	12-16 credits		

***** Taken the semester immediately preceding the student teaching semester.*****

MOORHEAD MINNESOTA
CONCORDIA COLLEGE

Education

Secondary & K-12 Programs

1st Year *Education as Vocation*	
Fall or Spring	**Fall or Spring**
FYS 110 4 cr. **COM 110** or **ENG 110** 4 cr. **Wellness 110** 1 cr.	**Wellness 111** 1 cr. **COM 110** or **ENG 110** 4 cr.
2nd Year *School as Developmental Context*	
Fall or Spring	**Fall or Spring**
Called to Teach (**EDUC 110**) 1 cr. **EDUC 212** Teach Child w Div. Cult. & Linguistic Exp. 4 cr. **PSY 212** Educational Psychology 4 cr. Integrated Field Experience: Diversity (EDUC 102) 0 cr. ***All Courses taken concurrently (8 credits)***	**EDUC 217** Student Mental Health & Well-Being. 2 cr. **EDUC 221** Teaching in the Middle School 2 cr. Integrated Field Experience Development (EDUC 202) 0 cr. ***All Courses taken concurrently (4 credits)***
3rd Year *Essential Skills & Competencies*	
Fall	**Spring**
EDUC 352 High Impact Practices. 4 cr. **PEAK** with EDUC 352 **EDUC 367** Instructional Tech 2 cr. Integrated Field Experience Methods (EDUC 302) 0 cr. ***All Courses taken concurrently (6 credits)***	**EDUC XXX** Content Methods 4 cr. **EDUC 420** Literacy Skills Sec. Educ. 2 cr. Integrated Field Experience Content (EDUC 402) 0 cr. Orientation to Student Teaching (EDUC 399)*** 0 cr. (if student teaching in the fall)

	All Courses taken concurrently (6 credits)
4th Year *Professionalism*	
Fall or Spring	**Fall or Spring**
Student teaching **EDUC 496** 12 cr. Student teaching **EDUC 491** 1-4 cr. If student teaching in the spring: Orientation to Student Teaching (EDUC 399)*** 0 cr.	Finish Graduation requirements **EDUC 330****

***** Taken the semester immediately preceding the student teaching semester.*****

Each student in teacher education has **at least four field experiences** during his/her undergraduate preparation at Concordia College. The focus of each experience varies from observing and assisting to planning and teaching.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

SUCCESSFULLY PASS ALL CLINICAL EXPERIENCES: You must receive a satisfactory evaluation in all clinical experiences in order to advance in the program. Please see the clinical experience section of this handbook for information on clinical policies and expectations.

POLICIES FOR CLINICAL EXPERIENCES

- Carpools can be explored, but each student is ultimately responsible for his/her **own transportation** (including any costs incurred) to and from all clinical experiences.

- Students are required to purchase **professional liability insurance** for each academic year when clinical experiences take place. (Approximately $38/year)

- Students are required to complete (and pass) **criminal background checks** before spending any time in clinicals. The initial background check will be paid for by Concordia College. (Some districts will require additional, more thorough background checks. If necessary, those costs will be covered by the student.)

- **Professional dress** is expected. While individual school policies vary, it is expected that Concordia students will dress in an appropriate and professional manner. While there may be exceptions, students should dress in business casual attire. **The following is not appropriate: blue jeans, graphic T-shirts, leggings without a tunic, & athletic clothing. If in doubt, dress up rather than down.**

- The Education Department purchases an **official name tag** for you at the beginning of EDUC 212. If your nametag is misplaced, or if your name changes during the course of the program, you will be asked to pay for a replacement.

- Most schools require a **driver's license (or other official form of identification)** to be shown each time the student arrives at school.

- In addition to receiving a grade for each education course, students will also be assessed on their **performance** in each clinical experience.

- Successful completion of each clinical is required.

- Clinical experiences receive a grade of S/U.

- Prior experiences with clinical experiences may be accepted as a substitute/equivalent for a clinical requirement. Evidence of the experience must be available. Evidence may include: employment verification, letter from an administrator, etc. For prior experiences to be accepted, they must also be aligned to the content or the scope (grade levels) of the licensure you are seeking. **Prior experiences will not be accepted to substitute for student teaching. You MUST complete student teaching with our program.**

COURSES WITH CLINICALS: ALL EDUCATION MAJORS

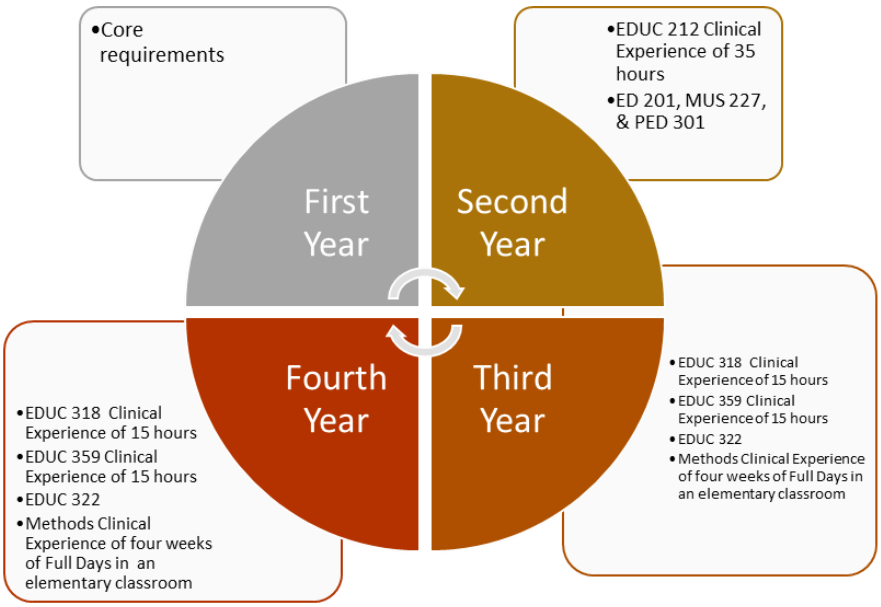
- **EDUC 212: Culture, Language and Identity** *(4 credits. Offered both semesters. Usually taken sophomore or junior year.)* Each student is assigned to a teacher in an area school for a **35-hour clinical experience**. It is the goal of this clinical experience to place each student in an environment offering diversity in the areas of culture, socioeconomic status, and/or special needs. The majority of students are placed in ELL (English Language Learners) classrooms. In addition to competent performance on the course itself (B- or better), the student must successfully complete this early field experience to be admitted into the education program. It is *strongly* recommended that students enroll in Education 212 and Psychology 212 during the same semester.

- **EDUC 491 (variable credit option: 1-11 credits), 496 (elementary and secondary/k12, 12 credits), 498: Global Student Teaching STUDENT TEACHING** *Fall or spring semester, senior year.*)

During this **12-week, full-day** experience, students gradually assume responsibility for planning, instruction, and classroom management. Goals of this experience include practicing teaching methods, planning instruction, evaluating pupils' work, and participating in the daily professional activities of the teacher.

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

COURSES WITH CLINICALS: ELEMENTARY EDUCATION MAJORS



- **EDUC 318: Foundations of Literacy** *(2 credits. 15 hour clinical experience. Offered one semester.*

- **EDUC 359: Kindergarten Education** *(2 credits. 15 hour clinical experience. Offered one semester.*

- **EDUC 332, 333, 322, 340, & 335: Elementary Methods Literacy Semester** *(16 credits. Offered every first semester. Taken during junior year.)* Students are assigned to an elementary classroom in a local school for the entire clinical experience. During the clinical experience, students teach one lesson/day and receive feedback from the classroom teaching. This experience provides the opportunity for students to put theory into practice.

- **EDUC , 334, 336, 337, 338, 317, & 339: Elementary Methods STEAM Semester** *(17 credits. four-week*

full-time clinical experience, Offered second semester, Taken during junior year.) Similar to the Methods Literacy semester, the semester concludes with a full-time clinical experience where you will teach one lesson each day.

COURSES WITH CLINICALS: SECONDARY/K-12 EDUCATION MAJORS

EDUC 221: Teaching in the Middle School *(2 credits. Offered both semesters, required for Secondary and K-12 education majors, and for Elementary Education majors seeking middle level endorsement. Usually taken sophomore or junior year.)* This course requires a **15-hour clinical experience**. Each student is assigned to a teacher at an area middle school (grades 6-8) in the student's major content area. Students assist the classroom teacher, work with small groups of students, and learn about the "middle school concept" and interdisciplinary teams at the middle school.

METHODS
You will take two Methods courses: EDUC 352 and a specific content Methods class depending on your major (listed below).

EDUC 352: Technology, Instruction & Ecology of the Secondary Classroom

(4 credits. Offered both semesters. This course fulfills one of your PEAK requirements.)

During EDUC 352, students complete a **50 hour clinical** in their specific content area, allowing them to venture beyond the classroom and have a sustained experience in area schools (Criterion 1). On a daily basis, the clinical students will work alongside their classroom teachers to plan instruction, engage learners, and provide learners with meaningful feedback through assessments and other means. Doing so effectively requires our students to wrestle with complex issues in their classrooms each time they are in the classroom, and they are challenged with teaching at least five distinct lessons and submitted thorough, detailed lesson plans (Criterion 2-5).

- **Secondary Content (Special) Methods: EDUC 321, 362, 371, 372, 373, 376, 379, 384, 386, 392, 394, or MUS 331:** *(4 credits. See below for semester.)*
  An important part of both methods courses is a **50-hour clinical** (minimum) with a teacher in their content area. Clinical students will observe, tutor, and assist with classroom projects, as well as **plan and teach lessons** under the guidance of the classroom teacher.

K-12 Specialized Content Methods Courses

- *Art Education Majors (K-12):* EDUC 371: Methods of Teaching Art (4 credits. FALL semester every other year or as needed)
- *Instrumental Music Education Majors (K-12):* EDUC 392: Methods of Teaching Instrumental Music (4 credits. FALL semester)
- *Vocal Music Education Majors (K-12):* MUS 331: Methods of Teaching Vocal Music (4 credits. FALL semester)
- *Physical Education Majors (K-12):* EDUC 321: Methods of Teaching Physical Education (4 credits. FALL semester, every-other year)
- Teaching English to Speakers of Other Languages (K-12): TESL 365: Methods of TESOL I: Elementary (4 credits, Fall Semester, 20 clinical hours) & TESL 366: Methods of TESOL II: Secondary (4 credits, Spring semester, 50 clinical hours).
- *World Language Education Majors (K-12):* EDUC 362: Methods of Teaching World Languages (4 credits. FALL semester) *& EDUC 363: FLES Methods of Teaching (4 credits. SPRING semester –*

Grades 5-12 Specialized Content Methods Courses

- *English/Comm Arts Education Majors (5-12)* EDUC 376: Methods of Teaching English (4 credits. SPRING semester), *and* EDUC 394: Methods of Teaching Communication Studies (4 credits. SPRING semester)
- *Health Education Majors (5-12):* EDUC 386: Methods of Teaching Health (4 credits. fall semester every-other year)
- *Mathematics Education Majors (5-12):* EDUC 384: Methods of Teaching Mathematics (4 credits. SPRING semester only)
- *Social Studies Education Majors (5-12):* EDUC 379: Methods of Teaching Social Studies (4 credits. FALL semester every other year or as needed)

Grades 9-12 Specialized Content Methods Courses

- *Science Education Majors (9-12)*: EDUC 372: Methods of Teaching Science (4 credits. FALL semester every other year or as needed)

STUDENT TEACHING

NEED APPROVAL TO ADVANCE TO STUDENT TEACHING

For approval to student teach, students must:
1. Be **admitted** to the teacher education program;
2. Have current **professional liability insurance**;
3. Retain at least **2.75 cumulative GPA and a 2.75 GPA in the major**/add-on endorsement in which they wish to teach. The elementary education major GPA will be computed on the courses with an education prefix (EDUC) that are required in the elementary education program. The major GPA in secondary/K-12 programs consists of the subject-area courses listed in the catalog for the teaching major and the relevant methods of teaching course(s);
4. Have **no grades of F or I i**n any course required for your major;
5. Successfully complete **sophomore- and junior-level clinical experiences** with positive recommendations from college and classroom supervisors;
6. Be **approved** by each department in which they have a teaching major;
7. Achieve senior status;
8. Successfully complete **EDUC 399** – Orientation to Student Teaching; and
9. Pass all **departmental proficiency** and/or **participation** requirements.

Students must be enrolled in EDUC 399 – Orientation to Student Teaching the semester before they plan to student teach. At the end of the methods semester, methods faculty approve each student for student teaching. The approval is based on classroom and clinical performance.

Student teaching is at least a **12-week assignment.** Candidates who are seeking dual licensure (e.g. PE & Health) or an endorsement will complete **14 weeks** of student teaching. For those pursuing an endorsement, two weeks must be in a classroom in alignment with the content endorsement. Placements for student teaching are generally

made within the Fargo-Moorhead area but qualified candidates (3.0 GPA and approval from methods faculty) may be allowed to **student teach outside the Fargo-Moorhead area.** All assignments are made by the department of education field placement coordinator and are dependent upon availability of sites. Student teachers are **not placed in a school in which they attended as a student.** See the Assessment and Field Experiences Coordinator for additional information about alternative student teaching placements, including Global Student Teaching. (Placements within 60-miles of campus will be considered "local.")

Students may teach in **no more than two levels** or two subjects during one student teaching assignment. All students must be supervised by **Concordia College faculty or adjunct faculty** during their student teaching experience. Students may complete additional student teaching experiences at another grade level, in another subject area, at a site providing a different cultural experience, or at an alternative education facility. Students are responsible for their own transportation and living expenses, tuition and honoraria for the classroom teacher(s).

The student teaching experience is evaluated by t**he student, the classroom teacher and the college supervisor**. Student teachers are evaluated by the criteria published in *Concordia College Student Teaching Handbook: A Resource for Student Teaching*. The college supervisor is ultimately responsible for assigning the grade for student teaching. Additional policies regarding student teaching are also identified in the student teaching handbook.

<u>Students are responsible for their own transportation and living expenses, tuition, any additional background checks, and honoraria for the classroom teacher(s).</u>

MOORHEAD MINNESOTA
CONCORDIA COLLEGE
Education

Part IV: Teacher Licensure

RECOMMENDATION FOR TEACHER LICENSURE

To receive recommendation for licensure, students must:

1. Meet all **criteria** for admission to and retention in the teacher education program;
2. Successfully complete appropriate **clinical and student teaching experiences**. **Elementary education students** must have field experiences at both primary (K-3) and intermediate (4-6) grade levels; **secondary education students** must have field experiences at both middle school and senior high levels; and K-12 students must have field experiences at the elementary, middle school and secondary levels. Secondary education students must student teach in each content area in which they wish to be licensed;
3. Satisfactory performance on the final **CPAST assessment** during student teaching.
4. Successfully complete **all courses** in their teaching major;
5. Attain an overall **GPA of at least 2.75 and major/add-on endorsement GPA of at least 2.75**; and

TEACHER LICENSURE IN MINNESOTA

The Teacher Education Program at Concordia College maintains approval through the Minnesota Professional Educator Licensing and Standards Board (PELSB). Each major or add-on endorsement in education prepares students to meet the PELSB requirements for a **Tier 3 license** in a particular area of licensure. Each program of study includes coursework, field experiences, state licensing tests, and selected other requirements. In addition, students must also show competency in written and oral communication and demonstrate dispositions established by the department. Upon completion of requirements for licensure, a student may begin the **application process for a Tier 3 license**, and as part of that application, the Department of Education will complete a section verifying completion of an approved teacher preparation program.

TEACHER LICENSURE IN OTHER STATES

Requirements for licensure in states other than Minnesota may vary from state to state. Students interested in teacher licensure in other states should contact the Career Center, visit Concordia's department of education website, or talk with the chair of the department of education.

Part V: After Concordia

LOAN FORGIVENESS

MINNESOTA LOAN FORGIVENESS PROGRAM

The Public Service Loan Forgiveness (PSLF) Program is intended to encourage individuals to enter and continue to work full-time in **public service jobs.** Under this program, you may qualify for forgiveness of the remaining balance due on your William D. Ford Federal Direct Loan (Direct Loan) Program loans after you have made 120 qualifying payments on those loans while employed full-time by certain public service employers.

The Minnesota Teacher Shortage Student Loan Repayment Program was established to provide student loan repayment assistance to teachers providing classroom instruction in a teacher shortage area in Minnesota. The purpose of the program is to encourage teachers to teach in Minnesota in designated shortage areas. Shortage areas include teacher licensure fields in high demand statewide, geographical regions within the state experiencing teacher shortages and teacher licensure fields in high demand within regions of the state. (See the Frequently Asked Questions (FAQ) for a list of the current shortage areas).

FEDERAL GRANT & LOAN FORGIVENESS PROGRAMS

The Federal TEACH Grant Program (https://studentaid.gov/understand-aid/types/grants/teach) provides grants of up to $5,000 each year to students who are completing or plan to complete coursework needed to begin a teaching career. Unlike other federal student grants, the TEACH

Grant requires recipients to agree to complete four years of teaching in a high-need field and underserved school as a condition for receiving the grant.

FEDERAL PUBLIC SERVICE LOAN FORGIVENESS (Employment after graduation with Peace Corps, Americorps, Bureau of Indian Affairs Schools, etc).

If you have federal student loans and are employed by a U.S. federal, state, local, or tribal government or not-for-profit organization (i.e. Peace Corps, Americorps, Bureau of Indian Affairs schools), you may be eligible for the Public Service Loan Forgiveness Program (https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service)

If you are working full-time for a qualifying employer, PSLF forgives the remainder of certain federal loans after 120 monthly payments are made under a qualifying repayment plan. If you are employed as a volunteer (i.e. Peace Corps volunteer, Americorps volunteer), your loan repayments could be $0 per month while volunteering.