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MAT Program Handbook

This handbook is intended to address frequently asked questions specific to the MAT program. For additional information, please refer to the following:

Concordia University Course Catalog:
- [http://catalog.cu-portland.edu/](http://catalog.cu-portland.edu/) for information regarding financial assistance, tuition and fees, academic polices, course descriptions, etc.
- Concordia University Student Handbook: [https://intranet.cu-portland.edu/sites/default/files/Student%20Handbook.pdf](https://intranet.cu-portland.edu/sites/default/files/Student%20Handbook.pdf) for academic information, campus resources, behavioral expectations, public safety and campus security, etc.

GETTING STARTED

Registering for Classes
Your MAT advisor will register you for your classes each semester.

Be sure to check your email frequently. Email is our primary mode of communication with MAT candidates. You will receive your class schedules via email, as well as workshop info, notifications, reminders, and updates.

HOLDS: A hold on your account will stop the registration process and prevent you from accessing your grades through myCU. If you have a hold on your account, please address it as soon as possible. Please note: If you are a recent undergraduate, a hold will be placed on your account for the second semester until Concordia receives a final transcript with degree line.

Technology
MAT classes utilize technology to varying degrees. As such, it is our expectation that you will have access to a device (laptop, tablet, etc.). You should have basic knowledge of computer usage and have experience using various programs and applications (e.g. MS Word, Excel, PowerPoint). For tutorials, please see: [https://support.cu-portland.edu/hc/en-us](https://support.cu-portland.edu/hc/en-us)
Network Account
If you have not already done so, be sure to set up your network account. You will receive a one-time use network access code in the mail. You will use this for your initial access and then choose your own password.

my.CU
my.CU provides you with access to your grades, financial statements, class schedules, and more. It can be accessed through the Concordia Intranet at http://intranet.cu-portland.edu/. myCU also allows you to update your contact information. However, when updating contact information, it is also necessary to notify your MAT advisor directly.

Student ID Cards
Campus-based students need to obtain a student ID card in order to have access to the Faubion building, library, gym, and other campus locations. PPS clearance is needed for Faubion access. Your advisor will assist with the ID card and PPS clearance card process.

Parking Permits
Parking is free for students, faculty and staff at CU. If you bring a vehicle to CU you MUST have a current parking permit. To obtain a permit, go to: http://www.cu-portland.edu/services/campus_safety/parking.cfm
Do not park in the main (front) parking lot at Faubion. There are multiple lots available on campus and readily available street parking as well.

Fingerprinting/Background Checks
All students must be cleared by TSPC (the state licensing agency) prior to volunteering in a setting with children or youth, or prior to clinical experiences such as the practicum or student teaching.

You will receive fingerprinting information from the College of Education with instructions on how to complete the Field Print process. There are fees associated with this process. One fee is charged by the organization that provides the fingerprinting service (typically between $15 - $20, due at
the time that the service is provided). There is also a processing fee charged by TSPC for the background check, which is $67.

Due to our location within Faubion School, you will also be asked to complete the PPS background check, which is free.

**Graduation Applications**
Students are required to complete their graduation application form two semesters prior to graduating. These forms will be completed on myCU. Students are responsible for completing the application forms correctly and completely. This form is critical, as it will guarantee your place in commencement.

**Textbooks**
Textbooks are free for MAT candidates. You will receive information on ordering required textbooks prior to each semester.

**Library Information**
Hours for the George R. White Library and Learning Center are as follows:

<table>
<thead>
<tr>
<th>Day</th>
<th>Summer Term</th>
<th>Fall/Spring Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday-Thursday</td>
<td>7:00 am-10:00 pm</td>
<td>7:00 am-1:00 am</td>
</tr>
<tr>
<td>Friday</td>
<td>7:00 am-10:00 pm</td>
<td>7:00 am-10:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>7:30 am-10:00 pm</td>
<td>7:30 am-10:00 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>noon-8:00 pm</td>
<td>noon-1:00 am</td>
</tr>
</tbody>
</table>

Link for useful library information: http://libguides.cu-portland.edu/content.php?pid=200595

Contact www.cu-portland.edu/library or 503-280-8507 for additional information.
FAUBION PROTOCOLS & PROFESSIONALISM

Since College of Education courses are held within Faubion School, we always want to be respectful of our surroundings and model appropriate behaviors for Faubion students.

Safety & Security

*Remember to wear your Concordia badge at all times within the building.*

This practice is imperative for the safety of Faubion students, and all faculty and staff members. Your badge also grants you easy access to the building. If you lose your badge, please immediately contact the Tech Service Center in Hagen so that they can cancel the card’s security access and issue you a new one. Furthermore, every beverage container must have a lid, per Faubion’s safety policy.

Dress for Success

Please wear appropriate attire in the school. Also, it is against Faubion policy to wear baseball caps, so please refrain from wearing them.

Restrooms

Do not use the children’s restrooms. There are restrooms available for adults on each floor of the building.

Be Mindful

It is important to maintain your professionalism in all circumstances. Avoid profane language and regulate your volume in the hallways.
THE 3 to PhD COMMUNITY – RESOURCES

Kaiser Permanente Wellness Center (Medical & Dental)
Located on Main Street, all Concordia students, as well as Faubion students, are eligible for care. Kaiser Permanente will bill each patient’s insurance company. Appointments can be scheduled by calling the clinic during business hours, Mon-Fri, 7 a.m.-4 p.m. at 503-916-5908. Please refer to http://3tophd.org/wellness-center/ for more information.

Basics
A small grocery store located on Main Street. Here you can buy essential items and plenty of healthy and organic items at just above cost.

TESTING REQUIREMENTS

All testing must be completed prior to your clinical experiences. Elementary candidates must pass the NES Elementary Education Exam, Subtests I and II, as well as the ORELA Civil Rights Exam #008. Secondary candidates must pass their content-area (endorsement) exam and the ORELA Civil Rights Exam #008. Students who do not have the necessary passing scores may not begin their clinical experiences until their testing is complete.

Take your tests as soon as possible. Remember to list Concordia University and TSPC as recipients of all test scores. For additional testing information, see the website links located in the back of this handbook.
MAT COURSES

**Elementary Program:**
MAT 501: Issues, Ethics, & Equity
MAT 503: Planning & Instruction
MAT 536: Evaluation and Assessment of Learning
MAT 548: Classroom Management
MAT 556: The Whole Child and Learning
MAT 560: C & I Math
MAT 563: C & I Reading and Language Arts
MAT 567: C & I Integrating Social Studies, Science and the Arts
MAT 590: Differentiating for the Learning Community
EDEL 531: Strategies and Materials for Teaching English Learners
MAT 552: Practicum
MAT 592: Student Teaching

**Secondary Program:**
MAT 501: Issues, Ethics, & Equity
MAT 506: Planning & Instruction
MAT 533: Technology in the Secondary Classroom
MAT 537: Evaluation and Assessment of Teaching & Learning
MAT 549: Classroom Management
MAT 557: The Adolescent Learner
MAT 590: Differentiating for the Learning Community
EDEL 531: Strategies and Materials for Teaching English Learners
MAT 553: Practicum
MAT 593: Student Teaching

*Plus one of the following, depending on endorsement:*
MAT 570: PE Methods*
MAT 571: Health Methods
MAT 572: Math Methods
MAT 573: Science Methods
MAT 574: English Language Arts Methods
MAT 576: Social Studies Methods
MAT 577: Business and Marketing Methods
MAT 578: World Language Methods

*Standalone endorsement, requires a PE program*
Course Grades
Students must be in good standing at all times during the MAT program. In order to pass a class, students must receive a grade of a B- or higher. Students must also maintain a minimum overall GPA of 3.0 for the program. Failing a course is grounds for dismissal from the MAT Program.

MAT Grading Scale*

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100%</td>
<td>A+</td>
</tr>
<tr>
<td>93-95%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>84-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-83%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>74-76%</td>
<td>C</td>
</tr>
<tr>
<td>71-73%</td>
<td>C-</td>
</tr>
<tr>
<td>67-70%</td>
<td>D+</td>
</tr>
<tr>
<td>64-66%</td>
<td>D</td>
</tr>
</tbody>
</table>

*Students must score an 84% or higher in order to pass a class. Any grade below B- is considered non-passing at the graduate level.

Attendance Policy
Attendance and punctuality are required for all MAT courses. In situations that necessitate an absence, notify the instructor prior to class if possible. Please note that tardiness or absenteeism may affect your grade and candidates who miss more than 25% of the total class time must retake the course. If you have questions about this policy, consult your instructor.

Special Issues
Please contact your instructor at the first sign of an issue. Waiting until the end of the semester or approaching someone else with the problem does not correct it, or help develop positive relationships. Be "solution-focused" and solve problems together!
**Coursework Recency Policy**
Candidates have seven years from the time they begin the MAT program to complete the coursework, including clinical experiences. After seven years, the coursework is nullified.

**Transfer Policy**
No credits may be transferred into the MAT program. Exceptions have been made by the Program Director, or Dean, in rare cases.

**Course Descriptions**

**MAT 501 – Issues, Ethics, & Equity (3 Credits)** This course reviews myriad educational trends and issues that impact teaching and learning. It also explores how and why to promote character development among students, and focuses on the importance of professional ethics. The course addresses systemic inequities, bias, and other factors that serve as barriers to students in the current educational system. This course is highly interactive and employs team presentations, robust discussion, and small-group learning.

**MAT 503 – Planning & Instruction - Elementary (3 Credits)** This course is designed to equip elementary education candidates with skills for student-centered instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

**MAT 506 – Planning & Instruction - Secondary (3 Credits)** This course is designed to equip secondary education candidates with skills for student-centered, culturally responsive instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

**MAT 533 – Technology in the Secondary Classroom – Secondary (3 Credits)** This course is designed to equip pre-service teachers with the knowledge and skills needed to integrate 21st century technology for the K-12
classroom. Not only will students be tasked with understanding the philosophy behind technological integration as a way to augment pedagogy, they will also be expected to demonstrate proficiency if not mastery in how to implement technology in their future classroom. In addition to using technology as a teaching tool, students will be expected to provide evidence of their own ability to help K-12 students utilize technological tools to advance their own learning.

**MAT 536 - Evaluation and Assessment of Learning - Elementary (3 Credits)**
This course examines a variety of assessment tools and methods that impact the practices of classroom teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

**MAT 537 - Evaluation and Assessment of Learning - Secondary (3 Credits)**
This course examines a variety of assessment tools and methods that impact the practices of classroom teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

**MAT 548: Classroom Management - Elementary (3 Credits)**
This course prepares candidates to organize and manage all aspects of a classroom: discipline, scheduling, student assessment, record keeping, grouping, classroom environment and curriculum. Candidates will develop the skills needed to foster a positive image of schools and teachers to parents and the general public through parent conferences, parenting workshops, and the like. In addition, this course will prepare candidates to work with students and families with special needs. Lastly, candidates will learn about management in the elementary school gym, via physical education.

**MAT 549: Classroom Management - Secondary (3 Credits)**
This course prepares candidates to organize and manage all elements of the secondary classroom. The topics include a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning. The class will also prepare candidates to work with students and families with special needs.
MAT 552 - Practicum: Elementary (3 Credits)

MAT 553 - Practicum: Secondary (3 Credits)

MAT 556: The Whole Child and Learning - Elementary (3 Credits) This course explores the development of the whole child from early childhood through early adolescence. Students will consider biological and environmental influences that impact the lives of children as development levels across domains are addressed. With this understanding, students will investigate a variety of learning theories and practices and develop a personal pedagogy for teaching.

MAT 557: The Adolescent Learner - Secondary (3 Credits) This course explores the development of the adolescent through the middle school and high school years. Candidates will consider biological and environmental factors that impact physical, cognitive, social, and emotional development, with special attention given to the environmental influences that often make adolescence a time of stress. With this understanding, candidates will investigate various learning theories and practices and develop a personal pedagogy for teaching.

MAT 560: Curriculum and Instruction: Math - Elementary (3 Credits) This course prepares candidates for the role of teaching math in the preschool and elementary classroom. Candidates are provided with a varied repertoire of skills and methods for teaching math in a way that is interesting, engaging, and informative, but that also meets the goals and objectives of the state, the school, and the teacher. In addition, the candidate will develop lesson plans and a unit plan in math.

MAT 563: Curriculum and Instruction: Reading and Language Arts - Elementary (3 Credits) This course provides candidates the knowledge and resources necessary to provide pre-K – 8 instruction and assessment in reading, writing, speaking and listening. It helps candidates understand the essential components of the reading and writing process, gives them reliable procedures and resources for teaching beginning and developmental reading, equips them to use a diagnostic teaching approach to literacy, and introduces them to various instructional tools and methods that meet the diverse needs of learners, including students with indicators of dyslexia.
MAT 567: Integrating Social Studies, Science and the Arts - Elementary (3 Credits) Through this course, teacher candidates will develop skills in content integration, using science and social studies as themes for planning. Candidates will be provided with a varied repertoire of teaching skills and methods for integrating social studies, science, and the arts in a manner that is interesting, engaging, and informative. Support will be given as candidates develop an integrated unit plan that aligns with current National and State standards.

MAT 570: PE Methods - Secondary (3 Credits) This course focuses on ways in which education candidates can best develop Physical Education skills for the middle and high school student. Candidates are exposed to PE standards, and are provided detailed support in developing engaging activities, lessons, and edTPA elements that integrate current best practices into PE classroom instruction. Curricular materials, and appropriate techniques and procedures for effective middle and high school health and physical education programs are also reviewed.

MAT 571: Health Methods - Secondary (3 Credits) This course focuses on ways in which education candidates can best develop health education skills for the middle and high school student. Candidates are exposed to health standards, and are provided detailed support in developing engaging activities, lessons, and edTPA elements that integrate current best practices into health classroom instruction. Curricular materials, and appropriate techniques and procedures for effective middle and high school health programs are also reviewed.

MAT 572: Math Methods - Secondary (3 Credits) This course focuses on ways education candidates can best develop skills for teaching math at the middle and high school levels. Candidates are exposed to math standards and provided detailed support in developing engaging activities, lessons, and edTPA elements that integrate current best practices into math instruction. Curricular materials and appropriate techniques/procedures for effective learning and assessing are also reviewed.

MAT 573: Science Methods - Secondary (3 Credits) This course focuses on ways in which education candidates can best develop science skills for the middle and high school student. Candidates are exposed to science
standards, and are provided detailed support in developing engaging activities, lessons, and unit plan elements that integrate current best practices into science classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

**MAT 574: English Language Arts Methods - Secondary (3 Credits)** This course is designed specifically for those candidates who intend to teach The English Language Arts (ELA) in the middle school, junior high school, or high school. It will explore literature—both fiction and non-fiction, writing strategies, and speaking and listening skills. The Common Core State Standards (CCSS) will provide the impetus for the content that is covered. The venues for the integration of literacy across the disciplines will be a focus.

**MAT 576: Social Studies Methods - Secondary (3 Credits)** This course provides candidates with a framework for teaching Social Studies in middle and high school classrooms. The curriculum reviews current research in the integration of disciplines and current Oregon and Washington Standards. Numerous activities, strategies, and curricula that model effective instruction are demonstrated and practiced giving students valuable approaches and ideas they can use in the classroom.

**MAT 577: Business and Marketing Methods - Secondary (3 Credits)** This course focuses on the methods in which education candidates can best develop skills for teaching Business and Marketing at the secondary level. Candidates are provided detailed support in developing engaging activities, lessons and unit plan elements that integrate current best practices into business classroom instruction.

**MAT 578: World Language Methods - Secondary (3 Credits)** This course focuses on the methods in which education candidates can best develop skills for teaching World Languages at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and unit plan elements that integrate current best practices into world language classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school world language programs are also reviewed.
MAT 590: Differentiating for the Learning Community - Secondary (3 Credits) This course helps teacher candidates consider a variety of student backgrounds and needs. It includes research and strategies that promote differentiated instruction, cultural responsiveness and community building within the general-education classroom.

EDEL 531: Strategies & Materials for Teaching English Learners (3 Credits) This course helps candidates develop skills needed to teach content to speakers of other languages, such as the ability to implement various methods of language teaching, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

MAT 592 - Student Teaching: Elementary (6 Credits)

MAT 593 - Student Teaching: Secondary (6 Credits)

CLINICAL EXPERIENCES

You will work directly with our Placement Office for your clinical experiences. Although they welcome your input, they are not able to guarantee a particular school or district.

Remember...

- Fingerprints and background checks must be cleared prior to clinical experiences
- All testing must be complete prior to clinical experiences
- Check the Placement Office’s website for clinical handbooks, edTPA resources, student teaching forms and policies, besides many other documents. http://concordiastudentteaching.com
- Be sure to attend information sessions and orientations sponsored by the Placement Department to keep informed

Practicum

- During the practicum experience you will spend approximately 7-8 weeks in the classroom (Schedules vary by program.)
• You will begin by observing and gradually work up to teaching at least half the day; *the exchange of classroom leadership is unique to each student’s situation*. Concordia believes in co-teaching
• Your cooperating teacher (CT) is an experienced teacher who willingly shares their classroom
• Your CU supervisor will mentor and evaluate your performance
• You will write and implement an edTPA portfolio (a unit plan of instruction)

**Student Teaching**

• Student Teaching is at least a 12-week, full-time experience
• You will solo teach for most of the 12 weeks that you are in this experience; *The exchange of classroom leadership is unique to each student’s situation*
• Your cooperating teacher (CT) is an experienced teacher who willingly shares his/her classroom
• Your CU supervisor will mentor and evaluate your performance
• You will write and implement an edTPA portfolio (a unit plan of instruction)

**Petition to Student Teach in Own Classroom**

Candidates who work as a full-time lead teacher may qualify to complete their clinical experiences in their own classroom. This requires an application form, school administrator approval, and district support. See application form for additional parameters and requirements.

**Clinical Experience Grading Policy**

The outcome of a clinical experience is determined by the candidate’s demonstration of licensure-related proficiency standards and will result in a grade of PASS or NO PASS. In order to earn a passing grade, candidates must perform well in the classroom/school setting, submit required paperwork, and demonstrate that they are prepared to be successful as a teacher by meeting TSPC proficiency requirements and standards. This includes earning a passing score on the edTPA (cut score determined by the state of Oregon). Clinical experience outcomes are based upon the
combined recommendations of the supervisor and the cooperating teacher, along with the successful completion of all requirements.

Those who fail to complete all requirements within the allotted timeframe, perform poorly (as determined by the cooperating teacher and supervisor), demonstrate a lack of professionalism, or do not/cannot exhibit professional dispositions, will be issued a NO PASS and will not be permitted to continue further in the program.

Receiving a NO PASS for a clinical experience will result in automatic dismissal from the program. GPA, academic standing, and/or academic history will not be figured into the automatic dismissal. The MAT Director and Placement Coordinator will meet with candidate to review documentation from the clinical experience and determine whether the dismissal should stand, or whether the candidate should be granted another opportunity to complete the clinical experience. If the College of Education approves a second opportunity to complete the clinical experience, registration into a new clinical experience is required, and the candidate will be responsible for the costs associated with the new clinical experience registration (tuition and fees). If the dismissal stands, the candidate has the right to appeal this decision to the COE Dean.

**edTPA Retake Policy**
Please see the detailed edTPA retake policy found on the COE placement website: [http://www.concordiastudentteaching.com](http://www.concordiastudentteaching.com)

**Professional Day**
During your student teaching, the College of Education will host a Professional Development Day, which will include:

- Mock interviews with current and former school administrators
- Résumé tips
- Information on post-grad opportunities and jobs
POLICIES AND PROCEDURES

Concordia University Non-Discrimination Policy
Concordia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, religion, national or ethnic origin, familial status, disability, sex, gender, sexual orientation, military status, veteran status, or age in administration of its educational policies and programs, admission policies, scholarship and loan programs, and athletic or other university-administered programs.

College of Education Equity Statement
The Equity Committee of the College of Education (COE) is committed to promoting social justice, equity, and excellence through a caring and safe environment for students, faculty, and staff within the COE and the educational community.

Access and Accommodations
For current information on Disability and Learning Services, please visit: http://www.cu-portland.edu/student-services/disability-learning-services

Privacy Rights of Students (FERPA)
The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the US Department of Education. The statute is found at 20 U.S.C. § 1232g and the Department’s regulations are found at 34 CFR Part 99. In accordance with the FERPA, as amended by P.L. 93-380, Concordia University grants all the rights under the law to all enrolled candidates. Enrollment begins on the first day of the first course taken at Concordia University and extends until the student graduates. The act establishes the rights of currently enrolled, eligible candidates to inspect and review their educational records; and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. No one outside the institution shall have access to, nor will
the institution disclose any personally identifiable information from any student’s educational records without the written consent of candidates except to university officials, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of the student or other persons. All these exceptions are permitted under FERPA law.

At its discretion, Concordia University may provide Directory Information in accordance with the following FERPA provisions: Student name, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletics teams, and theses title/topics.

To read Concordia University’s FERPA policy, please go to: [http://www.cu-portland.edu/sites/default/files/pdf/records-privacy-request.pdf](http://www.cu-portland.edu/sites/default/files/pdf/records-privacy-request.pdf)

**Concordia University Academic Grievance Policy**

At times, students may have an academic grievance (e.g., concerns over grades, grading practice, course design), that they wish to resolve. The following procedures provide a mechanism by which students can seek to express concerns, disagreements, or complaints regarding a faculty member, and seek redress of perceived injustice, harassment, discrimination or inequity.

If a student has a concern over a faculty member's exercise of his/her professional responsibilities, the following procedure should be used:

**Step 1**: The student discusses his/her concerns with his/her academic advisor or a professional staff person in Student Services. This will provide an opportunity to review the appropriate university policies and practices related to the student's concern.

**Step 2**: The student addresses the concerns face-to-face with the faculty member in an attempt to resolve the issue. If the student feels that there is unacceptable risk of negative recourse, the student can invite his/her academic advisor, or another faculty member or a professional student services staff member to attend the meeting. If the concern over retribution is too great, he/she should move to step 3.
**Step 3:** If the student feels that the direct face-to-face discussion of the concern(s) with the faculty member did not (or cannot) provide adequate opportunity to address the concern(s), or if the resolution is not acceptable to the student, he/she can share the concern with the appropriate College Dean. The student should begin a formal Grievance process by submitting the grievance in writing via an email (from the student’s email of record) or a signed letter to the appropriate College's Dean, providing any pertinent information or materials, and a description of the process used to attempt to resolve the grievance to that point. The Dean must receive the formal Grievance within 30 calendar days following the date the final grade was posted for the course in question. The Dean can choose to work with the student and the faculty member separately, or call for a joint meeting with the student and the faculty member.

**Step 4:** If the student feels that the process with the Dean did not provide adequate opportunity to address the concern(s), or if the resolution is not acceptable to the student, he/she can appeal the decision to the Provost. As with step 3, the Provost reserves the right to construct the appeal meeting as appropriate to the specific situation.

As a Final Appeal, the student submits the appeal in writing to the Provost, including a description of the grievance, a description of the process used to attempt to resolve the grievance to that point, especially the results of the meetings with the Dean, and any concerns that the student has over the proper application of policies or procedures, or challenges to his/her due process rights. The Provost will review the appeal on the basis of (1) application of appropriate policies and practices, and (2) the guarantee of the student's due process rights. The Provost’s decision is the final decision in the student grievance. This entire appeals process must be complete within 60 calendar days of the final grade being posted in the class in question.

**It is the student’s responsibility to work with the Financial Aid Office regarding their Satisfactory Academic Progress for Financial Aid (SAP). Only the Financial Aid Office can determine SAP status, which is a separate process from filing an Academic Grievance. Approval of an Academic Grievance does not change SAP status. For full details please visit:**

http://catalog.cu-portland.edu/undergraduate/tuition-fees-financial-aid/#SAP
**Academic Dismissal**

After a term’s grades have been posted, candidates who have been on Academic Probation at Concordia and whose cumulative or term GPA remains below 3.0, are academically dismissed. This dismissal is final. Candidates are ineligible to enroll in any Concordia University course. Candidates receive a letter at their current address from the Registrar announcing their Academic Dismissal. The letter also describes the appeal process as well as the various responsibilities of the candidate.

The candidate has the right to appeal the dismissal by submitting a letter to the Graduate Scholastic Standards Committee (GSSC) describing the extenuating circumstances that led to the candidate’s dismissal, and strategies for future success. Once the letter is submitted, the GSSC calls an Academic Hearing prior to the subsequent term. The hearing includes feedback from professors, advisors, the Registrar, and the Financial Aid office. The candidate’s professors are consulted prior to the meeting.

After reviewing the candidate’s appeal letter, the APPA Final Report(s), and professors’ input, the Graduate Scholastic Standards Committee meets/confers by teleconference with the candidate; the goal is to determine the candidate’s intent and ability to be successful at Concordia. The GSSC’s decision is shared in writing with the candidate, and a copy becomes a part of the candidate’s Concordia file.

The Graduate Scholastic Standards Committee’s decision is considered final. The candidate has the right to resubmit their appeal to the GSSC if additional information is available that may impact the original decision. The Office of the Provost should be contacted if there is a conflict of interest or equity and compliance issue with the committee so appropriate accommodations can be recommended.

**Academic Integrity**

A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia’s goal to prepare students to be leaders for the transformation of society, students are expected to pursue their studies with integrity and character. By choosing to attend Concordia, students agree to the following statements and practices:
Purpose:

The *Code of Academic Integrity at Concordia University* reflects the community’s values of honesty and integrity in the work of all scholars and students. Students are charged to honestly complete and present their work under the semesters specified by the instructor. As a Christian community, the covenant of trust pledged among Community members is honored, and the values expressed in Philippians 4:8-9 are modeled:

“Whatever is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.”

Statement of Academic Integrity

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

Explanations:

*What does “fraudulent” mean?*

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a student’s final work without full and complete documentation.

*What is “unauthorized” assistance?*

“Unauthorized assistance” refers to any support students solicit in the completion of their work, that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to:
• Use of unauthorized notes or another’s work during an online test
• Use of unauthorized notes or personal assistance in an online exam setting
• Inappropriate collaboration in preparation and/or completion of a project
• Unauthorized solicitation of professional resources for the completion of the work

Candidate Dispositions
Candidates will be evaluated on their professional dispositions at several points throughout their program. These qualities and attributes befitting professional educators are scored with a validated COE rubric.

CONCLUDING THE MAT PROGRAM

Commencement
During your second semester you will complete a graduation application. During your final semester the Registrar’s office will send you information about the commencement ceremony.

Applying for the Oregon Preliminary Teaching License
Upon successful completion of student teaching and edTPA submission, your supervisor will submit all required documentation to the Placement Office. A grade of “Pass” will be entered. You will see this in myCU. Once the passing grade has been posted, the Registrar will award your degree.

Once your grade of “Pass” is posted and your degree has been awarded (reflected on myCU), contact COELicensure@cu-portland.edu to begin the licensure process. The certification specialist will verify that you have completed all testing and licensing requirements. Upon verification of the requirements, a recommendation for licensure will be submitted to TSPC.

You will be notified when your recommendation for licensure is submitted. You may then apply and pay online at the link we will provide you. The current fee for licensure is $150.
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<tr>
<th>HELPFUL WEBSITES</th>
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<tr>
<td>Concordia Homepage</td>
<td><a href="http://www.cu-portland.edu">www.cu-portland.edu</a></td>
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<td>Concordia Intranet</td>
<td><a href="http://intranet.cu-portland.edu/">http://intranet.cu-portland.edu/</a></td>
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<tr>
<td>Placement Website</td>
<td><a href="http://www.concordiastudentteaching.com">www.concordiastudentteaching.com</a></td>
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| Concordia Catalog | http://www.cu-portland.edu/catalog/Catalog.pdf  
Course descriptions, Concordia policies, information for Graduate students |
| Refund & Repayment Policy | www.cu-portland.edu/financialaid/refund_repayment.cfm |
| TSPC (Teacher Standards & Practices Commission) | www.oregon.gov/tspc |
| Pearson (NES) and ORELA Testing | http://www.orela.nesinc.com/ |
| edTPA | http://www.edtpa.com/ |

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| TSPC      | Teacher Standards and Practices Commission  
Oregon’s licensing agency, which governs all teacher preparation programs within the state. |
| MAT       | Master of Arts in Teaching  
Full-time, 11-month program |
| MATE      | Master of Arts in Teaching (Evening)  
Part-time, 22-month program |
| CSTAPE    | Concordia Student Teaching and Practicum Evaluation  
Official evaluation form completed by your cooperating teacher and supervisor during clinical experiences |
| COE       | College of Education  
Faubion & Concordia University Building |
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<tr>
<th><strong>CONCORDIA CONTACT INFORMATION</strong></th>
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<tbody>
<tr>
<td><strong>Dr. Christie Dudley</strong></td>
<td><strong><a href="mailto:chdudley@cu-portland.edu">chdudley@cu-portland.edu</a></strong></td>
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<tr>
<td><strong>Director of MAT Programs</strong></td>
<td><strong>503.493.6309</strong></td>
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<tr>
<td><strong>Dr. Carrie Kondor</strong></td>
<td><strong><a href="mailto:ckondor@cu-portland.edu">ckondor@cu-portland.edu</a></strong></td>
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<tr>
<td><strong>Associate Director – Online MAT</strong></td>
<td><strong>503.493.6230</strong></td>
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<tr>
<td><strong>Kristen Hagstrom</strong></td>
<td><strong><a href="mailto:khagstrom@cu-portland.edu">khagstrom@cu-portland.edu</a></strong></td>
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<tr>
<td><strong>Program Coordinator/Advisor</strong></td>
<td><strong>503.493.6262</strong></td>
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<tr>
<td><strong>Sarah Winters</strong></td>
<td><strong><a href="mailto:COElicensure@cu-portland.edu">COElicensure@cu-portland.edu</a></strong></td>
</tr>
<tr>
<td><strong>Licensure &amp; Certification Specialist</strong></td>
<td><strong>503.493.6261</strong></td>
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<tr>
<td><strong>Main COE Line</strong></td>
<td><strong>503.280.8559</strong></td>
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<tr>
<td><strong>Placement Office</strong></td>
<td><strong><a href="mailto:placement@cu-portland.edu">placement@cu-portland.edu</a></strong></td>
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<tr>
<td><strong>503.493.6338</strong></td>
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<tr>
<td><strong>Ann Donaca-Sullivan</strong></td>
<td><strong><a href="mailto:adonaca@cu-portland.edu">adonaca@cu-portland.edu</a></strong></td>
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<tr>
<td><strong>Lead Placement Coordinator</strong></td>
<td><strong>503.493.6584</strong></td>
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<td><strong>Technology Service Center</strong></td>
<td><strong><a href="mailto:support@cu-portland.edu">support@cu-portland.edu</a></strong></td>
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<td><strong>503.493.6300</strong></td>
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<td><strong>Campus Safety</strong></td>
<td><strong>503.280.8517</strong></td>
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<td><strong>Financial Aid</strong></td>
<td><strong><a href="mailto:finaid@cu-portland.edu">finaid@cu-portland.edu</a></strong></td>
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<td><strong>503.280.8514</strong></td>
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<td><strong>Student Accounts (Billing)</strong></td>
<td><strong><a href="mailto:studentaccts@cu-portland.edu">studentaccts@cu-portland.edu</a></strong></td>
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<tr>
<td><strong>503.280.8503</strong></td>
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<td><strong>Counseling Services</strong></td>
<td><strong><a href="http://www.cu-portland.edu/student-affairs/counseling-services">http://www.cu-portland.edu/student-affairs/counseling-services</a></strong></td>
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<td><strong>503.493.6499 and press 1</strong></td>
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<td><strong>Learning Disabilities and Accommodations</strong></td>
<td><strong><a href="mailto:disabilitysupportservices@cu-portland.edu">disabilitysupportservices@cu-portland.edu</a></strong></td>
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<td><strong>503.280.8512</strong></td>
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<td><strong>Veteran Affairs</strong></td>
<td><strong><a href="mailto:vets@cu-portland.edu">vets@cu-portland.edu</a></strong></td>
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<td><strong>Equity Compliance</strong></td>
<td><strong><a href="mailto:ahagen@cu-portland.edu">ahagen@cu-portland.edu</a></strong></td>
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<td><strong>503.280.8515</strong></td>
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<td><strong>Library</strong></td>
<td><strong>503.280.8507</strong></td>
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<td><strong>Bookstore</strong></td>
<td><strong><a href="http://www.cu-portland.edu/student-affairs/bookstore">http://www.cu-portland.edu/student-affairs/bookstore</a></strong></td>
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<tr>
<td><strong>Registrar</strong></td>
<td><strong><a href="mailto:registrar@cu-portland.edu">registrar@cu-portland.edu</a></strong></td>
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<tr>
<td><strong>Information Office</strong></td>
<td><strong>503.288.9371</strong></td>
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