

Evangel University  
*Department of Education*

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Academic Programs Review

Fall, 2015

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## I. INTRODUCTION

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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. Evangel confers associate, baccalaureate, masters and doctoral degrees. It is accredited by The Higher Learning Commission and holds specialized, program accreditation by the Commission on Accreditation of Athletic Training Education, the Council for the Accreditation of Educator Preparation, the National Association of Schools of Music, and the Commission on Accreditation, Council on Social Work Education. It is a candidate for accreditation with Accreditation Council for Education Schools and Programs, and is endorsed by the Assemblies of God Commission of Higher Education.

## II. DEPARTMENT THEME AND OBJECTIVES

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The Department of Education, in cooperation with the other University departments and through its own curriculum development, implements professional career preparation programs in teaching, including Early Childhood, Elementary, Middle School, Secondary, and Special Education. 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 Education Department Theme is “Caring, Committed, Competent Educators Shape the Future”

The Department mission is to develop caring, committed, competent teachers that will shape the future. Each teacher education graduate will be academically prepared in the appropriate pedagogy and content knowledge, exhibit professionalism, recognize mental and physical wellness as a necessary part of teaching, and embrace a culturally competent perspective in order to serve the students they teach.

The Education Department holds these goals for all Education majors:

1. Has enthusiasm for the discipline
2. Appreciates multiple perspectives
3. Appreciates and respects diversity and individuality and believes that 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 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 the 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.

### III. PROGRAM DESCRIPTIONS AND CAPACITY

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- a) Programs of Study - The Education Department offers undergraduate degrees in Early Childhood Education, Elementary Education, Elementary/Middle School Education, Middle School Education (Language Arts, Mathematics, Science, Social Studies, Business), Special Education, Secondary Education (Biology, Business, Chemistry, Theatre/Speech, English, Mathematics, Social Sciences), K-12 Programs (Art, French, Music, Physical Education, Spanish, TESOL). Masters education degrees are offered in Curriculum and Instruction, Educational Leadership, Literacy, School Counseling, and Secondary Teaching. A Doctor of Educational Leadership in Curriculum and Instruction and a Certificate in School Psychological Examiner Certification are offered.

Undergraduate Degree Program Outcomes, Curriculum Maps and Degree Plans are provided in Appendixes B, C, and D.

- b) Faculty – The Education Department employs twelve full-time faculty members. In fall 2015 there were no adjunct faculty in the department. Faculty vitae are attached as Appendix A.

Name	Highest Degree	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Debbie Bicket	MS		School Counseling	Assistant	2002
Shonna Crawford	PhD	2015	Professional Education	Assistant	2011
Fred Drake	EdD	1994	Professional Education	Professor	1998
Colleen Hardy	EdD	2003	Elementary/Curriculum	Professor	2001
Rebecca Huechteman	PhD	1998	Literacy	Professor	1981
Susan Langston	EdD	2012	Professional Education	Associate	2012
Eddie Noack	EdSp	2013	Special Education	Assistant	2013
Gordon Pace	EdD	2002	Graduate Leadership	Professor	2013
Huba Ray	EdD	2003	Graduate School Counseling	Associate	2004
Peggy Reed	EdD	1990	Early Childhood	Associate	1985
Matt Stringer	EdD	2007	Graduate Leadership	Professor	2001
Kelly Sutherland	EdD	2009	Elementary/Professional Ed	Associate	2013

- c) Enrollment History—Education enrollment has largely tracked with overall University enrollment percentages.

Education Majors	2011	Dept. %	2012	Dept. %	2013	Dept. %	2014	Dept. %	2015	Dept. %
Early Childhood	51	33%	47	31%	54	34%	43	34%	41	32%
Elementary	88	58%	97	63%	94	60%	74	58%	80	63%
Special education	6	4%	4	3%	0	0	0	0	0	0
Middle School	7	5%	5	3%	9	6%	8	6%	6	5%
Secondary*	184		169		153		119		130	
Education Total	152		153		157		125		128	
EU Traditional Undergraduate Total	1547		1530		1746		1486			
Education Percent of EU	9%		10%		9%		8%			

- d) Graduate Placement: The following data indicates placement data for the 2014-2015 academic year. The information provided indicates initial employment in the field of education.

Teacher Candidate	Subject Area Major/Minor	Student Teaching Semester	Year Employed	Place of Employment	Employment Grade Level/Subject
Brooke Brenton	ELEM/MS	FA-14	FA-15	Dove Science Academy Elementary, Oklahoma City, OK	Elementary
Aryelle Caruso	ENGL	FA-14	SP-15	Neosho	TESOL
Brandon Cederblom	ELEM	FA-14		Oak Grove AG	Youth Pastor
Stephanie Chambers	MS	FA-14		Forsythe	Sub
Anna Davey	MUED/V	FA-14			
Scotty Kujath	ELEM	FA-14	FA-15	Harrison Elementary, Springfield MO	4th
Katelyn Lawler	MUED/I	FA-14		Shadow Rock Church (CA)	Children's music director
Erin Malone	MUED/V	FA-14			
Hayley Martin	ELEM	FA-14			
Victoria McMunn	ELEM	FA-14	FA-15	Nixa, MO	3rd
Casandra Minogue	ELEM/SPED	FA-14			
Hillary Sherretz	ART	FA-14		Somersworth School District (NH)	Sub
Emily Snoke	MS	FA-14		Little People Prep School	
Morgan Wiese	ELEM	FA-14		childrens pastor	Northpoint Nixa
Melissa Yang	ELEM	FA-14	FA-15	Rockford Illinois	kindergarten
Emily Akins (TEA)	ELEM/MS	SP-15	FA-15	Nixa - Inman Middle School	6th/ELA
Alexandria Barron	ELEM/SPED	SP-15	FA-15	Schutz American School, Alexandria, Egypt	2nd
Ashley Bean	ECHD	SP-15	FA-15	Willard Orchard Hills Elementary	1st
Cathryn Brock	ELEM	SP-15	FA-15	Colorado	3rd
Rachel Bunch	ELEM	SP-15	FA-15	Nixa, MO	1st
Tayler Carr	ELEM	SP-15	FA-15	Waynesville Elementary	6th ELA
Brittany Cottam (TEA)	ELEM/SPED	SP-15	FA-15	Weaver Elementary	4th
Kelsey Crabtree	ECHD	SP-15		not finished 8/2015	
Rebecca Devenny (TEA)	ELEM/SPED	SP-15	FA-15	Field Elementary	SPED

Sara Elleson	ELEM	SP-15	FA-15	Elgin Illinois	kindergarten
Samantha Felske	ELEM	SP-15	FA-15	Hurley, Missouri	5th-6th
Alyssa Garrigus	ELEM	SP-15	SU-15	Chi Alpha Campus Ministry/Pullman, WA	College Ministry
Micah Guiot (TEA)	ELEM	SP-15	SU-15	Grad School	EU
Rachel Heidorn	ELEM	SP-15	FA-15	Emmanuel Church	Children's Minister/PreSchool Director
Katelyn Lynch	ECHD	SP-15	FA-15	Hinds County School District/Mississippi	
Katelyn Schmitt	ECHD	SP-15	FA-15	Willard East Elementary, Willard, MO	3rd
Elisabeth Shepherd	ELEM	SP-15	FA-15	Lucas Crossing Elementary, St. Louis, MO	4th
Savannah Strain	ECHD	SP-15	FA-15	Sunrise Elementary Phoenix, AZ	2nd
Katherine Thomas	ELEM/MS	SP-15	FA-15	Jefferson City Middle School/Fellows Program	Middle School
Daine Bean (Co-Teach)	SS	SP-15	FA-15	Youth Pastor	Life 360 Church
Amber Blaylock	MUED/I	SP-15	FA-15	Blue Springs Schools	Music Teacher
Jordan Burns	BUED	SP-15	FA-15	Nixa High School	Business
Natalie Cartwright	SS	SP-15	FA-15	Enid, OK	SS
Nathan Jones	PE	SP-15	FA-15	Fordland Schools	PE - K - 12
Zack Kleine	PE	SP-15		Monett HS, Monett, Mo	ISS and coaching
Kara Lafon	Spanish	SP-15		subbing in SPS	
Caleb McBain	SS	SP-15	FA-15	Carver Middle School	MS/SS
Rachel Nordquist (Co-Teach)	Spanish	SP-15	FA-15	Glendale High School	HS Spanish
Rebecca Oord (CoTeach)	Math	SP-15	FA-15	Parkview High School	Math
Nathaniel Peaslee	CHEM	SP-15	FA-15	Overton HS, Memphis, TN	Physical Science
Cara Peyton	MUED/V	SP-15		Duncan Oklahoma	Elementary Music
Jessica Rumpfelt (GRAD)	PE	SP-15	FA-15	Ozark Jr. High School	7th/8th Grade PE
Briana Walsh (GRAD)	PE	SP-15	FA-15	MSU West Plains	College



Joye Walton	ENGL	SP-15	FA-15	Houston MO	HS English
Ana Woods	MUED/I	SP-15		subbing in SPS	

- e) Facilities, labs, computers, library, other resources – The university has dedicated a portion of the library to be an Instructional Resource Center (IRC) for education majors; both graduate and undergraduate. The space located on the second floor of Zimmerman hall houses 24 computer stations, curriculum materials, educational supplies, specialized software for classroom use and children’s literature. Education students use this specialized lab to design instructional resources to use in the classroom, practice using a variety of instructional technology, and access hard copies of both district curriculum materials and child and young adult literature for use in the classroom.
- f) Advisory committee – The curriculum advisory committees act in an advisory capacity to advise the Education faculty regarding instructional programs in occupational and technical areas. Committees meet at least annually, or as needed to review curricula and community needs. The Education programs advisory committee includes employers, practitioners, and faculty. The Education department also hosts superintendents periodically to gather data on current trends and issues in local schools. The last superintendent advisory meeting was held fall 2015.

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**Education Department  
Curriculum Advisory Committee Members**

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<b>Name and Position</b>	<b>Area of Expertise</b>
Mr. John Rush	Community Leader
Dr. Nancy Colbaugh Retired Principal	Educational Leadership
Mrs. Marty Moore Director of Professional Learning	Staff Development
Mr. Gary Strunk	High School Teacher
Dr. Kevin Huffman Principal, Roberson Elementary	Community Schools

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Mrs. Kathy Gross  
Springfield Public Schools

Professional Learning

Mrs. Lawrence Anderson  
Director of Diversity and Inclusion

Diversity and Multiculturalism

### **Superintendent Advisory Meeting**

Dr. John Jungman  
Springfield Public Schools

Fall 2015

Dr. Stephen Kleinsmith  
Nixa Public Schools

Fall 2015

Dr. Kevin Patterson  
Ozark Public Schools

Fall 2015

Dr. Doug Hayter  
Branson Public Schools

Fall 2015

Dr. Brad Swafford  
Branson Public Schools  
Assistant Superintendent

Fall 2015

Dr. Kent Medlin  
Willard Public Schools

Fall 2015

Dr. Chance Wistrom  
Republic Public Schools

Fall 2015

Dr. Brad Hanson  
Monett Public Schools

Fall 2015

Dr. Michael Mason  
Reeds Spring Public Schools

Fall 2015

#### Advisory Committee Recommendations and Actions

Advisory Committee Recommendation	Action Taken
Increase hours for classroom management	Redesign coursework to have embedded clinical experience with classroom management content; implementation FA17
Update dispositions to encourage self- motivation	Added information to each education syllabus referencing most common disposition element
Track employment data	Detailed alumni information kept in department through data manager
Increase professional development as it relates to personalized learning	Implemented book study group for SP16: Making Learning Personal: Innovative Learning. Follow up professional development session for all EU faculty will be conducted FA16.
Increase instructional technology skills	Eliminate EDUC 235 Education Technology as a course; embed instructional technology into professional education coursework; implementation FA17

#### IV. ASSESSMENT PROCEDURES

The Missouri Department of Education (DESE) has been working for the past four years to revise all areas of certification and the process in which teacher preparation programs are granted approval. These changes have made it difficult to collect and organize longitudinal data for programmatic and/or unit change. In response to these revisions, the Education Department has updated their assessment plan to reflect new requirements in licensure criteria and data collection. The following is the current draft of the assessment plan for the Evangel University Education Department. Changes will be made to reflect updates from DESE.

This detailed assessment plan organizes and monitors measures for student learning within the education department. All data is disaggregated to provide information on each specific area of certification and/or program of study. Monthly meetings of the Teacher Education Committee include a data review in order to exhibit a model of continuous improvement related to student learning.

Evangel University Education Department Assessment System					
Assessment	What is evaluated	When administered	Analysis of fairness, consistency and accuracy	Criteria	Schedule for Review
<b>Initial Programs-Candidate</b>					
	<b>The Education Student will:</b>				
<b>MoGEA-Missouri General</b>	-Demonstrate academic preparation in the	<b>Entry level.</b> Required for entry into	Instrument reliability and validity	Currently set at -1 for EU; panel based cut score of 220 will be	Teacher Education Committee-September

<b>Education Assessment</b>	appropriate content area	education program; EDUC 225	insured by Pearson.	implemented upon statewide decision by DESE	
<b>MEP-Missouri Educator Profile</b>	-Exhibit appropriate professional dispositions	Entry level Required for entry into education program	Instrument reliability and validity insured by Pearson	No set criteria-used for informational purpose and advising	By advisor- when needed
<b>Clinical Experience (Formative)</b>	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	At the completion of each practicum experience. <b>Level I-entry</b> <b>Level II-mid program</b> <b>Level III-pre-student teaching</b>	Reliability and fairness assured by standard use of evaluation rubric by cooperating teacher and university supervisor	Candidates must receive a grade of A or B on all clinical experience evaluations.	Director of Clinical Experience/Course Instructor-each semester  Teacher Education Committee-January
<b>MEES-Missouri Educator Evaluation System (Summative)</b>	-Demonstrate academic preparation in the appropriate content area, -Identify and implement research based pedagogical instructional strategies -Exhibit appropriate professional dispositions -Demonstrate culturally responsive teaching	<b>Exit level-Student Teaching</b>	Instrument reliability and validity assured by DESE	Currently at 1; final criteria still being determined by DESE	Not yet determined-waiting for final forms from DESE
<b>MOCA-Missouri Content Assessment</b>	-Demonstrate academic preparation in the appropriate content area	<b>Exit/Licensure levels</b>	Instrument reliability and validity assured by Pearson	State passing score on appropriate specialty area test.	Teacher Education Committee-April and November

### National Standardized Test Scores:

- The following table identifies Praxis II scores for all education majors. The Praxis II has been the certification exam used by the Missouri Department of Elementary and Secondary Education (DESE) as a summative assessment for licensure. At Evangel University, students must take the exam prior to the student teaching semester. Beginning in the fall of 2015, all teacher preparation programs were required to change from the Praxis II to a Content Exam called the Missouri Content Assessment (MoCA). Initial results from the MoCA have not yet been released for the academic year pending revisions.

Title II Praxis Pass Rate					
Subject Area	10-11	11-12	12-13	13-14	14-15
Early Childhood	100% (3/3)	100% (7/7)	100% (5/5)	100% (15/15)	100% (4/4)
Elementary Ed.	100% (17/17)	100% (13/13)	100% (21/21)	100% (26/26)	95% (20/21)
Special Ed.	100% (5/5)	100% (1/1)	100% (4/4)	100% (1/1)	100% (4/4)
MS (Science)	N/A	100% (2/2)	N/A	N/A	100% (1/1)
MS (Soc Stu)	N/A	N/A	N/A	N/A	75% (3/4)
MS (Lang. Arts)	N/A	N/A	N/A	N/A	100% (1/1)
MS(Math)	0% (0/1)	N/A	100% (2/2)	100% (1/1)	50% (1/2)
Elem/MS Total	96% (25/26)	100% (23/23)	100% (32/32)	100% (43/43)	92% (34/37)

ART	100% (2/2)	N/A	N/A	100% (2/2)	0% (0/1)
BIOLOGY	100% (1/1)	100% (1/1)	100% (3/3)	100% (1/1)	NA
BUSINESS	100% (1/1)	100% (2/2)	100% (4/4)	100% (5/5)	100% (1/1)
CHEMISTRY	N/A	N/A	N/A	100% (1/1)	100% (1/1)
ENGLISH	100% (3/3)	100% (1/1)	100% (5/5)	100% (4/4)	100% (2/2)
MATHEMATICS	80% (4/5)	67% (2/3)	75% (3/4)	100% (3/3)	50% (1/2)
MUSIC	100% (5/5)	100% (6/6)	100% (3/3)	100% (11/11)	100% (5/5)
PHYS ED	67% (6/9)	78% (7/9)	100% (8/8)	88% (7/8)	100% (4/4)
SOC STU	100% (2/2)	100% (7/7)	100% (4/4)	50% (1/2)	50% (1/2)
SPANISH	100% (1/1)	50% (1/2)	100% (2/2)	N/A	100% (2/2)
SPEECH/THEAT	100% (2/2)	N/A	100% (1/1)	N/A	NA
UNIF SCIENCE	N/A	N/A	N/A	N/A	NA
Secondary Total	87% (27/31)	87% (27/31)	97% (33/34)	95% (35/37)	85% (17/20)
<b>Totals</b>	<b>91% (52/57)</b>	<b>93% (50/54)</b>	<b>98% (65/66)</b>	<b>97% (78/80)</b>	<b>*89% (51/57)</b>

\* Scores include both Praxis and Missouri Content Assessments

The Missouri Pre-Service Teacher Assessment (MoPTA) is an additional summative assessment required by DESE for licensure beginning fall 2015. While the MoCA is a content assessment, the MoPTA is a performance assessment that is completed during the professional semester (student teaching). Below are the initial results from the fall 2015 cohort.

Fall 2015 MoPTA	
<b>Assessments Attempted:</b>	<b>23</b>
<b>Passed:</b>	<b>22</b>
<b>Not Passed:</b>	<b>1</b>
<b>Pass Rate:</b>	<b>96%</b>

Beginning in the Spring 2014 semester, DESE changed the competency exams required for entering education students. The C-Base exam was replaced with the Missouri General Education Assessment. Individual teacher preparation programs were provided with aggregate data from the state and allowed to set their own cut score for the 2015-2015 and 2015-2016 academic year. There has not been a decision from DESE as to the cut score for the 2016-2017 year will be set by DESE or again by individual teacher preparation programs.

DESE also revised the test between the initial offering in the fall of 2015 and the fall of 2016; therefore, not enough longitudinal data has been collected to implement significant changes to the curriculum.

MoGEA Scores					
Year	Test	Test Year Cut Score	# Assessments Taken	# Passed	Pass Rate
<b>2013-2014 (MoGEA began in Spring 2014 semester)</b>	English	186	59	59	100%
	Mathematics	183	65	47	72%
	Science	183	60	57	95%
	Social Science	183	60	57	95%
	Writing	167	59	59	100%

Year	Test	Test Year Cut Score	# Assessments Taken	# Passed	Pass Rate
<b>2014-2015</b>	English	186	69	68	99%
	Mathematics	183	86	55	64%
	Science	183	76	71	93%
	Social Science	183	78	65	83%
	Writing	167	69	69	100%

Year	Test	Test Year Cut Score	# Assessments Taken	# Passed	Pass Rate
<b>2015-2016</b>	English	202	70	69	99%
	Mathematics	200	83	81	98%
	Science/Social Studies (Combined)	204	74	69	93%
	Writing	193	71	70	99%

A review of the professional education coursework was conducted in 2014. The following matrix shows the alignment of professional education coursework at Evangel University to the Missouri Teaching Standards.

		Professional Education Courses									
		EDUC 219	EDUC 220	EDUC 222	EDUC 235	EDUC 271	EDUC 417	EDUC 427	EDUC 434	EDUC 437	EDUC 476
Missouri Teacher Standards	<b>Standard #1</b> Content knowledge and perspectives aligned with appropriate instruction.	X		X	X	X	X		X		
	<b>Standard #2</b> Understanding and encouraging student learning, growth and development.	X		X	X	X	X		X		X
	<b>Standard #3</b> Curriculum Implementation.			X	X	X	X		X		
	<b>Standard #4</b> Teaching for critical thinking.			X	X		X		X		
	<b>Standard #5</b> Creating a positive classroom learning environment.	X	X	X	X	X	X				X
	<b>Standard #6</b> Utilizing Effective Communication.	X		X	X				X		
	<b>Standard #7</b> Use of student assessment data to analyze and modify instruction.	X		X	X	X	X		X		
	<b>Standard #8</b> Professional Practice	X	X	X	X		X				
	<b>Standard #9</b> Professional Collaboration	X	X	X	X	X					
Ed. Dept.	I. Academics	X	X	X	X		X		X		X
Conceptual	II. Professionalism	X	X	X	X		X				X
Framework	III. Wellness	X	X	X							X
	IV. Cultural Competence	X	X	X	X		X				X
CAEP	<b>Standard 1.1</b> Know subject matter and pedagogy.	X	X		X		X		X		X
	<b>Standard 1.2</b> Teach students in schools effectively and demonstrate their impact on P-12 student learning.	X	X	X	X		X		X		X
	<b>Standard 1.3</b> Nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn.	X	X	X			X				X
	<b>Standard 1.4</b> Use technology to enhance their teaching, classroom management, communications with families and assessment of student learning.	X		X	X						X
	<b>Standard 1.5</b> Work collaboratively with the community and other school personnel to support student learning.	X		X	X						
	<b>Standard 1.6</b> Engage in ongoing learning that improves practice.	X	X	X	X		X				X



An analysis of the matrix (as shown below) provides evidence that each required standard is appropriately addressed within the required professional education coursework in the Evangel University Education program. The analysis included 10 courses that are required by all education majors (elementary, middle school, early childhood, and secondary). Column A indicates the number of courses that have an objective aligned to the standard out of the 10 possible courses. Column B indicates the percentage of professional education courses that have objectives aligned to the particular standard. As new assessments are implemented by DESE, additional data from the Missouri Preservice Teacher Assessment (MoPTA) and the Missouri Content Assessment (MoCA) can be reviewed to determine student success outcomes in meeting these particular standards.

The analysis chart also includes alignment to CAEP standards and the Education Conceptual Framework.

**Courses:** EDUC 219; EDUC 220; EDUC 222; EDUC 235; EDUC 271; EDUC 417; EDUC 427; EDUC 434; EDUC 437, EDUC 476

<b>MTS</b>	<b>A</b>	<b>B</b>
Standard 1	6/10	60%
Standard 2	7/10	70%
Standard 3	5/10	50%
Standard 4	4/10	40%
Standard 5	7/10	70%
Standard 6	4/10	40%
Standard 7	6/10	60%
Standard 8	5/10	50%
Standard 9	5/10	50%
<b>CAEP</b>	<b>A</b>	<b>B</b>
Standard 1.1	6/10	60%
Standard 1.2	7/10	70%
Standard 1.3	5/10	50%
Standard 1.4	4/10	40%
Standard 1.5	3/10	30%
Standard 1.6	6/10	60%

<b>EDCF</b>	<b>A</b>	<b>B</b>
I.	7/10	70%
II.	6/10	60%
III.	4/10	40%
IV.	6/10	60%

#### V. PEER INSTITUTIONS/BENCHMARKING

Peer/Competitor Institutions – The Education Department considers Drury, Baptist Bible College, Southwest Baptist University, and Southeastern Assemblies of God University peer/competitor institutions.

<b>Institution</b>	<b>Competing Degree Programs</b>	<b>Number of Credits Required</b>	<b>Tuition (8 Semesters)</b>
Evangel	Elementary Early Childhood Middle School	124	\$81,064
Drury	Elementary Early Childhood Middle School	124	\$34,250 In State \$78,806 Out of State
Southeastern	Elementary Early Childhood Middle School	130	\$87,360 Seated \$49,543 Online
Baptist Bible College	Early Childhood Elementary	159 154-158	\$67,575
Southwest Baptist	Elementary Early Childhood	128 128 135-138	\$60,000
Missouri State	Elementary Early Childhood Middle School	130	\$28,240 In State \$55,720 Out State

	2014			2013			2012			2011		
	Elementary	Middle School	Early Childhood	Elementary	Middle School	Early Childhood	Elementary	Middle School	Early Childhood	Elementary	Middle School	Early Childhood
Evangel University	18	0	13	18	1	7	19	1	5	14	1	3
Drury	56	0	0	86	0	0	83	0	0	95	0	0
Southeastern	31	0	0	22	0	0	34	0	0	28	0	0
Baptist Bible College	6	0	2	6	0	0	13	0	1	4	0	1
Southwest Baptist	42	5	0	53	6	0	50	8	0	49	3	0
Missouri State	147	25	39	185	36	24	189	20	27	165	21	37



# Content Area Curriculum Comparisons

Institution	Elementary	Early Childhood	Middle School
Drury	<p>American Classroom Teacher Aide I Professional Prep for the Field of Teacher Ed Psychology of Human Growth &amp; Development Technology in the Classroom Educational Psychology &amp; Assessment Psychology of the Exceptional Child Economics for Teachers Classroom Management Methods of Teaching Children's Literature Methods of Teaching Language Arts Elementary School Curriculum Methods of Teaching Reading/Practicum Methods of Teaching Science Correction of Reading Difficulties/Practicum Methods of Teaching Mathematics Reading in the Content Field Student Teaching Note: Students must attempt the content exam prior to student teaching. If the content exam is not passed, the student will enroll in Review for Teacher Certification Exams during the student teaching semester.</p>	<p>None</p>	<p>None</p>
Missouri State	<p>Intro to Multicultural Education and Diversity Intro to Elementary Education/Field Experience Lifespan Development or Principles of Middle Childhood Development Intro to Special Education Educational Applications of Technology and Media Technologies in a Contemporary School Setting Teaching and Learning in the Elementary Class Methods of Teaching Elementary Communication Arts Methods of Teaching Elementary Mathematics Methods of Teaching Elementary Science Methods of Teaching Elementary Social Studies Current Issues and Applications in Elementary Ed Home School Community Relations w/Elem. Fam The Reflective Practitioner Teaching Reading/Language Arts/Practicum Student Teaching</p>	<p>Principles of Weather and Climate or Intro to Physical Geography or Earth Science for Teachers Principles of Development in Early Childhood Normal Language Acquisition Perceptual and Motor Development Family Engagement Essentials of Nutrition Observing, Assessing, and Creating Activities for Young Children Administration of Programs for Children and Families Foundations of Mathematics for Teachers Intro to Multicultural Education and Diversity School and Society Intro to Elementary Education/Field Experience Intro to Special Education</p>	<p>Biological Science for Educators Intro to Teaching Physics by Inquiry for Educators MoGEA Intro to Teaching Writing Across the Disciplines Content Area Coursework (30) General Methods of Instruction in the Middle and Secondary Schools Educational Psychology Philosophy, Curriculum, and Organization of Middle School Education School and Society Educational Alternative for Exceptional Students Middle School Instructional Strategies Methods in Content 7rea Foundations of Literacy Instruction</p>

		<p>Infants and Toddlers; Development and Program Planning</p> <p>Emerging Literacy and Communication Arts</p> <p>Social Studies and Sociomoral Development</p> <p>Mathematics and Science for Young Children</p> <p>The Early Childhood Education Professional Curriculum for Early Childhood Education</p> <p>Assessing Young Children</p> <p>Educational Applications of Technology and Media</p> <p>Literature for Children</p> <p>Foundations of Literacy Instruction</p> <p>Methods of Teaching Reading and Language Arts in Elementary Schools/Practicum</p> <p>Student Teaching (2 of the following)</p> <p>Infant/Toddler Setting</p> <p>Preschool/Kindergarten</p> <p>Primary Setting</p>	<p>Reading and Writing in the Content Fields</p> <p>Educational Applications of Technology and Media</p> <p>Student Teaching</p>
Baptist Bible College	<p>Decision Point 1: Acceptance</p> <p>Field Experience 1, 2</p> <p>Foundations of Education</p> <p>Intro to Standards Based Education</p> <p>Technology and Media</p> <p>Decision Point 2: Student Teaching</p> <p>Principles of Teaching and Assessment</p> <p>Educational Psychology</p> <p>Educational Alternatives for the Exceptional Child</p> <p>Professional Seminar1</p> <p>Methods of Standards Based Science Curriculum</p> <p>Educational Practicum (2)</p> <p>Teaching of Reading</p> <p>3 of the Following:</p> <p>Art for Teachers</p> <p>Methods of Health and Physical Education</p> <p>Standards Based Social Studies Curriculum</p> <p>Methods of Language Arts</p> <p>Music for Teachers</p> <p>Decision Point 3 Completion</p> <p>Classroom Diversity</p> <p>Professionalism in Ed II</p> <p>Standards Based Methods of Math</p> <p>Standards Based Methods of Reading and Writing</p>	<p>Decision Point 1: Acceptance</p> <p>Principles of Teaching &amp; Assessment</p> <p>EC Field Experience</p> <p>Foundations of Education</p> <p>Introduction to Standards Based Education</p> <p>Technology and Media</p> <p>Integrated Teaching Strategies for ED Curriculum</p> <p>Decision Point 2: Student Teaching</p> <p>Educational Psychology</p> <p>Educational Alternatives for Exceptional Child</p> <p>Early Childhood Practicum</p> <p>Observation, Screening and Assessment of Learning and Play</p> <p>Speech, Language and Literacy Development</p> <p>Professionalism in Education I</p> <p>Inquiry Based Curriculum and Assessment for Early Childhood education</p> <p>Intro to Teaching Reading and Writing</p> <p>The Arts for Early Education</p> <p>Music and Movement for ED Education</p> <p>Reading Assessment and Remediation</p> <p>Health, Nutrition, Safety and Physical Education for Young Children</p> <p>Classroom Diversity</p>	

	Reading Assessment and Remediation Philosophy of Education Student Teaching Area of Concentration Required 21-23 hours in Social Studies, English, Language Arts, TESOL or Music	Decision Point 3: Completion Professionalism in Education II Standards Based Methods of Mathematics Standards Based Methods of Reading and Writing Working and Learning with Parents Families, Churches, Schools and Community Philosophy of Education Program Organization and Collaboration Student Teaching K-3 Student Teaching Pre K	
Southwest Baptist	Educational Psychology Children's Literature Teaching Number Theory Teaching the Young Child Practicums Foundations of Education Emergent Literacy Technology for Educators Introduction to Early Childhood Education Teaching Reading/Language Arts Teaching Social Sciences Teaching Integrated Science Integrating Art, Music and Movement Field Experience Learner Development and the Classroom School, Home & Community Collaboration Teaching Integrated Math Behavior and Classroom Management Health, Safety and Nutrition for the Young Child Curriculum, Planning and Assessment Teaching Diverse Learners Student Teaching Seminar Student Teaching	Educational Psychology Children's Literature Teaching Number Theory Teaching the Young Child Practicums Foundations of Education Emergent Literacy Technology for Educators Introduction to Early Childhood Education Teaching Reading/Language Arts Teaching Social Sciences Teaching Integrated Science Integrating Art, Music and Movement Field Experiences Learner Development and the Classroom Teaching Integrated Math School, Home and Community Collaboration Behavior and Classroom Management Health, Safety and Nutrition for the Young Child Intro to Art, Fine Arts, Music or Theatre Curriculum, Planning and Assessment Teaching Diverse Learners Student Teaching Student Teaching Seminar	Educational Psychology Foundations of Middle School Education Content Area (39) Foundations of Education Learner Development Field Experiences Technology for Educators Psychology of the Middle School Student Content Area Literacy Behavior and Classroom Management Middle School Curriculum Analyzing and Amending Reading Problems Student Teaching Seminar Assessment and Evaluation of Learners Teaching Diverse Learners Student Teaching
Southeastern	Education Seminar (1 credit every semester) Intro to education Math and Science for Educators Educational Psychology Field Study Take and Pass GKT Children's Literature and Development Integration of Faith and Education Content and Instructional Design for Educators Introduction to Reading	Minor Only	None

	Empowering ESOL Teachers Overview Teaching Science in the Elementary School Survey of Exceptional Learning Assessment of Learners Instructional Technology Field Study Take PED Teaching Language Arts and Fine Arts Diag/Asmt/Eval of Reading Teaching Social Studies in Elem School Teaching Mathematics PreK/Elem School Field Study Take SAE Teaching Reading in Content Areas Behavior and Classroom Management Elementary Applied Linguistics (ESOL) Student Teaching		
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## VI. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

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The Education Department Faculty met and completed a SWOT analysis prior to the 2012 academic year. Discussion around these four areas produced the following information for the Education Department:

Strengths: Good teacher and great mentors, good knowledge of EU education history, mission oriented, relational with peers and students, experience with K-12 students.

Weaknesses: Celebrating achievements, lack of publications, diversity in faculty members, support for struggling students

Opportunities: Global impact and field experiences, unique partnerships, advisor specialists for transfer students

Threats: low enrollment numbers, cost of higher education, accreditation, changes in DESE requirements

Based on the discussion, departmental action goals were drafted for the upcoming years.

2013-2014: redesign clinical experiences; align coursework to new standards (CAEP, MoStep, EU conceptual framework)

Outcome: completed

2014-2015: redesign professional ed coursework; realign assessment system to incorporate DESE and CAEP requirements; Select assessment system tracking tool.

Outcome: professional education coursework redesigned; implementation to occur over the next two years. Assessment system continues to change based on DESE changing requirements. Livetext was selected as an assessment system tool. Implementation during the fall of 2015

2015-2016: Begin implementation of new professional ed coursework; transition from TEC to monthly data reviews; secure funding to support faculty research.

2016-2017: Realign faculty workload to allow for research

2017-2018: Produce and publish research (EU and TEA); begin CAEP report

2018-2019: Submit offsite CAEP report (summer 2019)

2019-2020: Onsite CAEP review Fall 2019

These goals are shared at the beginning of each monthly Teacher Education Committee meeting. The goals are also reviewed and revised each fall with the input of members of the Teacher Education Committee.

## VII. FINDINGS

The Missouri Department of Education (DESE) has been working for the past four years to revise all areas of certification and the process in which teacher preparation programs are granted approval. These changes have made it difficult to collect and organize longitudinal data for programmatic and/or unit change. In response to these revisions, the Education Department has updated their assessment plan (See p. 11) to reflect new requirements in licensure criteria and data collection.

The following data provides samples of the data that has been collected and reviewed throughout the transition process. All assessments are aligned to the program outcomes (Missouri Teacher Standards) and disaggregated by certification and/or program area.

### National Standardized Test Scores:

- The following table identifies Praxis II scores for all education majors. The Praxis II has been the certification exam used by the Missouri Department of Elementary and Secondary Education (DESE) as a summative assessment for licensure. At Evangel University, students must take the exam prior to the student teaching semester. Beginning in the fall of 2015, all teacher preparation programs were required to change from the Praxis II to a Content Exam called the Missouri Content Assessment (MoCA). Initial results from the MoCA have not yet been released for the academic year pending revisions.

Title II Praxis Pass Rate					
Subject Area	10-11	11-12	12-13	13-14	14-15
Early Childhood	100% (3/3)	100% (7/7)	100% (5/5)	100% (15/15)	100% (4/4)
Elementary Ed.	100% (17/17)	100% (13/13)	100% (21/21)	100% (26/26)	95% (20/21)
Special Ed.	100% (5/5)	100% (1/1)	100% (4/4)	100% (1/1)	100% (4/4)
MS (Science)	N/A	100% (2/2)	N/A	N/A	100% (1/1)
MS (Soc Stu)	N/A	N/A	N/A	N/A	75% (3/4)
MS (Lang. Arts)	N/A	N/A	N/A	N/A	100% (1/1)
MS(Math)	0% (0/1)	N/A	100% (2/2)	100% (1/1)	50% (1/2)
Elem/MS Total	96% (25/26)	100% (23/23)	100% (32/32)	100% (43/43)	92% (34/37)
ART	100% (2/2)	N/A	N/A	100% (2/2)	0% (0/1)
BIOLOGY	100% (1/1)	100% (1/1)	100% (3/3)	100% (1/1)	NA
BUSINESS	100% (1/1)	100% (2/2)	100% (4/4)	100% (5/5)	100% (1/1)
CHEMISTRY	N/A	N/A	N/A	100% (1/1)	100% (1/1)
ENGLISH	100% (3/3)	100% (1/1)	100% (5/5)	100% (4/4)	100% (2/2)
MATHEMATICS	80% (4/5)	67% (2/3)	75% (3/4)	100% (3/3)	50% (1/2)
MUSIC	100% (5/5)	100% (6/6)	100% (3/3)	100% (11/11)	100% (5/5)
PHYS ED	67% (6/9)	78% (7/9)	100% (8/8)	88% (7/8)	100% (4/4)

SOC STU	100% (2/2)	100% (7/7)	100% (4/4)	50% (1/2)	50% (1/2)
SPANISH	100% (1/1)	50% (1/2)	100% (2/2)	N/A	100% (2/2)
SPEECH/THEAT	100% (2/2)	N/A	100% (1/1)	N/A	NA
UNIF SCIENCE	N/A	N/A	N/A	N/A	NA
Secondary Total	87% (27/31)	87% (27/31)	97% (33/34)	95% (35/37)	85% (17/20)
<b>Totals</b>	<b>91% (52/57)</b>	<b>93% (50/54)</b>	<b>98% (65/66)</b>	<b>97% (78/80)</b>	<b>*89% (51/57)</b>

\* Scores include both Praxis and Missouri Content Assessments

The Missouri Pre-Service Teacher Assessment (MoPTA) is an additional summative assessment required by DESE for licensure beginning fall 2015. While the MoCA is a content assessment, the MoPTA is a performance assessment that is completed during the professional semester (student teaching). Below are the initial results from the fall 2015 cohort.

Fall 2015 MoPTA	
<b>Assessments Attempted:</b>	<b>23</b>
<b>Passed:</b>	<b>22</b>
<b>Not Passed:</b>	<b>1</b>
<b>Pass Rate:</b>	<b>96%</b>

Beginning in the Spring 2014 semester, DESE changed the competency exams required for entering education students. The C-Base exam was replaced with the Missouri General Education Assessment. Individual teacher preparation programs were provided with aggregate data from the state and allowed to set their own cut score for the 2015-2015 and 2015-2016 academic year. There has not been a decision from DESE as to the cut score for the 2016-2017 year will be set by DESE or again by individual teacher preparation programs.

DESE also revised the test between the initial offering in the fall of 2015 and the fall of 2016; therefore, not enough longitudinal data has been collected to implement significant changes to the curriculum.

MoGEA Scores					
Year	Test	Test Year Cut Score	# Assessments Taken	# Passed	Pass Rate
<b>2013-2014 (MoGEA began in Spring 2014 semester)</b>	English	186	59	59	100%
	Mathematics	183	65	47	72%
	Science	183	60	57	95%
	Social Science	183	60	57	95%

	Writing	167	59	59	100%
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Year	Test	Test Year Cut Score	# Assessments Taken	# Passed	Pass Rate
2014-2015	English	186	69	68	99%
	Mathematics	183	86	55	64%
	Science	183	76	71	93%
	Social Science	183	78	65	83%
	Writing	167	69	69	100%

Year	Test	Test Year Cut Score	# Assessments Taken	# Passed	Pass Rate
2015-2016	English	202	70	69	99%
	Mathematics	200	83	81	98%
	Science/Social Studies (Combined)	204	74	69	93%
	Writing	193	71	70	99%

A review of the professional education coursework was conducted in 2014. The following matrix shows the alignment of professional education coursework at Evangel University to the Missouri Teaching Standards.

		Professional Education Courses									
		EDUC 219	EDUC 220	EDUC 222	EDUC 235	EDUC 271	EDUC 417	EDUC 427	EDUC 434	EDUC 437	EDUC 476
Missouri Teacher Standards	<b>Standard #1</b> Content knowledge and perspectives aligned with appropriate instruction.	X		X	X	X	X		X		
	<b>Standard #2</b> Understanding and encouraging student learning, growth and development.	X		X	X	X	X		X		X
	<b>Standard #3</b> Curriculum Implementation.			X	X	X	X		X		
	<b>Standard #4</b> Teaching for critical thinking.			X	X		X		X		
	<b>Standard #5</b> Creating a positive classroom learning environment.	X	X	X	X	X	X				X
	<b>Standard #6</b> Utilizing Effective Communication.	X		X	X				X		
	<b>Standard #7</b> Use of student assessment data to analyze and modify instruction.	X		X	X	X	X		X		
	<b>Standard #8</b> Professional Practice	X	X	X	X		X				
	<b>Standard #9</b> Professional Collaboration	X	X	X	X	X					
Ed. Dept.	<b>I. Academics</b>	X	X	X	X		X		X		X
Conceptual	<b>II. Professionalism</b>	X	X	X	X		X				X
Framework	<b>III. Wellness</b>	X	X	X							X
	<b>IV. Cultural Competence</b>	X	X	X	X		X				X
CAEP	<b>Standard 1.1</b> Know subject matter and pedagogy.	X	X		X		X		X		X
	<b>Standard 1.2</b> Teach students in schools effectively and demonstrate their impact on P-12 student learning.	X	X	X	X		X		X		X
	<b>Standard 1.3</b> Nurture the academic and social development of all students through professional dispositions such as caring, fairness and the belief that all students can learn.	X	X	X			X				X
	<b>Standard 1.4</b> Use technology to enhance their teaching, classroom management, communications with families and assessment of student learning.	X		X	X						X
29	<b>Standard 1.5</b> Work collaboratively with the community and other school personnel to support student learning.	X		X	X						
	<b>Standard 1.6</b> Engage in ongoing learning that improves practice.	X	X	X	X		X				X

An analysis of the matrix (as shown below) provides evidence that each required standard is appropriately addressed within the required professional education coursework in the Evangel University Education program. The analysis included 10 courses that are required by all education majors (elementary, middle school, early childhood, and secondary). Column A indicates the number of courses that have an objective aligned to the standard out of the 10 possible courses. Column B indicates the percentage of professional education courses that have objectives aligned to the particular standard. As new assessments are implemented by DESE, additional data from the Missouri Preservice Teacher Assessment (MoPTA) and the Missouri Content Assessment (MoCA) can be reviewed to determine student success outcomes in meeting these particular standards.

The analysis chart also includes alignment to CAEP standards and the Education Conceptual Framework.

**Courses:** EDUC 219; EDUC 220; EDUC 222; EDUC 235; EDUC 271; EDUC 417; EDUC 427; EDUC 434; EDUC 437, EDUC 476

<b>MTS</b>	<b>A</b>	<b>B</b>
Standard 1	6/10	60%
Standard 2	7/10	70%
Standard 3	5/10	50%
Standard 4	4/10	40%
Standard 5	7/10	70%
Standard 6	4/10	40%
Standard 7	6/10	60%
Standard 8	5/10	50%
Standard 9	5/10	50%
<b>CAEP</b>	<b>A</b>	<b>B</b>
Standard 1.1	6/10	60%
Standard 1.2	7/10	70%
Standard 1.3	5/10	50%
Standard 1.4	4/10	40%

Standard 1.5	3/10	30%
Standard 1.6	6/10	60%
<b>EDCF</b>	<b>A</b>	<b>B</b>
I.	7/10	70%
II.	6/10	60%
III.	4/10	40%
IV.	6/10	60%

## VIII. RECOMMENDATIONS

Due to the transition in state required assessments and lack of consistent longitudinal data from the new assessments, data has been reviewed, but many programmatic and curricular decisions have been postponed. Recommendations will be made when each assessment is complete and has an appropriate data set to reveal a trend.

Data based decision making is an integral part of the Education Department culture. The following information provides an example of the data informed decisions process used in the Education Department prior to the transition period.

### Education Department

#### Data Analysis Form

<b>Meeting:</b> Teacher Education Committee	<b>Date:</b> November 8, 2011	Review Number: 1	Dismissal Date: 2012
<b>Description of Data Reviewed:</b> Three year chart of candidate dispositions by unit and by major			
<b>Data Source:</b> Dispositions checklist completed in EDUC 219 and follow up checklists			
Note trends and or patterns in data: -majority (43/76) student self resolved their own issues when made aware through the dispositions sheet. -#4 most common disposition needing improvement; could be a maturity issue -Idea for future research-correlation between needing improvement in #4 and ACT score			

Discussion: -discussion with students reveals they are self aware of areas needing improvement -students transferring EDUC 219 in do not have dispositions-include in EDUC 100(transfer section) -better system needed for transfer and graduate students	
Expectations met? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Action Required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recommended Action: 1. identify course/point in graduate (MST) program to complete dispositions form 2. Develop system for tracking dispositions in MST program 3. Be explicit in teaching professional responsibility to students; develop common language Add to Fall 2012 syllabi <i>As part of the Education Program of Evangel University you are expected to display professional behavior during your time as a student in classes and in all clinical field experiences. Professional behavior (disposition 4) is defined as:</i>  <i>Punctuality-as a preservice teacher you arrive to class and to school placement sites on time and complete all required work by the due date.</i>  <i>Attendance-as a preservice teacher you attend class and field experiences.</i>  <i>Engagement-as a preservice teacher you actively engage in class discussions, activities, and group work. You take initiative to serve the students and the teacher during your clinical field experiences.</i>	Person(s) Responsible: 1.Education Coordinator of Grad Prog 2. Education Coordinator of Grad Prog 3. Education faculty  Date of Implementation: 1.Fall 2012 2.Fall 2012 3.Fall 2012

## VIII. ACTION ITEMS

The Education Department will continue to revised programs based on assessment data and new certification requirements. The following recommendations will provide guidance for the future:

1. Submit documentation for certification changes to the Missouri Department of Elementary and Secondary Education in January of 2017.
2. Implement new coursework during the 2015-2016 and 2016-2017 academic years.
3. Continue revision of assessment plan based on DESE changes.
4. Continue annual scheduled data reviews; allow for programmatic and curricular decisions to be made with three cycles of reported data.



## APPENDIX A

### FACULTY VITAE

<b>Name:</b>
<b>Deborah Joy Bicket</b>
<b>Position:</b>
Assistant Professor School Counseling Program Coordinator
<b>Type of faculty (full time, part-time, graduate, undergraduate):</b>
Full time graduate and undergraduate faculty
<b>Academic Degrees (degrees, institutions, dates, fields of specialty):</b>
1974-1978 Evangel University Springfield, MO <b>Bachelor of Science (Education)</b> Cum Laude
1986-1988 Southwest Missouri State University Springfield, MO
<b>MASTER OF SCIENCE, ELEMENTARY AND SECONDARY GUIDANCE</b> (Missouri State Lifetime Certification as Public School Counselor)
<b>Professional Experience (list last first, including elementary and secondary teaching and school support service):</b>
1998-2002 Springfield Schools (Sequiota) Springfield, MO First Grade Teacher
1988-1997 Springfield Public Schools Springfield, MO Elementary Level Guidance Counselor
1978-1987 Springfield Public Schools Springfield, MO Teaching Upper Elementary Grades (4-6)
<b>Faculty, Administrative and Supervisory Responsibilities for last full academic year:</b>
Coordinator, Graduate School Counseling Program Faculty Affairs Committee Graduate Council Graduate Studies Management Team

**Commented [WL1]:** Resumes need updated and formats cleaned. Sandy's name change, Duane's concurrent employment, etc.....and add Dana and Lewis.

Professor
<b>Other Collegiate Assignments:</b>
Presenter at statewide Primary Conference (2000) Presenter at statewide Early Years Conference (1998) Presenter at 2 Delta Kappa Gamma chapters (on Grief Counseling) Local/Regional Professional Development Conferences & Programs Presenter at Drury University's Teacher Education Workshop (2008, 2009, 2010) Attend Bi-Annual meetings of the Counselor Educators of Missouri
<b>Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):</b>
Missouri School Counselors Association* Delta Kappa Gamma (Society of Women Educators)*
<b>Current Professional Assignments and Activities (non teaching):</b>
Hosted American Counselors Association of Missouri Spring Conference (2011, 2012) Chapel speaker Dorm Devotional Speaker Class sponsor (Sophomore class, Junior class) Grief Counseling at area schools upon request
<b>Certification (list certificates held, valid dates of certificate and state in which issued):</b>
Lifetime Elementary Teaching Certification---Missouri Lifetime K-12 Guidance Counselor Certification---Missouri

<b>Name:</b>
<b>Shonna R. Crawford</b> 2905 W. Trevor Trail Ozark, MO 65721 417.581.0858 <a href="mailto:crawfordsh@evangel.edu">crawfordsh@evangel.edu</a>
<b>Position:</b>
Assistant Professor of Education
<b>Type of faculty (full time, part-time, graduate, undergraduate):</b>
Full time Undergraduate Faculty
<b>Academic Degrees (degrees, institutions, dates, fields of specialty):</b>
<b>Doctorate in Literacy</b> University of Missouri, Columbia, In process <b>Masters in Reading Education</b> Evangel University, Springfield, 2003 <b>Bachelor of Science in Elementary Education</b> Evangel University, Springfield, 2000
<b>Professional Experience (list last first, including elementary and secondary teaching and school support service):</b>
<b>Primary/Intermediate Trainer (PreK-5)</b> June 2006 to June 2011. Trained PreK-5 <sup>th</sup> grade teachers in a comprehensive literacy model including reading workshop and writing workshop as a framework for teaching all areas of literacy. Provided job-embedded professional development. The model is presented to teachers using a variety of brain-based activities for adult learners and is also modeled in their classrooms. <b>Literacy Coach (Arrow Springs and Park Lane Elementary)</b> Broken Arrow Public Schools, Broken Arrow, OK. May 2005 to May 2006. One of six reading specialists in Oklahoma's 3 <sup>rd</sup> largest school district chosen to pioneer literacy coach program. Provided professional development, classroom modeling, data analysis and resource development to support classroom teachers, special education teachers, media specialists, and Title I and Title VII Reading Specialists to effectively impact student achievement at two elementary sites. Collaborated with principals on school-wide literacy plan. Attended IRA National Conference; San Antonio, TX. <b>Title I Reading Specialist (Arrow Springs Elementary K-3)</b> Broken Arrow Public Schools, Broken Arrow, OK. August 2004 to May 2005. Teacher of the Year in 2005. BAPS Teacher of the Year finalist. Teacher of Today in 2005. Assisted in teacher training and PD at elementary site and district-wide. Planned

and organized family literacy events. Collaborated with media specialist to create school-wide reading incentives. Attended IRA National Conference; Chicago, IL.

**Elementary Teacher**

2001-2004 5<sup>th</sup> grade at Oak Crest Elementary. Broken Arrow Public Schools, Broken Arrow, OK.

2000-2001 3<sup>rd</sup> grade at Weller Elementary, Springfield Public Schools, Springfield, MO.

**Professional Development**

2001 to 2011. Reading and Writing Workshop Training (Apple Tree; Tulsa, OK 2003, 2005, 2007, 2008, 2010), Independent Literacy Consultant for Cushing Public Schools (Cushing, OK. Provided eight job-embedded training days for Title I Reading Specialists and Title VII Reading Tutors, 2008-2011), Independent Literacy Consultant for Broken Arrow Public Schools (Broken Arrow, OK. Provided 3-day summer seminar for private school teachers, 2011).

**Faculty, Administrative and Supervisory Responsibilities for last full academic year:**

Courses Taught: EDUC 337 Language Development, EDUC 251 Communication Arts I, EDUC 352 Methods in Content Area Reading, and EDUC 427 Student Teaching Seminar

Facilitate an after school oral language building program giving Evangel students' hands-on, practical application of new learning with for low-language kindergarteners.

Plan and facilitated student collaboration with local elementary school to provide a family literacy event.

Prepare multi-modal presentations.

Utilize a wide variety of research-based teaching strategies.

Model current classroom structures and formats.

Proficiently utilize online virtual classroom program "ANGEL" to keep a grade book, collect assignments, and communicate with students.

Collaborate with other faculty as a guest speaker in Master's level course.

**Other Collegiate Assignments:**

Provide on-going, job-embedded professional development for early childhood and elementary teachers in many school districts (Spokane, Lebanon, Marshfield, Willard, and Springfield).

Collaborated with other MRI Trainers to create and present countless workshops for teachers all over the state of Missouri.

Wrote material for use in MRI training manuals (K-3 and 4-6).

Created a PreK manual from concept to assembly.

Presented at many conferences around the state (Write to Learn, Primary Conference, IRA Regional Conference, Literacy Camp, Reach for the Stars).

Presented effective strategies and workshops to other MRI trainers.

<p>Participated in professional development (Cognitive Coaching, Working with Adult Learners, Presentation Strategies, Brain-Based Learning with Willy Wood, Katie Wood Ray, etc.)</p> <p>Served on planning team for a state conference annually (Literacy Camp; Branson, MO June 2008, 2009, 2010).</p> <p>Created training video for reaching workshop.</p>
Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):
Current Professional Assignments and Activities (non teaching):
Certification (list certificates held, valid dates of certificate and state in which issued):

<b>Name:</b>
<b>Frederick C. Drake</b>
<b>Position:</b>
Professor of Education
<b>Type of faculty (full time, part-time, graduate, undergraduate):</b>
Full-time undergraduate; Part-time graduate
<b>Academic Degrees (degrees, institutions, dates, fields of specialty):</b>
Ed.D. In educational administration (1994), University of Missouri – Columbia (Support area: curriculum and instruction) Ed.S. In educational administration, 1989, Missouri State University M. A. In biology, 1979, University of Missouri - Columbia B. A. In biology, 1974, Drury College
<b>Professional Experience (list last first, including elementary and secondary Teaching and school support service):</b>
<b>Evangel University Professor of Education – 1998- present</b>
<b>Drury College Adjunct Professor - M.Ed. Program – 1998</b>
<b>Hickory Hills Middle School, Springfield, Missouri - 1980 to 1998</b>
<b>LEAD TEACHER FOR ONE SEVENTH GRADE TEAM. TEACHING AREAS: SCIENCE, COMPUTER APPLICATIONS, COMPUTER PROGRAMMING, HEALTH, AND READING.</b>
<b>Faculty, Administrative and Supervisory Responsibilities for last full academic year:</b>
<b><i>Undergraduate</i></b> <ul style="list-style-type: none"> <li>• EDUC 223 Curriculum and instruction in the middle school</li> <li>• EDUC 235 Educational Technology</li> <li>• EDUC 434 Tests and Measurements</li> <li>• Undergraduate advising</li> </ul> <b><i>Graduate</i></b> <ul style="list-style-type: none"> <li>• EDU 535 Educational Technology</li> <li>• EDU 563 Educational Assessment</li> <li>• EDL 675 Administration of Instructional Programs</li> <li>• Graduate Advising</li> </ul>
<b>Other collegiate assignments:</b>

**Director of Certification, 2001 – present**

Supervise and coordinate all facets of preparation and paper work for students seeking teacher certification in any of the 50 states as well as provide documentation and support for the applications of alumni seeking certification as they move across state lines or add new subjects

**Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):**

Association for Supervision and Curriculum Development  
National Middle School Association  
Missouri Middle School Association  
Missouri Professors of Educational Administration

**Current Professional Assignments and Activities (non teaching):**

Supervise annual Title II and mostep document data preparation for the unit

**Certification (list certificates held, valid dates of certificate and state in which issued):****MISSOURI TEACHING CERTIFICATES IN:**

- GENERAL SCIENCE GRADES 7-9 ISSUED 9/29/1981 LIFETIME
- BIOLOGY GRADES 7-12 ISSUED 7/11/1978 LIFETIME
- CHEMISTRY GRADES 7-12 ISSUED 7/31/1978 LIFETIME
- PRINCIPAL GRADES 7-12 ISSUED 11/3/2003 – 11/3/2013 (ADMIN II)

<b>Name:</b>
<p><b>Colleen A. Hardy</b>  Curriculum Vita  2102 N Farm Road 35, Bois D'Arc, Missouri 65612  (417) 751-9133</p>
<b>Position:</b>
Education Department Chair and Education Professor
<b>Type of faculty (full time, part-time, graduate, undergraduate):</b>
Full time tenure track graduate and undergraduate professor of education
<b>Academic Degrees (degrees, institutions, dates, fields of specialty):</b>
<p><b>PROFESSIONAL BACKGROUND</b>  Degrees:    Ed.D, Saint Louis University, 2003, Educational administration  M.S., Drury University, 1994, Elementary education  B.S., Evangel University, 1985, Elementary education; Math minor,</p> <p><b>Dissertation</b>  A Comparison of Student Achievement to the Use of Authentic Instruction in Elementary Social Studies; Dr. Lavern Scott</p> <p><b>Affiliations:</b>  Missouri State Teachers Organization  Association of Supervision and Curriculum Development  Southwest Missouri Curriculum Directors  Missouri Association of Colleges of Teacher Education</p>
<b>Professional Experience (list last first, including elementary and secondary teaching and school support service):</b>
<p><b>SUMMARY OF QUALIFICATIONS</b>  *Bachelor of Science, Masters Degree and 15 years experience in elementary and middle school education in the Springfield area  *Doctorate in Educational Administration  *Staff Development Specialist and Educational Consultant  *Published author</p>
<b>Faculty, Administrative and Supervisory Responsibilities for last full academic year:</b>



## TEACHING EXPERIENCE

Professor of Education-Evangel University; 2001-present

Foundations of Education, Social Studies and Science Methods for Elementary Teachers, Supervision of Practicum Students and Student Teachers, Preschool Committee member, Leadership Council, Supervisory Board for Project Envision

Adjunct Professor Evangel University; 2000-2001

Instructor; Foundations of Education, Social Studies and Science Methods for Elementary Teachers, Supervision of Practicum Students and Student Teachers

Per Course Faculty Southwest Missouri State University; 1998-2001

Instructor: Social Studies Curriculum Alignment, Authentic Instruction, Social Studies Methods, Standards Based Teaching and Learning Institute for Communication Arts and Social Studies (ITV courses)

*Fifth Grade Teacher Willard Central Elementary; 1998-2000*

Classroom teacher, Special Education Inclusion Classroom Teacher; Committee Chairman for social studies and communication arts curriculum alignment, School Improvement team member

STARR Teacher Missouri Department of Elementary and Secondary Education; 1996-8

Staff development specialist, provided staff development training for teachers and preservice teachers in Southwest Missouri

Sixth Grade Teacher Willard North Elementary; 1996-1997

Classroom Teacher; Middle school team member, District technology committee member

Sixth Grade Teacher Willard South Elementary; 1989-1996

Classroom Teacher; Middle school team member, District technology committee member, Career Day Coordinator, C.A.R.E. team member, Teacher of the Year committee member, Math curriculum guide committee member, Teacher input committee member, Gifted education committee member, Gradecard committee member, Center for Outstanding Schools Advisory Council Member

Summer School Instructor Greenwood Laboratory School; 1992-1993, 1995-1997

Instructor; Social Studies Courses for Gifted Elementary Students

Third Grade Teacher Willard South Elementary; 1988-1989  
Classroom Teacher; Language Arts Fair Coordinator, Math committee member

Fourth Grade Teacher Willard South Elementary; 1986-1988  
Classroom Teacher; Social and Welfare committee member

Fifth Grade Teacher Willard South Elementary; 1985-1986  
Classroom Teacher; Social Studies textbook selection committee

Other Collegiate Assignments:

## PUBLICATIONS

Creation Station Column, Club Connection Magazine, Gospel Publishing House, Springfield, Missouri, Summer 2001 to present

## PRESENTATIONS

Cooperative Learning	Willard Central Elementary	January 19, 2000
Cooperative Learning	Willard Central Elementary	February 23, 2000
Curriculum Alignment	Monett High School	March 16, 2000
Social Studies Instruction	Pleasant Hope High School	August 11, 2000
Performance Assessment	Ash Grove High School	August 16, 2000
Social Studies Instruction	Pleasant Hope High School	September 15, 2000
Performance Assessment	Spokane Public Schools	September 22, 2000
Performance Assessment	Joplin Public Schools	October 6, 2000
Social Studies Instruction	Southwest Baptist U.	October 14, 2000
Performance Assessment	Taneyville Public Schools	October 20, 2000
Performance Assessment	Willard Elementary Schools	January 15, 2000
Brain Based Teaching	Evangel University	February 19, 2000
Performance Assessment	McDonald County Schools	March 7, 2000
Brain Based Teaching	First Year Teacher Seminar	Spring 2001
<u>The Call</u> discussion leader	Evangel University Project Envision	Spring 2002
Practical Practicums	Bingham Elementary	Winter 2002
Career Day	Morrisville Public Schools	Spring 2003
Dissertation Research	Evangel University Alpha Chi	Fall 2003
Leadership Track	Evangel University Project Envision	Fall 2003
Faculty Prayers	Evangel University	January 2004
Learning Styles	Evangel University Plenary	Fall 2004
Springfield Council IRA	Springfield, Missouri	February 5, 2004
Student Engagement	Evangel University Plenary	January 11, 2006
Faculty Prayers	Evangel University	January 18, 2006
Faculty Seminar	Central Bible College Faculty	August, 2006
SMSTA-Portfolio	Evangel University	April 2007
Brain Based Learning	LeTourneau Univeristy, Texas	August 2007
Faculty Prayers	Evangel University	April 2008
Content Area Writing	Evangel University	August 2007
Portfolio Process	Drury University	November 2007
The Change Process	Evangel University	September 2008
K-16 Collaboration	Southwest Curriculum Directors	March 2009
Writing Objectives	Phnom Pen, Cambodia	May 2009
Curriculum Alignment	N. Mariana Island Public Schools	February 2009
Social Studies Instruction	Phnom Pen, Cambodia	August 2011
MACTE Group Facilitator	Jefferson City, Missouri	Fall 2011

Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):
Southwest Missouri Curriculum Directors* Missouri Association of Colleges of Teacher Education* National Council for the Accreditation of Teacher Education Association of Supervision and Curriculum Development Regional Education Consortium on Technology
Current Professional Assignments and Activities (non teaching):
Affiliations: Missouri Association of Colleges of Teacher Education-executive board DESE Review Team Member-6 Missouri Institutions DESE Review Team Chair-2 Missouri Institutions DESE Redesign Group Leader
Certification (list certificates held, valid dates of certificate and state in which issued):
Certification: Elementary Education (1-6) Math (5-9) Social Studies (5-9) Middle School (5-9)

Name:
<b>Rebecca S. Huechteman</b> Work: 417-865-2811 ext. 8544 Email: <a href="mailto:huechtemanr@evangel.edu">huechtemanr@evangel.edu</a>
Position:
Professor of Education
Type of faculty (full time, part-time, graduate, undergraduate):
Full Time Faculty
Academic Degrees (degrees, institutions, dates, fields of specialty):
<p><b>PhD, Curriculum and Instruction:</b> University of Missouri          Columbia, Missouri, 1998          Major field: Curriculum and Instruction, Reading          Support Areas: Linguistics and Mathematics Education</p> <p><b>M.S. in Education,</b> Southwest Missouri State University          Springfield, Missouri, 1979          Area: Reading Education</p> <p><b>B.S. in Education,</b> Southwest Missouri State University          Springfield, Missouri, 1970          Major: Elementary Education          Concentration: English</p>
Professional Experience (list last first, including elementary and secondary teaching and school support service):
<p><b>Professor of Education, Evangel University, Springfield, MO., 1981-present.</b>          Classes taught:</p> <ol style="list-style-type: none"> <li>1. Reading/language arts methods</li> <li>2. Analysis and Correction of Reading Difficulties</li> <li>3. Children's Literature</li> <li>4. Mathematics methods</li> <li>5. Seminar for student teachers</li> <li>6. Supervision of practicums and student teaching</li> <li>7. Graduate reading courses</li> </ol> <p>Current teaching load:</p> <ol style="list-style-type: none"> <li>1. Educ 332, Methods of Teaching Elementary Math (3)</li> </ol>

2. Educ 351, Analysis and Correction of Reading Difficulties (3)
3. Educ 451, Reading/Language Arts II (3)
4. RDG 543: Methods of Reading for Students with Literacy Problems (fall)

Graduate courses taught:

1. RDG 653: Reading Diagnosis (summer)
2. RDG 633: Current Issues and Trends in Reading Education

Administrative Assignments:

1. Acting Education Department Chair, Spring, 1995.
2. Department chair, Fall, 1995-2000 and 2001-2008.
3. Director of Teacher Education
4. Executive Director of Evangel's Preschool 1995-closing

**Part-time Instructor, Evangel College**, Springfield, MO., 1978-1981.

Classes taught:

1. Developmental Reading
2. Reading methods
3. Study skills
4. English composition

**Classroom Teacher**, Marshfield, Missouri Public Schools, 1974-1975. Grade: third-fourth combination. Subjects taught: all.

**Classroom Teacher**, Springfield, Missouri Public Schools, 1974 and 1977. Substitute teacher: all elementary grades.

**Classroom Teacher**, Sparta, Missouri Public Schools, 1972-1973. Grade: sixth. Subjects taught: all.

**Classroom Teacher**, Salinas, California Schools, 1971-1972. Grade: Third and fourth. Subjects taught: all.

**Classroom Teacher**, Florissant, Missouri Public Schools, 1970-1971 and spring of 1972. Grade: second and sixth. Subjects taught: all.

**Classroom Teacher**, Everton, Missouri Public Schools, 1969.

Permanent substitute for second-third grade split class and a fifth-sixth grade split class, each for nine weeks.

Faculty, Administrative and Supervisory Responsibilities for last full academic year:	
Elementary, Administration, Supervisory, Reading, Advisement and Vocational	
Other Collegiate Assignments and Professional involvement:	
	<ol style="list-style-type: none"> <li>1. College liaison for Partners in Education, Weller School (1988-present)</li> <li>2. Member of the Language Arts Committee, Springfield Schools (1993-1995)</li> <li>3. Member, Multicultural Committee, Springfield Schools (1996)</li> <li>4. Member, Drury College Teacher Education Advisory Council (1995-2007)</li> <li>5. Presenter of in-service and professional workshops (1990-present): <ol style="list-style-type: none"> <li>a. Springfield Schools</li> <li>b. Immaculate Conception School</li> <li>c. Marionville Schools</li> <li>d. Greenwood Lab School</li> <li>e. State and regional IRA meetings and conferences</li> <li>f. Calvary Christian Academy, Springfield, Illinois</li> <li>g. ACTS conference</li> <li>h. New Covenant Academy</li> <li>i. Learning Disabilities Association</li> <li>j. Missouri Association of Colleges for Teacher Education</li> </ol> </li> <li>6. Host, Literacy Conference, 2004, 2005, 2006, and 2007, 2010, 2011. This conference brought up to 400 teachers on campus for professional development. Currently planning 2012 conference.</li> <li>7. Formed and presided over Evangel University's Advisory Council for Teacher Education (1998-2008).</li> <li>8. Conducted two research projects with Springfield elementary schools.</li> <li>9. Member, Springfield Schools Reading Advisory Committee.</li> <li>10. Member, Willard North Elementary Accelerated Schools Steering Committee, 1999-2001.</li> <li>11. Served on Springfield Vision 20/20 Education focus subcommittee (2004)</li> <li>12. Member of Springfield schools assessment committee (2007-2008).</li> </ol>

13. Directed and supervised a service-learning trip to Navajo Indian Bureau school in New Mexico, summer of 2011.

**Church Involvement:**

1. Member of Evangel Temple Christian Center Assembly of God, Springfield, Missouri.
2. Past church commitments:  
Sunday school teacher  
Deacon  
Choir member  
Soloist  
Missionette director  
Small group leader  
Worship team member  
Community outreach committee member
3. Current commitments:  
Choir member  
Soloist  
Member of Pastoral Nurturing Committee  
Community and missions outreach

**Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):**

**Member, International Reading Association** (Springfield, Missouri State, and national councils)

Springfield IRA council

Board Member: 1992-1994

Vice President: 1994-1995

President Elect: 1995-1997

President: 1997-1998

Past President: 1998-1999

Board Member: 1999-2000, 2000-2004

I have attended regularly the state and local meetings.

I served on the steering committee for the state conferences in 1990, 1995, 2000, 2003, and 2005.

Current member, attend regularly and take students to the local meetings.

**Member, AACTE and MACTE**

I attend two to three meetings a year.



**Chair, Independent Colleges and Universities Subcommittee** (Missouri Association of Colleges for Teacher Education, 2000-2011).

**Missouri Association of Colleges for Teacher Education, BOARD member**, 2004-2007 and 2008-2011

**Member of MOSTEP committee.** This state group began meeting in the fall of 1997-1999. The purpose of the committee was to rewrite the state standards for teacher education and to plan for state reviews of programs through the use of portfolio assessment.

**State program reviewer** for 5 university accreditation  
Visits in Missouri (most current: Fall, 2011).

**Chair for state program review: Fall, 2009**

**Current Professional Assignments and Activities (non teaching):**

Coordinator of the Graduate Reading Program  
Student Missouri State Teachers Association, Evangel Chapter, sponsor  
Education Department Transfer coordinator  
Education Department liaison for Partners in Education (Weller Elementary School)

**Certification (list certificates held, valid dates of certificate and state in which issued):**

**CERTIFICATION:**

State of Missouri  
Elementary Education (K-8), Life  
English (7-9), Life

<b>Name:</b>
<b>Dr. Susan Langston</b>
<b>Position:</b>
Associate Professor of Education
Director of Clinical Experiences
<b>Type of faculty (full time, part-time, graduate, undergraduate):</b>
Full time graduate and undergraduate faculty
<b>Academic Degrees (degrees, institutions, dates, fields of specialty):</b>
B.A. in Elementary Education - Drury University 1988
M.S.Ed. in Elementary Education - Drury University 1994
M.S.Ed. in Educational Administration - Missouri State University 2007
Ed.D. in Educational Leadership and Policy Analysis - University of Missouri 2012
<b>Professional Experience (list last first, including elementary and secondary teaching and school support service):</b>
-Associate Professor of Education, Evangel University 2012-present
-International Baccalaureate Middle Years Program Coordinator, Springfield Public Schools 2009-2012
-Summer School Principal, Pipkin Middle School, Springfield Public Schools June 2011
-Summer School Assistant Principal, Central High School, Springfield Public Schools June 2010
-6th Grade Science/Health Teacher, Pershing Middle School, Springfield Public Schools 1994-2012

-5th/6th Grade Teacher, Field Elementary School, Springfield Public Schools 1991-1994
-3rd Grade Teacher, Bowerman Elementary School, Springfield Public Schools 1988-1994
-Administrative Assistant to the Vice President of Academic Affairs and Dean of the College, Drury University 1980-1988
Faculty, Administrative and Supervisory Responsibilities for last full academic year:
Director of Clinical Experiences
Other Collegiate Assignments:
Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):
American Association of Colleges for Teacher Education (AACTE)
Missouri Association of Colleges for Teacher Education (MACTE)*
Missouri Professors of Educational Administration (MPEA)
Current Professional Assignments and Activities (non teaching):
Graduate Education Committee
Assessment Committee
Core Curriculum Committee
Certification (list certificates held, valid dates of certificate and state in which issued):
Certifications:
<ul style="list-style-type: none"> <li>Principal K-8 Initial Admin 2/28/08-02/28/21 (Expired)</li> <li>Elementary Education 1-8 Lifetime 5/23/88</li> </ul>
Content Area Specialty - Qualified by assessment/experience through DESE
<ul style="list-style-type: none"> <li>Health Education - 2005</li> <li>School Leaders Licensure Assessment - 2007</li> <li>Science - 2006</li> </ul>

Name:
<b>Edwin Noack</b>
Position:
Assistant Professor
Type of faculty (full time, part-time, graduate, undergraduate):
Full time undergraduate faculty
Academic Degrees (degrees, institutions, dates, fields of specialty):
<p>Doctor of Education-Educational Leadership – ABD</p> <p>Southwest Baptist University, Bolivar, MO</p> <p>Specialist in Education-Administration – December 2013</p> <p>Southwest Baptist University, Bolivar, MO</p> <p>Master of Education-Educational Leadership – August 2009</p> <p>Evangel University, Springfield, MO</p> <p>Bachelor of Science-Elementary Education – June 1987</p> <p>Evangel University, Springfield, MO</p>
Professional Experience (list last first, including elementary and secondary teaching and school support service):
<p>Assistant Professor of Education, 2013 – Present</p> <p>Evangel University, Springfield, MO</p> <p>Special Education Process Coordinator, 2006 – 2013</p> <p>Neosho R-5 School District-Special Services Office, Neosho, MO</p> <p>Special Education Department Campus Chairperson, 2001 – 2006</p> <p>Houston Independent School District-Davila Elementary, Houston, TX</p> <p>Special Education Resource Teacher, 2000 – 2006</p> <p>Houston Independent School District-Davila Elementary, Houston, TX</p>

Classroom Teacher, 1987-1988 Northland Academy, Kansas City, MO Tax Training Instructor, 1991 – 1998 H&R Block, Lebanon / Lafayette, IN
<b>Faculty, Administrative and Supervisory Responsibilities for last full academic year:</b>
Student Teacher/Practicum Supervisor ACHIEVE Program Committee Member Special Education Program Coordinator
<b>Other Collegiate Assignments:</b>
<b>Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):</b>
Council for Exceptional Children* Council of Administrators of Special Education
<b>Current Professional Assignments and Activities (non teaching):</b>
ACHIEVE Committee Teacher Education Committee
<b>Certification (list certificates held, valid dates of certificate and state in which issued):</b>
Missouri Department of Elementary and Secondary Education Principal      K-8      Initial Administration Elementary Education 1-8      Lifetime Social Studies    7-9      Lifetime Mild/Moderate Cross Categorical    K-12      Career CPC Early Child Special Education    B-3      Career CPC English for Speakers of Other Languages    K-12      Career CPC Social Science    5-9      Career CPC

Name:																	
<b>Gordon T. Pace</b> 6 Charleston Place Kimberling City, Missouri 65686 (417) 739-2988 <a href="mailto:gpace@wolves.k12.mo.us">gpace@wolves.k12.mo.us</a>																	
Position:																	
Professor																	
Type of faculty (full time, part-time, graduate, undergraduate):																	
Full time graduate																	
Academic Degrees (degrees, institutions, dates, fields of specialty):																	
<b>EDUCATION:</b>																	
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EDUCATION																	
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<b>Ed.S.</b>	Southwest Missouri State University, Springfield, Missouri Field: Educational Administration	1994															
<b>M.A.</b>	Western Michigan University, Kalamazoo, Michigan Field: Educational Leadership	1984															
<b>B.S.</b>	Evangel University, Springfield, Missouri Major: Biology      Minor: Chemistry	1978															
Professional Experience (list last first, including elementary and secondary teaching and school support service):																	
<b>EMPLOYMENT:</b>																	

#### ADMINISTRATIVE POSITIONS

<b>Superintendent</b>	Reeds Spring R-IV School District Reeds Spring, Missouri	1999-present
<b>Assistant Superintendent</b>	Reeds Spring R-IV School District Reeds Spring, Missouri	1998-1999
<b>Principal</b>	Aurora Junior High School Aurora, Missouri	1995-1998
<b>Assistant Principal</b>	Central High School Springfield, Missouri	1991-1995
<b>Principal</b>	Camden-Frontier High School Camden, Michigan	1988-1991
<b>Assistant Principal</b>	Hillsdale High School Hillsdale, Michigan	1986-1988
<b>Principal</b>	First Assembly Christian School Kalamazoo, Michigan	1985-1986
<b>Assistant Principal</b>	First Assembly Christian School Kalamazoo, Michigan	1982-1985

#### TEACHING POSITIONS

<b>Adjunct Instructor</b>	Southwest Baptist University Graduate Education Course	1999
<b>Teacher</b>	First Assembly Christian School 7-12 Science (Biology, Chemistry, Physics) Kalamazoo, Michigan	1979-1985

Professional References:

#### PROFESSIONAL REFERENCES

Mr. Gerald Jenkins  
(Board President, Reeds Spring R-IV School District)  
224 Craig Street  
Reeds Spring, Missouri 65737  
(417) 272-8912

Mr. Steve Welko  
(Former Board President, Reeds Spring R-IV School District)  
P.O. Box 754  
Kimberling City, Missouri 65737  
(417) 739-4227

Mr. Matt Selby  
(Former Board President, Reeds Spring R-IV School District)  
Stone County Prosecuting Attorney  
Stone County Judicial Center  
P.O. Box 95  
Galena, Missouri 65656  
(417) 357-6137

Dr. Dennis Cooper  
State Supervisor of Instruction – Area C  
Missouri Dept. of Elementary & Secondary Education  
430 South Av., 4<sup>th</sup> Floor  
Springfield, Missouri 65806  
(417) 829-5061

Rev. John Lindell  
Senior Pastor, James River Assembly  
6100 N 19<sup>th</sup> St.  
Ozark, Missouri 65721  
(417) 581-5433

Dr. Pamela Hedgpeth  
Superintendent  
Republic R-III School District  
518 N. Hampton  
Republic, Missouri 65738  
(417) 732-3605

Other Collegiate Assignments:

**AWARDS AND ACCOMPLISHMENTS:**

**ADDITIONAL PROFESSIONAL ACTIVITIES:**



#### **CONFERENCES AND PROFESSIONAL DEVELOPMENT**

- Presenter, Missouri School Board Association State Conference "Technology in Action"; October, 2003.
- Guest Educational Panelist, Evangel University Project Envision "Faith and Vocation" Leadership Series; September, 2003.
- Technology Leadership Academy, 2002-2003
- Missouri Association of School Administrators Annual Conference, 1999-2004
- American Association of School Administrators National Conference, 2002
- Missouri School Board Association Fall Conference, 1999-2004
- Missouri Association of School Business Administrators Conference, 1998-2004
- Legal Issues for School Administrators, 1998-2004
- The Leadership Academy, 1999

Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):

#### **PROFESSIONAL ASSOCIATION MEMBERSHIPS**

- American Association of School Administrators (AASA)
- Missouri Association of School Administrators (MASA)  
Chair – MASA Program Committee -2004
- Missouri Association of School Business Administrators (MoASBO)
- Association for Supervision and Curriculum Development (ASCD)
- Southwest Missouri Association of School Administrators

Current Professional Assignments and Activities (non teaching):

### COMMUNITY ACTIVITIES

- Stone County Kiwanis – 1998 to present – Board of Directors: 1999-2002.
- Tri-Lakes Telecommunication Community Resource Center – University of Missouri Extension, Executive Board: 1999-present.
- Table Rock Lake Area Chamber of Commerce – member: 2000 to present.  
Education Committee Member
- James River Assembly Church, Ozark, Missouri.  
Board member: 2000 to 2003.

Certification (list certificates held, valid dates of certificate and state in which issued):

### PROFESSIONAL CERTIFICATION

<b>Superintendent</b>	Missouri Superintendent Certification, K-12	2000
<b>Principal</b>	Missouri Principal Certification, 7-12	1994
<b>Teaching</b>	Missouri PC IV Biology, 7-12	1992
<b>Teaching</b>	Missouri Provisional General Science, 7-12	1992
<b>Central Office</b>	Michigan Central Office Administration Certificate	1990
<b>Principal</b>	Michigan Principal Certification, 7-12	1990
<b>Teaching</b>	Michigan Continuing Certificate, Science, 7-12	1979

Name:																
<b>Huba Ann Ray</b>																
Position:																
Associate Professor																
Type of faculty (full time, part-time, graduate, undergraduate):																
Full Time Graduate School Professor																
Academic Degrees (degrees, institutions, dates, fields of specialty):																
<b>Education</b> <table border="0"> <tr> <td><b>Doctor of Education--Educational Leadership</b></td> <td>2000-2003</td> </tr> <tr> <td><b>With an Emphasis in Administration</b></td> <td><i>St. Louis, MO</i></td> </tr> <tr> <td><i>Saint Louis University</i></td> <td></td> </tr> <tr> <td><b>Master of Science in Guidance and Counseling</b></td> <td>1977-1979</td> </tr> <tr> <td><i>Missouri State University</i></td> <td><i>Springfield, MO</i></td> </tr> <tr> <td><b>Bachelor of Science in Education</b></td> <td>1970-1974</td> </tr> <tr> <td><i>Missouri State University</i></td> <td><i>Springfield, MO</i></td> </tr> </table>			<b>Doctor of Education--Educational Leadership</b>	2000-2003	<b>With an Emphasis in Administration</b>	<i>St. Louis, MO</i>	<i>Saint Louis University</i>		<b>Master of Science in Guidance and Counseling</b>	1977-1979	<i>Missouri State University</i>	<i>Springfield, MO</i>	<b>Bachelor of Science in Education</b>	1970-1974	<i>Missouri State University</i>	<i>Springfield, MO</i>
<b>Doctor of Education--Educational Leadership</b>	2000-2003															
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<i>Missouri State University</i>	<i>Springfield, MO</i>															
Professional Experience (list last first, including elementary and secondary teaching and school support service):																
<b>Professional Experiences</b> <table border="0"> <tr> <td><b>Graduate School Associate Professor</b></td> <td>2008-present</td> </tr> <tr> <td><i>Evangel University</i></td> <td><i>Springfield, MO</i></td> </tr> <tr> <td><b>Graduate School Adjunct Professor</b></td> <td>2004-2008</td> </tr> <tr> <td><i>Evangel University</i></td> <td><i>Springfield, MO</i></td> </tr> <tr> <td><i>Missouri State University</i></td> <td>Spring 2007</td> </tr> <tr> <td><b>SMSCA Southwest Counselor Mentor Trainer</b></td> <td>2007-present</td> </tr> <tr> <td><i>Department of Elementary and Secondary Education</i></td> <td><i>Southwest District</i></td> </tr> </table>			<b>Graduate School Associate Professor</b>	2008-present	<i>Evangel University</i>	<i>Springfield, MO</i>	<b>Graduate School Adjunct Professor</b>	2004-2008	<i>Evangel University</i>	<i>Springfield, MO</i>	<i>Missouri State University</i>	Spring 2007	<b>SMSCA Southwest Counselor Mentor Trainer</b>	2007-present	<i>Department of Elementary and Secondary Education</i>	<i>Southwest District</i>
<b>Graduate School Associate Professor</b>	2008-present															
<i>Evangel University</i>	<i>Springfield, MO</i>															
<b>Graduate School Adjunct Professor</b>	2004-2008															
<i>Evangel University</i>	<i>Springfield, MO</i>															
<i>Missouri State University</i>	Spring 2007															
<b>SMSCA Southwest Counselor Mentor Trainer</b>	2007-present															
<i>Department of Elementary and Secondary Education</i>	<i>Southwest District</i>															

**Elementary School Counselor**

1996-2008

*Springfield R-XII School District**Springfield, MO***Elementary Counselor Liaison**

2001-2002

*Springfield R-XII School District**Springfield, MO***School Psychological Examiner**

1992-2008

*Phelps School for the Gifted**Springfield, MO**Springfield R-XII School District*

2009-present

**Middle School Counselor**

1978-1996

*Springfield R-XII School District**Springfield, MO***School Psychological Examiner**

1977-1978

**and Substitute Teacher***Fordland, MO**Fordland R-III School District***Graduate Assistant**

1977-1978

*The School of Education and Psychology**Springfield, MO***I.1.1 Missouri State University  
Secondary Teacher**

1974-1977

*I.1.1.1.1.1 Nixa R-II**Nixa, MO****I.1.1.1.1.2******I.1.1.1.1.3******I.1.1.1.1.4******I.1.1.1.1.5******I.1.1.1.1.6******I.1.1.1.1.7******I.1.1.1.1.8 Leadership Activities (2011-2012)***

***Professional Committees***

SMSCA Governing Board

SMSCA Post-Secondary VP

SMSCA Mentorship PRBE Chair

DESE State Integration of School Services

DESE State Advisory Council for Counselor Educators

***District Trainer***

DESE Partnerships in Performance Based Evaluations (PRBE);

Southwest Region

Ozark School District: Intelligence Testing Training for School Examiners

Springfield Public Schools: Gifted Services Assessments and Inter-Reliability

***Professional Development Meetings***

DESE Results-Based Evaluations

DESE Missouri Counselor Mentorship

DESE Counselors As Leaders

DESE Teacher Leader Summer Academy

SMSCA Spring and Fall PD Training

MSCA Fall State Conference

MSCA Leadership Development Conference

ACAM Spring Meeting and PD Training

MASP Spring Meeting and PD Training

<p><b>Publications</b></p> <p>Ray, H.A. (2011). The school counselor practicing standard of care. SMSCA Newsletter, Jan-Feb, 11-12.</p> <p>Ray, H.A., &amp; Ortiz, R.H. (2010). English language learners and the school counselor. Practical ways to be an advocate. <i>MSCA Counseling Interviewer</i>, 42:3, 6-11.</p> <p>Ray, H.A., &amp; Winborn, J. (2007). Evaluation of guidance and counseling program through PRBE. <i>MSCA Counseling Interviewer</i>, 42:3, 6-11.</p> <p>(Guest Reader/Editor; Chapter 16) Sattler, J.M. (2008). <i>Assessment of Children: Cognitive Foundations</i>, San Diego: Jerome M. Sattler Publisher, Inc.</p> <p>(Guest Reader/Editor; Chapter 1) Sattler, J.M. (In publication). <i>Assessment of Children: Behavioral, Social, and Clinical Foundations</i>. San Diego: Jerome M. Sattler Publisher, Inc.</p>
<p>Faculty, Administrative and Supervisory Responsibilities for last full academic year:</p>
<p>Field Experience I and II Coordinator/Supervisor for School Counseling Graduate Students</p>
<p>Other Collegiate Assignments:</p>
<p><b>Graduate Courses Taught</b></p> <ul style="list-style-type: none"> <li>• School Counselor Practicum</li> <li>• School Counselor Internship</li> <li>• Educational Psychology Applied</li> <li>• Elementary Curriculum and Instruction</li> <li>• Individual Assessment: Intelligence</li> <li>• Educational Assessment</li> <li>• Counseling and Therapy with Diverse Populations</li> <li>• Capstone</li> </ul>
<p>Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):</p>

Professional Memberships

- Southwest Missouri School Counselor Association (SMSCA)\*
- Missouri School Counselor Association (MSCA)\*
- Missouri Association of School Psychologists (MASP)\*

Current Professional Assignments and Activities (non teaching):

- Graduate Education Committee
- Program Advisor for Graduate Students
- Thesis Committees as Assigned by the Director of Graduate Studies

Certification (list certificates held, valid dates of certificate and state in which issued):

*Missouri Certifications*

*Areas of Lifetime Certification*

- Guidance Counselor K-12
- School Psychological Examiner K-12
- English 7-12
- Art K-12

**Administration Certification**

- Initial Principal (renew in 2014)
- Advanced Principal (renew in 2014)

**Professional Counselor Certification**

- Licensed Professional Counselor (LPC) (renew in 2016)
- National Certified Counselor (NCC) (renew in 2016)

Name:			
<b>Peggy A. Reed</b>			
Position:			
Associate Professor of Education Full-time Undergraduate Faculty Appointed 1985			
Type of faculty (full time, part-time, graduate, undergraduate):			
<b>QUALIFICATIONS:</b>			
Academic Degrees (degrees, institutions, dates, fields of specialty):			
<b>EDUCATION:</b>			
<i>Academic Degrees</i>			
Ed.D.	Nova University Ft. Lauderdale, FL	1990	Early and middle childhood
M.S.	Southwest Missouri State University Springfield, MO	1982	Elementary and early childhood education
B.S.	Evangel College Springfield, MO	1976	Elementary education; minor in mathematics
Professional Experience (list last first, including elementary and secondary teaching and school support service):			
<b>EMPLOYMENT:</b>			
<i>Professional Experience</i>			
1985-Present	Evangel University, Springfield, MO, associate professor		
1985-1997	Evangel University Preschool, director		



1984-Present	Bolivar (MO), Halfway (MO), and Pleasant Hope (MO) Public Schools, substitute teacher (during Evangel breaks), tutor, and volunteer
1976-1984	Fair Play (MO), Elementary School, kindergarten teacher
<i>Loads, Including Administrative and Other Assignments, 2009-2010</i>	
<u>Fall 2011</u>	
EDUC 298 A, B, C, D, E Early Childhood Practicums, 1 hour	
EDUC 299 Administration of Early Childhood Programs, 3 hours	
EDUC 344 Family and Community Resources, 2 hours	
EDUC 371 Teaching Practicum, 2/3 hour	
EDUC 437 Supervised Student Teaching—Elementary, 5 1/3 hours	
TOTAL 12 hours	
<u>Spring 2012</u>	
EDUC 286 Curriculum Methods and Materials in Early Childhood, 3 hours	
EDUC 298 A, B, C, D, E Early Childhood Practicums, 2 1/2 hours	
EDUC 334 Individualizing Instruction, 2 hours	
EDUC 335 Practicum in Early Childhood Special Education, 1 hour	
EDUC 360 Perceptual-Motor Development, 2 hours	
EDUC 371 Teaching Practicum, 1/6 hour	
EDUC 437 Supervised Student Teaching—Elementary, 1 1/3 hours	
TOTAL 12 hours	
Other Collegiate Assignments:	
<b>AWARDS AND ACCOMPLISHMENTS:</b>	
<i>Publications</i>	
<i>Can I Keep It? Getting Good Literature into the Hands of Young Children</i> (currently being reviewed by a publisher)	
"Training Early Childhood Teachers," in <i>Christian Education Counselor</i> , March 1996	
<i>Increasing Childcare Services in a Laboratory Preschool Through Facility Modifications</i> , ERIC (Educational Resources Information Center), 1990	
"The Littlest MKs," in <i>MK Lifestyle: Making It Work</i> , Gospel Publishing House, 1988	
"Creative Teaching Methods: Discussion," <i>Church Programs for Preschoolers</i> ,	

Gospel Publishing House, Winter 1986-87  
Contributor: *Conservation Seeds*, Missouri Department of Conservation, 1984

**ADDITIONAL PROFESSIONAL ACTIVITIES:**

*Committee Responsibilities*

Faculty Committees

Faculty Professional Development, member

Department Committees and Projects

Education Department Advisory Board, member

LifeWorks, department representative

Outstanding Beginning Teacher Committee, chair

Partners in Education with Weller Elementary School, garden project coordinator

*Conference and Workshop Presentations*

Missouri Association for the Education of Young Children (AEYC-MO)  
Springfield, Missouri  
September 23, 2011

A former student of mine and I co-presented a session titled "Helping Young Children Grow: Pre-Literacy Activities from School to Home." We demonstrated activities that teachers and parents can use to encourage preschoolers in language, sensory-motor, cognitive, and social-emotional growth and development. Attendees were current teachers in preschool, kindergarten, and Head Start programs across Missouri.

Mothers of Preschoolers (MOPS)  
Central Assembly of God  
Springfield, Missouri  
March 2, 2011

My presentation to this group of young mothers was titled "Developing Character Traits in Young Children: Sharing." This is the first in a series of sessions about how parents can help their toddlers, preschoolers and kindergarten children develop positive social qualities.

Global Internship Presentation  
Hope Academy International School  
Bishkek, Kyrgyzstan

May 7, 2007; August 5, 2008; May 6, 2009

I worked with the principal and teachers of Hope Academy to set up and continue the Global Internship program which allows Evangel education majors to complete student teaching/internships in a global setting.

National Young Readers Week  
Pleasant Hope Elementary School  
Pleasant Hope, MO  
November 11-12, 2008

At the request of one of our early childhood alumni, Crystal Trahan, I participated in National Young Readers Week as a Celebrity Reader. I dressed up as Snow White for an assembly, read to children in several classrooms, and attended an evening of parent involvement activities.

Staff Training  
Home Court Advantage  
Bolivar, MO  
October 11 & 12, 2007

I conducted training for the staff of a residential treatment facility that houses mentally and emotionally challenged teenagers and young adults. Attendees actively participated in sessions about "Learning through Play."

United Way Funding Proposal  
Ozarks Literacy Council  
Springfield, MO  
April 27, 2006

I presented an overview of the Pre-Literacy Program to the United Way board as part of OLC's proposal for continued funding.

Child Abuse and Neglect Course  
Southwest Baptist University  
Bolivar, MO  
January 16, 2002

I spoke to a class of undergraduate students on the topic of "Fetal Alcohol Syndrome: Symptoms in Early Childhood."

Association of Christian Teachers and Schools (ACTS)  
National Christian School Conference

Springfield, MO March 3, 2000

My session, "Start a Church Daycare," presented the steps necessary to set up a new daycare center, with emphasis on the unique features of a Christian program.

**Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):**

*Professional and Academic Association Memberships*

American Association of Colleges for Teacher Education, institutional representative  
Hope Connection Homeless Resource Fair, annual volunteer in children's area  
Kansas-Missouri Bi-State Child Care Directors Credential, development contributor  
Missouri Association of Early Childhood Teacher Educators (MAECTE), member  
Missouri's Trainer Registry, OPEN Initiative, member  
National Association for the Education of Young Children (NAEYC), member  
National Association of Early Childhood Teacher Educators (NAECTE), member  
Ozarks Area Community Action Corporation (OACAC) Read Network, consultant  
Ozarks Association for the Education of Young Children (OAEYC), member  
Ozarks Literacy Council (OLC), volunteer reader in the pre-literacy program  
Ozarks Technical Community College (OTC) Early Childhood Advisory Board, member  
SkillsUSA Preschool Teaching Assistant Competition, judge

*Professional Conference and Workshop Attendance*

AEYC-MO Growing Missouri's Leaders Conference, Springfield, MO, September 23, 2011  
MAECTE Meeting, Osage Beach, MO, March 10, 2011  
"Grow Your Own Google Site," Regional Consortium for Educational Technology  
Southwest (RCET-SW), Strafford, MO, November 1, 2010  
Early Childhood Articulation Workshop, Missouri P-20 Council/DESE, Columbia, MO, April 23, 2010  
Kansas-Missouri Bi-State Child Care Directors Credential Development Meeting, Kansas City, MO, December 1, 2009  
Missouri P-20 Council Early Childhood and Youth Development Education Summit, Columbia, MO, June 29, 2009  
AEYC-MO/MO Head Start Association Early Childhood Summit, Columbia, MO, November 13-14, 2008  
MAECTE Meeting, Jefferson City, MO, October 24, 2008  
NAEYC National Institute for Early Childhood Professional Development, Pittsburgh, PA, June 10-13, 2007  
"Succeeding with the Difficult Young Child," Springfield, MO, February 1, 2007  
Midwest Faculty Institute for Early Intervention, Kansas City, MO, November 3-4, 2005

"Managing the Behavior of Special Needs Students," Springfield, MO, April 29, 2005  
 "Overview of Measurable Goals and Objectives," Columbia, MO, October 10, 2003  
 Midwest Faculty Institute for Early Intervention, Kansas City, MO, October 3-4, 2002  
 "The Oppositional and Defiant Child," Springfield, MO, November 14, 2001  
 Midwest Faculty Institute for Early Intervention, Kansas City, MO, November 8-9, 2001  
 Midwest Faculty Institute for Early Intervention, Kansas City, MO, November 2-3, 2000

*Conference and Workshop Presentations*

Missouri Association for the Education of Young Children (AEYC-MO)  
 Springfield, Missouri  
 September 23, 2011

A former student of mine and I co-presented a session titled "Helping Young Children Grow: Pre-Literacy Activities from School to Home." We demonstrated activities that teachers and parents can use to encourage preschoolers in language, sensory-motor, cognitive, and social-emotional growth and development. Attendees were current teachers in preschool, kindergarten, and Head Start programs across Missouri.

**Current Professional Assignments and Activities (non teaching):**

**Certification (list certificates held, valid dates of certificate and state in which issued):**

*Certification*

Lifetime Teaching Certificate (grades K-6)—State of Missouri, 1976

<b>Name:</b>
<b>Matt Stringer, Ed.D</b> Associate Professor of Education Evangel University 417-865-2815 ext.8563
<b>Position:</b>
Associate Professor of Education
<b>Type of faculty (full time, part-time, graduate, undergraduate):</b>
<b>QUALIFICATIONS:</b> <b>Full Time Undergraduate and Graduate Faculty</b>
<b>Academic Degrees (degrees, institutions, dates, fields of specialty):</b>
<b>EDUCATION:</b> Ed.D in Educational Leadership from Missouri University 2007 MS in Secondary Administration from Missouri State 1997 BS in Chemistry Education from Evangel University 1990
<b>Professional Experience (list last first, including elementary and secondary teaching and school support service):</b>
<b>EMPLOYMENT:</b> Nixa R-2 School District 1990-2001 Evangel University Associate Professor 2001- present Online Adjunct Indiana Wesleyan University 2007 - Present
<b>Faculty, Administrative and Supervisory Responsibilities for last full academic year:</b>
<b>Other Collegiate Assignments:</b>
<b>AWARDS AND ACCOMPLISHMENTS:</b>  Stringer, M., MacGregor, C., & Watson, R. (2009). Department leadership and the use of faculty credit hours as a measure of faculty workload. Paper presented at the Hawaii International Conference on Education, January, 2009.  Department leadership and the use of faculty credit hours as a measure of faculty workload. New Horizons in Education. (Oct. 2009 Vol.57, No.2) Publication of the Hong Kong Teacher's Association

**ADDITIONAL PROFESSIONAL ACTIVITIES:**

APA style workshop (online Indiana Wesleyan University)  
Creative Thinking Workshop (online Indiana Wesleyan University)  
Online Instruction Certification (Evangel University)  
MPEA Spring Meeting  
DESE Ed. Leadership redesign Meeting  
AACTE winter meeting

**Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):**

Nixa Parent Teachers Association  
Student Missouri State Teachers Association (Advisor)  
Southwest Curriculum Directors (University Attendee)  
P20 Council of the Ozarks  
Missouri Professors of Educational Administration.  
American Association of Colleges for Teacher Education

**Current Professional Assignments and Activities (non teaching):**

Coordinator of Graduate Studies in Education  
Ad Hoc Committee for Online Education  
Graduate Education Council  
Graduate Education Committee  
General Education Redesign Teams  
SMSTA Advisor  
Graduate Studies Management Team  
Faculty Affairs Committee  
Belize Trip Leader  
Peer Reviews for the Hong Kong Teacher's Association

**Certification (list certificates held, valid dates of certificate and state in which issued):**

Name:
<b>Dr. Kelly Sutherland</b> <b>Dedicated to Student Success • Committed to Educational Development</b> 3636 E. Farm Road 6, Fair Grove, MO (417) 840-4887 drsutherland09@gmail.com
Position:
Type of faculty (full time, part-time, graduate, undergraduate):
<b>QUALIFICATIONS:</b>  <p style="text-align: center;"><b>EXPERIENCED EDUCATOR</b></p> <p style="text-align: center;"><b>...dedicated to guiding students to succeed while inspiring an insatiable passion for learning</b></p> <p>Visionary Leader and Licensed Educator with a Doctorate Degree coupled with 25 years' experience teaching elementary and post-secondary education students, serving as a building administrator and leader, and implementing effective programs.</p> <p style="text-align: center;"><b>SUMMARY OF QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• An <b>enthusiastic, creative, and passionate educator</b>, mentor and advisor who believes that all students can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities.</li> <li>• <b>Instructional Leadership</b> - Use a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on the three 'R's - rigor, relevancy and relationships.</li> <li>• <b>Engage Parents</b> – Work closely with parents throughout career, repeated successes securing a high level of parental involvement.</li> <li>• <b>Leverage Resources / Strategic Collaborations</b> – Work closely with district leaders and community partners to encourage parental involvement and strong community alliances.</li> <li>• Utilize a <b>visionary approach with consistency</b> to help students past the threshold of <i>not-knowing</i> to <i>knowing</i> and develop to their fullest extent.</li> </ul>
Academic Degrees (degrees, institutions, dates, fields of specialty):
<b>EDUCATION:</b>



**Ed.D.**, Educational Doctorate Lindenwood University, St. Charles, MO 2009  
**Ed.S.**, Educational Specialist Lindenwood University, St. Charles, MO 2008  
**M.Ed.**, Masters in Educational Administration (K-12) William Woods University, Fulton, MO 2004  
**M.Ed.**, Masters in Educational Southwest MO State Univ. Springfield, MO 1991  
**B.S.E.**, Elementary & Early Childhood Central Methodist University, Fayette, MO 1987

Professional Experience (list last first, including elementary and secondary teaching and school support service):

**EMPLOYMENT:**

**PROFESSIONAL TEACHING & ADMINISTRATIVE EXPERIENCE**

**Elementary Principal**

Fair Grove R-X School District, Fair Grove, MO August 2006 - Present

**Adjunct Professor**

Evangel University, Springfield, MO August 2010 - Present

**Elementary Principal**

Pleasant Hope R-VI School District, Pleasant Hope, MO January 2004- August 2006

**Adjunct Professor**

William Woods University, Fulton, MO October 2004 - 2005

**Elementary and ESL Teacher**

Spring Independent School District, Houston, TX August 1995 - August 1996

**Elementary Teacher**

Willard R-II School District August 1987 - August 1995

August 1996 - January 2004

**Teacher of Summer Stars Gifted Program**

Greenwood Laboratory School, Springfield, MO Summers '88, '89, '90, '91, '92

References:

**REFERENCES:**

Dr. John Link Superintendent of Fair Grove R-X Schools (417) 759-2233  
 Dr. Colleen Hardy Education Dept. Evangel University (417) 865-2811  
 Mr. Mike Bell High School Principal, Fair Grove R-X (417) 759-2233  
 Mr. Brian Sims Student Serv. Director, Fair Grove R-X (417) 759-2555  
 Dr. Bill Redinger Superintendent of Lone Jack School Dist. (816) 697-3539  
 Mr. Larry Mays Retired Superintendent of Hartville Schools (417) 866-1492

Other Collegiate Assignments:
<p><b>AWARDS AND ACCOMPLISHMENTS:</b></p> <p><b>ADDITIONAL PROFESSIONAL ACTIVITIES:</b></p> <p><b>GRADUATE COURSES TAUGHT</b></p> <p>EDU 633 Educational Psychology Applied Evangel University, Springfield, MO 2010-Present</p> <p>EDL 527 Communication for Effective Leadership Evangel University, Springfield, MO 2010-Present</p> <p>EDU 543 History and Philosophy of Am. Educ. Evangel University, Springfield, MO 2010-Present</p> <p>EDU 318 Integrated Curriculum and Instruction William Woods Univ., Fulton, MO 2004-2005</p> <p><b>FACILITATOR OF PRESENTATIONS AND WORKSHOPS</b></p> <p>Exploring Ministry Opportunities in the World of Education Evangel University 2010</p> <p>Using Universal Screening Data to Make Educ. Decisions MO-Case Conference 2010</p> <p>Professional Development Book Study Fair Grove R-X 2009</p> <p>Beginning Teacher Interviews and Resumes Missouri State University 2007-2009</p> <p>Missouri Accelerated Schools Project (Coach) Powerful Learning Conf. 1999-2004</p> <p>Math Games to Improve Reading Comprehension Powerful Learning Conf. 2002 - 2003</p> <p>Designing a School Webpage Willard Central 2002</p> <p>Positive Personality Profiles Willard Central 1999</p> <p>Readers/Writers Workshop In-service Spring Indep. Schools 1996</p> <p>Ways to Incorporate Thematic Units Missouri State University 1992-1994</p> <p>Motivation and Creativity in the Classroom Missouri State University 1991</p>
Current Professional and Academic Association Memberships (asterisk meeting you attended during the last academic year):
<p><b>PROFESSIONAL MEMBERSHIPS</b></p> <p>National Association of Elementary School Principals 2004-Present</p> <p>Missouri Association of Elementary School Principals 2004-Present</p>

Current Professional Assignments and Activities (non teaching):
Certification (list certificates held, valid dates of certificate and state in which issued):
<b>CERTIFICATIONS &amp; TRAINING</b>  Practical Parenting Partnership Academy Springfield, MO 2006 Missouri Reading Initiative Institute Training DESE 2002 Missouri Accelerated Schools Academy DESE 1999 Project Construct Institute DESE 1999 E.S.L. Internship Spring I.S.D., Houston, TX 1996



## Appendix B

### PROGRAM OUTCOMES AND CURRICULUM MAP

**Commented [WL2]:** I know you have these for elementary, early childhood and middle school, but I don't have them. Please insert here.

#### Learning Goals – Education Foundations

All Education majors are required to meet the learning goals that are related to the Education foundation courses. Learning goals for each program and the courses in which that outcome is taught are provided in the matrixes.

#### CERTIFICATION GUIDELINES / EVANGEL REQUIREMENTS

##### Elementary Education

DESE Requirements	Evangel University Requirements
Professional Requirements	
60 semester hours of professional preparation	Required courses listed below equal
<b>Foundations for Teaching (10)</b>	
Foundations of Education; School Organization and Management	EDUC 219 Foundations of Education (3)
Personalized Teaching Strategies	EDUC 221 Elementary Curriculum & Instruction (3)
Self Awareness and Human Relations	EDUC 417 Educational Psychology (2)
Child Growth and Development	PSYC 234 Child Psychology (3)
Psychology of Learning	EDUC 417
Ed of Exceptional Child	EDUC 271

	The Exceptional Student (2)
Behavior Management Techniques	EDUC 476 Techniques & Strategies in Classroom Management (2)
	<b>TOTAL (15)</b>
<b>Teaching Methods (15)</b>	
Reading (8)	EDUC 251 Communication Arts I (3)
	EDUC 351 Analysis & Correction of Reading Difficulties (3)
	EDUC 451 Communication Arts II (3)
	Total Reading: (9)
Children's Literature	EDUC 330 Children's Literature (3)
Language Arts	EDUC 251, 351, 451 see Reading
Math	EDUC 332 Methods of Teaching Elementary School Mathematics (3)
Science	EDUC 370 Science & Social Studies for Elementary Teachers (3)
Social Studies	EDUC 370 see Science
Art	EDUC 340

	Fine Arts for Elementary Teachers (3)
Music	EDUC 340 see Art
Physical Education	EDUC 343 Health & Physical Education for Elementary Teachers (3)
Microcomputer Applications	EDUC 235 Educational Technology (2)
	<b>Total (26)</b>
<b>Clinical Experiences (10)</b>	
Prior to Student Teaching (2)	EDUC 220 Practicum in Foundations of Education (1)
	EDUC 331 Elementary School Math Practicum (1)
	EDUC 371 Teaching Practicum (1)
	EDUC 453 Communication Arts Practicum (1)
Student Teaching (8)	EDUC 437 Student Teaching- Elementary (12)
	<b>TOTAL (16)</b>
<b>Elementary School Courses</b>	
Math (5)	MATH 120 Mathematics for Elementary Teachers I (2)
	MATH 121 Mathematics for Elementary Teachers II

	(3)
Economics	SSCI 212 Economics in Society (2) or ECON course (3) (2) or (3)
Geography	GEOG 211 World Regional Geography (3)
Health	EDUC 343 See Physical Education (3)
Art or Music	ART 100 or MUSC 113 or FRWK 240 (2) or (3)
<b>Area of Concentration (21)</b>	<b>21 hours</b>
21 hours of an area of emphasis	See Evangel University catalog under specific disciplines. Any 21 hour content area emphasis is accepted.

## Beginning Teacher Competencies Matrices

# Elementary Education Fine Arts

### Art

(All elementary education majors take EDUC 340; Student also chooses one of the following:

**ART100, MUSC 113, or DRAM 100)**

Beginning Teacher Competencies	EDUC 340	ART 100	DRAM 100	MUSC 113	FRWK 240
1. Fine Arts Content					



1. formal concepts, vocabulary, elements and principles of the various fine arts;	✓				✓
2. the value, nature and processes of artistic problem-solving and divergent thinking;		✓	✓	✓	✓
3. tools, instruments, methods and materials used in the production of the fine arts, as well safety and health issues related to their use;	✓				
4. appropriate forms, media and examples of the fine arts for use in teaching and production in the elementary classroom.	✓				
<b>2. Fine Arts History and Achievements</b>					
1. the role of the fine arts in society throughout history and within diverse cultures; and		✓	✓	✓	✓
2. the artistic expressions of various cultures and times.		✓	✓	✓	✓
<b>3. Fine Arts in the Elementary Classroom Criticism</b>					
1. the production and presentation of traditional and contemporary art forms appropriate to the elementary school child;	✓				
2. description, basic analysis, and beginning interpretation of the fine arts as it relates to communication, inquiry, problem-solving and developing insight for the elementary learner;	✓				
3. communicating perceptions and responses to the fine arts in oral, visual and written formats;	✓	✓	✓	✓	
4. the interrelationships among the fine arts and between the fine arts and other disciplines;	✓				✓
5. the sequential and developmental nature of fine arts instruction;	✓				
6. the many routes and approaches students may take to developing fine arts competence and appreciation;	✓				

7. developmentally appropriate fine arts activities and experiences for the elementary classroom;	✓				
8. interaction and coordination with fine arts specialists and professionals in the school setting.	✓				

#### Elementary Education Health and Physical Education

	EDUC 343
1. Health	
1. principles of healthy behaviors and nutrition and their application in maintaining good health and preventing health-related problems;	✓
2. use and abuse of legal and illegal drugs and their effects on the human body and society;	✓
3. prevention and management of communicable and chronic diseases (physical and mental) and related health care;	✓

4. how to attain and maintain good mental health and its effects on the health of the body;	✓
5. dynamics of interpersonal relationships as related to family life, human sexuality, and growth and development;	✓
6. intentional (violence and suicide) and unintentional (accidents) injury prevention, first aid, emergency systems, and the effects of trauma;	✓
7. strategies used to identify and reduce health risks in the community and the environment.	✓
<b>2. Physical Education</b>	
1. fundamental locomotor, non-locomotor, motor development and motor learning; manipulative skills, and movement concepts;	✓
2. developmental, individual, dual, and team activities and developmental games appropriate to elementary aged students;	✓
3. lifetime leisure activities and rhythmic and basic dance activities; emphasis should be on physical activities;	✓
4. the relationship of exercise to personal wellness, including physical fitness concepts and nutrition;	✓
5. individual differences as related to physical activity to allow optimal participation;	✓
6. safety, injury prevention, first aid, CPR, and how to access emergency procedures;	✓
7. the need to impart information on these issues sensitively.	✓

## Elementary Science

	GSCI 115	BIOL 101	EDUC 370
1. Unifying Concepts and Processes			
1. Systems, order, and organization;	✓	✓	
2. Evidence, models, and explanation;	✓	✓	
3. Change, constancy, and measurement;	✓	✓	
4. Evolution and equilibrium; and		✓	
5. Form and function	✓		
2. Science As Inquiry			
1. Identify questions that can be asked through scientific investigations			✓
2. Design and conduct a scientific investigation, systematic observation, making accurate measurements, identifying and controlling variables, clarifying ideas, and comparing ideas with current scientific knowledge	✓	✓	✓
3. Use appropriate tools, techniques, and mathematics to gather, analyze and interpret data	✓	✓	✓
4. Develop descriptions, explanations, predictions, and models	✓	✓	✓
5. Think critically and logically about relationships between evidence and explanations	✓	✓	✓
6. Recognize, construct, and analyze alternative explanations; draw conclusions and make inferences; describe a scientific relationship in symbolic mathematical terms	✓	✓	
7. Communicate scientific arguments and explanations	✓	✓	✓

8. Use mathematics in all aspects of scientific inquiry to ask questions; to gather, organize, and present data; and to structure convincing explanations.	✓	✓	✓
9. handle, label, store, and dispose of chemicals, electrical equipment, and scientific apparatuses and take actions to prevent or report emergencies			✓
10. understand liability and negligence, especially as applied to science teaching and take action to prevent potential problems			✓
3. Physical science			
1. Properties of objects and materials	✓		
2. Position and motion objects	✓		
3. Light, heat electricity, and magnetism	✓		

	GSCI 115	BIOL 101	EDUC 370
<b>4. Life Science</b>			
1. Characteristics of organisms		✓	
2. Life cycles of organisms		✓	
3. Organisms and environments		✓	
4. Regulation and behavior		✓	
<b>5. Earth and Space Science</b>			
1. Properties of earth materials	✓	✓	
2. Objects in the sky	✓		
3. Changes in the earth and sky	✓		
<b>6. Science and Technology</b>			
1. Distinguish between natural objects and objects made by humans	✓		
2. Use a variety of technologies to model scientific phenomena	✓	✓	✓
3. Identify and organize materials and other resources, choose suitable tools and techniques, and work with appropriate measurement methods.	✓	✓	✓
4. Analyze and interpret data obtained from an experiment or investigation	✓	✓	✓
5. Demonstrate understanding of scientific measurement and notations systems	✓	✓	
6. Collaborate as a team-member in the identification, communication, and resolution of scientific and technological problems.	✓	✓	
<b>7. Science in Personal and Social Perspectives</b>			
1. Personal health		✓	
2. Characteristics and changes in populations		✓	

3. Types of resources	✓	✓	✓
4. Changes in -environments		✓	
5. Science and technology in local challenges		✓	
8. History and Nature of Science			
1. Science as a human endeavor	✓	✓	✓

## ELEMENTARY MATHEMATICS

	MATH 120	MATH 121	EDUC 332	EDUC 434
<b>1. Mathematical Processes and Tools</b>				
1. use problem solving to investigate and understand mathematical content.		✓	✓	
2. communicate mathematical ideas in writing and orally, using mathematical language and symbols.		✓	✓	
3. develop and evaluate mathematical conjectures and arguments to explain and validate mathematical reasoning.		✓	✓	
4. use mathematical modeling to simulate events and occurrences.			✓	
5. analyze and articulate connections within mathematics.		✓	✓	
6. analyze and articulate connections of mathematics to other disciplines through applications.			✓	
7. understand historical development of mathematics, including contributions of under-represented groups and diverse cultures.			✓	
8. use manipulatives to model and explain mathematical concepts.	✓	✓	✓	
9. articulate the dynamic nature of mathematics and its significant role in social, cultural, and economic development.		✓	✓	
10. use calculators and computers as tools to generate multiple representations of mathematical concepts.	✓	✓	✓	
11. demonstrate facility with technological tools.	✓		✓	



12. understand and articulate the role of technology in supporting the development of mathematical understanding.		✓	✓	
2. Number Operation				
1. understand properties of real numbers, including equivalent representations.	✓	✓	✓	
2. analyze effects of and relationships among operations on real numbers.		✓	✓	
3. use estimation in working with quantities, measurements, computation, and problem solving.		✓	✓	
4. develop, use, model, and explain computational algorithms.		✓	✓	

	MATH 120	MATH 121	EDUC 332	EDUC 434
5. understand and apply numerical computation techniques and extend them to algebraic expressions.		✓		
6. understand a large repertoire of interpretations of addition, subtraction, multiplication, and division and of ways they can be applied.		✓	✓	
<b>3. Geometry and Measurement</b>				
1. understand and apply various systems and tools of measurement and the process of measurement.	✓		✓	
2. understand and apply Euclidean geometric concepts, properties, and relationships to describe and model mathematical ideas in real-world constructs.	✓			
3. identify, describe, measure, compare, classify, and represent two- and three- dimensional figures.	✓		✓	
4. not applicable				
5. understand and apply concepts of motion in two-dimensional space	✓			
<b>4. Data Analysis, Probability, and Statistics</b>				
1. collect, organize, and display data in meaningful form(s).			✓	✓
2. use experimental and theoretical probabilities as appropriate to formulate and solve problems involving uncertainty.				✓
3. use descriptive statistics.				✓
4. understand the kinds of questions that can be addressed by data, create data sets, and move back and forth between the question and its design.				✓
<b>5. Patterns, Functions, &amp; Relationships</b>				
1. identify and describe patterns and relationships.		✓		

2. represent and justify patterns and functions in multiple ways.		✓		
3. discover and analyze functional relations which arise from diverse problem situations.		✓		
4. represent and justify general arithmetic claims.		✓	✓	
5. use algebraic notation to represent calculations, to express identities, and to solve problems.		✓		

	MATH 120	MATH 121	EDUC 332	EDUC 434
6. Mathematical Systems				
not applicable				
7. Discrete Mathematics				
1. use a variety of counting techniques and principles.		✓	✓	
2. identify, model, and analyze situations represented by discrete and continuous data.		✓		✓
8. Concepts of calculus				
not applicable				

### Elementary Social Studies

	GOVT 170	HIST 111/12	SSCI 212	GEOG 211	PSYC 234	EDUC 370
<b>1. Social Studies as a Field of Study</b>						
1. Understands the definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology, and sociology)	✓	✓	✓	✓		✓
2. Understands the themes, concepts drawn from social studies: <ul style="list-style-type: none"> <li>• culture and cultural diversity; time, continuity and change;</li> <li>• people, places, environment;</li> <li>• individual development and identity;</li> <li>• individuals, groups, institutions;</li> <li>• power, governance, and authority;</li> <li>• production, distribution and consumption;</li> <li>• the interaction between science, technology and society;</li> <li>• global connections;</li> <li>• civic ideals and practices</li> </ul>				✓		✓
3. Understands how to integrate knowledge across the social studies, and between the social studies and other disciplines	✓		✓	✓		✓
<b>2. Principles Expressed in Documents shaping Constitutional Democracy in the United States</b>	✓					
1. Understands basic U.S. government documents and recognizes how they attempt to balance the needs of the individual and the group	✓					
2. Understands civic ideals and democratic principles implicit in basic documents	✓					
3. Understands how democratic ideals connect to historical and current situations	✓					

4. Understands the use of democratic ideals in history and today	✓		✓			
5. Knows a range of diverse, developmentally appropriate primary sources, literature and other media to illustrate and explore citizenship in other times and places.	✓			✓		
3. Continuity and Change in the History of Missouri, the United States, and the World						
1. Knows history, how past and present interact, and key historical concepts		✓				

	GOVT 170	HIST 111/12	SSCI 212	GEOG 211	PSYC 234	EDUC 370
2. Understands major historical periods, people, events, developments, and documents		✓		✓		
3. Understands how and why individuals (including historians) may hold and espouse different views about the past		✓		✓		
4. Understands the linkages between human decisions and consequences.	✓	✓	✓	✓		✓
<b>4. Principles and Processes of Governance Systems</b>						
1. Understands different types of government and institutional systems, including those of the United States, and how those systems interact	✓	✓				
2. Understands the role and impact of citizen participation in civil society and in the political arena.	✓			✓		
3. Recognizes learners' developing sense of fairness and order, and uses this sense as an entry point into examining and analyzing rights and responsibilities, rules, types of authority, and governmental structures of their schools and communities	✓		✓	✓		
<b>5. Economic Concepts and Principles</b>						
1. Understands economic systems and basic economic concepts;			✓			
2. Understands the difference between wants and needs, and can create opportunities for elementary learners to develop such an understanding			✓			✓
3. Understands the why and how one may compare personal economic experiences with those of other and consider the wider consequences of those decisions on groups, communities, the nation and beyond	✓		✓	✓		✓
4. Understands the roles governments play in economic systems and their impacts on economic systems	✓		✓	✓		

6. The Major Elements of Geographical Study and Analysis						
1. Understands geographic representations, tools, and resources, their application and use				✓		✓
2. Understands locales, regions, nations, and the world relative to place, location, direction, size, and shape;				✓		✓
3. Understands the interaction between physical				✓		

	GOVT 170	HIST 111/12	SSCI 212	GEOG 211	PSYC 234	EDUC 370
geography and culture, history, politics, and economics;						
4. Understands the relationship between human systems and the environment and can use learners' immediate personal experiences to have them reflect upon elements in their environment and how we use and think about the physical and built environment	✓			✓		
5. Recognizes and understands how individuals and groups are affected by events on a global scale, and can build on learners' first-hand experiences and those presented to them through the media to help them to understand this interaction			✓	✓		✓
7. Relationships of Individuals and Groups to Institutions and Cultural Traditions						
1. Understands critical information, ideas, and concepts common across societies, social institutions, cultures, and cultural perspectives				✓	✓	
2. Comprehends cultural universals, and then uses them to analyze his or her own and other cultures	✓	✓		✓		
3. Understands the similarity of basic human needs and the diverse ways individuals, groups, societies, and cultures meet those needs	✓	✓		✓		

4. Understands interactions among diverse individuals, groups, institutions, and cultures		✓		✓		
5. Understands how diverse individuals, groups, institutions, and cultures change over time	✓			✓	✓	
6. Understands the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict.	✓		✓			
8. Social Science Tools and Inquiry						
1. Understands various methods of inquiry in the social sciences			✓			✓
2. Understands data sources and collection techniques				✓		✓
3. Understands how to interpret, classify, analyze, and evaluate data.			✓	✓		✓



### Elementary English/Language Arts

	ENGL 111*	ENGL 211	RHET 205	COMM 111	EDUC 330	EDUC 251	EDUC 351	EDUC 451
<b>1. Fundamentals and Effective Use of English</b>								
1. understands and models effective use of English;	✓	✓	✓	✓	✓	✓		
2. understands the interrelation of reading and writing; listening and speaking; viewing and visually representing;	✓	✓	✓		✓	✓		
3. teaches the fundamentals of the English Language Arts.			✓		✓	✓		✓
<b>2. Language Development and Literacy</b>								
1. understands how elementary children develop and how they learn to read, write, speak, listen, view and visually represent effectively;					✓	✓	✓	
2. understands and respects differences among learners in language use, dialects across cultures, ethnic groups, regions, and social roles;					✓		✓	
3. understands the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition;			✓		✓	✓	✓	
4. knows what preconceptions, error patterns, and misconceptions to expect in students' understanding of how language functions in communication, and helps the students correct their misunderstanding of the development and uses of language;							✓	

5. uses knowledge and understanding of first and second language to design instructional programs and strategies that build on students' experience and existing language skills and that result in students becoming competent, effective users of language.						✓	✓	✓
<b>3. Reading and Comprehension Process</b>								
1. applies theory-based reading processes to foster student literacy;						✓	✓	✓
2. uses a variety of strategies to monitor and promote reading comprehension and the ongoing development of independent vocabulary acquisition;					✓	✓	✓	✓
3. uses a broad spectrum of narrative and expository reading materials;		✓	✓		✓	✓	✓	✓
4. teaches students how to locate and use a variety of print, non-print, and electronic reference sources;		✓	✓		✓	✓	✓	✓

<b>CERTIFICATION GUIDELINES/EVANGEL REQUIREMENTS</b> <b>Early Childhood/Elementary Education</b>	
<b>DESE Requirements</b>	<b>Evangel University Requirements</b>
<b>Professional Requirements</b>	
48 semester hours of professional preparation <i>(courses with minimum credit requirements are in italics)</i>	60 semester hours of professional preparation Required courses listed below
<b>Foundations for Teaching (6)</b>	<b>(8)</b>

	ENGL 111*	ENGL 211	RHET 205	COMM 111	EDUC 330	EDUC 251	EDUC 351	EDUC 451
5. teaches children to read with a comprehensive instructional program that includes an emphasis on use of phonemic awareness, letter/sound relationships, context, and text that has meaning for students;						✓	✓	✓
6. teaches students to read competently, to read fluently, and to enjoy reading through the use of multiple instructional strategies, available instructional and information technologies, and the wise selection of authentic reading;			✓			✓	✓	✓
7. helps students think critically about what they read			✓		✓	✓	✓	✓
8. emphasizes individualized and personalized reactions to reading and the value of sharing those responses.		✓	✓		✓	✓	✓	✓
4. Thinking and Communicating Through Writing, Speaking, and Listening								
1. uses a wide range of writing strategies to generate meaning and to clarify understanding;		✓	✓					✓
2. uses the process of composing to prepare information to share orally, visually, and/or in written format;		✓	✓			✓		✓
3. creates instruction, activities, and experiences that develop varied and effective writing, speaking and presentation skills to communicate with a variety of audiences for a variety of purposes;								✓

Philosophy of Education	EDUC 219 Foundations of Education (3)
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4. provides students with many different writing and speaking experiences in order to teach the skills of writing and speaking;					✓	✓		✓
5. helps students develop their capacities to listen so that they understand, consider, respond to, and discuss spoken material.					✓	✓	✓	✓

Educational Psychology	EDUC 417 Educational Psychology (2)
<i>Psychology and/or Education of the Exceptional Child (including the Gifted) (2)</i>	<i>EDUC 271 Exceptional Student (2)</i>
<b>Child Development (9)</b>	<b>(8+)</b>
<i>Child Development (2)</i>	<i>PSYC 234 Child Psychology (3)</i>
Human Development	EDUC 271 Exceptional Student; EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 334 Individualizing Instruction; EDUC 337 Language Development (3); EDUC 344 Utilizing Family and Community Resources; EDUC 360 Perceptual Motor Development (2); EDUC 417 Educational Psychology
Observing Young Children	PSYC 234 Child Psychology; EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 298 A, B Practicum in Infant/Toddler Care; EDUC C, D Practicum in Preschool Development; EDUC 332 Math for Elementary Teachers; EDUC 334 Individualizing Instruction; EDUC 335 Early Childhood Special Education Practicum; EDUC 360 Perceptual-Motor Development
Infancy	PSYC 234 Child Psychology; EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 334 Individualizing Instruction; EDUC 337 Language Development; EDUC 344 Family and Community Resources; EDUC 360 Perceptual-Motor Development
Middle Childhood	PSYC 234 Child Psychology; EDUC 332 Methods of Teaching Elementary School Mathematics; EDUC 340 Fine Arts for Elementary Teachers; EDUC 343 Health and Physical Education for Elementary Teachers; EDUC 370 Science and Social Studies for Elementary Teachers; EDUC 453 Communication Arts II
<b>Teaching the Young Child (21)</b>	<b>(38)</b>
<i>Early Childhood Principles (2)</i>	<i>EDUC 286 Curriculum Methods and Materials in Early Childhood Education (3); EDUC 334 Individualizing Instruction</i>

<i>Integrated Curriculum in Language Arts (8)</i>	<i>EDUC 251 Communication Arts I (3); EDUC 330 Children's Literature (3); EDUC 351 Analysis and Correction of Reading Difficulties (3); EDUC 451 Communication Arts II (3); EDUC 453 Reading Practicum</i>
<i>Math (2)</i>	<i>EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 332 Methods of Teaching Elementary School Mathematics (3); EDUC 331 Math Practicum</i>
Health; Safety; Nutrition; Movement; Play	EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 298 A/B Practicum in Infant/Toddler Care; EDUC 298 C/D Practicum in Preschool Development; EDUC 299 Administration of Early Childhood Programs; EDUC 343 Health and Physical Education for Elementary Teachers (3); EDUC 360 Perceptual-Motor Development
Science; Social Studies	EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 298 C/D Practicum in Preschool Development; EDUC 370 Science and Social Studies for Elementary Teachers (3)
Music; Art; and Drama	EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 340 Fine Arts for Elementary Teachers (3)
<i>Assessing Young Children (2)</i>	<i>EDUC 334 Individualizing Instruction (2);</i> EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 337 Language Development; EDUC 351 Analysis and Correction of Reading Difficulties; EDUC 360 Perceptual-Motor Development; EDUC 434 Tests and Measurements (3)
Learning Environment	EDUC 221 Curriculum and Instruction for the Elementary School (3); EDUC 235 Educational Technology (2); EDUC 271 Exceptional Student; EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 298 A/B Practicum in Infant/Toddler Care and C/D Practicum in Preschool Development; EDUC 299 Administration of Early Childhood Programs; EDUC 334 Individualizing Instruction; EDUC 335 Practicum in Early Childhood Special Education; EDUC 344 Utilizing Family and Community Resources; EDUC 476 Techniques and Strategies in Classroom Management  EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 299 Administration of Early Childhood Programs; EDUC 334 Individualizing Instruction; EDUC 344 Utilizing Family and

Professionalism in Early Childhood Education	Community Resources; EDUC 427 Seminar in Student Teaching (1)
Diverse Learners	EDUC 271 Exceptional Student; EDUC 221 Curriculum and Instruction for the Elementary School; EDUC 251 Communication Arts I; EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 298 A/B Practicum in Infant/Toddler Care; EDUC 298 C/ D Practicum in Preschool Development; EDUC 299 Administration of Early Childhood Programs; EDUC 330 Children's Literature; EDUC 331 Math Practicum for Elementary Teachers; EDUC 332 Methods of Teaching Elementary School Mathematics; EDUC 334 Individualizing Instruction; EDUC 335 Practicum in Early Childhood Special Education; EDUC 337 Language Development; EDUC 343 Health and Physical Education for Elementary Teachers; EDUC 344 Utilizing Family and Community Resources; EDUC 351 Analysis and Correction of Reading Difficulties; EDUC 360 Perceptual-Motor Development; EDUC 370 Science and Social Studies for Elementary Teachers; EDUC 417 Educational Psychology; EDUC 437 Early Childhood/Elementary Student Teaching ; EDUC 451 Communication Arts II; EDUC 453 Reading Practicum
<b>Home-School-Community Relations (6 hours)</b>	<b>(2+)</b>
Parents as Teachers; Family Involvement; Linking Families with Community Resources	EDUC 344 Utilizing Family and Community Resources (2); EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 299 Administration of Early Childhood Programs; EDUC 334 Individualizing Instruction; EDUC 337 Language Development; EDUC 360 Perceptual-Motor Development
<b>Program Management (6 hours)</b>	<b>(3+)</b>
Program Organization and Communication; Collaborative Consultation; Health, Nutrition, and Safety of Young Children; Guidance Strategies; and Classroom Management	EDUC 299 Administration of Early Childhood Programs (3); EDUC 286 Curriculum Methods and Materials in Early Childhood Education; EDUC 298 A/B and C/D; EDUC 334 Individualizing Instruction; EDUC 335 Practicum in Early Childhood Special Education; EDUC 344 Utilizing Family and Community Resources; EDUC 360 Perceptual-Motor Development; EDUC 476 Techniques and Strategies in Classroom Management (2)
<b>Pre-Student Teaching (90 contact hours)</b>	<b>(240 contact hours)</b> <b>At Evangel, 30 contact hours = 1 credit hour</b>
Infant/toddler (30 contact hours)	EDUC 298 A/B Practicum in Infant/Toddler Care (30 contact hours or 60 contact hours)
Pre-K/Kindergarten (30 contact hours)	EDUC 298 C/D Practicum in Preschool Development (30 or 60 contact hours)  <u>Students must choose 298A + 298D or 298B + 298C for a total of 90 contact hours</u>

Primary K-3 (30 contact hours)	<p>EDUC 335 Practicum in Early Childhood Special Education (30 contact hours)</p> <p>EDUC 220 Practicum in Foundations of Education (30 contact hours), EDUC 331 Math Practicum for Elementary Teachers (30 contact hours), EDUC 371 Teaching Practicum (30 contact hours), and EDUC 453 Reading Practicum (30 contact hours)</p> <p>**Early Childhood Education majors are placed in K-3 settings for the majority of these practicums.</p>
<b>Student Teaching (12 hours)</b>	<b>(12 hours)</b>
12 semester hours spent with two different age levels (infant/toddler, pre-K/Kindergarten, primary K-3); each of the two student teaching experiences requires a minimum of five (5) semester hours	<p>EDUC 437 Elementary Student Teaching (12)</p> <p>Or</p> <p>EDUC 437 Elementary Student Teaching (8) Plus EDUC 437 Early Childhood Student Teaching (4)</p> <p>Because the Early Childhood Education major is a comprehensive major including the Elementary coursework and because there are extra practicum hours required with the younger age groups, Evangel ECE candidates student teach 12 weeks in one of the overlap grades of 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup>. Alternatively, candidates may choose to student teach eight (8) weeks in one of the overlap grades and four (4) weeks in either pre-K or Kindergarten.</p>

#### CERTIFICATION GUIDELINES / EVANGEL REQUIREMENTS

##### Middle School Education

DESE Requirements	Evangel University Requirements
<b>Professional Requirements</b>	
53 semester hours of professional preparation	Required courses listed below equal 64 semester hours
<b>A. Foundations for Teaching (12)</b>	<b>(16)</b>

Missouri Department of Elementary Education – Office of Educator Quality Missouri Standards for Teacher Education Programs (MoSTEP) Subject Specific Competencies for Early Childhood Education Birth-Grade 6	
DESE Website Reference: <a href="http://dese.mo.gov/divteachqual/tached/competencies">http://dese.mo.gov/divteachqual/tached/competencies</a>	
Subject-Specific Competencies for Early Childhood Education—Birth to Grade 6	Individual Methods and/or Content Courses by Prefix & Course Numbers
<b>1. Foundations of Early Childhood Education</b>	
<b>1.1:</b> understands the historical, philosophical, and social foundations of education, including early childhood, to include major early childhood curriculum models.	EDUC 219, EDUC 221, EDUC 286, EDUC 334, EDUC 344
<b>1.2:</b> understands and recognizes the interaction of biological, medical, personal-social, child-family interactions, and environmental factors which may place children at risk or cause disabilities in children.	EDUC 286, EDUC 298, EDUC 334, EDUC 344, EDUC 360
<b>1.3:</b> understands major theories of teaching and learning, including their logical empirical foundations and the applications of these theories to diverse learners.	EDUC 221, EDUC 286, EDUC 298, EDUC 334, EDUC 360, EDUC 417
<b>1.4:</b> articulates and applies an educationally sound philosophy (i.e., a coherent set of beliefs, concepts, and attitudes) of early childhood education as a basis for making professional decisions.	EDUC 286, EDUC 298, EDUC 299, EDUC 334, EDUC 360
<b>2. Promoting Child Development and Learning</b>	
<b>2.1:</b> understands young children’s characteristics and needs, including developmental disabilities and giftedness, their impact on development and learning, and the proper use of appropriate resources and services.	EDUC 286, EDUC 298, EDUC 334, EDUC 344, EDUC 360
<b>2.2:</b> knows and understands major theories of cognitive, physical, social, and emotional development, multiple influences on young children’s development and learning, and possible interactions among influences.	EDUC 286, EDUC 221, EDUC 334, EDUC 335, EDUC 360, PSYC 234



<p><b>2.3:</b> uses developmental knowledge to create healthy, respectful, supportive, and challenging learning environments, materials, resources, and activities appropriate to various developmental levels of all children birth through age eight.</p>	<p>EDUC 286, EDUC 298, EDUC 299, EDUC 332, EDUC 334, EDUC 335, EDUC 360</p>
<p><b>3. Building Home-School-Community Relationships</b></p>	
<p><b>3.1:</b> understands various theories of family systems; cultural, socioeconomic, political, and community characteristics and influences; and the effects of stress/crisis on families as they affect young children's lives and early childhood practice.</p>	<p>EDUC 299, EDUC 334, EDUC 344, EDUC 417, EDUC 437</p>
<p><b>3.2:</b> knows and understands how to support and empower families and communities through respectful, reciprocal relationships based on knowledge of families' goals, language, culture, socio-economic background, and individual characteristics.</p>	<p>EDUC 271, EDUC 299, EDUC 344</p>
<p><b>3.3:</b> uses a variety of communication strategies, including uses of technology, to link families with key community resources appropriate for specific purposes.</p>	<p>EDUC 286, EDUC 299, EDUC 334, EDUC 344</p>
<p><b>3.4:</b> articulates theory and research to support the concepts that families are young children's primary teachers and that family and community involvement are critical to successful early learning.</p>	<p>EDUC 286, EDUC 299, EDUC 334, EDUC 344</p>
<p><b>3.5:</b> knows how to use and assess the effectiveness of a variety of approaches to family and community involvement and how to modify approaches that are not successful.</p>	<p>EDUC 337, EDUC 334, EDUC 344</p>
<p><b>3.6:</b> understands family development and dynamics within pluralistic cultures.</p>	<p>EDUC 286, EDUC 299, EDUC 334, EDUC 344</p>
<p><b>4. Observing, Documenting, and Assessing to Support Young Children and Families</b></p>	
<p><b>4.1:</b> understands the goals and benefits of systematic observation, documentation, and other effective assessment strategies (including those for children with disabilities and culturally and linguistically diverse young children), uses them in a responsible way, and explains how inappropriate assessment may harm children and families.</p>	<p>EDUC 271, EDUC 235, EDUC 286, EDUC 298, EDUC 334, EDUC 360, EDUC 434</p>
<p><b>4.2:</b> creates partnerships with families and other professionals to evaluate, monitor, and report children's development, based on the research, legal base, and skills needed to support those partnerships.</p>	<p>EDUC 271, EDUC 286, EDUC 334, EDUC 337, EDUC 344</p>
<p><b>1. The Pupil/Society (8)</b></p>	<p><b>(12)</b></p>

<b>4.3:</b> knows how to interpret assessment results, make referrals and use the results of assessment to plan appropriate learning experiences for all children.	EDUC 271, EDUC 286, EDUC 298, EDUC 334, EDUC 360
<b>5. Understand the Importance of Each Content Area in Young Children's Learning</b>	
<b>5.1:</b> uses, adapts, and assesses research-based literacy activities and teaching methods that help children strengthen cultural identity, explore their environments, and develop the conceptual, experiential, and language foundations for learning to read, write, and converse using vocabulary that reflects their growing knowledge of the world around them.	EDUC 286, EDUC 298, EDUC 251, EDUC 330, EDUC 334, EDUC 337, EDUC 351, EDUC 451, EDUC 453
<b>5.2:</b> uses, adapts, and assesses research-based literacy activities and teaching methods that help children use a range of strategies to derive meaning from stories and texts; to use language, reading, and writing for various purposes; to use a variety of print and non-print resources; and to develop basic concepts of print and understanding of sounds, letters, and letter-sound relationships.	EDUC 286, EDUC 298, EDUC 251, EDUC 330, EDUC 351, EDUC 451, EDUC 453
<b>5.3:</b> develops high-quality, meaningful arts experiences (i.e., music, creative movement, dance, drama, and art) for young children, across a developmental continuum.	EDUC 286, EDUC 298, EDUC 340
<b>5.4:</b> develops a challenging, coherent, and meaningful mathematics curriculum, including the use of mathematics technologies, across a developmental continuum that builds and supports children's construction of mathematical knowledge based on their prior knowledge and experience.	EDUC 286, EDUC 298, EDUC 331, EDUC 332
<b>5.5:</b> articulates priorities for high-quality, meaningful physical activity and physical education experiences in early childhood, across a developmental continuum, demonstrating awareness of and respect for cultural differences and gender expectations.	EDUC 286, EDUC 298, EDUC 343, EDUC 360
<b>5.6:</b> develops a challenging and coherent science curriculum across a developmental continuum, which provides focused exploration and inquiry of meaningful science content, including the use of science technologies.	EDUC 286, EDUC 298, EDUC 370
<b>5.7:</b> articulates priorities for high-quality, meaningful social studies experiences in early childhood, across a developmental continuum, in geography, history, economics, social and cultural relations and civics.	EDUC 286, EDUC 298, EDUC 370
<b>6. Curriculum for All Young Children</b>	

<b>6.1:</b> plans, implements, and evaluates developmentally appropriate materials, activities, and strategies in an integrated curriculum which includes language arts (reading, writing, speaking, and listening), math, science, social studies, health, safety, nutrition, art, music, drama, and movement.	EDUC 251, EDUC 286, EDUC 298, EDUC 299, EDUC 330, EDUC 331, EDUC 332, EDUC 340, EDUC 343, EDUC 351, EDUC 360, EDUC 451, EDUC 453
<b>6.2:</b> plans and implements an appropriate learning environment using play, themes, and projects to facilitate development in all areas: cognitive, language, physical, social, emotional, and aesthetic.	EDUC 286, EDUC 298, EDUC 299, EDUC 334, EDUC 335
<b>6.3:</b> creates learning environments using concrete manipulative materials, child choice and decision making, and play as a context for enhancing development, active learning, and the construction of knowledge.	EDUC 286, EDUC 298, EDUC 299, EDUC 331, EDUC 332, EDUC 334, EDUC 360
<b>6.4:</b> facilitates children's skills in communication, inquiry, logical and critical thinking, problem-solving, creative expressions, and interpersonal relations.	EDUC 286, EDUC 298, EDUC 334, EDUC 335, EDUC 340
<b>6.5:</b> employs sound knowledge and skills in using technology as a teaching and learning tool.	EDUC 235, EDUC 286, EDUC 334
<b>6.6:</b> understands and applies instructional and guidance procedures for integrating children of all cultures and backgrounds, with and without disabilities.	EDUC 286, EDUC 298, EDUC 334, EDUC 335, EDUC 343, EDUC 417, EDUC 476
<b>6.7:</b> demonstrates a varied repertoire of research-based guidance approaches to meet children's individual needs in developing social skills, including self-regulation and respect for others.	EDUC 286, EDUC 298, EDUC 334, EDUC 335, EDUC 343, EDUC 476
<b>6.8:</b> possesses knowledge of motivational theories and holds high expectations for all children.	EDUC 286, EDUC 298, EDUC 334, EDUC 335, EDUC 417, EDUC 476
<b>6.9:</b> demonstrates ability to develop a well-organized and managed classroom environment that fosters positive social interaction and a developing understanding of democratic decision-making.	EDUC 286, EDUC 298, EDUC 334, EDUC 335, EDUC 476
<b>7. Demonstrating Growth in Becoming a Professional</b>	

<b>7.1:</b> understands policy making, legislation and regulation (federal, state, and local), and advocacy issues impacting children and their families and communicates and collaborates with others in an advocacy role.	EDUC 219, EDUC 271, EDUC 299, EDUC 334, EDUC 344
<b>7.2:</b> understands how to organize and operate various types of early childhood programs, the multiple roles that early childhood professionals may assume, and the challenges facing the profession.	EDUC 299, EDUC 334, EDUC 344
<b>7.3:</b> develops awareness of professional organizations, education, and community resources	EDUC 299, EDUC 344
<b>7.4:</b> articulates and uses a professional code of ethics for making professional decisions.	EDUC 286, EDUC 299, EDUC 334, EDUC 344
<b>7.5:</b> communicates and works effectively with support staff, volunteers, colleagues, and other professionals within the learning environment.	EDUC 220, EDUC 286, EDUC 298, EDUC 334, EDUC 344
<b>7.6:</b> makes informed decisions based on the integration of knowledgeable, reflective, and critical perspectives on early education from a variety of sources.	EDUC 298, EDUC 334, EDUC 344, EDUC 360
a. Personalized Teaching Strategies	EDUC 223 Middle School Curriculum & Instruction (credits counted below)
b. Adolescent Psychology (2)	PSYC 235 Adolescent Psychology (3)
c. Psychology of Learning	EDUC 417 Educational Psychology (2)
d. Ed. of the Exceptional Child (2)	EDUC 271 The Exceptional Student (2)
e. Techniques of Classroom Management	EDUC 476 Techniques & Strategies in Classroom Management (2)
f. Tests and Measurements	EDUC 434 Tests and Measurements (3)
<b>2. School/Society (4)</b>	<b>(4)</b>
a. Middle School Philosophy, Organization, and Curriculum (2)	EDUC 223 Middle School Curriculum & Instruction (1 of 3 credits counted here)
b. Legal Foundations of Education, c. Philosophical Foundations of Education, and Sociological Foundations of Education	EDUC 219 Foundations of Education (3)

<b>B. Middle School Concentration (31)</b>	(34)
<b>1. Middle School Methods (10)</b>	<b>(13)</b>
a. Methods of Teaching Reading (5) including Techniques of Teaching Reading in the Content Fields (1)	EDUC 251 Communication Arts I (3)  EDUC 352 Methods of Teaching Reading in the Content Areas (3)
b. Middle Level Curriculum and Instruction (2)	EDUC 223 Middle School Curriculum & Instruction (2 of 3 credits counted here)  EDUC 235 Educational Technology (2)
c. Teaching of Writing	EDUC 251 Communication Arts I (see 1a above)
d. Methods of Teaching Specialty area (2)	EDUC 353/____353 Middle School (2/3) Methods (specific to content field) or  BUED 353 Business (2)  ENGL 353 Language Arts (3)  MATH 353 Math (3)  GSCI 353 Science (3)  SSCI 353 Social Studies  FREN 336 French (3)  SPAN 336 Spanish (3)
<b>2. Subject Area Requirements (21)</b>	<b>(21-24)</b>
	Language Arts (24)
	Mathematics (24)
	Science (24)
	Social Science (24)
	Business Education (21)
	Spanish or French (21)

<b>C. Clinical Experience (10)</b>	<b>(14)</b>
Credits prior to student (2)	EDUC 220 Practicum in Foundations (1)
Practicum with Middle Level Students	EDUC 354 Middle School Practicum (1)
Student Teaching	EDUC 437 Student Teaching (12)

## Beginning Teacher Competencies Matrices

### Middle School Language Arts

	ENGL 111	ENGL 123	ENGL 211	ENGL 222	ENGL 236	ENGL 272	ENGL 298	ENGL 341	ENGL 436	ENGL 445
<b>1. Fundamentals and Effective Use of English</b>										
1.1 The interrelation of reading, writing, speaking, and listening.				X			X			
1.2 Effective oral and written language usage.	X		X	X	X	X	(X)	X	X	
1.3 How the English language works, including its grammars, semantics, syntax, morphology, phonology, lexicon, history, and dialects.	X						(X)			X
<b>2. Language Development and Literacy</b>										
2.1 How middle school students continue to develop effective reading, writing, speaking, viewing, and listening skills.				X			X			
2.2 Diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.				X		X		(X)	X	X

2.3 How the differences among learners (physical, perceptual, emotional, social, cultural, environmental, and intellectual) influence their learning, language development, and literacy acquisition.							X			
2.4 The interrelation of language development and literacy acquisition.				X			X			
2.5 What preconceptions, error patterns, and misconceptions may be found in students' understanding of how language functions in communication and ways to help correct these misunderstandings.					X		X	(X)	X	X
2.6 How to design instructional programs and strategies that build on students' experiences and existing language skills and result in the students becoming competent, effective users of language.				X			X			
3. Reading, Literature, and Comprehension										
3.1 Reading processes (pre-, during, post-).		X								
3.2 A broad spectrum of narrative and expository reading materials, including works written specifically for middle-school children, encompassing different topics, themes, and genres; as well as a broad historical and contemporary spectrum of United States, British, and world literature, including a range of cultures, male and female authors of various cultures and ethnic origins.		(X)		X		X				
	ENGL 111	ENGL 123	ENGL 211	ENGL 222	ENGL 236	ENGL 272	ENGL 298	ENGL 341	ENGL 436	ENGL 445
3.3 Strategies to monitor and increase reading comprehension.						X		(X)		

3.4 Techniques and strategies for the ongoing development of structured and independent vocabulary acquisition.					X					
3.5 How to locate and use a variety of print and non-print reference sources.	X		X	X	X	X		(X)	X	
3.6 The basic elements of literary types and forms.		X		X		X				
3.7 Ways to help students think critically about what they read.	X	X		X	X	X			X	
3.8 Various critical approaches to interpreting text.		X		X		X				
3.9 Methods for promoting personalized reactions to reading and the value of sharing those responses.		X		X	X	X			X	
<b>4. Thinking and Communicating Through Writing, Speaking, and Listening</b>										
4.1 Different types of writing and speaking appropriate for different audiences and in different situations, including persuasive strategies.	X		X		X		(X)	X	X	
4.2 A range of pre-, during-, and post- writing strategies to generate meaning and to clarify understanding.	X		X		X		X	X	X	
4.3 Composing processes used to prepare information to share orally, visually, and/or in writing.	X		X		X		(X)	X	X	
4.4 Use of evidence and documentation.	X		X		X			(X)		
4.5 Ways of creating instruction, activities, and experiences that develop varied writing, speaking, and presentation skills to communicate with different audiences for varying purposes.	X			X	X			X	X	



4.6 How to respond to film, video, graphic, photographic, audio, and multimedia texts.		(X)		X	X					
	ENGL 111	ENGL 123	ENGL 211	ENGL 222	ENGL 236	ENGL 272	ENGL 298	ENGL 341	ENGL 436	ENGL 445
4.7 Technology used to enhance learning and reflection on learning.	X	X	X	X	X	X		(X)	X	
4.8 How to help students develop their capacities to listen so they comprehend, analyze, consider, respond to, and discuss spoken material, fiction, non-fiction, dramatic works, and poetry.				X		X				

(X) = “addressed to some extent (not heavily)”

### **Middle School Mathematics**

	MATH 120	MATH 121	MATH 129	MATH 210	MATH 212	MATH 231	MATH 232	MATH 334	MATH 490
<b>1 Mathematical Processes and Tools</b>									
1.1 Use problem solving to investigate and understand mathematical content.		X			X	X			
1.2 Communicate mathematical ideas in writing and orally, using mathematical language and symbols.		X						X	
1.3 Develop and evaluate mathematical conjectures and arguments to explain and validate mathematical reasoning.		X			X			X	
1.4 Use mathematical modeling to simulate events and occurrences.					X	X	X		

1.5 Analyze and articulate connections within mathematics.		X			X	X	X		
1.6 Analyze and articulate connections of mathematics to other disciplines through applications.					X	X			
1.7 Understand historical development of mathematics, including the contributions of under-represented groups and diverse cultures.									X
1.8 Use manipulatives to model and explain mathematical concepts.	X	X					X		
1.9 Articulate the dynamic nature of mathematics and its significant role in social, cultural, and economic development.		X			X				X
	MATH 120	MATH 121	MATH 129	MATH 210	MATH 212	MATH 231	MATH 232	MATH 334	MATH 490
1.10 Use calculators and computers as tools to generate multiple representations of mathematical concepts.	X	X	X	X	X	X	X		
1.11 Demonstrate facility with technological tools to support geometric construction/investigation, graphing, matrix exploration, and data investigation.	X		X	X	X				
1.12 Understand and articulate the role of technology in supporting the development of mathematical understanding.		X			X	X			
<b>2 Number Operation</b>									
2.1 Understand properties of real and complex numbers, including		X			X	X			

equivalent representations of numbers.									
2.2 Analyze the effect of and relationships among operations on real and complex numbers.		X			X	X			
2.3 Use estimation in working with quantities, measurement, computation, and problem solving.		X				X			
2.4 Develop, use, model, and explain computational algorithms, including multi-digit calculations involving standard algorithms, mental math, and non-standard methods commonly created by students, the reasoning behind the procedures, how the base-10 structure of a number is used in these calculations.		X			X	X			
2.5 Understand and apply numerical computation techniques (mental, paper/pencil, calculator) and extend them to algebraic expressions.		X			X	X			
	MATH 120	MATH 121	MATH 129	MATH 210	MATH 212	MATH 231	MATH 232	MATH 334	MATH 490
2.6 Understand a large repertoire of interpretations of addition, subtraction, multiplication, and division and of ways they can be applied.		X							
<b>3 Geometry and Measurement</b>									
3.1 Understand and apply various systems and tools of measurement and the process of measurement (e.g., understanding the idea of a unit and the need to select a unit appropriate to the attribute being measured, knowing the standard (English and	X					X		X	

metric) systems of units, understanding that measurements are approximate and that different units affect precision, comparing units and converting measurements from one unit to another.									
3.2 Understand and apply Euclidean geometric concepts, properties, and relationships to describe and model mathematical ideas in real-world constructs including technical vocabulary and the role of mathematical definition.	X							X	
3.3 Identify, describe, measure, compare, classify, and represent two- and three-dimensional figures.	X							X	
3.4 Understand and apply trigonometric concepts, properties, and relationships.			X			X	X		
3.5 Understand and apply concepts of motion in two- and three-dimensional space through transformations, including familiarity with projections, cross-sections, and decompositions of common two- and three-dimensional shapes; representing three-dimensional objects in two dimensions and constructing three-dimensional objects from two-dimensional representations.							X		
	MATH 120	MATH 121	MATH 129	MATH 210	MATH 212	MATH 231	MATH 232	MATH 334	MATH 490
3.6 Perform geometric constructions using straight-edge and compass and	X							X	

prove that constructions yield the desired result.									
<b>4 Data Analysis, Probability, and Statistics</b>									
4.1 Collect, organize, and display data in meaningful form(s) by describing data (e.g., understanding shape, spread, and center, using different forms of representation; comparing two sets of data).				X					
4.2 Use experimental and theoretical probabilities as appropriate to formulate and solve problems involving uncertainty.				X	X				
4.3 Use descriptive statistics and inferential statistics to analyze data and to make predictions and estimations; choose among representations and summary statistics to communicate conclusions; understand variability; understand some of the difficulties arising in sampling and inference.				X					
4.4 Understand the kinds of questions that can be addressed by data, create data sets, and move back and forth between the question and its design.				X					
<b>5 Patterns, Functions, and Relationships</b>									
5.1 Identify and describe patterns and relationships.		X	X		X	X			
5.2 Represent and justify patterns and functions in multiple ways, including reading and creating graphs of functions; reading and creating formulas (in closed and recursive forms) and tables; and understanding		X	X		X	X			

the characteristics of particular classes of functions on integers.									
	MATH 120	MATH 121	MATH 129	MATH 210	MATH 212	MATH 231	MATH 232	MATH 334	MATH 490
5.3 Discover and analyze functional relations which arise from diverse problem situations.		X	X		X	X			
5.4 Represent and justify general arithmetic claims, using a variety of representations including algebraic notation; understand different forms of argument; and devise deductive arguments.		X	X		X	X	X		
5.5 Use algebraic notation to represent calculation, to express identities, and to solve problems			X	X	X	X			
5.6 Use basic trigonometric relations including graphic representation and real-world application.			X			X	X		
<b>6 Mathematical Systems</b>									
6.1 Construct logical proofs to validate or refute mathematical conjectures.					X			X	
6.2 Understand the nature and purpose of axiomatic systems, including field axioms (e.g., recognizing commutativity, associativity, distributivity, identities, and inverses as properties of operations on a given domain; seeing computation algorithms as applications of particular axioms; and appreciating that a small set of rules governs all of arithmetic).		X	X						
<b>7 Discrete Mathematics</b>									

7.1 Use a variety of counting techniques and principles, (e.g., permutations and combinations).				X	X				
7.2 Identify, model, and analyze situations represented by discrete and continuous data.		X			X	X			
7.3 Represent problem situations using discrete structures (e.g., sets, finite graphs, matrices, sequences, and recurrence relations).		X	X		X				
	MATH 120	MATH 121	MATH 129	MATH 210	MATH 212	MATH 231	MATH 232	MATH 334	MATH 490
<b>8 Concepts of Calculus</b>									
8.1 Understand and apply basic calculus concepts (e.g. evaluation of limits) to solve a variety of applied problems.						X	X		

## MIDDLE SCHOOL SCIENCE

	BIOL 101	BIOL 342	BIOL 343	GSCI 111	GSCI 112	GSCI 115	GSCI 353
<b>1. Unifying Concepts and Processes</b>							
1.1 Systems, order, and organization;	X	X	X	X	X	X	

1.2 Evidence, models, and explanation;	X	X	X	X	X	X	
1.3 Change, constancy, and measurement;	X	X	X	X	X	X	
1.4 Evolution and equilibrium; and	X	X	X	X			
1.5 Form and function.	X	X					
<b>2. Science As Inquiry</b>							
2.1 Identify questions that can be answered through scientific investigations.	X	X	X	X	X	X	
2.2 Design and conduct a scientific investigation, including general abilities, such as recognition of the principal elements in an experimental design (i.e., the hypothesis, independent and dependent variables, and controls); systematic observation making accurate measurements, and identifying and controlling variables; clarifying ideas that are influencing and guiding the inquiry; and comparing ideas with current scientific knowledge.	X	X	X	X	X	X	
2.3 use appropriate tools (e.g., hand tools, measuring instruments, calculators, and computers for the collection, summary, and display of evidence), techniques, and mathematics to gather, analyze, and interpret data, including selecting the scientific apparatus or instrument appropriate to a specified laboratory or field task and identifying proper operation of such equipment; using the metric system of measurement, recognizing equivalents within that system and selecting units appropriate to a given laboratory or field task; converting between scientific notation and conventional numerals and using scientific notation to perform calculations.	X	X	X	X	X	X	
	BIOL 101	BIOL 342	BIOL 343	GSCI 111	GSCI 112	GSCI 115	GSCI 353



2.4 develop descriptions, explanations, predictions, and models using evidence based on observation and the abilities to differentiate explanation from description, to provide causes for effects, and to establish relationships based on evidence and logical argument and connections between the content of science and the contexts within which new knowledge is developing.	X	X	X	X	X	X	
2.5 Think critically and logically about relationships between evidence and explanations, including the ability to interpret and express the results of observation and experimentation.	X	X	X	X	X	X	
2.6 Recognize, construct, and analyze alternative explanations, including the abilities to identify accurate verbal, graphic, and tabular expressions of data derived from observation and experimentation; draw conclusions and make inferences from observations or experimental results presented in verbal, graphic, or tabular form; and describe a scientific relationship in symbolic mathematical terms.	X	X	X	X	X	X	
2.7 Communicate scientific arguments and explanations.	X	X	X	X	X	X	
2.8 Use mathematics in all aspects of scientific inquiry to ask questions; to gather, organize, and present data; and to structure convincing explanations.	X	X		X	X	X	
2.9 Handle, label, store, and dispose of chemicals, electrical equipment, and scientific apparatuses and take actions to prevent or report any emergencies, including, but not limited to, general first aid as it relates to incidents in the science classroom or laboratory. (NSTA 9.b)	X	X	X	X	X	X	
	BIOL	BIOL	BIOL	GSCI	GSCI 112	GSCI	GSCI

	101	342	343	111		115	353
2.10 Understand liability and negligence, especially as applied to science teaching and take action to prevent potential problems.							X
<b>3. Physical Science</b>							
3.1 Structure of Atoms (ETS 0439; II,111)	X			X		X	
3.2 Properties & Changes of Properties in Matter (1997 SSC: 2.1-.8; NSES: M-B1; ETS 0439: III)	X			X		X	
3.3 Motion and Forces (1997 SSC 3.1-.7; NSES: M-B2; ETS 0439: III)						X	
3.4 Transfer of Energy (1997 SSC: 2.5-.7; NSES: M-B3; ETS 0439: III)					X	X	
3.5 General Chemistry and Chemical Reactions in Physical and Life Science (1997 SSC: 2.2-.5; ETS 0439: III)	X			X		X	
3.6 Conservation of Energy and Increase in Disorder (1997 SSC: 2.7; ETS 0439: III)						X	
<b>4. Life Science</b>							
4.1 Structure and Function in Living Systems (1997 SSC: 4.3-.7; NSES: M-C1; ETS 0439: IV)	X	X	X				
4.2 The Cell (1997 SSC: 4.4, NSES: M-C3; ETS 0439: IV)	X						
4.3 Molecular Basis of Heredity (1997 SSC 4.2; ETS 0439: IV)	X						
4.4 Reproduction and Heredity	X						

(1997 SSC 4.2-.3; NSES: M-C2; ETS 0439: IV)							
4.5 Populations and Ecosystems (1997 SSC 4.1, 5.1-.6; NSES: M-C4; ETS 0439: IV)		X	X				
4.6 Diversity and Adaptations of Organisms (1997 SSC 5.1-.6; NSES: M-C5; ETS 0439: IV)	X	X	X				
	BIOL 101	BIOL 342	BIOL 343	GSCI 111	GSCI 112	GSCI 115	GSCI 353
<b>5. Earth and Space Science</b>							
5.1 Properties of Earth Materials (1997 SSC: 6.1-.3, 6.5-.6; ETS 0439: V)				X			
5.2 Structure of the Earth System (1997 SSC: 6.1-.7; NSES: M-D1; ETS 0439: V)				X			
5.3 Earth in the Solar System (1997 SSC: 7.1, 7.2; NSES: M-D3; ETS 0439: V)				X			
5.4 Earth's History (1997 SSC: 6.2; NSES: M-D2; ETS 0439: V)				X			
5.5 Origin and Evolution of the Universe (1997 SSC: 7.3-.5; ETS 0439: V)				X			
<b>6. Science and Technology</b>							
6.1 Compare/contrast scientific inquiry and technological design (NSES: M-E2; ETS 0439: I, VI)	X					X	
6.2 Explain the reciprocal relationship between science and technology (NSES: M-E2; ETS 0439: I, VI)						X	
6.3 Explain the intended and unintended						X	

consequences of technological designs. (NSES: M-E2; ETS 0439:I, VI)							
6.4 Identify appropriate problems for technological design (NSES: M-E2; ETS 0439: VI)						X	
6.5 Design a solution or product and use a variety of technologies to model phenomena (NSES: M-E1; ETS 0439: I, VI)						X	
6.6 Identify and organize materials and other resources, choose suitable tools and techniques, and work with appropriate measurement methods to ensure adequate accuracy in the implementation of a proposed design. (NSES: M-E1; ETS 0439: 1,V1)	X					X	
6.7 Analyze and interpret data obtained from an experiment or investigation, including graphical data, and identify and demonstrate an understanding of courses of error in data that is presented (NSES: M-E1; ETS 0439: I, V1)	X	X	X	X	X	X	
	BIOL 101	BIOL 342	BIOL 343	GSCI 111	GSCI 112	GSCI 115	GSCI 353
6.8 Demonstrate understanding of scientific measurement and notation systems (NSES: M-E1; ETS 0439: I, VI)	X	X	X	X	X	X	

6.9 Collaborate as a team-member in the identification, communication, and resolution of scientific and technological problems. (NSES: M-E2; ETS 0439: I, VI)	X	X	X	X	X	X	
6.10 Use words, drawings, and simple models to communicate the process and products of technological design and scientific investigation (NSES: M-E1; ETS 0439: I, VI)	X	X	X	X	X	X	
6.11 Use criteria relevant to the original purpose or need to evaluate completed technological designs or products (NSES: M-E1; ETS 0439: 1, VI)	X					X	
<b>7. Science in Personal and Social Perspectives</b>							
7.1 Personal Health (1997 SSC: 4.3, 4.6; NSES: M-F1; ETS 0439: VI)	X						
7.2 Populations, Resources, and Environments (1997 SSC: 5.1, 5.4-.6; NSES: M-F2; ETS 0439: VI)	X	X	X				
7.3 Types of Resources (1997 SSC: 6.1; NSES: M-F2; ETS 0439: VI)	X	X	X				
7.4 Changes in Environments (1997 SSC: 5.1,5.6; NSES: M-F2; ETS	X	X	X				

0439:VI)							
7.5 Natural Hazards (1997 SSC:1.3; NSES: M-F3; ETS 0439: VI)	X	X	X	X	X	X	
7.6 Risks and Benefits (1997 SSC: 1.3; NSES: M-F4; ETS 0439: VI)	X	X	X	X	X	X	
7.7 Science and Technology in Society (1997 SSC: 1.3; NSES: M-F5; ETS 0439: VI)	X	X	X	X	X	X	
	BIOL 101	BIOL 342	BIOL 343	GSCI 111	GSCI 112	GSCI 115	GSCI 353
<b>8. History and Nature of Science</b>							
8.1 Science as a Human Endeavor (1997 SSC: 1.2, 1.5, 1.6; NSES: M-G1; ETS 0439: I)	X	X	X	X	X	X	
8.2 Nature of Science (1997 SSC: 1.2, 1.5, 1.6; NSES: M-G2; ETS 0439: 1)	X	X	X	X	X	X	
8.3 History of Science (1997 SSC: 1.2, 1.5, 1.6; NSES: M-G3; ETS 0439: I)	X	X	X	X	X	X	

### **Middle School Social Science**

	HIST 111	HIST 112	HIST 115	HIST 116	GOVT 170	GEOG 211	SSCI 212/213	SSCI 353
<b>1. Social Studies as a Field of Study</b>								
1.1 The definitions and purposes of social studies (including history, geography, economics, political science, anthropology, psychology, and sociology).			X			X	X	
1.2 The themes, concepts drawn from social studies: a) culture and cultural diversity; b) time, continuity and change; c) people, places , environment; d) individual development and identity; e) individuals, groups, institutions; f) power, governance, and authority; g) production, distribution and consumption; h) the interaction between science, technology and society; i) global connections; j) civic ideals and practices;	X	X	X	X	X	X	X	
1.3 How to integrate knowledge across the social studies, and between the social studies and other disciplines (e.g., science, fine arts, language, mathematics).			X		X	X		
	HIST 111	HIST 112	HIST 115	HIST 116	GOVT 170	GEOG 211	SSCI 212/213	SSCI 353
<b>2. Principles Expressed in Documents Shaping Constitutional Democracy in the United States</b>								

2.1 Basic U.S government documents (including but not limited to those listed in the <i>Show-Me Curriculum Frameworks, Standard I</i> and the <i>5-8 Grade-Level Expectations</i> ), their origins, evolution, and changing interpretations, and how they attempt to balance the needs of the individual and the group.	X				X			
2.2 Civic ideals and democratic principles implicit in basic documents (human dignity and individual rights, justice, general welfare, freedom, equality, rule of law, etc.).	X				X			
2.3 How events today and in the past have been shaped by democratic ideals and by the American people's efforts to put those ideals into practice.	X	X		X	X	X		
2.4 A range of diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places.	X				X			
<b>3. Continuity and Change in the History of Missouri, the United States and the World</b>								
3.1 Key historical concepts, including time, chronology, cause and effect, change, conflict, point of view.	X				X	X		
3.2 Historical periods, people, events, developments, and documents (including but not limited to  a) the migrations, interactions, and cultures of people from many regions of the world;  b) the development and evolution of democracy around the world, especially the American democracy;  c) the evolution of the world economy, including the development and growth of the American economy;	X	X	X	X		X	X	



d) the evolution of the U.S. domestic and foreign policies;  e) changes in world politics and cultures, including reform movements and civil unrest;  And others listed in the <i>Show-Me Curriculum Frameworks</i> and <i>5-8 Grade-Level Expectations</i> ) and how the past shapes the present.								
	HIST 111	HIST 112	HIST 115	HIST 116	GOVT 170	GEOG 211	SSCI 212/213	SSCI 353
3.3 How and why individual (including historians) may view, interpret, and report on the past from very different perspectives.		X						
3.4 The link between human decisions and consequences.	X							
3.5 Current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.	X	X		X				
<b>4. Principles and Processes of Governance Systems</b>								
4.1 Different types of government and institutional systems, including those of the United States, and how those systems interact.			X		X			
4.2 The effects of political theories and philosophies (including but not limited to those listed in the <i>Show-Me Curriculum Frameworks</i> and <i>5-8 Grade-Level Expectation</i> ).	X	X		X	X			
4.3 The role and impact of citizen participation in civil society and in the political arena.					X			

4.4 Rights and responsibilities, rules, types of authority, and governmental structures of schools, communities, states, the country, and other nations.		X	X	X	X			
<b>5. Economic Concepts and Principles</b>								
5.1 Economic systems (e.g., traditional, market, command, and mixed, etc.) and basic economic concepts (e.g., scarcity, opportunity, cost, trade-offs, supply, demand, etc.).			X	X		X	X	
5.2 Economic choices and processes for making rational economic decisions (e.g., saving, purchasing, investing, etc.).						X	X	
5.3 Economic factors which determine the interdependence of economies (natural, capital, and human resources; investment entrepreneurship, etc.).	X					X	X	
	HIST 111	HIST 112	HIST 115	HIST 116	GOVT 170	GEOG 211	SSCI 212/213	SSCI 353
5.4 Domestic and international trade and the interdependence of economies (specialization, use of money in trade, comparative advantage, etc.).		X					X	
5.5 The role of technology in our economy and how our economy has changed from a primarily agricultural economy to a primarily service economy.		X		X			X	
5.6 The wider consequences of economic decisions on groups, communities, the nation, and the world.	X	X		X				
5.7 The roles governments play in economic systems (production of public goods, taxation, regulations, etc.) and their impacts in economic systems.		X		X	X		X	
<b>6. The Major Elements of Geographical Study and Analysis</b>								

6.1 Application and use of geographic representations, tools, and resources (maps, atlases, aerial photographs, globes, etc.).			X			X		
6.2 Locales, regions, nations, and the world relative to location, size, climate, and geology.						X		
6.3 The interaction between physical geography and culture, history, politics, and economics.	X	X	X			X		
6.4 Relationships between human systems and the environment.		X				X		
6.5 How individuals and groups are affected by events on a regional, international and global scale.				X		X	X	
<b>7. Relationships of Individuals and Groups to Institutions and Cultural Traditions</b>								
7.1 Ideas, and concepts common across societies, social institutions, cultures, and cultural perspectives (e.g., culture, mores, stereotypes, socialization, etc.).						X		
7.2 How to recognize and use cultural universals to analyze one's own and other's cultures.						X		
	HIST 111	HIST 112	HIST 115	HIST 116	GOVT 170	GEOG 211	SSCI 212/213	SSCI 353
7.3 The similarity of basic human needs						X	X	

and the diverse ways individuals, groups, societies, and cultures meet those needs.								
7.4 Interactions among diverse individuals, groups, institutions, and cultures.	X	X				X		
7.5 How diverse individuals, groups, Institutions, and cultures change over time.						X		
7.6 The tensions that occur when the goals, values, and principles of two or more institutions or groups conflict.			X				X	
<b>8. Social Science Tools and Inquiry</b>								
8.1 Various methods for framing research questions.								X
8.2 Various methods of inquiry in the social sciences (naturalistic, historical, experimental, etc.).								X
8.3 Data sources and collection techniques (artifacts and historical places; field research; primary and secondary sources; interviews, surveys, and polling; geographic representations; case studies; statistics; observations; charts, graphs, and tables; and multimedia/electronic resources; etc.).								X
8.4 How to interpret, classify, analyze, and evaluate data.								X

8.5 How to formulate well-supported conclusions, oral and written arguments, policies, and positions; and report these to different audiences.							X	
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## APPENDIX C

### EDUCATION COURSE REQUIREMENTS

Education majors complete the same University Proficiencies, Core Curriculum Requirements, and Education Foundation Requirements as shown below.

### Education Program: Elementary (Grades 1-6)

University Proficiencies				
Writing Proficiency				
Writing Proficiency earned by ... circle one:      ACT/SAT (score:      ) AP      CLEP      IB				
If <b>ACT English =&gt; 26</b> or <b>SAT Writing = &gt; 590</b> , student is proficient. Place in Effective Communication option.*				
If <b>transfer student has ONE ENGL composition course</b> , take WPE in the first semester, UNLESS ACT/SAT proficiency can be verified.				
If <b>transfer student has two composition courses</b> , check with Humanities Dept. chair for placement and take WPE first semester.				
If <b>ACT English = 24 - 25, SAT Writing 550 - 580</b> , take Writing Proficiency Exam in first semester. If <b>pass</b> , place in Effective Communication option*; if <b>no pass</b> , place in ENGL 111 the next semester.				
If <b>ACT English &lt;=15, SAT Writing &lt; 380</b> , place in ENGL 100	1	<b>Wellness Proficiency</b>		
If <b>ACT English 16-19, SAT Writing 390-460</b> , place in ENGL 102	2	Complete in University Seminar	0	
If <b>ACT English 20-25, SAT Writing 470-580</b> , English 111	3	Or check the Advising Handbook for instructions		
Core Curriculum Requirements (55)				
	Cr	<input checked="" type="checkbox"/>		Cr <input checked="" type="checkbox"/>
EDUC 100 or GNST 100 University Seminar	1		Science: BIOL 101 Biological Science with Lab	4
BIBL 111 Essential Christianity	3		Science: GSCI 115 Physical Science with Lab	4
BIBL 115 Old Testament Literature	3		Healthy Relationships: PSYC 234 Child Psych.	3
BIBL 116 New Testament Literature	3		SSCI 212 Economics in Society	2
BIBL 360-370 Book Study (choose one)	3		Historical Inquiry: HIST 111 or 112 Am. Hist.	3
THEO 320 Pentecost	3		Beh/ Soc Sci: GEOG 211 Wrld Rgnl Geography	3
ICST 350 Global Connections	3		Rdg & Imag: EDUC 330 Child Lit	3
COMM 205 Effective Communication (ACT English 26+, SAT 590+)	3		MATH 120 Math for Teachers I	2
			MATH 121 Math for Teachers II	3
Humanities elective:	3		Artistic Expression elective:	3
B.A. Requirement (optional)				
	Cr	<input checked="" type="checkbox"/>		Cr <input checked="" type="checkbox"/>
Foreign Language 1:			Foreign Language 2:	

Professional Education Requirements					
	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
EDUC 219 Foundations of Education [1]	3		EDUC 370 Science & Social Studies for Teachers	3	
EDUC 220 Practicum in Foundation [1]	1		EDUC 371 Teaching Practicum	1	
EDUC 221 Elem. Curriculum & Instruction	3		EDUC 434 Tests and Measurements	3	
EDUC 235 Educational Technology	2		EDUC 451 Communication Arts II	3	
EDUC 251 Communication Arts I	3		EDUC 453 Comm. Arts Practicum	1	
EDUC 271 The Exceptional Student	2		EDUC 417 Educational Psychology	2	
EDUC 329 Interdisciplinary Learning	3		EDUC 476 Tech. & Strategies in Class Mgmt. [2]	2	
EDUC 331 Math Practicum	1		EDUC 427 Seminar In Student Teaching [2]	1	
EDUC 332 Methods of Teaching Elem. Math	3		EDUC 437 Student Teaching [2]	12	
EDUC 351 Analysis & Correction of Reading Diff.	3				

Emphasis Area					
Required to have an academic emphasis of at least 21 credit hours; can include hours listed in Core Requirements.					
Emphasis Area:					
	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
				<b>Emphasis Credits</b>	
				<b>Total Credits</b>	
[1] EDUC 219 (Foundations of Education) and EDUC 220 (Elementary Practicum) must be taken concurrently. [2] EDUC 427, EDUC 437, EDUC 476 must be taken during student teaching semester.					

## Education Program: Early Childhood (Birth- Grade 6)

University Proficiencies				
Writing Proficiency				
Writing Proficiency earned by ... circle one:      ACT/SAT (score:      )    AP      CLEP      IB				
If <b>ACT English</b> => 26 or <b>SAT Writing</b> = > 590, student is proficient. Place in Effective Communication option.*				
If <b>transfer student has ONE ENGL composition course</b> , take WPE in the first semester, UNLESS ACT/SAT proficiency can be verified.				
If <b>transfer student has two composition courses</b> , check with Humanities Dept. chair for placement and take WPE first semester.				
If <b>ACT English = 24 - 25, SAT Writing 550 - 580</b> , take Writing Proficiency Exam in first semester. If <b>pass</b> , place in Effective Communication option*; if <b>no pass</b> , place in ENGL 111 the next semester.				
If <b>ACT English</b> <=15, <b>SAT Writing</b> < 380, place in ENGL 100	1	<b>Wellness Proficiency</b>		
If <b>ACT English 16-19, SAT Writing 390-460</b> , place in ENGL 102	2	Complete in University Seminar	0	
If <b>ACT English 20-25, SAT Writing 470-580</b> , English 111	3	Or check the Advising Handbook for instructions		
Core Curriculum Requirements (55)				
	Cr	<input checked="" type="checkbox"/>		Cr <input checked="" type="checkbox"/>
EDUC 100 or GNST 100 University Seminar	1		Science: BIOL 101 Biological Science with Lab	4
BIBL 111 Essential Christianity	3		Science: GSCI 115 Physical Science with Lab	4
BIBL 115 Old Testament Literature	3		Healthy Relationships: PSYC 234 Child Psych.	3
BIBL 116 New Testament Literature	3		SSCI 212 Economics in Society	2
BIBL 360-370 Book Study (choose one)	3		Historical Inquiry: HIST 111 or 112 Am. Hist.	3
THEO 320 Pentecost	3		Beh/ Soc Sci: GEOG 211 Wrlld Rgnl Geography	3
ICST 350 Global Connections	3		Rdg & Imag: EDUC 330 Child Lit	3
COMM 205 Effective Communication (ACT English 26+, SAT 590+)	3		MATH 120 Math for Teachers I	2
			MATH 121 Math for Teachers II	3
Humanities elective:	3		Artistic Expression elective:	3
B.A. Requirement (optional)				
	Cr	<input checked="" type="checkbox"/>		Cr <input checked="" type="checkbox"/>
Foreign Language 1:			Foreign Language 2:	
Professional Education Requirements				
	Cr	<input checked="" type="checkbox"/>		Cr <input checked="" type="checkbox"/>
EDUC 219 Foundations of Education [1]	3		EDUC 332 Methods of Teaching Elem. Math	3
EDUC 220 Practicum in Foundation [1]	1		EDUC 334 Individualizing Instruction**	2
EDUC 221 Elem. Curriculum & Instruction	3		EDUC 335 Pract. in ECHD Special Education**	1
EDUC 235 Educational Technology	2		EDUC 337 Language Development*	3
EDUC 251 Communication Arts I	3		EDUC 344 Util. Fam. & Comm. Resources*	2



EDUC 271 The Exceptional Student	2	EDUC 351 Analysis & Correction of Reading Diff.	3
EDUC 286 Curr. Methods & Materials in ECHD**	3	EDUC 360 Perceptual-Motor Development**	2
EDUC 298 Practicum	3	EDUC 370 Science & Social Studies for Teachers	3
EDUC 299 Administration of ECHD Programs*	3	EDUC 371 Teaching Practicum	1
EDUC 329 Interdisciplinary Learning	3	EDUC 417 Educational Psychology	2
EDUC 331 Math Practicum	1	EDUC 434 Tests and Measurements	3

	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
EDUC 451 Communication Arts II	3		EDUC 476 Tech. & Strategies in Class Mgmt.	2	
EDUC 453 Comm. Arts Practicum	1		EDUC 427 Seminar In Student Teaching [2]	1	
			EDUC 437 Student Teaching [2]	12	
<b>Total Credits</b>					
[1] EDUC 219 (Foundations of Education) and EDUC 220 (Elementary Practicum) must be taken concurrently. [2] EDUC 427, EDUC 437, EDUC 476 taken during student teaching semester. * Fall only ** Spring only					

## Education Program: Middle School (Grades 5-9)

University Proficiencies				
Writing Proficiency				
Writing Proficiency earned by ... circle one:		ACT/SAT (score: ) AP CLEP		IB
If <b>ACT English</b> => 26 or <b>SAT Writing</b> = > 590, student is proficient. Place in Effective Communication option.*				
If <b>transfer student has ONE ENGL composition course</b> , take WPE in the first semester, UNLESS ACT/SAT proficiency can be verified.				
If <b>transfer student has two composition courses</b> , check with Humanities Dept. chair for placement and take WPE first semester.				
If <b>ACT English = 24 - 25, SAT Writing 550 - 580</b> , take Writing Proficiency Exam in first semester.				
If <b>pass</b> , place in Effective Communication option*; if <b>no pass</b> , place in ENGL 111 the next semester.				
If <b>ACT English</b> <=15, <b>SAT Writing</b> < 380, place in ENGL 100	1	Wellness Proficiency		
If <b>ACT English</b> 16-19, <b>SAT Writing</b> 390-460, place in ENGL 102	2	Complete in University Seminar		0

If ACT English 20-25, SAT Writing 470-580, English 111	3	Or check the Advising Handbook for instructions	
<b>Core Curriculum Requirements (51)</b>			
	Cr	<input checked="" type="checkbox"/>	
EDUC 100 or GNST 100 University Seminar	1		Science: BIOL 101 Biological Science with lab
BIBL 111 Essential Christianity	3		Science: GSCI 115 Physical Science with Lab
BIBL 115 Old Testament Literature	3		Healthy Relationships: PSYC 235 Adol Psych
BIBL 116 New Testament Literature	3		FIN 138 Personal Finance
BIBL 360-370 Book Study (choose one)	3		Historical Inquiry elective:
THEO 320 Pentecost	3		Behavioral/Social Sci elective:
ICST 350 Global Connections	3		Reading & Imagination elective:
COMM 205 Effective Communication (ACT English 26+, SAT 590+)	3		Humanities elective:
			Artistic Expression elective:
<b>Additional Requirement for B.S. degree</b>			
	Cr	<input checked="" type="checkbox"/>	
Additional Science 1:	3		Additional Science 2:
<b>B.A. Requirement (optional)</b>			
	Cr	<input checked="" type="checkbox"/>	
Foreign Language 1:			Foreign Language 2:
<b>Professional Education Requirements</b>			
	Cr	<input checked="" type="checkbox"/>	
EDUC 219 Foundations of Education [1]	3		EDUC 353 Middle School Methods - Area 2
EDUC 220 Practicum in Foundation [1]	1		EDUC 354 Practicum Area 2
EDUC 223 Curriculum and Inst. in the MS	3		EDUC 417 Educational Psychology
EDUC 235 Educational Technology	2		Statistics: EDUC 434 Tests & Measurements
EDUC 251 Communication Arts I	3		EDUC 427 Sem In Student Teaching [2]
EDUC 271 Exceptional Student	2		EDUC 437 Student Teaching [2]
EDUC 353 Middle School Methods- Area 1	3		EDUC 476 Tech. & Strategies in Classroom Management
EDUC 354 Middle School Practicum - Area 1	1		

<b>Content Area: Language Arts, Mathematics, Science, or Social Studies</b>			
See Middle School Concentration Sheet	Cr	<input checked="" type="checkbox"/>	
Content Area:			

<b>2nd Content Area: Language Arts, Mathematics, Science, Social Studies, or Business</b>					
<b>See Middle School Concentration Sheet</b>	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
2nd Content Area:					
<b>Content Area Credits</b>					
<b>Total Credits</b>					
<p>[1] EDUC 219 (Foundations of Education) and EDUC 220 (Elementary Practicum) must be taken concurrently.  [2] EDUC 427, EDUC 437, EDUC 476 taken during student teaching semester.  [3] One of these practicums could be completed at the middle school level depending on the middle school content area.</p> <p>Does not take into consideration possible overlap with general education or differences in credit requirements for selected major.</p>					