

Evangel University

Handbook for Education Majors



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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
Council for the Accreditation of Educator Preparation
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 educators* 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 educators employed by the local cooperating school district for the primary purpose of teaching pupils in that district. These master educators 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 Educators 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 Council for the Accreditation of Educator Preparation (CAEP) 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 belief that all children can learn.
 - C. Adequate scholarship in their fields of study.

KNOWLEDGE BASE OF THE TEACHER EDUCATION PROGRAMS

1. **Academic Preparation:** An educator is academically prepared in the following areas:
 - a. **General Education:** The prospective educator explores new areas of interest, broadens his/her intellectual background, and integrates areas of knowledge through the understanding of similarities and differences in various fields of study.
 - b. **Pedagogy:** An effective educator demonstrates 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 educator has expertise in one (or more) specific content area(s).
2. **Professionalism:** An educator is a positive role model, acts in ways that respect the values of the subject matter and students he/she teaches, and demonstrates high ethical standards as a professional.
3. **Wellness:** An educator demonstrates a lifestyle that evidences physical, emotional, intellectual and spiritual wellness.
4. **Cultural Competence:** An educator exhibits a knowledge and an appreciation for diversity, and possesses social awareness and compassion for human need.

THE TEACHER EDUCATION GRADUATE OF EVANGEL EXIBITS THE FOLLOWING:

1. Has enthusiasm for the discipline.
2. Appreciates multiple perspectives.
3. Appreciates and respects diversity and individuality and believes all students can learn.
4. Is prepared for class.
5. Is a thoughtful and responsive listener.

6. Recognizes professional responsibility to engage in appropriate professional practices and development.
7. Respects privacy and confidentiality.
8. Is a life-long learner committed to continuous learning.
9. Is sensitive to community.
10. Is willing to give and receive help and is willing to work with others.
11. Makes others feel valued.
12. Encourages and supports colleagues.

The Knowledge Base of the Teacher Education Program encompasses the following Missouri standards for professional educators:

1. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
2. The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
3. The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
4. The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
6. The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.
8. The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
9. The teacher has effective working relationships with students, parents, school colleagues, and community members.

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. Colleen Hardy	Education Department Chair, Chair, Teacher Education Committee
Dr. Fred Drake	Director of Certification
Dr. Susan Langston	Director of Clinical Experiences
Dr. Tilahun Adera	Vice President for Academic Affairs

TEACHER EDUCATION PROGRAM

The Teacher Education Program consists of the following five benchmarks/levels of assessment: 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 2.75 before approving his or her registration in the course. During this course, application to the program is completed. At the end of the course, students are granted initial admission to the program if they meet the criteria listed below. Exceptions can be made for registration in EDUC 219 & 220 if appeal is made to the Education Department Chair. However, full admittance to the program is not granted until all requirements are met.

Students transferring in more than 45 hours will be granted provisional status in the education department during their first semester at Evangel providing the incoming GPA is 2.75 or above and the student has a course equivalent to EDUC 219. The transfer student will need to take the state required tests, complete and submit an application to the education program, and review the Education Department Handbook within the first semester of transfer to Evangel. The Standards and Approval committee will review the application during the first semester at Evangel and update the student status in the Education Department.

I. Entry Level – Provisional Admittance

A. Criteria for Provisional Admittance

The student must:

1. Achieve a 2.75 or above cumulative grade point average.
2. Achieve a minimum grade of B in EDUC 220 – Practicum in Foundations of Education.
3. Obtain a satisfactory recommendation from the cooperating teacher for EDUC 220 (practica evaluation).
4. Secure satisfactory recommendations from the faculty advisor.
5. Obtain a satisfactory recommendation from the Vice President for Student Development.
6. Complete state required tests for entry into the program.
7. Successfully complete a background check.

B. How to make Application

Application for provisional 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 3.0 will be permitted to enroll provisionally in teacher education courses for one semester to give the Teacher Education Committee on Standards and Approval time to process the application. **Transfer students should complete state required tests 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 about candidates relating to their qualification for admission. When the student first makes application, three statuses are possible: 1) approval, which indicates the student has not only met the requirements listed above but also has met the mid-program level requirements (see below); 2) provisional approval, which indicates the student may enroll in teacher education courses; and 3) denial of approval, which indicates that deficiencies exist which prevent approval. Students may reapply after one semester when the deficiencies are removed. Deficiencies may be removed by retaking state required tests, retaking a practicum, or raising the GPA. Any exceptions to these guidelines require written approval of the Education Department Chair.

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

A. Criteria for Admittance or Continuance in Program

The student must:

1. Have been provisionally or fully admitted to Teacher Education.
2. Maintain at least a 2.75 grade point average.
3. Have passed the English Proficiency Exam.
4. Satisfy University English proficiency requirement.
5. Achieve a grade of A or B in all practica.
6. Secure a satisfactory recommendation from the faculty advisor, Education Department Chair and the Vice President for Student Development
7. Have satisfactory recommendations from all public school supervising teachers of practica (practica evaluations).
8. Have satisfactory recommendation from all university supervisors of practica.
9. Meet all assessment checkpoints satisfactorily.
10. Have passed all parts of state required content assessment.

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), or 3) denial of

approval, which indicates that deficiencies prevent the student's proceeding in the program. Students may choose to reapply when deficiencies are removed by raising the GPA, retaking the state required tests, retaking a practicum, or completing or retaking the required math or composition course.

III. Mid Program Level II – Prior to Student Teaching

A. Criteria for Admittance:

1. Have a 2.75 cumulative GPA by the end of the semester prior to application.
2. Have a 3.0 GPA in the major and a 3.0 GPA in Professional Education courses, with no Education course grade lower than a C-.
3. Have removed all deficiencies if he or she was provisionally accepted into the Teacher Education Program.
4. Have maintained good character and demonstrated appropriate professional growth as evidenced by practicum evaluations and dispositions checklist.
5. Have the recommendation of the Chair of the Department of one's major.
6. Have completed a total of 92 semester credits.
7. Have completed General Methods and the Specialty Methods prior to student teaching.
8. Have completed all the required courses in the chosen major.
9. Have been approved admittance to student teaching by the Teacher Education Committee on Standards and Approval.
10. Have achieved a grade of A or B in all practica.
11. Have taken the appropriate state required tests.

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. Application forms are available in the Education office. These forms must be turned in by February 1st prior to the year of student teaching. Specific placement requests within a 50 mile radius of the university must be included with the application. Any student requesting a student teaching placement beyond the 50 mile radius must complete a request for a waiver and submit it with the student teaching application. The Teacher Education Committee will make a decision on the request.

2. After completion, the application forms must be turned in to the Department of Education office. The application forms include 1) a cover letter and resume, 2) the appropriate degree program sheet signed by the Chair of the major department and the student's advisor, 3) an official copy of current transcript and 4) a recent picture of good quality.
3. Each student is required to have a substitute certificate.

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 Committee on Standards and Approval. The applicant is either approved or denied. In case of denial, reasons or deficiencies are specified. If these are remedied, the student may reapply when reasons or deficiencies are resolved.

An applicant who wishes to appeal the decision of the Teacher Education Committee on Standards and Approval may do so in writing. This appeal shall be filed with the Chair of the Department of Education and presented to the Teacher Education Committee for review. Appeals to the decision of the teacher education committee may be filed with the Vice President of Academic Affairs. The Academic Council will act as the appeal committee.

If approval for student teaching is given, the Education Department will assign placement and inform the student of the assignment. The cooperating teacher and the school principal receive copies of the student's credentials.

A non-Evangel graduate wishing to be certified for teaching must:

1. Complete 15 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 an accredited college.
3. An individual program of coursework will be identified to meet state requirements.

IV. Exit Level – Program Completion

A. Criteria for Exit Level – Program Completion – Teacher Licensure

The student must:

1. Have achieved a grade of A or B in student teaching.
2. Have completed all courses required for the degree and for teacher certification.
3. Have completed all state required content assessment.
4. Have a cumulative GPA of 2.75 or above and a GPA of 3.0 in the major and in professional education courses.
5. Have no grade below C- in any Education course.
6. Have completed a program evaluation.
7. Have completed a follow-up self-evaluation.
8. Have completed a state of Missouri background check.
9. Have obtained a substitute certificate.
10. Have received a passing score on required assessments.
11. All teacher education students must meet Missouri teacher education requirements to complete this program.

Students are considered to have completed the program with the fulfillment of all of the above criteria.

Criteria for Licensure

The student must:

1. Have a passing score on the appropriate state required content assessments.
2. Have passed the background check administered through the Department of Elementary and Secondary Education for the State of Missouri.
3. Have been granted a Bachelor's degree by the University.

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.

Content Assessment – All students are required to take the Missouri Content Assessment area (see Missouri requirements) and achieve the mandated 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 one year after the students' completion of the program:

1. Graduate Evaluation
2. Employer Evaluation (sent to principal or employer)

Education majors wishing to experience a semester abroad may participate in the campus wide Student Abroad program. This experience is recommended for Junior or Senior level Education majors during a summer term. Students may register for EDUC 417, EDUC 371 or 453, and THEO 350 (lab).

ELEMENTARY EDUCATION

GENERAL REQUIREMENTS FOR ELEMENTARY EDUCATION MAJORS

The Elementary Education Major who takes the required 8 credits in natural science, 5 credits in mathematics, and 3 credits in geography automatically meets the Bachelor of Science degree requirements of Evangel University. Elementary Education Majors who want the Bachelor of Arts degree must include two semesters of foreign language (or the equivalent as demonstrated by proficiency testing) in addition to the mathematics, science, and geography requirements. The science requirements must include one course in physical or earth science and one course in a biological science with *both* courses having laboratory components. The 5 credits of mathematics are met by MATH 120 and MATH 121.

Elementary Education majors must complete English Composition at the RHET 205 level. If the student tests into RHET 205, he or she need take only RHET 205 to meet the English Composition requirement.

Other General Education (Frameworks) requirements are identified on the Elementary Education degree sheet.

PROFESSIONAL EDUCATION REQUIREMENTS FOR ELEMENTARY MAJORS

1. Foundations for Teaching

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

2. Teaching Methods

EDUC 221 (3)	EDUC 332 (3)	EDUC 370 (3)
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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 concurrently with EDUC 332
EDUC 371	Teaching Practicum (1) – Taken concurrently with EDUC 370
EDUC 453	Practicum in Reading (1) – Taken concurrently with EDUC 451
EDUC 437	Student Teaching (12)

ELEMENTARY SCHOOL SPECIAL COURSES

Specific courses required by the Missouri State Department of Education in mathematics, economics, geography, and art or music are automatically included in the general requirements (Frameworks). 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 (Frameworks) and basic requirements may, in some instances, be counted for this purpose. For Elementary Education Majors, this area of emphasis constitutes the minor for meeting University graduation requirements. An area of emphasis may be selected from any minor listed in the catalog. If the catalog minor requires only 18 credits, the student may select 3 hours of electives in the minor area.

MIDDLE SCHOOL EMPHASIS

Elementary Education majors may also complete an emphasis in Middle School Education.

SPECIAL EDUCATION MINOR

Evangel University offers a Special Education/Cross-Categorical Disabilities minor including Learning Disabilities, Emotional/Behavioral Disabilities, Cognitive Disabilities, and Physical and Other Health Impaired. All students minoring in Special Education must also major in Elementary Education or Secondary Education.

Professional Education Requirements for Special Education Minors:

Elementary w/ Special Education (Cross Cat K-12)

PSYC 237 (3)	EDUC 345 (2)
EDUC 320 (3)	EDUC 375 (2)
EDUC 321 (2)	EDUC 380 (3)
EDUC 333 (4)	EDUC 381 (2)
EDUC 337 (3)	EDUC 487 (3)

Secondary w/ Special Education (Cross Cat K-12)

PSYC 237 (3)	EDUC 345 (2)
EDUC 320 (3)	EDUC 351 (3)
EDUC 321 (2)	EDUC 375 (2)
EDUC 331 (1)	EDUC 380 (3)
EDUC 333 (4)	EDUC 381 (2)
EDUC 337 (3)	EDUC 487 (3)

Special Education Minors

Following graduation, students electing to minor in Special Education will make application to the Missouri Department of Elementary and Secondary Education for certification in Cross-Categorical Disabilities K-12.

EARLY CHILDHOOD EDUCATION MAJOR

Completion of the Early Childhood Education comprehensive major certifies one in early childhood (Birth – Grade 3) and in elementary grades 1-6. With this 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)
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EDUC 221 (3)
EDUC 223 (3)

EDUC 417 (2)

PSYC 235 (3)

2. Teaching Methods

EDUC 235 (2)
EDUC 251 (3)
EDUC 330 (3)
EDUC 332 (3)
EDUC 340 (3)

EDUC 343 (3)
EDUC 351 (3)
EDUC 353 (3)
EDUC 370 (3)
EDUC 427 (1)

EDUC 434 (3)
EDUC 451 (3)
EDUC 476 (2)

3. Clinical Experience

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

EDUC 437 (12)
*EDUC 453 (1)

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.)

* One of these practica must be completed at the middle school level. A student should choose the practicum in his or her area of middle school certification.

MIDDLE SCHOOL MAJOR

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

B. Professional Education (44)

EDUC 219 (3)	EDUC 271 (2)	EDUC 354-2 (1)	EDUC 437 (12)
EDUC 220 (1)	EDUC 352 (2)	EDUC 417 (2)	
EDUC 223 (3)	EDUC 353-1 (3)	EDUC 434 (3)	
EDUC 235 (2)	EDUC 353-2 (3)	EDUC 476 (2)	

EDUC 251 (3) EDUC 354-1 (1) EDUC 427 (1)

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 (24)
- French (24)

(See university catalog or degree sheet for 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 and 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)
		or
		PSYC 237 (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 General Education (Frameworks) requirements. Specific courses are outlined in the Frameworks section of the catalog and on degree sheets.

Secondary education students are also required to major in an academic field taught in the public schools and certified by the state of Missouri (art, music, science, English, social sciences, mathematics, French, Spanish, drama/speech, business, and physical education). Such majors are also required to have a minor in a related field and completion of the following professional Education courses:

EDUC 219	(3)	EDUC 271	(2)	EDUC 417	(2)	EDUC 476	(2)
EDUC 220	(1)	EDUC 336	(2)	EDUC 427	(1)	EDUC 497	(1)
EDUC 222	(2)	EDUC 352	(2)	EDUC 434	(3)	PSYC 235	(3)
EDUC 235	(2)	EDUC 397	(1)	EDUC 437	(12)	or PSYC 237	(3)

Note: 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 clinical 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:

1. Observe the different roles of a teacher.
2. Become aware of individual differences in pupils.

3. Ascertain personal reactions to class situations.
4. Determine whether teaching is the profession for which he/she is best fitted.
5. 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 has the opportunity 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 learning strategies and 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:

1. Observation of early childhood programs
2. Interaction with young children
3. Become acquainted with a variety of teaching strategies, materials, equipment, etc.
4. Become familiar with duties and responsibilities of administrators in early childhood programs.
5. Assist teacher in individualizing instruction.
6. 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 and EDUC 381)

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 materials, 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. Observation:
 - a. Observe methods, techniques, strategies used by the classroom teacher.
 - b. Observe 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. Observation:
 - a. Observe methods, techniques, strategies used by the classroom teacher.
 - b. Observe 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.

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).