

Evangel University

Handbook for Education Majors



2010-2011

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Education Department
Evangel University
Springfield, Missouri

MEMBERSHIP

Association of Independent Liberal Arts Colleges of Teacher Education
American Association of Colleges for Teacher Education
National Association of Schools of Music
National Council for Accreditation of Teacher Education
North Central Association of Colleges and Schools

INTRODUCTION

The Education Department of Evangel University offers the following programs in education: Early Childhood, Elementary, Middle School, Secondary, and Special Education. The Department is committed to excellence and to the preparation of *caring, committed and competent* Christian teachers who will serve in both public and private schools.

The Handbook for Education Majors is intended to provide essential information concerning the Teacher Education Program, its policies, and its procedures. This handbook will serve as a guide and reference tool for all education majors, all university faculty and administrative personnel.

TERMINOLOGY

Definition of terms:

University Supervisors – Evangel University faculty members who supervise university students placed in public and private schools for clinical experiences. They share supervisory responsibilities with cooperating teachers.

Cooperating Teachers – Selected teachers employed by the local cooperating school district for the primary purpose of teaching pupils in that district. These master teachers have agreed to accept university students for the purpose of providing them with the requisite clinical experiences.

Cooperating School – A public or private school which provides facilities for professional laboratory experiences for Evangel University students.

Practicum – A clinical experience of at least 3 hours per week for a semester.

Internship – An extensive 6 hour per week clinical experience for Special Education majors in the local public schools.

Student Teaching – The culminating clinical experience of the Teacher Education Program. Under the observation and guidance of experienced teachers and supervisors, the student is given the opportunity to observe, participate, and teach in a classroom situation.

THE EDUCATION DEPARTMENT

DEPARTMENT THEME: Caring, Committed, Competent Teachers Shape The Future

General Statement

Students who show promise of becoming successful teachers are permitted to enroll in the teacher education program. Selection, admission, and advising are conceived as being a continuous process throughout the college career.

Students who plan to teach must make formal application for admission to the teacher education program during the sophomore year when the student is enrolled in EDUC 219 Foundations of Education. This course is prerequisite to all other courses required for certification. **Transfer students who have already completed an equivalent course must make application immediately. Forms may be obtained in the Education Office.**

All programs in teacher education are accredited by the National Council for Accreditation of Teacher Education (NCATE) and are approved by the Missouri State Department of Elementary and Secondary Education.

MISSION

The Department, in cooperation with the other university departments and through its own curriculum development, is able to implement professional career preparation programs in teaching, including early childhood, elementary, middle school, secondary and special education and through these programs to provide for the spiritual, intellectual, cultural, physical and emotional development of the Christian teacher, one who is dedicated to the improvement of and service to the student, local, and world communities.

The Teacher Education Program at Evangel University is designed to reach these goals:

1. Adequately prepare Christian teachers (for public or private schools) dedicated to the following:
 - a. Christ as Lord in a personal spiritual experience.
 - b. Continuously seeking improvement in thinking and acting creatively.
 - c. Service to each individual child and to the community.

2. Guide the student in the development of his whole personality to its greatest potential.
3. Recommend for certification candidates in all levels of education who have demonstrated these traits:
 - a. The ability to teach.
 - b. A genuine love of children.
 - c. Adequate scholarship in their fields of study.

KNOWLEDGE BASE OF THE TEACHER EDUCATION PROGRAMS

1. **Academic Preparation:** A teacher must be academically prepared in the following areas:
 - a. **General Education:** The prospective teacher will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.
 - b. **Pedagogy:** An effective teacher must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.
 - c. **Content Area:** An effective teacher will be one who has expertise in (a) specific content area(s).
2. **Human Relations/Personality:** A teacher must be able to communicate with others effectively, understand and appreciate the differences of others, and develop a social awareness and compassion for human need. A teacher must be able to convey an enthusiasm for the subject content and learning in a warm, caring and understanding manner.
3. **Value System/Professionalism:** A teacher will be a positive role model, will act in ways that respect the values of the subject matter and students he/she teaches, and will demonstrate high ethical standards as a professional.
4. **Wellness:** A teacher will demonstrate a lifestyle that evidences physical, emotional, intellectual and spiritual wellness.
5. **Multicultural Awareness:** A teacher will exhibit an appreciation and tolerance for cultural diversity, and possess a social awareness and compassion for human need.

THE TEACHER EDUCATION GRADUATE OF EVANGEL WILL BE ONE WHO:

1. Has enthusiasm for the discipline.
2. Is a life-long learner, committed to continuous learning.
3. Appreciates multiple perspectives.
4. Appreciates and respects diversity and individuality and believes all students can learn.
5. Is a thoughtful and responsive listener.
6. Makes students feel valued.
7. Respects privacy and confidentiality.
8. Encourages student self-expression and open discussion in a culturally sensitive setting.
9. Is committed to student learning.
10. Is concerned for the whole child.
11. Recognizes the value of intrinsic motivation to students' life-long learning.
12. Values development of students' critical thinking and independent problem solving.
13. Values planning for instruction and appropriate revision of plans as needed.
14. Engages in appropriate practices.
15. Establishes a positive classroom climate.
16. Values and is committed to ongoing assessment that is aligned with instruction and student learning.
17. Recognizes professional responsibility to engage in appropriate professional practices and development.
18. Is willing to give and receive help.
19. Encourages and supports colleagues.
20. Is sensitive to community.
21. Is willing to work with others.

The Knowledge BASE of the Teacher Education Program encompasses the following Missouri standards (MO STEP):

1. The entry-level teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.
2. The entry-level teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
3. The entry-level teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The entry-level teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.
5. The entry-level teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

6. The entry-level teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. The entry-level teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
8. The entry-level teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The entry-level teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for more students.
10. The entry-level teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well being.
11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

Appeal Procedure

A student who desires to appeal any issues related to the Education Department policies, procedures, or decisions, including a grade or conflict with a faculty member or advisor, should first discuss the issue with the faculty or administrator responsible. If the appeal results are not satisfactory, the student should then refer to the Department Chair. If necessary, the appeal will be referred to the Teacher Education Committee and ultimately to the Vice President for Academic Affairs.

Administrators

Dr. "Bud" Arnold Greve	Director of Clinical Experiences (Practicums & Student Teaching)
Dr. Fred Drake	Director of Certification
Dr. Colleen Hardy	Education Department Chair, Chair, Teacher Education Committee
Dr. Glenn Bernet	Vice President for Academic Affairs

TEACHER EDUCATION PROGRAM

The Teacher Education Program consists of the following five assessment levels: Entry, Mid-program level I, Mid-program level II, Exit level and licensure, and post-graduation level. Students must meet specific requirements at each level.

Students are monitored before enrolling in EDUC 219, Foundations of Education and EDUC 220, the first field experience. Advisors are directed to check that a student has a cumulative GPA of 2.5 before approving his/her registration in the course. It is during this course that application to the program is completed. At the end of the course, students are granted initial provisional admission to the program if they meet the criteria listed below.

I. Entry Level – Provisional Admittance to Teacher Education

A. Criteria for Provisional Admittance

The student must:

1. Achieve a 2.7 or above cumulative grade point average.
2. Achieve a minimum grade of “B” in EDUC 220 – Practicum in Foundations of Education, with satisfactory evaluation from supervising teacher.
3. Introduce the portfolio process.
4. Reflect on the EDUC 220 practicum experience.
5. Have a satisfactory health record. Any student placed in the public schools is required to have a medical clearance prior to placement.
6. Have reviewed major professional degree sheet with advisor. A copy of this degree sheet is to be kept by the applicant and by his advisor.
7. Complete a self-assessment.
8. Secure satisfactory recommendation from the faculty advisor.
9. Obtain a satisfactory recommendation from the Vice President for Student Development.
10. Obtain a passing score on at least three of the four parts of the C-BASE, the state mandated entry test. Students will have 12 months from the initial test date to pass all sections of the C-BASE.
11. Successfully complete a background check

B. How to make Application

Application for admittance to teacher education is made in EDUC 219- Foundations of Education. This class is prerequisite to all teacher certification courses unless an equivalent course has been taken at another college. Applications for admittance are available in the office of the Department of Education.

Transfer students who have previously had courses equivalent to EDUC 219 – Foundations of Education and EDUC 220 – Practicum in Foundations of Education should apply for admission immediately. Transfer students should note that a minimum grade of “B” in the course EDUC 220 – Practicum in Foundations of Education or its equivalent is required for admittance to the teacher education program. Junior transfers with a minimum grade point average of 2.7 will be permitted to enroll provisionally in teacher education courses for one semester to give the Teacher Education Committee on Standards and Approval time for processing the application. **Transfers should complete the C-BASE early in the first semester of residence at Evangel.**

All education major transfer students must plan to complete at least three semesters at the University. Two semesters are required to meet the minimum 30 credit hour residency requirement for a degree before one can enroll for the third semester (student teaching). No more than 50 percent of the professional education courses will be accepted in transfer.

C. Action of the Teacher Education Committee on Standards and Approval

The Teacher Education Committee on Standards and Approval acts on the data collected relating to the qualification for admission. Three statuses are possible when the student first makes application: (1) approval, which indicates that all criteria are satisfactory. (2) provisional approval, which indicates the student may enroll in teacher education courses, and (3) denial of approval, which indicates that deficiencies are such as to deny approval. Students may be admitted when all deficiencies are removed.

II. Mid-Program Level I – Admittance to Teacher Education

A. Criteria for Admittance

The student must:

1. Have been provisionally admitted to Teacher Education.
2. Maintain at least a 2.7 grade point average.
3. Achieve a grade of “A” or “B” in all practica.
4. Have the recommendation of the Education Department chair.
5. Secure a satisfactory recommendation from the faculty advisor and the Vice President for Student Development.
6. Have satisfactory recommendations from all public school supervising teachers of practica.
7. Have satisfactory recommendation from all university supervisors of practica.
8. Reflect on all practica experiences.
9. Meet all portfolio checkpoints satisfactorily.
10. Have passed all parts of the C-BASE.

B. Action of the Teacher Education Committee on Standards and Approval

The Teacher Education Committee on Standards and Approval acts on the data collected relating to the qualifications for admission. Three statuses are possible: (1) approval, which indicates that all criteria are satisfactory, (2) continued provisional approval, which indicates some deficiencies are present and the applicant may have until the end of the junior year to clear up the deficiencies (he or she may enroll in teacher education courses), (3) denial of approval, which indicates that deficiencies are such as to deny the student’s proceeding in the program. All provisional students past EDUC 219 will have application reviewed each semester.

III. Mid Program Level II – Prior to Student Teaching

A. Criteria for Admittance:

1. Have a 2.7 cumulative (GPA) (per 2004-2006 catalog) by the end of the semester prior to application.
2. Have a 2.5 GPA in the major and a 2.7 GPA in Education courses, with no Education course grade lower than a “C”.

3. Receive a grade of “C” or above in one required composition course (ENGL 211 or equivalent) and one math course (MATH 121 for elementary education candidates).
4. Have removed all deficiencies if he or she was provisionally accepted into the Teacher Education Program.
5. Have maintained good character and demonstrated appropriate professional growth as evidenced by practicum evaluations and dispositions checklist.
6. Have the recommendation of the Chair of the department of major.
7. Have completed a total of 92 semester credits.
8. Have completed General Methods and the Specialty Methods prior to student teaching.
9. Have successfully completed Teacher Work Sample I.
10. Have completed all the required courses in the chosen major.
11. The Teacher Education Committee on Standards and Approval has approved admittance to student teaching.
12. Achieve a grade of “A” or “B” in all practica.
13. Have taken the appropriate PRAXIS examination.
14. Has met the math proficiency by receiving a grade of a “C” or above in MATH 121 for elementary education candidates or EDUC 434 for secondary education candidates.

If denied, the student may reapply for student teaching after completing required courses and/or retaking required courses.

B. Procedure for Making Application for Student Teaching

1. Student must complete the application form. These forms must be turned in by the last Friday of February. These may be obtained from the Education Department website:
<http://www.evangel.edu/Academics/Education/Forms/index.asp>
2. After completion, the application form must be copied and three copies must be turned in to the Education Department Office. The application form includes (1) a short autobiography, (2) the appropriate degree program sheet, which must be signed by the chair of the department of major and the student’s advisor, (3) a personal data sheet, and (4) one recent picture of a good quality.
3. Each student is required to have health clearance. Tuberculosis tests are required for student teachers. The school nurse will administer the test. Medical forms must be acquired in the Education Department office and returned within two weeks.

4. Appropriate background check.
5. Completion of a content appropriate Praxis II exam.

C. Action of the Committee on Standards and Approval

Applicants for admission to student teaching are notified in writing as to the action of the Teacher Education Committee on Standards and Approval. The applicant is either approved or denied approval. In case of denial, reasons or deficiencies are specified. If these are remedied, the student may reapply after one semester.

An applicant who wishes to appeal the decision of the Teacher Education Committee on Standards and Approval may do so in writing. Such an appeal shall be filed with the Chairman of the Department of Education or with the Vice-President for Academic Affairs. The Academic Council will act as the appeal committee.

If approval for student teaching is given, placement is made by the Education Department. Once the assignments have been made, students are informed of their assignments. The cooperating teacher and the school principal are given copies of the student's credentials. These materials include personal data sheets, record of credits, transcript, and autobiography.

Non-Evangel graduates wishing to be certified for teaching must:

1. Complete fifteen semester hours at the university after which he or she will be processed for admission to the Teacher Education Program using the criteria required of all Evangel students.
2. Have graduated from a college approved for teacher training by the state in which the college is located.

IV. Exit Level – Program Completion

A. Criteria for Exit Level – Completion of Program –

The student must:

1. Achieve a grade of “A” or “B” in student teaching.
2. Reflect on the student teaching experience (**Teacher Work Sample II.**)
3. Have completed all courses required for the degree and for teacher certification.
4. Have completed a PRAXIS exam.

5. Have a cumulative GPA of 2.7 or above (as per 2004-2006 catalog), a 2.7 GPA in Education courses, and a GPA of 2.5 or above in the major.
6. Have no grade below “C” in any Education course.
7. Have completed a program evaluation.
8. Have completed a follow-up self-evaluation.
9. Have completed a State of Missouri background check.
10. Received a passing score on the program portfolio.

Students are considered a program completer with the fulfillment of all of the above criteria.

Portfolio Requirement

Each Education major must complete an electronic professional portfolio. All majors will be informed of the portfolio requirements in the Curriculum course applicable to his or her certification (EDUC 221, EDUC 222, EDUC 286, or EDUC 223).

Additionally, all majors will pay a one-time \$100 portfolio fee as part of the Curriculum course. Several portfolio reviews are required at various points during each Education major’s academic program. The portfolio is completed during the Student Teaching semester and is part of the Student Teaching Seminar grade.

Recommendation for Certification

Final recommendation for certification in the state of Missouri will be determined by satisfactory completion of college course work required for graduation and certification, and a passing score on the appropriate Praxis II specialty exam. (See Missouri certification requirements.)

GPA – All students are required to have a 2.7 cumulative grade point average to be recommended for certification by the State of Missouri.

PRAXIS – All students are required to take the PRAXIS Examination in the specialty area (see Missouri requirements) and achieve the mandatory score before receiving recommendation for certification.

V. Post-Graduation Level

The following assessments are administered to graduates of an education program and their employer/supervisors:

1. Graduate Evaluation
2. Employer Evaluation

ELEMENTARY EDUCATION

GENERAL REQUIREMENTS FOR ELEMENTARY EDUCATION MAJORS

The Elementary Education Major who takes the required (8) credits in natural science, (5) credits and mathematics, and (3) credits in geography automatically meets the Bachelor of Science degree requirements of Evangel University. Elementary Education Majors who desire the Bachelor of Arts degree must include two semesters (8 semester credits) of foreign language (or the equivalent as demonstrated by proficiency testing) in addition to the mathematics, science, and geography requirements. Courses meeting Evangel's Framework requirements are listed on individual advisement sheets.

PROFESSIONAL EDUCATION REQUIREMENTS FOR ELEMENTARY MAJORS

1. Foundations for Teaching

EDUC 219 (3)	EDUC 417 (2)	EDUC 476 (2)
EDUC 271 (2)	EDUC 427 (1)	PSYC 234 (3)

2. Teaching Methods

EDUC 221 (3)	EDUC 332 (3)	EDUC 370 (3)
EDUC 235 (2)	EDUC 340 (3)	EDUC 434 (3)
EDUC 251 (3)	EDUC 343 (3)	EDUC 451 (3)
EDUC 330 (3)	EDUC 351 (3)	EDUC 476 (2)

3. Clinical Experiences

EDUC 220	Practicum (1) – Taken concurrently with EDUC 219
EDUC 331	Math Practicum (1) – Taken with EDUC 332
EDUC 371	Teaching Practicum (1) – Taken with EDUC 370
EDUC 453	Communication Arts Practicum (1) – Taken with EDUC 451
EDUC 437	Student Teaching (12)

ELEMENTARY SCHOOL SPECIAL COURSES

The special courses required by the Missouri State Department of Education in American history, American government, mathematics, economics, geography and art or music are automatically included in the general education requirements. The health course requirement is included in the methods requirements (EDUC 343).

AREA OF EMPHASIS

Each Elementary Education Major must have a total of at least 21 credits in a specialized area; courses taken as part of the general education and basic requirements may in some instances be counted for this purpose. For Elementary Education Majors, this area of emphasis constitutes the minor for the meeting of college graduation requirements. Any university minor or emphasis in the university catalog may be chosen, but hours must total 21.

SPECIAL EDUCATION MAJOR

Evangel University offers a major in Special Education/Cross-Categorical Disabilities including Learning Disabilities (LD), Emotional Disabilities (ED), Cognitive Disabilities (CD), and Physical and Other Health Impaired (POHI). All students majoring in Special Education must also major in education.

Students completing the major in Elementary Education and minor in Special Education will earn Missouri certification in Elementary Education 1-6 and Special Education/Cross-Categorical Disabilities K-12.

PROFESSIONAL EDUCATION REQUIREMENTS FOR SPECIAL EDUCATION MAJORS:

EDUC 251 (3)	EDUC 345 (2)	EDUC 352 (3) (Secondary)
EDUC 271 (2)	EDUC 351 (3)	EDUC 451 (3) (Elementary)
EDUC320 (3)	EDUC 375 (2)	EDUC 487 (3)
EDUC 331 (3)	EDUC 380 (3)	EDUC 437 (12)
EDUC 333 (4)	EDUC 381 (2)	EDUC 476 (2)
EDUC 337 (1)	EDUC 386 (2)	*PSYC 237 (3)

*PSYC 237 replaces PSYC 234

EARLY CHILDHOOD EDUCATION MAJOR

Early Childhood Education is a comprehensive major. Completion of this major will certify one in early childhood, Birth – Grade 3, and in elementary grades 1-6. As a comprehensive major, a minor or area of emphasis is not required. Refer to section on elementary education for information on general requirements.

PROFESSIONAL REQUIREMENTS FOR EARLY CHILDHOOD MAJORS

1. Foundations for Teaching

EDUC 219 (3)	EDUC 417 (2)	PSYC 234 (3)
EDUC 271 (2)	EDUC 427 (1)	

2. Teaching Methods

EDUC 221 (3)	EDUC 340 (3)	EDUC 451 (3)
EDUC 235 (2)	EDUC 343 (3)	EDUC 476 (2)
EDUC 251 (3)	EDUC 351 (3)	
EDUC 330 (3)	EDUC 370 (3)	
EDUC 332 (3)	EDUC 434 (3)	

3. Clinical Experience

EDUC 220 (1)	EDUC 371 (1)
EDUC 298 (3)	EDUC 437 (12)
EDUC 331 (1)	EDUC 453 (1)
EDUC 335 (1)	

4. Early Childhood Special Courses

The following courses are required by Missouri State Department of Education for certification in Early Childhood:

EDUC 286 (3)	EDUC 337 (3)
EDUC 299 (3)	EDUC 344 (2)
EDUC 334 (2)	EDUC 360 (2)

CHILD CARE AND DEVELOPMENT PROGRAM

The Child Care and Development Program has been carefully planned to permit students to earn an associate of arts degree (two year degree). The program consists of 60 semester hours and **does not offer certification**. However, it does meet the requirements of most states to teach in or to operate a day care and/or preschool.

The AA program has been constructed to permit students who later qualify to earn certification through a four-year program to do so without loss of time or credit. The four year program will

permit one to earn certification in elementary education and early childhood education. The AA program sheet must be followed carefully in order to complete the degree in two years.

ELEMENTARY EDUCATION/MIDDLE SCHOOL MAJOR

The elementary education/middle school major will certify one in grades 1-6 and in grades 5-9 in a selected content area.

PROFESSIONAL REQUIREMENTS FOR ELEMENTARY EDUCATION/MIDDLE SCHOOL MAJORS:

1. Foundations for Teaching

EDUC 219 (3)	EDUC 271 (2)	PSYC 234 (3)
EDUC 221 (3)	EDUC 417 (2)	PSYC 235 (3)
EDUC 223 (3)		

2. Teaching Methods

EDUC 235 (2)	EDUC 343 (3)	EDUC 434 (3)
EDUC 251 (3)	EDUC 351 (3)	EDUC 451 (3)
EDUC 330 (3)	EDUC 353 (3)	EDUC 476 (2)
EDUC 332 (3)	EDUC 370 (3)	
EDUC 340 (3)	EDUC 427 (1)	

3. Clinical Experience

EDUC 220 (1)	EDUC 437 (12)
*EDUC 331 (1)	*EDUC 453 (1)
*EDUC 371 (1)	
*one at middle school level	

4. Middle School Component

EDUC 223 (3)
PSYC 235 (3)
EDUC 353 (3)

CONTENT AREA CHOICES: (Social Studies, Science, Language Arts, Math, Business (see concentrations in catalog.)

MIDDLE SCHOOL MAJOR

The middle school education major will certify one in grades 5-9. This program is considered a comprehensive major in education and 2 content areas (concentration).

A. General Requirements (Frameworks) are outlined in specific degree sheets.

B. Professional Education (44)

1. Foundations for Teaching

EDUC 219 (3)	EDUC 271 (2)	PSYC 235 (3)
EDUC 223 (3)	EDUC 417 (2)	

2. Teaching Methods

EDUC 235 (2)	EDUC 353-1 (3)	EDUC 476 (2)
EDUC 251 (3)	EDUC 353-2 (3)	EDUC 427 (1)
EDUC 352 (2)	EDUC 434 (3)	

3. Clinical Experience

EDUC 220 (1)	EDUC 354-2 (1)
EDUC 354-1 (1)	EDUC 437 (12)

C. Major Content Areas:

Complete two concentrations (at least one 24-hour) from the following areas:

- Language Arts (24)
- Mathematics (24)
- Science (24)
- Social Studies (24)
- Business (21)
- Spanish (21)
- French (21)

(See university catalog or degree sheet for concentration requirements.)

MIDDLE SCHOOL/SECONDARY EDUCATION MAJOR

The middle school/secondary education major will certify one in grades 5-12. This program is considered a comprehensive major in education with a content area and does not require a minor.

PROFESSIONAL REQUIREMENTS FOR MIDDLE SCHOOL/SECONDARY MAJORS:

1. Foundations for Teaching

EDUC 219 (3)	EDUC 223 (3)	EDUC 417 (2)
EDUC 222 (2)	EDUC 271 (2)	PSYC 235 (3)

2. Teaching Methods

EDUC 235 (2)	EDUC 352 (2)	EDUC 434 (3)
EDUC 251 (3)	EDUC 353 (3)	EDUC 476 (2)
EDUC 336 (2)	EDUC 427 (1)	

3. Clinical Experience

EDUC 220 (1)	EDUC 497 (1)	
EDUC 354 (1)	EDUC 437 (12)	

SECONDARY EDUCATION MAJOR

Secondary school teaching candidates are required to complete the Frameworks requirements. Students may refer to the content specific degree sheets for a list of courses.

Secondary education majors are also required to major in an academic field taught in the public schools and certified by the state of Missouri (art; science education with an emphasis in biology or chemistry; English; social studies; mathematics; modern languages; music; speech/drama; business education; and physical education). Such majors are also required to have a minor in a related field and to complete the state requirements in professional education.

In addition to completing the major and minor requirements (or concentration or major in some cases), the prospective secondary teacher must take the following professional education courses:

1. Foundations for Teaching

EDUC 219 (3)	EDUC 271 (2)	PSYC 237 (3)
EDUC 222 (2)	EDUC 417 (2)	

2. Teaching Methods

EDUC 235 (2)

EDUC 336 (2)

EDUC 352 (2)

EDUC 427 (1)

EDUC 434 (3)

EDUC 476 (2)

3. Clinical Experience

EDUC 220 (1)

EDUC 397 (1)

EDUC 497 (1)

EDUC 437 (12)

Note: The education programs in art, music, P.E. and foreign language lead to K-12 certification.

TEACHER AIDE PROGRAM (EDUC 220)

The Teacher Aide Program was initiated in the fall semester of the 1967-68 school year. It is a cooperative effort between the Area Public School Systems and Evangel University to provide opportunity for laboratory experience for students who have elected to enter the field of Professional Education.

Students enrolling in the introductory courses in Education, EDUC 219 & EDUC 220, usually in their sophomore year, participate in this program as part of the course requirements. **Each student spends at least three hours per week in a classroom within the major teaching field.**

The objectives of this program are: (1) To provide assistance to the public school teacher, thereby contributing to greater learning opportunities for each child. (2) To make available to the prospective teacher experiences for observation of, participation in, and interaction with the educative processes and procedures in the classroom.

The student is thus provided with the opportunity to:

- Observe the different roles of a teacher.
- Become aware of individual differences in pupils.
- Ascertain personal reactions to class situations.
- Determine whether teaching is the profession for which he/she is best fitted.
- Gain insight into the relationship between academic preparation and the practical application to the classroom needs, thus closing the gap between theory and practice.

The Teacher Aide observes classroom techniques; assists in correcting papers and keeping records; helps individual students and works with small groups; and prepares materials for the classroom.

MATH PRACTICUM (EDUC 331)

The math practicum is a clinical experience of at least 3 hours per week. It is taken concurrently with EDUC 332 – Methods of Teaching Elementary Math. The math practicum is governed by the general guidelines for the Teacher Aide Program.

This practicum involves:

1. Observation of the math program and the teaching strategies and materials involved.
2. Work with individual students on math concepts.
3. Assisting the teacher in lesson planning, grading, preparation of materials, and individualizing instruction.
4. Planning and teaching group or class lessons.
5. Completion of Teacher Work Sample I.

The cooperating teacher will evaluate the student's performance and suggest a final grade. The university supervisor will combine this with his/her evaluation to derive a final grade.

TEACHING PRACTICUM (EDUC 371)

The teaching practicum is a clinical experience of at least 3 hours per week for the semester required during the junior year for elementary and early childhood majors. It is taken concurrently with EDUC 370 – Science/Social Studies for Teachers. The teaching practicum is governed by the general guidelines for the Teacher Aide Program.

The practicum involves the following activities:

1. This course operates on the assumption that each participant will plan the lessons, arrive on time, assemble the necessary materials and successfully carry out the activities to be taught during the semester. These will be planned in cooperation with the teacher.
2. The university supervisor will visit the classroom for the purpose of observing the learning activities in progress. The components listed below are observed:

Relationship to teacher
Rapport with pupils (verbal, non-verbal behavior)
Mode of instruction
Familiarity with and use of content information
Program/materials
Use of time
Use of the process skills
Questions (types, number).

Based upon the supervisor's observations, a grade will be assigned. The cooperating teacher's sheet will be completed at the semester's end. Both ratings will be combined in computing the final grade.

As sample-rating sheet may be seen in the Appendix. The components rated are attendance, punctuality, dress (presentation of self), rapport with all personnel, and overall performance of duties.

Each participant in this course will have the privilege to discuss the evaluation with the cooperating teacher and university supervisor.

COMMUNICATIONS ARTS PRACTICUM (EDUC 453)

The Practicum in Communication Arts, taken concurrently with EDUC 451, is a clinical experience of at least 3 hours per week.

The Practicum in Communication Arts is governed by the general guidelines of the Teacher Aide Program. The cooperating teacher is encouraged to engage the students in the following activities:

1. The student will need to get acquainted with the classroom, teacher and pupils.
2. He/she should share with the students at least one bulletin board and/or learning materials which he/she prepares in the course EDUC 451.
3. The students will need to have mini-teaching experiences with individual students and groups of children.
4. Prior to teaching a lesson, the practicum student should have access to the materials he/she will be using. An acceptable lesson plan, which follows a suggested lesson format, must be approved by the teacher. The student should evaluate the lesson after teaching.

The cooperating teacher will evaluate the student's performance and suggest a final grade. The university supervisor will combine this with this/her evaluation to derive a final grade.

EARLY CHILDHOOD PRACTICUM (EDUC 298)

The Early Childhood Practicum is a clinical experience of at least 3 hours per week for the semester and is required for the Early Childhood major or for the Associate of Arts degree in Child-Care. It is taken concurrently with EDUC 286, Curriculum Methods and Materials in Early Childhood Education. The practicum is governed by the general guidelines for the Teacher Aide Program. Expectations for the student involvement are:

- Observation of early childhood programs
- Interaction with young children
- Become acquainted with a variety of teaching strategies, materials, equipment, etc.
- Become familiar with duties and responsibilities of administrators in early childhood programs.
- Assist teacher in individualizing instruction.
- See other activities suggested in the practicum handbook.

The cooperating teacher will evaluate the student's performance and suggest a final grade. The university supervisor will combine this with his/her evaluation to derive a final grade.

EARLY CHILDHOOD/SPECIAL EDUCATION PRACTICUM (EDUC 335)

The Early Childhood/Special Education practicum is designed to provide field experience in early childhood education while the student is enrolled concurrently in EDUC 334, Individualizing Instruction. A close relationship will be maintained between theoretical concepts learned in the lecture class and the practical application of the field experience. EDUC 334 and EDUC 335 are required for the Early Childhood major.

As a result of this practicum, each student will be able to:

1. Identify a variety of teaching strategies, materials and equipment utilized in the early childhood special education classroom.
2. Assist the classroom teacher with individualized instruction.
3. Integrate formalized academic preparation with the classroom experience.
4. Prepare and present developmentally appropriate activities suitable for children ages 3-6 years.

5. Show improvement in classroom management and discipline skills.
6. Exhibit a better understanding of the multiple factors that influence young children's development including age, cultural diversity, linguistic differences and special needs.

The practicum student will observe classroom techniques, assist with student assessment and help keep records, help individual students, prepare materials for student use, help provide classroom supervision, and present lessons under the guidance of the cooperating teacher.

MIDDLE SCHOOL PRACTICUM (EDUC 354)

A practicum experience in which students are assigned to the school for three (3) hours per week. This experience will be in the middle school subject area specialty. The course must be taken concurrently with EDUC 353, Methods in Middle School Teaching Specialty (or equivalent course).

This course is designed to provide field experiences for a student of at least junior status in his/her major specialty area of middle school education emphasis.

It is expected that the student will:

1. Assist the classroom teacher in the preparation of materials, projects and instructional aids.
2. Identify various teaching strategies and techniques.
3. Assist students individually and in small groups.
4. Derive personal beliefs and theories about student behavior and situations.
5. Incorporate formalized academic preparation with practical application in the classroom.
6. Develop and plan appropriate lessons for middle school pupils.
7. Teach an entire class a lesson based on prior preparation and planning.
8. Assist the classroom teacher in student evaluation, testing and recording of results.

9. Have a better understanding of the multiple factors that influence students and their classroom interaction including age, cultural diversity, linguistic differences and various other exceptionalities.
10. Note instructional strategies and student characteristics, which are apparent in middle school settings.
11. Completion of Teacher Sample I.

SPECIAL EDUCATION INTERNSHIPS EDUC 321 Intern I and EDUC 381 Intern II

Each Special Education internship is a clinical experience of 6 hours per week. The cooperating teacher is encouraged to engage the student in the following activities:

1. Observe the classroom and special education process
2. Work with students one-to-one and in small groups
3. Review student records (IEP's, evaluation reports, etc.)
4. Perform regular classroom duties (typing, grading, preparing bulletin boards, etc.)

The cooperating teacher will evaluate the student's performance and suggest a final grade. The university supervisor will combine this with his/her own evaluation to derive the final grade.

SECONDARY MID-LEVEL PRACTICUM (EDUC 397)

All students entering under the 2006-2008 catalog will be required to take this practicum.

Mid-program practicum experience for secondary education students. Students are assigned to a school for 3 hours per week in the subject area specialty. Must be taken concurrently with EDUC 222, Curriculum and Instruction in Secondary Schools.

1. Observe methods, techniques, strategies used by the classroom teacher, and the activities of the students in the classroom.
2. Assist the classroom teacher in the preparation of materials, projects, etc., for the class.
3. Assist the classroom teacher by helping individual students during the class period when it is appropriate.
4. Plan an activity as part of a lesson and introduce it to the class.
5. Toward the end of the semester, plan at least one lesson and teach the class.
6. Assist the classroom teacher by recording students' grades. Observe the testing procedures and other evaluations used by the classroom teacher.
7. Participate in any other related assignments made by the classroom teacher.

SECONDARY PRACTICUM (EDUC 497)

The secondary practicum is a clinical experience of at least 3 hours per week for the semester. It is required of all secondary majors in their specialized field of study. The practicum is taken

concurrently with the specialized methods course during the junior year. It is the final clinical experience for secondary majors prior to student teaching.

The secondary practicum is governed by the General Guidelines for the Teacher Aide Program. The cooperating teacher is encouraged to engage the student in the following activities:

1. Observe methods, techniques, strategies used by the classroom teacher, and activities of the students in classroom.
2. Assist the classroom teacher in the preparation of materials, projects, etc., for the class.
3. Assist the classroom teacher by helping individual students during the class period when it is appropriate.
4. Plan an activity as part of a lesson and introduce it to the class.
5. Toward the end of the semester, plan at least one lesson and teach the class.
6. Assist the classroom teacher by recording students' grades. Observe the testing procedures and other evaluations used by the classroom teacher.
7. Participate in any other related assignments made by the classroom teacher.

The cooperating teacher will evaluate the student's performance and suggest a final grade. The university supervisor will combine this with his/her own evaluation to derive the final grade.

STUDENT TEACHING (EDUC 437)

The student teaching clinical experience occurs during the senior year. The student is required to complete a semester of student teaching. Placement of the student teachers for the clinical experience utilizes accredited schools located in the Greater Springfield geographical area. Placement outside of a 50 mile radius of Evangel University is not permitted unless significant extenuating circumstances exist. Students who believe a significant extenuating circumstance exists should contact their academic advisor to review the process necessary to request an exception. In this experience the student will be graded by both the cooperating public school teacher and the university supervisor. Student teaching is governed by the general guidelines for Student Teaching (see Student Teaching Handbook).

APPENDIX:

Sample: EDUC 220 FOUNDATIONS OF EDUCATION TEACHER AID

Sample: EDUC 298 A, B INFANT/TODDLER

Sample: EDUC 298 C, D PRE-SCHOOL

Sample: EDUC 298 E EARLY CHILDHOOD/ALTERNATE PLACEMENT EVALUATION

Sample: EDUC 331 MATH

Sample: EDUC 335 EARLY CHILDHOOD/SPECIAL EDUCATION

Sample: EDUC 343 MUSIC

Sample: EDUC 354 PRACTICUM IN MIDDLE SCHOOL SUBJECT AREA

Sample: EDUC 371 TEACHING

Sample: EDUC 397 MID-LEVEL SECONDARY

Sample: EDUC 453 COMMUNICATION ARTS

Sample: EDUC 497 PRACTICUM IN SUBJECT AREA SPECIALITY EVALUATION

Example attached:

Copies of all additional evaluation forms are available in the Education Department.