

# **Handbook for Education Majors**



## **Education Department Springfield, Missouri**

### **MEMBERSHIP**

Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE)

American Association of Colleges for Teacher Education (AACTE)

National Association of Schools of Music (NASM)

Higher Learning Commission (HLC)

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## INTRODUCTION

The Education Department of Evangel University offers the following programs in education: Early Childhood, Elementary, Middle School, Secondary and Special Education minor and Disability Studies Minor. 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 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 field 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 field experiences.

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

**Field Placement** – A field experience of at least (3) hours per week for a semester.

**Internship** – An extensive field experience for Special Education minors in the local public schools and / or an extensive field experience for elementary education majors participating in year-long student teaching.

**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 second semester freshman year or sophomore year when the student is enrolled in EDUC 225, Introduction to Curriculum and Instructional Planning. This course is prerequisite to all other courses required for certification.

**Transfer students who have already completed an equivalent course must make application immediately. Application packets may be obtained in the Education office from the Field Placement and Data Coordinator.**

All programs in teacher education are accredited by the Higher Learning Commission (HLC) and are approved by the Missouri State Department of Elementary and Secondary Education (DESE).

## **Evangel University Mission Statement**

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

## **Education Department Mission Statement**

The Department of Education, in cooperation with the other University departments and through its own curriculum development, implements professional career preparation programs in teaching at the undergraduate level; Early Childhood, Elementary, Middle School, Secondary, Special Education, and at the graduate level; Curriculum, School Principal, Reading Specialist, and Superintendent. Through these programs, it provides for the spiritual, intellectual, cultural, physical, and emotional development of the Christian educator—one who is dedicated to the improvement of and service to the student and local and world communities.

The Teacher Education Program at Evangel University is designed to reach these goals:  
Adequately prepare Christian teachers (for public or private schools) dedicated to the following:

- Christ as Lord in a personal spiritual experience.
- Continuously seeking improvement in thinking and acting creatively.
- Service to each individual child and to the community.
- Guide the student in the development of his/her whole personality to its greatest potential.
- 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 Exhibits 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 Teacher Standards:**

### **Standard #1: Content knowledge aligned with appropriate instruction**

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.

### **Standard #2: Student Learning, Growth and Development**

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.

### **Standard #3: Curriculum Implementation**

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.

### **Standard #4: Critical Thinking**

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

### **Standard #5: Positive Classroom Environment**

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.

### **Standard #6: Effective Communication**

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.

### **Standard #7: Student Assessment and Data Analysis**

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.

### **Standard #8: Professionalism**

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.

### **Standard #9: Professional Collaboration**

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. Shonna Crawford  
Education Department Chair  
Chair, Teacher Education Committee
- Dr. Fred Drake  
Certification Officer
- Mrs. Shannon Holgerson  
Field Placement & Data Coordinator
- Dr. Mike McCorcle  
Vice President for Academic Affairs

## **Teacher Education Program**

The Teacher Education Program consists of the following five benchmarks/levels of assessment:

1. Entry
2. Mid-program Level I
3. Mid-program Level II
4. Exit Level and Licensure
5. Post-graduation

Students are monitored before enrolling in EDUC 225 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 225 & 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 225. 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's status in the Education Department.

### **I. Entry Level – Provisional Admittance**

#### **A. Criteria for Provisional Admittance**

The student must:

- Achieve a 2.75 or above cumulative grade point average
- Achieve a minimum grade of B in EDUC 220
- Obtain a satisfactory recommendation from the cooperating teacher for EDUC 220 (field experience evaluation).
- Secure satisfactory recommendations from the faculty advisor. Obtain a satisfactory recommendation from the Vice President for Student Development.
- Complete state required tests for entry into the program.
- Successfully complete a background check.

## **B. How to make Application**

Application for provisional admittance to teacher education is made in EDUC 225. 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 Education Department.

**Transfer students** who have previously had courses equivalent to EDUC 225 and EDUC 220, Level I Field Experience should apply for admission immediately. Transfer students should note that a minimum grade of B in the course EDUC 220 or its equivalent is required for admittance to the Teacher Education Program. Junior transfers with a minimum grade point average of 2.75 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 enrolled 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. **Approved**– which indicates that all criteria are satisfactory.
2. **Provisional** – which indicates that some deficiencies are present and the applicant may have one additional semester to complete/correct what is lacking, (he or she may enroll in teacher education courses).
3. **Denied** – which indicates that three or more 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.

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

Upon completion of EDUC 225 and 220, applicants are reviewed and considered for admittance to the Teacher Education program. Provisional acceptance is granted to students who have not yet met one or two of the requirements. Full admittance is granted if all of the following criteria are met. The Field Experience and Data

Coordinator monitors denied or provisionally accepted students. Status records are updated in August, December, February and May. Status records are available to all Education advisors in the faculty portal.

#### **A. Criteria for Admittance or Continuance in Program**

The student must:

- Have been admitted to the Teacher Education Program.
- Maintain at least a 2.75 cumulative grade point average, 3.0 professional grade point average and 3.0 content grade point average.
- Have met the English proficiency requirements.
- Achieve a grade of A or B in all Field Experience.
- Secure a satisfactory recommendation from the faculty advisor, Education Department Chair and the Vice President for Student Development.
- Have satisfactory recommendations from all public school supervising teachers of field experience (field experience evaluations).
- Have satisfactory recommendation from all university supervisors of field experience.
- Meet all assessment checkpoints satisfactorily.
- Have passed all parts of the (MoGEA) Missouri Gateway Educator Assessment or met ACT requirement.

#### **B. 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. Three statuses are possible:

1. **Approved** – which indicates that all criteria are satisfactory
2. **Provisional** – which indicates some deficiencies are present and the applicant may have one additional semester to complete or correct what is lacking, (he or she may enroll in teacher education courses).
3. **Denied** – which indicates that two or more 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 Approval for Student Teaching**

1. Have a 2.75 cumulative GPA by the end of the semester prior to application.
2. Have a 3.0 GPA in the certification content area 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 field experience evaluations and dispositions checklist.
5. Have the recommendation of the Chair of the Department of one's major.
6. Have completed a total of at least 92 semester credits.
7. Have completed General Methods and Specialty Methods coursework prior to student teaching.
8. Have completed all the required courses in the chosen major.
9. Have been approved for admittance to student teaching by the Teacher Education Committee for Standards and Approval.
10. Have achieved a grade of A or B in all Field Experiences.
11. Have passed all parts of the (MoGEA) Missouri General Educator Assessment or met the ACT requirement.

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 from the Field Placement and Data Coordinator. These forms must be turned in by February 1, for those student teaching in the fall and May 1, for those student teaching in the spring.
2. After completion, the application forms must be turned in to the Education Department. The application packet includes:
  - Application
  - A cover Letter and Resume.
  - The appropriate degree program sheet signed by the Chair of the major department and the student's advisor.
  - A recent picture of good quality.

- Sub Certificate

3. Each student is required to obtain a substitute certificate from the Missouri Department of Elementary and Secondary Education (DESE).

### **C. Study Abroad**

Education majors wishing to experience a semester abroad may participate in the campus-wide Study Abroad Program. This experience is recommended for Junior or Senior level Education majors during a summer term. Students may register for EDUC 354, EDUC 371, EDUC 397 or EDUC 453 and ICST 350.

### **D. Action of the Teacher Education Committee on Standards and Approval**

Applicants for admission to student teaching are notified as to the action of the Committee on Standards and Approval. The applicant is either approved, provisional or denied. In case of provisional or denied reasons, deficiencies are specified. If these are remedied, the student may re-apply when reasons or deficiencies are resolved.

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

If a student is approved for student teaching, the Education Department will assign placement and inform the student of the assignment. The cooperating teacher and the school principal will 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. Complete an individual program of coursework 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 passed a state required content assessment.
4. Have a cumulative GPA of 2.75 or above and a GPA of 3.0 or above in the certification content area and in professional education courses.
5. 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 completed required assessments during student teaching.

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 and passing the required Missouri Educator Evaluation System (MEES) as well as all applicable Missouri Content Assessments (MoCA).

### **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)



## Professional Education Requirements for

### Elementary 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 a 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 COMM 205 level. If the student tests into COMM 205, he or she need take only COMM 205 to meet the English Composition requirement.

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

### Elementary Education Professional Requirements

Course Number	Course Title	Course Credit
EDUC 225	Introduction to Curriculum and Instruction Planning	3
EDUC 226	Instructional Strategies and Techniques in Elementary Education	3
EDUC 251	Foundations of Language and Literacy	3
EDUC 271	Education of the Exceptional & English Language Learner	3
EDUC 329	Interdisciplinary Learning	3
EDUC 330	Children's Literature	3
EDUC 332	Methods of Teaching Elementary School Mathematics	3
EDUC 351	Analysis and Correction of Reading Difficulties - Elementary	3

EDUC 370	Science & Social Studies for Elementary Teachers	3
EDUC 421	Effective Engagement of the Learner	3
EDUC 427	Seminar in Student Teaching - Elementary	2
EDUC 434	Assessment and Data-Based Decision Making	3
EDUC 451	English Language Arts Methods for Elementary Educators	3
ICST 350	Global Connections	3
MATH 121	Mathematics for Elementary Teachers II	3
PSYC 233 or 237	Child & Adolescent Psychology or Lifespan of Human Growth & Development	3

### **Elementary Education Field and Clinical Experiences**

Course Number	Course Title	Course Credit
EDUC 220	Level I Field Experience	1
EDUC 331	Level II Field Experience - Elementary School Mathematics	1
EDUC 371	Level II Field Experience - Teaching	1
EDUC 453	Level III Field Experience - English Language Arts	1
EDUC 437	Student Teaching - Elementary	12

### **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 (Core Curriculum) 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.

## **Professional Education Requirements for Early Childhood Majors**

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).

### **Early Childhood Education Professional Requirements**

Course Number	Course Title	Course Credit
EDUC 225	Introduction to Curriculum and Instructional Planning	3
EDUC 226	Instructional Strategies and Techniques in Elementary Education	3
EDUC 251	Foundations of Language and Literacy	3
EDUC 271	Education of the Exceptional & English Language Learner	3
EDUC 286	Curriculum Methods and Materials in Early Childhood	3
EDUC 299	Administration of Early Childhood Programs	3
EDUC 329	Interdisciplinary Learning	3
EDUC 330	Children's Literature	3
EDUC 332	Methods of Teaching Elementary Mathematics	3
EDUC 334	Individualizing Instruction in the Regular Classroom	2
EDUC 337	Language Development / Exceptional Children	3
EDUC 344	Family and Community Resources	2
EDUC 351	Analysis and Correction of Reading Difficulties	3
EDUC 360	Perceptual-Motor Development	2

EDUC 370	Science & Social Studies for Elementary Teachers	3
EDUC 421	Effective Engagement of the Learner	3
EDUC 427	Seminar in Student Teaching -Elementary	2
EDUC 434	Assessment and Data-Based Decision Making	3
EDUC 451	English Language Arts Methods for Elementary Educators	3
ICST 350	Global Connections	3
MATH 121	Mathematics for Elementary Teachers II	3
PSYC 233/237	Child & Adolescent Psychology/Lifespan Human Growth & Development	3

### **Early Childhood Education Field and Clinical Experiences**

Course Number	Course Title	Course Credit
EDUC 220	Level I Field Experience	1
EDUC 298	Practicum in (A or B) Infant/Toddler Care, (C or D) Preschool Development, or (E) ECHD/Alternative Placement	Must add up to 3: (A and D, B and C, or A, C, and E)
EDUC 331	Level II Field Experience - Elementary School Mathematics	1
EDUC 335	Practicum in Early Childhood Special Education	1
EDUC 371	Level II Field Experience - Teaching	1
EDUC 453	Level III Field Experience - English Language Arts	1
EDUC 437	Student Teaching - Elementary	12

## **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 (62) semester hours and does not offer certification. However, it does meet the requirements of most states to teach in or to operate a childcare center 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 the 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.

## **Professional Education Requirements for Special Education Minors**

### **Mild/Moderate Cross-Categorical Disabilities (K-12)**

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.

### **Special Education Minor Professional Requirements**

Course Number	Course Title	Course Credit
EDUC 225	Introduction to Curriculum and Instruction Planning	3
EDUC 226	Instructional Strategies and Techniques in Elementary Education	3
EDUC 251	Foundations of Language and Literacy	3
EDUC 271	Education of the Exceptional & English Language Learner	3
EDUC 320	Intro to Disabilities I/Cross-Categorical Introduction	3

EDUC 329	Interdisciplinary Learning	3
EDUC 330	Children's Literature	3
EDUC 333	Remediation and Methods for Teaching Elementary Mathematics	4
EDUC 337	Language Development	3
EDUC 345	Special Education Resources and Family Engagement	2
EDUC 351	Analysis and Correction of Reading Difficulties	3
EDUC 370	Science & Social Studies for Elementary Teachers	3
EDUC 375	Special Education Transition Processes and Career Readiness	2
EDUC 380	Methods for Teaching Students with Disabilities I / Cross Categorical	3
EDUC 421	Effective Engagement of the Learner	3
EDUC 427	Seminar in Student Teaching	2
EDUC 434	Assessment and Data-Based Decision Making	3
EDUC 451	English Language Arts Methods for Elementary Educators	3
EDUC 487	Special Education Evaluation of Abilities and Achievement	3
ICST 350	Global Connections	3
MATH 121	Mathematics for Elementary Teachers II	3
PSYC 233/237	Child & Adolescent Psychology/Lifespan of Human Growth & Development	3

### **Special Education Minor Field Experiences**

Course Number	Course Title	Course Credit
EDUC 220	Level I Field Experience	1
EDUC 321	Professional Internship Disabilities I / Cross-Categorical	2
EDUC 331	Level II Field Experience - Elementary School Math	1
EDUC 371	Level II Field Experience -Teaching	1
EDUC 381	Professional Internship-Disabilities II/Cross-Categorical	2
EDUC 453	Level III Field Experience - Communication Arts	1
EDUC 437	Student Teaching	12

### **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.

## **Disability Studies – Non Certified**

### **Disability Studies Minor**

The Disability Studies minor is designed for professions that involve working with people with disabilities. This minor provides one with an awareness of disabilities and the available resources for families and those with a disability. Focus will be on disabilities classified under IDEA with an emphasis on Learning Disabilities, Emotional/Behavioral Disabilities, Cognitive Disabilities, and other Health Impairments.

\* This minor is not for Education Majors seeking state certification.

### **Disability Studies Minor Education Department – Non-Certified**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credit</b>
PSYC 112	Introduction to Psychology	3
PSYC 223	Social Psychology	3
PSYC 233-237	Developmental Psychology Course	3
EDUC 271-2	Education of the Exceptional Learner	2
EDUC 320	Introduction to Disabilities I / Cross-Categorical (Fall Only)	2
EDUC 345	Special Education Resources and Family Engagement (Fall Only)	2
EDUC 375	Special Education Transition Processes and Career Readiness (Spring Only)	2
	<b>TOTAL CREDITS</b>	<b>18</b>



## **Middle School Education**

Middle School certification is available at Evangel University in three program options:

### **(1)Elementary/Middle School Education (Certification Grades 1-6 and 5-9)**

Students majoring in Elementary/Middle School Education must complete the required professional education courses listed below as well as one of the content area options.\*

### **(2) Middle School/Secondary Education (Certification Grades 5-12)**

A student majoring in a content area and seeking middle school certification should complete his or her content area major in Business, English, Math, Science, or Social Studies, plus the required professional education courses listed below. A subject area minor is not required.

### **(3) Middle School Only (Certification Grades 5-9)**

Students must choose two of the content area options\* plus the required professional education courses.

\*Content Area Options: Social Studies, Science, Language Arts, Math, Business (see concentrations listed below).

## **Professional Education Requirements for Middle School**

### **Middle School Professional Requirements**

Course Number	Course Title	Course Credit
EDUC 225	Introduction to Curriculum and Instruction Planning	3
EDUC 227	Instructional Strategies and Techniques in Middle Grades Education	3
EDUC 271	Education of the Exceptional & English Language Learner	3

BUED, MATH, SSCI, GSCI, or ENGL 336	Instructional Methods in Business, or Mathematics, or Social Science, or Science, or English	1
EDUC 351	Analysis and Correction of Reading Difficulties	3
EDUC 352	Content Area Literacy	3
EDUC 421	Effective Engagement of the Learner	3
EDUC 427	Seminar in Student Teaching	2
EDUC 434	Assessment and Data-Based Decision Making	3
ICST 350	Global Connections	3
PSYC 233/237	Child & Adolescent Psychology or Lifespan of Human Growth & Development	3

### **Middle School Field and Clinical Experiences**

Course Number	Course Title	Course Credit
EDUC 220	Level I Field Experience	1
EDUC 354 (A-E)	Level II Field Experience	1 or 2
EDUC 437	Student Teaching	12

### **Content Area Choices:**

Social Science, Science, Language Arts, Math, Business (see concentrations in catalog).

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

## **Middle School Social Science Concentration**

### **Middle School (24) hour Social Science Concentration**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credit</b>
HIST 111	American History I	3
HIST 112	American History II	3
HIST 115	World Civilization I	3
HIST 116	World Civilization II	3
GOVT 170	Introduction to American Government	3
GEOG 211	World Regional Geography	3
SSCI 212/213	Economics in Society	2/3
	Electives in GOVT, HIST, ANTH, PSYC, or SOC	Total 3/4

## **Middle School Science Concentration**

### **Middle School (24) hour Science Concentration**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credit</b>
BIOL 101	Biological Science	4
BIOL 341/342/343	Marine Biology/Ecology/Environmental Biology	4
GSCI 111/112	Geology/Meteorology	4
GSCI 115	Physical Science	4
	Lab electives in BIOL, CHEM, GSCI, or PHYS	Total 8

## Middle School Math Concentration

### Middle School (24) hour Math Concentration

Course Number	Course Title	Course Credit
MATH 120	Math for Elementary Education Teachers I	2
MATH 121	Math for Elementary Education Teachers II	3
MATH 129	College Algebra & Trigonometry	3
MATH 210	Elementary Statistics	3
MATH 212	Discrete Mathematics	3
MATH 231	Calculus I	4
MATH 232	Calculus II	4
MATH 334	Foundations of Geometry	1
MATH 490	Readings in Mathematics	1

## Middle School Language Arts Concentration

### Middle School (24) hour Language Arts Concentration

Course Number	Course Title	Course Credit
ENGL 123	Introduction to Literature	3
ENGL 222	Young Adult Literature	3
ENGL 272	American Literature after the Civil War	3
ENGL 298	English Practicum	3
ENGL 445	History and Structure of English Language	3
	Choice of ENGL 111, 112, 236, 341, 436, COMM 205	Total 9

## **Middle School Business Concentration**

### **Middle School (24) hour Business Concentration**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credit</b>
BUED 275	Business Communications	3
BUED 337	Internet/Networking/Web Design	3
BUED 496	Business Seminar	1
ACCT 239	Spreadsheets	2
ECON 212	Macroeconomics	3
FIN 138	Personal Finance	3
MGMT 235	Organizational Design and Management	3
MRKT 239	Principles of Marketing	3
MRKT 389	Digital Marketing	3

**\*A student seeking grades 5-12 certification must complete the major in that area (Social Studies, English, Math, Biology, Chemistry, or Business).**

## **Secondary Education**

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:

## Secondary Education Professional Requirements

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credit</u>
EDUC 225	Introduction to Curriculum and Instruction Planning	3
EDUC 228	Instructional Strategies and Techniques in Content Area Specialty	3
EDUC 271	Education of the Exceptional & English Language Learner	3
EDUC 351-2	Analysis and Correction of Reading Difficulties - Secondary	3
EDUC 352	Content Area Literacy	3
EDUC 421	Effective Engagement of the Learner	3
EDUC 427 *	Seminar in Student Teaching - Secondary	<u>2</u>
EDUC 434	Assessment and Data-Based Decision Making	3
BUED, MATH, SSCI, GSCI, or ENGL 336	Instructional Methods in Business, or Math, or Social Science, or Science, or English	<u>1</u>
PSYC 233/237	Child & Adolescent Psychology/Lifespan of Human Growth & Development	3

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## Secondary Education Field and Clinical Experiences

<u>Course Number</u>	<u>Course Title</u>	<u>Course Credit</u>
EDUC 220	Level I Field Experience	<u>1</u>
EDUC 397	Level II Field Experience	<u>1</u>
EDUC 437 *	Student Teaching - Secondary	<u>12</u>
EDUC 497	Level III Field Experience Subject Area Specialty	<u>1</u>

**\*Courses taken during professional semester**

**Note: Education programs in Art, Music, P.E. and Foreign Language lead to (K-12) certification.**

**TESOL Minor**

**Teaching English as a Second Language**

Education majors may earn a minor in Teaching English as a Second Language by completing the following courses:

Please refer to Humanities for a complete listing of TESL course descriptions.

This minor requires the following coursework:

**English Language Learners, K-12**

**TESOL Minor Professional Requirements**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credit</b>
EDUC 271	Education of the Exceptional & English Language Learner	3
EDUC 351	Analysis and Correction of Reading Difficulties	3
EDUC 251 or EDUC 352	Foundation of Language and Literacy or Content Area Literacy	3
TESL 336	ESL Methods	3
TESL 433	Language and Culture	3
TESL 436	Second Language Acquisition	3
TESL 439	TESOL Materials and Curriculum	3
TESL 445	History and Structure of the English Language	3
TESL 455	ESL Assessment and Pedagogical Grammar	2

**TESOL Minor Field and Clinical Experiences**

<b>Course Number</b>	<b>Course Title</b>	<b>Course Credit</b>
TESL 497	ESL Practicum	3

## **Math Field Experience**

### **(EDUC 331)**

The math field experience 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 field experience is governed by the general guidelines for the Teacher Aide Program.

This field experience involves:

- Observation of the math program and the teaching strategies and materials involved.
- Work with individual students on math concepts.
- Assisting the teacher in lesson planning, grading, preparation of materials and individualizing instruction.
- Planning and teaching group or class lessons.

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.

## **Level II Field Experience**

### **Teaching**

### **(EDUC 371)**

This course is designed to provide field experience during the junior or senior year for students majoring in early childhood or elementary education. Students are assigned to an elementary school classroom for three hours per week. This field experience will provide many opportunities for the student to continue to develop skills necessary for planning and teaching successful lessons in any subject area. EDUC 371 must be taken concurrently with EDUC 370, Science & Social Studies for Elementary Teachers.

As a result of this field experience, the student will be able to:

- Prepare and plan for instruction.
- Manage clerical responsibilities associated with instruction.
- Develop instruction for diverse learners.
- Conduct small group and whole class instruction.
- Use appropriate technology and other resources to enhance learning.



- Analyze instruction to improve practice.
- Utilize data to improve student learning.

This field experience includes a visit from an Education Department faculty member who will observe the student teaching a lesson to the class.

The cooperating teacher will evaluate the student's performance and suggest a grade. The university supervisor will consider this with other forms of assessment such as the lesson observation and journal reflections to determine the final grade.

## **Level III Field Experience**

### **Communication Arts**

#### **(EDUC 453)**

A field experience in which students are assigned to the school for (3) hours per week. The experience will be in the appropriate level and subject area specialty. The course must be taken concurrently with EDUC 451 ELA Methods for Elementary Teachers.

This course is designed to provide field experiences for a student of at least junior status in His/her major specialty are of secondary education emphasis.

#### **Course Requirements:**

- After notification of placement, the teacher candidate will attend each scheduled session until the week prior to the end of the semester. A daily time record must be maintained and verified by the classroom teacher's signature. The time sheets must be turned in monthly to the education office. Time sheets must be an accurate reflection of your attendance. As per the Evangel University credit hour policy, (1) semester credit hour will be awarded for each (40-45) clock hours of supervised academic activity. Discrepancies between clinical site records and student time sheet may result in failure of the course.
- Attendance will be performed in a consistent and professional manner. Absences must be reported in advance to the cooperating classroom teacher.
- If the student is absent for any reason other than school closing (Evangel or the school district), he/she will make up the time.
- Any changes in assigned schedule must receive prior approval from Placement Coordinator or Clinical Experiences Director.
- An activity checklist must be maintained and verified by the classroom teacher's signature.
- During the course of the field experience, if the practicum student suspects that a student in the classroom is, or has been abused, the field experience student must report specific

- concerns, what they have seen or heard, to the cooperating teacher. The field experience student must document in writing the date and content of the report that was given and submit it to the Director of Clinical Experience.
- Assignments based on your classroom experience will be completed as part of your field experience. As an upper-level student you are expected to engage in thoughtful, well-researched reflection. Please begin each professional analysis and reflection with your school, teacher, grade level and the appropriate assignment.

As a result of this field experience, the student will be able to:

- Accurately instruct students in secondary school content.
- Conduct small group and whole class instruction.
- Analyze instruction to improve practice.
- Prepare and plan for instruction.
- Manage clerical responsibilities associated with instruction.
- Use appropriate technology and other resources to enhance instruction.

## **LEVEL II FIELD EXPERIENCE**

### **Infant/Toddler Care - (EDUC 298 A & B)**

Emphasis is on the characteristics, needs, and development of children ages birth to (36) months. Students are assigned to an infant/toddler program by arrangement to total (36) clock hours (1) credit or (72) clock hours (2) credits. A student may register for (1-3) credits of early childhood field experience per semester until (3) credits are completed. A minimum of (1) credit must be completed in an infant and toddler setting. The remaining (1-2) credits must be in a preschool setting (ages 3-5).

As a result of this field experience, the student will be able to:

- Demonstrate an understanding of multiple factors that influence young children's development including age, inborn personality factors, cultural and ethnic diversity, linguistic differences, and any special needs.
- Conduct individual and small group activities.
- Prepare, plan for, and present developmentally and individually appropriate activities.
- Use a variety of teaching strategies, materials, and equipment (including technology as appropriate).
- Assist the cooperating teacher with differentiated instruction.
- Show improvement in classroom management and ability to guide children's behavior.
- Reflect on instruction and teacher-child interactions to improve practice.

The cooperating teacher will evaluate the student's performance and suggest a grade. The university supervisor will consider this with other forms of assessment such as journal reflections to determine the final grade.

## **LEVEL II FIELD EXPERIENCE**

### **Preschool Development - (EDUC 298 C & D)**

Emphasis is on the characteristics, needs, and development of children ages three to five years. Students are assigned to pre-kindergarten program by arrangement to total (36) clock hours (1) credit or (72) clock hours (2) credits. A student may register for (1-3) credits of early childhood field experience per semester until (3) credits are completed. A minimum of (1) credit must be completed in an infant/toddler setting. The remaining (1-2) credits must be in a preschool setting (ages 3-5).

As a result of this field experience, the student will be able to:

- Demonstrate an understanding of multiple factors that influence young children's development including age, inborn personality factors, cultural and ethnic diversity, linguistic differences, and any special needs.
- Conduct individual, small-group, and whole-group activities.
- Prepare, plan for, and present developmentally and individually appropriate activities.
- Use a variety of teaching strategies, materials, and equipment (including technology as appropriate).
- Assist the cooperating teacher with differentiated instruction.
- Show improvement in classroom management and ability to guide children's behavior.
- Reflect on instruction and teacher-child interactions to improve practice.

The field experience includes a visit from an Education Department faculty member who will observe the student leading an activity with the children.

The cooperating teacher will evaluate the student's performance and suggest a grade. The university supervisor will consider this with other forms of assessment such as the activity observation and journal reflections to determine the final grade.

## **Level II Field Experience**

### **Early Childhood Special Education**

#### **(EDUC 335)**

Emphasis is on the characteristics, growth, and development of young children ages three to five years with special needs. Students are assigned to an inclusive early childhood special education program for (3) hours per week and gain practical

experience through observation and direct involvement. EDUC 335 must be taken concurrently with EDUC 334-Individualizing Instruction in the Regular Classroom.

A close relationship will be maintained between theoretical concepts learned in the lecture class and the practical application of the field experience.

As a result of this field experience, the student will be able to:

- Demonstrate an understanding of multiple factors that influence young children's development including age, inborn personality factors, cultural and ethnic diversity, linguistic difference, and special needs.
- Conduct individual, small group and whole class instruction.
- Prepare, plan for, and present developmentally and individually appropriate activities.
- Use a variety of teaching strategies, materials, and equipment (including technology as appropriate) to facilitate inclusive learning.
- Assist the cooperating teacher with differentiated instruction.
- Show improvement in classroom management and ability to guide children's behavior, especially those children whose diagnoses impact social and emotional development.
- Reflect on instruction and teacher-child interactions to improve practice.

The cooperating teacher will evaluate the student's performance and suggest a grade. The university supervisor will consider this with other forms of assessment such as journal reflections to determine the final grade.

## **Middle School Field Experience (EDUC 354)**

A field experience in which students are assigned to the school for (3) hours per week. This experience will be in the appropriate level and subject area specialty. The course must be taken concurrently with (Content Area) 336 – Methods in Middle School Teaching Specialty.

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

**Course Requirements:**

- After notification of placement, the teacher candidate will attend each schedule session until the week prior to the end of the semester. A daily time record must be maintained and verified by the classroom teacher's signature. The time sheets must be turned in monthly to the education office. Time sheets must be an accurate reflection of your attendance. As per the Evangel University Credit Hour Policy, (1) semester credit hour will

be awarded for each (40-45) clock-hours of supervised academic activity. Discrepancies between clinical site records and student time sheet may result in failure of the course.

- Attendance will be performed in a consistent and professional manner. Absences must be reported in advance to the cooperating classroom teacher.
- If the student is absent for any reason other than school closing (Evangel or the school district), he/she will make up the time.
- Any changes in assigned schedule must receive prior approval from Placement Coordinator or Clinical Experiences Director.
- An activity checklist must be maintained and verified by the classroom teacher's signature.
- During the course of the field experience, if the practicum student suspects that a student in the classroom is, or has been abused, the practicum student must report specific concerns, what they have seen or heard, to the cooperating teacher. The practicum student must document in writing the date and content of the report that was given and submit it to the Director of Clinical Experience.
- Assignments based on your classroom experience will be completed as part of your clinical experience. As an upper-level student you are expected to engage in thoughtful, well-researched reflection. Please begin each professional analysis and reflection with your school, teacher, grade level and the appropriate assignment.

**As a result of this field experience, the student will be able to:**

- Assist the classroom teacher in the preparation of materials, projects and instructional aids.
- Identify various teaching strategies and techniques.
- Assist students individually and in small groups.
- Derive personal beliefs and theories about student behavior and situations.
- Incorporate formalized academic preparation with practical application in the classroom.
- Develop and plan appropriate lessons for middle school pupils.
- Teach an entire class a lesson based on prior preparation and planning.
- Assist the classroom teacher in student evaluation, testing and recording of results.
- 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.
- Note instructional strategies and student characteristics, which are apparent in middle school settings.

## **Special Education Internship**

### **(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:

- Observe the classroom and special education process
- Work with students one-to-one and in small groups
- Review student records (IEP's, evaluation reports, etc.)
- 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.

## **Mid-Level Field Placement**

### **(EDUC 397)**

A field experience in which students are assigned to the school for (3) hours per week. The field experience will be in the appropriate level and subject area specialty. The course must be taken concurrently with EDUC 228 – Instructional Strategies and Techniques in Secondary Content Area Specialty.

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

Course Requirements:

- After notification of placement, the teacher candidate will attend each schedule session until the week prior to the end of the semester. A daily time record must be maintained and verified by the classroom teacher's signature. The time sheets must be turned in monthly to the education office. Time sheets must be an accurate reflection of your attendance. As per the Evangel University Credit Hour Policy, (1) semester credit hour will be awarded for each (40-45) clock-hours of supervised academic activity. Discrepancies between clinical site records and student time sheet may result in failure of the course.
- Attendance will be performed in a consistent and professional manner. Absences must be reported in advance to the cooperating classroom teacher.
- If the student is absent for any reason other than school closing (Evangel or the school district), he/she will make up the time.
- Any changes in assigned schedule must receive prior approval from Placement Coordinator or Clinical Experiences Director.

- An activity checklist must be maintained and verified by the classroom teacher's signature.
- During the course of the field experience, if the practicum student suspects that a student in the classroom is, or has been abused, the practicum student must report specific concerns, what they have seen or heard, to the cooperating teacher.  
The practicum student must document in writing the date and content of the report that was given and submit it to the Director of Clinical Experience.
- Assignments based on your classroom experience will be completed as part of your clinical experience. As an upper-level student you are expected to engage in thoughtful, well-researched reflection. Please begin each professional analysis and reflection with your school, teacher, grade level and the appropriate assignment.

As a result of this field experience, the student will be able to:

- Accurately instruct students in secondary school content.
- Conduct small group and whole class instruction.
- Analyze instruction to improve practice.
- Prepare and plan for instruction.
- Manage clerical responsibilities associated with instruction.
- Use appropriate technology and other resources to enhance instruction.

## **Secondary Field Experience (EDUC 497)**

A field experience for students assigned to a school for (3) hours per week in the subject area specialty. Must be taken concurrently with EDUC 336 – Methods in Secondary Teaching Specialty. Music Education majors must complete MUED 342-Music Methods in Secondary School Teaching and MUED 343-Practicum in Secondary Music Methods. Art majors must enroll in ART 341 and 336 concurrently.

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

Course Requirements:

- After notification of placement, the teacher candidate will attend each schedule session until the week prior to the end of the semester.

A daily time record must be maintained and verified by the classroom teacher's signature. The time sheets must be turned in monthly to the education office. Time sheets must be an accurate reflection of your attendance. As per the Evangel University Credit Hour Policy, (1) semester credit hour will be awarded



for each (40-45) clock-hours of supervised academic activity. Discrepancies between clinical site records and student time sheet may result in failure of the course.

- Attendance will be performed in a consistent and professional manner. Absences must be reported in advance to the cooperating classroom teacher.
- If the student is absent for any reason other than school closing (Evangel or the school district), he/she will make up the time.
- Any changes in assigned schedule must receive prior approval from Placement Coordinator or Clinical Experiences Director.
- An activity checklist must be maintained and verified by the classroom teacher's signature.
- During the course of the field experience, if the practicum student suspects that a student in the classroom is, or has been abused, the practicum student must report specific concerns, what they have seen or heard, to the cooperating teacher. The practicum student must document in writing the date and content of the report that was given and submit it to the Director of Clinical Experience.
- Assignments based on your classroom experience will be completed as part of your clinical experience. As an upper-level student you are expected to engage in thoughtful, well-researched reflection. Please begin each professional analysis and reflection with your school, teacher, grade level and the appropriate assignment.

As a result of this course, the student will be able to:

- Accurately instruct students in secondary school content.
- Conduct small group and whole class instruction.
- Analyze instruction to improve practice.
- Prepare and plan for instruction.
- Manage clerical responsibilities associated with instruction.
- Use appropriate technology and other resources to enhance instruction.

## **Student Teaching**

### **(EDUC 437)**

The student teaching field experience occurs during the senior year. The student is required to complete (14) weeks of student teaching. Placement of the student teachers for the field 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 students meet the criteria for a long distance placement. Student who believe they meet this criteria should write a letter to request this placement. The



Teacher Education Committee will review. 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).

Student teaching is the culminating field experience of the Teacher Education Program. The purpose of the course is to provide the teacher candidate with an opportunity to work full-time under the direct supervision of a cooperating teacher as well as members of the university faculty. This experience provides the teacher candidate with multiple opportunities to combine educational theory with classroom practice.

All teacher education coursework must be completed prior to enrolling in EDUC 437.

At the completion of this course the student should be able to:

- Utilize a multitude of teaching methods, techniques and strategies to engage students in problem-solving and critical thinking.
- Design and execute engaging learning experiences for diverse learners based on state and district curriculum standards.
- Use assessment effectively to plan for instruction.
- Effectively manage student behavior to provide a safe learning environment and facilitates student learning.
- Effectively manage time, space, transitions, and activities to facilitate student learning.
- Communicate and collaborate effectively with students, parents, teaching colleagues, and other school personnel.
- Understand and protect student privacy.
- Engage in reflection and self-assessment to improve instructional practices.
- Provide instruction of content that is accurate, relevant, current, and engages students in authentic use of academic language related to the learning objective.
- Model and apply technology standards to design, implement and assess learning experience to engage learners, improve learning experiences, and enrich professional practice.