

Evangel University

Department of Education

Graduate Education Programs Review
Fall, 2016

TABLE OF CONTENTS

I.	Introduction	4
II.	Department Mission and Objectives.....	5
III.	Program Capacity and Description	6
	a) Programs of Study	
	b) Faculty	
	c) Enrollment History	
	d) Graduate Placement	
	e) Facilities	
	f) Advisory Committee	
IV.	Assessment Procedures.....	12
V.	Peer Institutions/Benchmarking.....	12
VI.	Strengths, Weaknesses, Opportunities and Threats.....	14
VII.	Findings (organized by learning outcomes).....	15
VIII.	Recommendations	24
IX.	Action Items.....	25

APPENDIXES

- A Faculty Vitae
- B Degree Program Outcomes and Curriculum Map
- C Curriculum Requirements

I. INTRODUCTION

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

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. Masters education degrees are offered in Curriculum and Instruction, Educational Leadership, Literacy, School Counseling, and Secondary Teaching. A Doctoral (Ed.D) degree is offered in Educational Leadership in Curriculum and Instruction. 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 Education Department holds these goals for students completing master's programs in teacher preparation (Curriculum and Instruction and Secondary Teaching):

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.

The Education Department holds these goals for students completing a master's degree in educational leadership:

1. Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that

applies best practice to student learning, and designing comprehensive professional growth plans for staff.

3. Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources
5. Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
6. Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

The Education Department holds these goals for students completing the doctorate in educational leadership, curriculum and instruction:

1. Education leaders develop, articulate, implement, and steward a digital-age learning vision that provides a rigorous, relevant, and engaging education for all students
2. Education leaders create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging learning community
3. Education leaders create and manage an effective learning environment that maximizes information and technology resources
4. Education leaders collaborate with others in developing a plan to respond to the academic and social needs of a diverse learning community
5. Education leaders model and facilitate understanding of social, ethical and legal issues and responsibilities related to leadership in an evolving digital culture
6. Education leaders add to the body of educational research using standard tools of inquiry that develop and support best practices in education
7. Education leaders articulate a mission and plan for personal professional growth as an education leader, drawing on the resources of a Christian understanding of vocation.

III. PROGRAM DESCRIPTIONS AND CAPACITY

- a) Programs of Study – The Graduate Education Department offers the following programs. Masters education degrees are offered in Curriculum and Instruction, Educational Leadership, Literacy, School Counseling, and Secondary Teaching. A Doctoral (Ed.D) degree is offered in Educational Leadership in Curriculum and Instruction..

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.

Fall Enrollment by Program

	Curriculum And Instruction	Literacy	Educational Leadership	Secondary Teaching	Ed.D in Leadership and C and I
2011	7	24	9	20	NA
2012	6	21	9	22	NA
2013	6	13	12	10	NA
2014	5	16	17	10	15
2015	3	16	15	10	26

Graduates by Year

	Curriculum And Instruction	Literacy	Educational Leadership	Secondary Teaching	Ed.D in Leadership and C and I
2011	2	7	6	2	NA
2012	4	9	6	2	NA
2013	3	11	5	7	NA
2014	1	6	6	2	NA
2015	2	8	8	2	NAs

Name	Highest Degree	Year Degree Obtained	Degree Area Specialization	Faculty Rank	Year Hired
Shonna Crawford	PhD	2015	Professional Education	Associate	2011
Fred Drake	EdD	1994	Professional Education	Professor	1998
Colleen Hardy	EdD	2003	Elementary/Curriculum	Professor	2001
Rebecca Huechteman	PhD	1998	Literacy	Adjunct	1981
Susan Langston	EdD	2012	Professional Education	Associate	2012
Kevin Kopp	EdD	2007	Graduate Leadership	Ajunct	2013

Gordon Pace	EdD	2002	Graduate Leadership	Professor	2013
Matt Pearce	EdD	2007	Graduate Leadership	Adjunct	2014
Matt Stringer	EdD	2006	Graduate Leadership	Professor	2001
Kelly Sutherland	EdD	2009	Elementary/Professional Ed	Associate	2013
Karyn Christy					

- c) 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 acts 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. The Education Department also organizes monthly Graduate Education Committee meetings to discuss program data and improvements.

**Education Department
Curriculum Advisory Committee Members**

Name and Position Dates	Area of Expertise	Service
Marilyn Monroe Principal, Weller Elementary 2009 – Present	Educational Leadership	
Dr. Nancy Colbaugh	Educational Leadership	

Retired Principal

Mrs. Marty Moore
Director of Professional Learning Staff Development

Mr. Gary Strunk High School Teacher

Dr. Kevin Huffman
Principal, Roberson Elementary Community Schools

Mrs. Kathy Gross
Springfield Public Schools Professional Learning

Mrs. Lawrence Anderson
Director of 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

Graduate Education Committee

Faculty Committee Members

Susan Langston

Colleen Hardy

Matt Stringer

Fred Drake

Gordon Pace

Shawna Crawford

Kelly Sutherland

Advisory Committee Recommendations and Actions

Advisory Committee Recommendation	Action Taken
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.
Superintendent Committee Recommendation	Action Taken
Develop programs for educational leaders for individuals with specialization in instructional technology.	Design and improvement of Ed.D in Educational Leadership and Curriculum and Instruction.
Graduate Education Committee	Action Taken
Develop effective program summer course and residency experiences that maximize resources.	Guest speaker Rocky Killion. Design of summer literacy lab.

IV. ASSESSMENT DATA

Praxis or Missouri Content Assessment Pass Rates for MST 2012-2013	Praxis or Missouri Content Assessment Pass Rates for MST 2013-2014	Praxis or Missouri Content Assessment Pass Rates for MST 2014-2015	Praxis or Missouri Content Assessment Pass Rates for MST 2015-2016
8 of 8 100%	5 of 5 100%	2 of 2 100%	7 of 7 100%

Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2012-2013	Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2013-2014	Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2014-2015	Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2015-2016
1 of 1 100%	2 of 2 100%	3 of 3 100%	1 of 1 100%

Students emerging or proficient in reading practicum evaluations Literacy Masters 2012- 2013	Students emerging or proficient in reading practicum evaluations Literacy Masters 2013- 2014	Students emerging or proficient in reading practicum evaluations Literacy Masters 2014- 2015	Students emerging or proficient in reading practicum evaluations Literacy Masters 2015- 2016
5 proficient 1 emerging	6 proficient 1 emerging	6 proficient 1 emerging	6 proficient 1 emerging

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.

Institution	Competing Degree Programs	Number of Credits Required	Tuition
Evangel	Masters of Literacy Masters of Educational Leadership Masters of Secondary Teaching Masters of Curriculum and Instruction Ed.D in Educational Leadership in Curriculum and Instruction	35-38 37 36-40 35-36 49 beyond Masters	
Drury			
Southeastern			
Southwest Baptist			
Missouri State			

VI. STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS

SWOT Analysis for graduate programs

December 2015

Strengths

- Doctoral program is unique

- High quality programs

Weaknesses

- Faculty working at multiple levels (undergraduate, graduate)

- All programs need refinement in assessment

- Limited resources for marketing/recruiting

Opportunities

- Site based coursework (conduct classes at the school)

- Increase online offerings

Threats

- Competing with a 50% tuition reduction from Drury for Title I sites

- Ozark public schools pays tuition-can't pay EU due to entrance requirements

- Differentiation from other programs not distinct enough to gain market share

- Advisor specialists – transfers

VII. FINDINGS ORGANIZED BY LEARNING OUTCOMES

Evangel University Masters in Education (Literacy, C&I, MST)

Entry Level Assessments

Assessment	Administration	Analysis	Standards
Entrance Exam	Admission Requirement	Praxis, GRE reliability ensured by testing agency.	Missouri Teacher Standard 1.1, 7.6, 9.1
Missouri Educator Profile (MEP) work skills assessment	Admission Requirement	Advisor Review	Missouri Teacher Standard 1.4,1.5, 2.4, 2.6, 5.3, 6.1,6.2, 8.1
Educational Experience	Admission Requirement	Faculty Review	Missouri Teacher Standard All standards
Master of Education GPA	Admission Requirement	3.5 or higher	Missouri Teacher Standards 1.2' 1.2, 7.6,9.1
Admission Essay	Admission Requirement	Scoring Rubric	Missouri Teacher Standards 2.1, 2.2, 2.3, 3.3, 6.1, 6.3, 6.4, 8.1, 8.2, 9.1
Admission Interview	Admission Requirement	Faculty Panel Review	Missouri Teacher Standards 2.1, 2.2, 2.3, 3.3, 6.1, 6.3, 6.4, 8.1, 8.2, 9.1

Supervisor Reference	Admission Requirement	Faculty Review	Missouri Teacher Standards All Standards
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Evangel University Masters in Education (Literacy, C&I, MST)

Mid Program Assessments

Assessment	Administration	Analysis	Standards
Application for Candidacy	Upon Completion of 15 Credit Hours	Faculty Advisor	Missouri Teacher Standards All Standards
Missouri Educator Profile (MEP) work skills assessment	Upon Completion of 15 Credit Hours	Faculty Advisor	Missouri Teacher Standard 1.4,1.5, 2.4, 2.6, 5.3, 6.1,6.2, 8.1
Recommendation for Candidacy	Upon Completion of 15 Credit Hours	Graduate Council Review	Missouri Teacher Standards All Standards
Course Embedded Assessments	Throughout the Program	Scoring Rubric Completed by the Instructor	Missouri Teacher Standards All Standards
Cumulative GPA	Throughout the Program	GPA of 3.5 or Higher	Missouri Teacher Standards All Standards
Course Grades	Throughout the Program	Grades of B or Higher per course	Missouri Teacher Standards All Standards

Evangel University Masters in Education (Literacy, C&I, MST)

Exit Level Assessments

Assessment	Administration	Analysis	Standards
Course Embedded Assessments	Throughout the Program	Scoring Rubric Completed by the Instructor	Missouri Teacher Standards All Standards
GPA	Program Completion Requirement	GPA of 3.5 or Higher	Missouri Teacher Standards 1.1, 1.2, 7.6,9.1
Course Grades	Program Completion Requirement	Grades of B or Higher per course	Missouri Teacher Standards 1.1, 1.2, 7.6,9.1
Certification Exam	At Completion of Coursework	State determined cut score	Missouri Teacher Standards 1.2' 1.2, 7.6,9.1

Praxis or Missouri Content Assessment Pass Rates for MST 2012-2013	Praxis or Missouri Content Assessment Pass Rates for MST 2013-2014	Praxis or Missouri Content Assessment Pass Rates for MST 2014-2015	Praxis or Missouri Content Assessment Pass Rates for MST 2015-2016
8 of 8 100%	5 of 5 100%	2 of 2 100%	7 of 7 100%

Students emerging or proficient in reading practicum evaluations Literacy Masters 2012-2013	Students emerging or proficient in reading practicum evaluations Literacy Masters 2013-2014	Students emerging or proficient in reading practicum evaluations Literacy Masters 2014-2015	Students emerging or proficient in reading practicum evaluations Literacy Masters 2015-2016
5 proficient 1 emerging	6 proficient 1 emerging	6 proficient 1 emerging	6 proficient 1 emerging

Evangel University Masters in Education (Leadership)

Entry Level Assessments

Assessment	Administration	Analysis	Standards
Entrance Exam	Admission Requirement	Praxis, GRE reliability ensured by testing agency.	Missouri Educational Leadership Standards 2.2, 2.3, 6.1
Missouri Educator Profile (MEP) work skills assessment	Admission Requirement	Advisor Review	Missouri Educational Leadership Standards 2.1, 4.1, 4.2, 5.1

Educational Experience	Admission Requirement	Faculty Review	Missouri Educational Leadership Standards 2.3, 5.1, 6.1
Master of Education GPA	Admission Requirement	3.5 or higher	Missouri Educational Leadership Standards 5.1, 6.1
Admission Essay	Admission Requirement	Scoring Rubric	Missouri Educational Leadership Standards 1.1, 1.2, 5.1
Admission Interview	Admission Requirement	Faculty Panel Review	Missouri Educational Leadership Standards 5.1
Supervisor Reference	Admission Requirement	Faculty Review	Missouri Educational Leadership Standards All Standards

Evangel University Masters in Education (Leadership)

Mid Program Assessments

Assessment	Administration	Analysis	Standards
Application for Candidacy	Upon Completion of 15 Credit Hours	Faculty Advisor	Missouri Educational Leadership Standards All Standards
Missouri Educator Profile (MEP) work skills assessment	Upon Completion of 15 Credit Hours	Faculty Advisor	Missouri Educational Leadership Standards 2.2, 2.3, 6.1

Recommendation for Candidacy	Upon Completion of 15 Credit Hours	Graduate Council Review	Missouri Educational Leadership Standards All Standards
Course Embedded Assessments	Throughout the Program	Scoring Rubric Completed by the Instructor	Missouri Educational Leadership Standards All Standards
Cumulative GPA	Throughout the Program	GPA of 3.5 or Higher	Missouri Educational Leadership Standards All Standards
Course Grades	Throughout the Program	Grades of B or Higher per course	Missouri Educational Leadership Standards All Standards

Evangel University Masters in Education (Leadership)

Exit Level Assessments

Assessment	Administration	Analysis	Standards
Course Embedded Assessments	Throughout the Program	Scoring Rubric Completed by the Instructor	Missouri Educational Leadership Standards All Standards
GPA	Program Completion Requirement	GPA of 3.5 or Higher	Missouri Educational Leadership Standard All Standards s
Course Grades	Program Completion Requirement	Grades of B or Higher per course	Missouri Educational Leadership Standards All Standards

Certification Exam	At Completion of Coursework	State determined cut score	Missouri Educational Leadership Standards All Standards
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Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2012-2013	Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2013-2014	Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2014-2015	Praxis or Missouri Content Assessment Pass Rates for EDL Masters 2015-2016
1 of 1 100%	2 of 2 100%	3 of 3 100%	1 of 1 100%

Evangel University Leadership in Curriculum and Instruction Ed.D

Entry Level Assessments

Assessment	Evaluation	Administration	Analysis
Entrance Exam	ISTE 3 EU Academic Prep MSS 2,6	Admission Requirement	Praxis, GRE reliability ensured by testing agency.
Educational Experience	ISTE 3 EU Academic Prep MSS 2,6	Admission Requirement	Faculty Review
Master of Education GPA	ISTE 3 EU Academic Prep MSS 2,6	Admission Requirement	3.5 or higher
Admission Essay	ISTE 2,3 EU Academic Prep EU Human Relation EU Value System MSS 1,2,6	Admission Requirement	Scoring Rubric
Admission Interview	ISTE 2,3 EU Academic Prep EU Human Relation EU Value System MSS 1,2,6	Admission Requirement	Faculty Panel Review
Supervisor Reference	ISTE 1, 2,3 EU Human Relation EU Value System MSS 1,2,6	Admission Requirement	Faculty Review

ISTE indicates International Society for Technology in Education Standards

EU indicates EU Knowledge Base

MSS indicates Missouri Superintendent Standards

Evangel University Leadership in Curriculum and Instruction Ed.D

Mid Program Assessments

Assessment	Evaluation	Administration	Analysis
Application for Candidacy	ISTE EU MSS	Upon Completion of 15 Credit Hours	Faculty Advisor
Missouri Educator Profile (MEP) work skills assessment	ISTE EU MSS	Upon Completion of 15 Credit Hours	Faculty Advisor
Recommendation for Candidacy	ISTE EU MSS	Upon Completion of 15 Credit Hours	Graduate Council Review
Course Embedded Assessments	ISTE EU MSS	Throughout the Program	Scoring Rubric Completed by the Instructor
Cumulative GPA	ISTE EU MSS	Throughout the Program	GPA of 3.5 or Higher
Course Grades	ISTE EU MSS	Throughout the Program	Grades of B or Higher per course

ISTE indicates International Society for Technology in Education Standards

EU indicates EU Knowledge Base

MSS indicates Missouri Superintendent Standards

Evangel University Leadership in Curriculum and Instruction Ed.D

Exit Level Assessments

Assessment	Evaluation	Administration	Analysis
Course Embedded Assessments	ISTE EU MSS	Throughout the Program	Scoring Rubric Completed by the Instructor
Research Dissertation	ISTE EU MSS	Program Completion Requirement	Faculty Dissertation Committee
GPA	ISTE EU MSS	Program Completion Requirement	GPA of 3.5 or Higher
Course Grades	ISTE EU MSS	Program Completion Requirement	Grades of B or Higher per course
Superintendent Certification Exam*	MSS	At Completion of Coursework	State determined cut score

ISTE indicates International Society for Technology in Education Standards

EU indicates EU Knowledge Base

MSS indicates Missouri Superintendent Standards

VIII. RECOMMENDATIONS BASED ON FINDINGS

Based upon your findings in Section VII. What recommendations do you make?

Finding	Recommendation	Resources Needed
EDL Master's students need training in the new content assessments and assessment tasks.	Redesign the Internship and Practicum Courses	Faculty Workload
Literacy Internship students need an improved experience.	Literacy Lab	Faculty Workload Graduate Assistant
Curriculum and Instruction students need a completely online option.	Redesign EDU 543 and EDU 533	Faculty Workload

IX. ACTION ITEMS

Based upon recommendations in VI – what are your action steps and timelines?

ACTION	RESPONSIBLE PERSON	TIMELINE
REDESIGN OF EDL 694 AND EDL 685	MATT STRINGER	2015
DESIGN A SUMMER LITERACY LAB	SHONNA CRAWFORD	2015-2016
CONVERT EDU 543 AND EDU 533 TO ONLINE FORMAT	COLEEN HARDY	2015-2016

APPENDIX A

Name:
Shonna R. Crawford 2905 W. Trevor Trail Ozark, MO 65721 417.581.0858 crawfordsh@evangel.edu
Position:
Assistant Professor of Education
Type of faculty (full time, part-time, graduate, undergraduate):
Full time Undergraduate Faculty
Academic Degrees (degrees, institutions, dates, fields of specialty):
Doctorate in Literacy University of Missouri, Columbia, In process Masters in Reading Education Evangel University, Springfield, 2003 Bachelor of Science in Elementary Education Evangel University, Springfield, 2000
Professional Experience (list last first, including elementary and secondary teaching and school support service):
Primary/Intermediate Trainer (PreK-5) June 2006 to June 2011. Trained PreK-5 th 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. Literacy Coach (Arrow Springs and Park Lane Elementary) Broken Arrow Public Schools, Broken Arrow, OK. May 2005 to May 2006. One of six reading specialists in Oklahoma's 3 rd 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. Title I Reading Specialist (Arrow Springs Elementary K-3) 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 5th grade at Oak Crest Elementary. Broken Arrow Public Schools, Broken Arrow, OK.

2000-2001 3rd 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):

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

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)

Name:
Colleen A. Hardy Curriculum Vita 2102 N Farm Road 35, Bois D'Arc, Missouri 65612 (417) 751-9133
Position:
Education Department Chair and Education Professor
Type of faculty (full time, part-time, graduate, undergraduate):
Full time tenure track graduate and undergraduate professor of education
Academic Degrees (degrees, institutions, dates, fields of specialty):
PROFESSIONAL BACKGROUND 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, Dissertation A Comparison of Student Achievement to the Use of Authentic Instruction in Elementary Social Studies; Dr. Lavern Scott Affiliations: Missouri State Teachers Organization Association of Supervision and Curriculum Development Southwest Missouri Curriculum Directors Missouri Association of Colleges of Teacher Education
Professional Experience (list last first, including elementary and secondary teaching and school support service):
SUMMARY OF QUALIFICATIONS *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
Faculty, Administrative and Supervisory Responsibilities for last full academic year:

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
The Call 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:
Rebecca S. Huechteman Work: 417-865-2811 ext. 8544 Email: huechtemanr@evangel.edu
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>PhD, Curriculum and Instruction: University of Missouri Columbia, Missouri, 1998 Major field: Curriculum and Instruction, Reading Support Areas: Linguistics and Mathematics Education</p> <p>M.S. in Education, Southwest Missouri State University Springfield, Missouri, 1979 Area: Reading Education</p> <p>B.S. in Education, 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>Professor of Education, Evangel University, Springfield, MO., 1981-present. Classes taught:</p> <ol style="list-style-type: none"> 1. Reading/language arts methods 2. Analysis and Correction of Reading Difficulties 3. Children's Literature 4. Mathematics methods 5. Seminar for student teachers 6. Supervision of practicums and student teaching 7. Graduate reading courses <p>Current teaching load:</p> <ol style="list-style-type: none"> 1. Educ 332, Methods of Teaching Elementary Math (3)

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:

1. College liaison for Partners in Education, Weller School (1988-present)
2. Member of the Language Arts Committee, Springfield Schools (1993-1995)
3. Member, Multicultural Committee, Springfield Schools (1996)
4. Member, Drury College Teacher Education Advisory Council (1995-2007)
5. Presenter of in-service and professional workshops (1990-present):
 - a. Springfield Schools
 - b. Immaculate Conception School
 - c. Marionville Schools
 - d. Greenwood Lab School
 - e. State and regional IRA meetings and conferences
 - f. Calvary Christian Academy, Springfield, Illinois
 - g. ACTS conference
 - h. New Covenant Academy
 - i. Learning Disabilities Association
 - j. Missouri Association of Colleges for Teacher Education
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.
7. Formed and presided over Evangel University's Advisory Council for Teacher Education (1998-2008).
8. Conducted two research projects with Springfield elementary schools.
9. Member, Springfield Schools Reading Advisory Committee.
10. Member, Willard North Elementary Accelerated Schools Steering Committee, 1999-2001.
11. Served on Springfield Vision 20/20 Education focus subcommittee (2004)
12. Member of Springfield schools assessment committee (2007-2008).

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

Name:
Dr. Susan Langston
Position:
Associate Professor of Education Director of Clinical Experiences
Type of faculty (full time, part-time, graduate, undergraduate):
Full time graduate and undergraduate faculty
Academic Degrees (degrees, institutions, dates, fields of specialty):
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
Professional Experience (list last first, including elementary and secondary teaching and school support service):
-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:

- Principal K-8 Initial Admin 2/28/08-02/28/21 (Expired)
- Elementary Education 1-8 Lifetime 5/23/88

Content Area Specialty - Qualified by assessment/experience through DESE

- Health Education - 2005
- School Leaders Licensure Assessment - 2007
- Science - 2006

Name:
Edwin Noack
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

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

Student Teacher/Practicum Supervisor

ACHIEVE Program Committee Member

Special Education Program Coordinator

Other Collegiate Assignments:

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

Council for Exceptional Children*

Council of Administrators of Special Education

Current Professional Assignments and Activities (non teaching):

ACHIEVE Committee

Teacher Education Committee

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

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:																	
Gordon T. Pace 6 Charleston Place Kimberling City, Missouri 65686 (417) 739-2988 gp@wolves.k12.mo.us																	
Position:																	
Professor																	
Type of faculty (full time, part-time, graduate, undergraduate):																	
Full time graduate																	
Academic Degrees (degrees, institutions, dates, fields of specialty):																	
EDUCATION: <table border="0"> <thead> <tr> <th colspan="3">EDUCATION</th> </tr> </thead> <tbody> <tr> <td>Ed.D.</td> <td>University of Missouri, Columbia, Missouri Field: Educational Leadership and Policy Analysis Dissertation: "A Study of the Relationships between Financial Characteristics of Schools and the Missouri School Improvement Program Accreditation Standards"</td> <td>2002</td> </tr> <tr> <td>Ed.S.</td> <td>Southwest Missouri State University, Springfield, Missouri Field: Educational Administration</td> <td>1994</td> </tr> <tr> <td>M.A.</td> <td>Western Michigan University, Kalamazoo, Michigan Field: Educational Leadership</td> <td>1984</td> </tr> <tr> <td>B.S.</td> <td>Evangel University, Springfield, Missouri Major: Biology Minor: Chemistry</td> <td>1978</td> </tr> </tbody> </table>			EDUCATION			Ed.D.	University of Missouri, Columbia, Missouri Field: Educational Leadership and Policy Analysis Dissertation: "A Study of the Relationships between Financial Characteristics of Schools and the Missouri School Improvement Program Accreditation Standards"	2002	Ed.S.	Southwest Missouri State University, Springfield, Missouri Field: Educational Administration	1994	M.A.	Western Michigan University, Kalamazoo, Michigan Field: Educational Leadership	1984	B.S.	Evangel University, Springfield, Missouri Major: Biology Minor: Chemistry	1978
EDUCATION																	
Ed.D.	University of Missouri, Columbia, Missouri Field: Educational Leadership and Policy Analysis Dissertation: "A Study of the Relationships between Financial Characteristics of Schools and the Missouri School Improvement Program Accreditation Standards"	2002															
Ed.S.	Southwest Missouri State University, Springfield, Missouri Field: Educational Administration	1994															
M.A.	Western Michigan University, Kalamazoo, Michigan Field: Educational Leadership	1984															
B.S.	Evangel University, Springfield, Missouri Major: Biology Minor: Chemistry	1978															
Professional Experience (list last first, including elementary and secondary teaching and school support service):																	
EMPLOYMENT:																	

ADMINISTRATIVE POSITIONS

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

TEACHING POSITIONS

Adjunct Instructor	Southwest Baptist University Graduate Education Course	1999
Teacher	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., 4th Floor
Springfield, Missouri 65806
(417) 829-5061

Rev. John Lindell
Senior Pastor, James River Assembly
6100 N 19th 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

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

Name:
Matt Stringer, Ed.D Professor of Education Evangel University 417-865-2815 ext.8563
Position:
Professor of Education
Type of faculty (full time, part-time, graduate, undergraduate):
QUALIFICATIONS: Full Time Undergraduate and Graduate Faculty
Academic Degrees (degrees, institutions, dates, fields of specialty):
EDUCATION: 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
Professional Experience (list last first, including elementary and secondary teaching and school support service):
EMPLOYMENT: Nixa R-2 School District 1990-2001 Evangel University Associate Professor 2001- present Online Adjunct Indiana Wesleyan University 2007 - Present
Faculty, Administrative and Supervisory Responsibilities for last full academic year:
Other Collegiate Assignments:
AWARDS AND ACCOMPLISHMENTS: 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:

Dr. Kelly Sutherland

Dedicated to Student Success • Committed to Educational Development

3636 E. Farm Road 6, Fair Grove, MO

(417) 840-4887

drsutherland09@gmail.com

Position:

Type of faculty (full time, part-time, graduate, undergraduate):

QUALIFICATIONS:

EXPERIENCED EDUCATOR

...dedicated to guiding students to succeed while inspiring an insatiable passion for learning

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.

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator**, 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.
- **Instructional Leadership** - Use a balanced blend of motivational and targeted instruction methodologies to enhance curricula, focus on the three 'R's - rigor, relevancy and relationships.
- **Engage Parents** – Work closely with parents throughout career, repeated successes securing a high level of parental involvement.
- **Leverage Resources / Strategic Collaborations** – Work closely with district leaders and community partners to encourage parental involvement and strong community alliances.
- Utilize a **visionary approach with consistency** to help students past the threshold of *not-knowing* to *knowing* and develop to their fullest extent.

Academic Degrees (degrees, institutions, dates, fields of specialty):

EDUCATION:

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:

AWARDS AND ACCOMPLISHMENTS:

ADDITIONAL PROFESSIONAL ACTIVITIES:

GRADUATE COURSES TAUGHT

EDU 633 Educational Psychology Applied Evangel University, Springfield, MO 2010-Present
EDL 527 Communication for Effective Leadership Evangel University, Springfield, MO 2010-Present
EDU 543 History and Philosophy of Am. Educ. Evangel University, Springfield, MO 2010-Present
EDU 318 Integrated Curriculum and Instruction William Woods Univ., Fulton, MO 2004-2005

FACILITATOR OF PRESENTATIONS AND WORKSHOPS

Exploring Ministry Opportunities in the World of Education Evangel University 2010
Using Universal Screening Data to Make Educ. Decisions MO-Case Conference 2010
Professional Development Book Study Fair Grove R-X 2009
Beginning Teacher Interviews and Resumes Missouri State University 2007-2009
Missouri Accelerated Schools Project (Coach) Powerful Learning Conf. 1999-2004
Math Games to Improve Reading Comprehension Powerful Learning Conf. 2002 - 2003
Designing a School Webpage Willard Central 2002
Positive Personality Profiles Willard Central 1999
Readers/Writers Workshop In-service Spring Indep. Schools 1996
Ways to Incorporate Thematic Units Missouri State University 1992-1994
Motivation and Creativity in the Classroom Missouri State University 1991

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

PROFESSIONAL MEMBERSHIPS

National Association of Elementary School Principals 2004-Present
Missouri Association of Elementary School Principals 2004-Present

Current Professional Assignments and Activities (non teaching):
Certification (list certificates held, valid dates of certificate and state in which issued):
<p>CERTIFICATIONS & TRAINING</p> <p>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</p>

Appendix B

PROGRAM OUTCOMES AND CURRICULUM MAP

Commented [WL1]: I know you have these for elementary, early childhood and middle school, but I don't have them. Please insert here.

Master of Education in Literacy Program

The Master of Education in Literacy is designed to prepare educational leaders in the field of Literacy as teachers, clinicians, supervisors, directors, and coordinators of Literacy programs. Graduate students in the Literacy program explore trends and issues, improve assessment, and develop effective methods and strategies for Literacy instruction. The program is structured around the Missouri curriculum requirements for Literacy certification (K-12) and the Standards for Literacy Professionals outlined by the International Literacy Association. Candidates completing the program, including the field experience, are recommended for Missouri certification in special Literacy, grades K-12.

OBJECTIVES FOR GRADUATE SCHOOL EDUCATION PROGRAMS

Candidates for the Master of Education degree will become effective practitioners through classroom learning, research and analysis of model programs. A graduate of the education program will:

1. Exhibit a personal philosophy of teaching which demonstrates a social awareness based on the Judeo-Christian ethic, as evidenced by a compassion for human need and unique human differences, an understanding and appreciation for the multicultural heritage of humanity, and a sensitivity to differing value systems
2. Effectively design and implement instruction with a diverse group of learners, aligning instruction with national, state, and local outcomes in a positive learning climate
3. Lead curricular change, based on student and program needs and goals
4. Manage classroom learning to create success for all students
5. Commit to lifelong improvement as a teacher through reflection and application

6. Build learning networks through creating professional partnerships with school and University personnel, as well as community agencies, in order to produce greater student success

OBJECTIVES FOR MASTER OF EDUCATION IN LITERACY PROGRAM

Candidates for the Master of Education in Literacy are prepared appropriately and have proficiency in the following categories:

- I. **Foundational Knowledge:** Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- II. **Curriculum and Instruction:** Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- III. **Assessment and Evaluation:** Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- IV. **Diversity:** Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- V. **Literate Environment:** Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- VI. **Professional Learning and Leadership:** Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

*Taken from Standards for Reading Professionals, Revised (IRA,2010)

The Literacy Program includes the following courses:

(35 hours for graduation or 38 if the student is seeking a Missouri teaching certificate in Literacy)

Prerequisites (or co-requisites if not completed in undergraduate program):

Child Psychology, Adolescent Psychology, and Psychology/Education of the Exceptional Child

Required Courses (23 - 29 hours)

EDU 509	Action Research	3
EDU 512	Special Education: Consulting with Parents and Teachers	2
EDU 563	Educational Assessment.....	3
EDU 582	Special Studies in Classroom Management and Discipline... ..	2
RDG 513	Content Area Reading.....	3
RDG 522	Language Development and Literacy.....	2
RDG 543	Methods of Reading for Students with Literacy Problems	3
RDG 611	Individual Assessment: Intellectual.....	2
RDG 653	Reading Diagnosis.....	3
RDG 690	Reading Practicum (certification only)*	3
RDG 691	Reading Practicum (certification only)*	3

Elective Courses (9 – 12 hours)

EDU 543	History and Philosophy of American Education.....	3
EDU 633	Education Psychology Applied (waived if completing 6 hours of practicum for certification).....	3
RDG 633	Current Issues and Trends in Reading Education.....	3
EDU 698	Research Project.....	3
OR		
EDU 699	Research Thesis.....	3
RDG 590	Course Series (Current Literacy Issues / Topics) – up to 9 hours, if approved by advisor	
RDG 690	Reading Practicum	3
RDG 691	Reading Practicum	3

Course Descriptions for the Reading Program:

EDU 509 Action Research (3)

This course enables graduate students in Education to become acquainted with the literature on educational research methodologies, and to develop an understanding of such methodology in light of assessment and instruction. The goal is not only to become a critical reader of research reports, but also a consumer and producer of educational research. The Action Research process for improving teaching and learning in classrooms at all levels is explored. Students will use the model to develop and conduct research and use the data to answer significant questions about individual or collective student learning concerns or issues.

EDU 512 Counseling Techniques and Current Issues in the Education of Special Populations (2)

Explores counseling techniques, current issues, trends, and problems in all areas of exceptionalities, including the gifted, as well as at-risk populations. This course includes communication skills with exceptional children and their families. Topics will be determined by current legislative initiatives and school trends.

EDU 543 History and Philosophy of American Education (3)

Explores the basic philosophical and historical foundations that undergird the American educational system.

EDU 563 Educational Assessment (3)

Designed to supply professional educators with an array of tools and techniques necessary to assess student achievement.

EDU 582 Special Studies in Classroom Management and Discipline (2)

Presents models of classroom management and related discipline issues. This course is research oriented with a focus in the diversity of current American culture and classroom practice.

EDU 633 Educational Psychology Applied (3)

Designed for education majors as they progress from the role of practitioners to that of researcher-scientists. Incorporates psychological theory, research, and practice within the classroom.

EDU 698 Research Project (3)

An independent project that portrays the student's ability to conduct scholarly research that has a significant application. The project will consist of an analysis/synthesis of current research and information pertinent to the student's area of specialization and will result in a product that can be applied in an educational setting. The student must follow the guidelines listed in the department for completing the project.

EDU 699 Research Thesis (3)

An independent study that demonstrates the student's ability to complete a scholarly research thesis. The student must follow the guidelines listed in the department for seeking permission, defending, and submitting the thesis.

RDG 513 Current Issues in Content Reading (3)

Designed to examine diagnostic, methodological, organizational, and administrative issues related to content reading instruction. Emphasis is on research and application of strategies for developing functional reading in content fields.

RDG 522 Language Development and Literacy (2)

Explores the issue of emergent literacy and the relationship of language development and early literacy. A thorough study is made of human growth as it relates to the development of oral language, reading, and writing.

RDG 543 Methods of Reading for Students with Literacy Problems (3)

Provides participants with opportunities to explore effective instructional strategies which will assist students with literacy problems. Students explore preventive, early intervention, and corrective strategies.

RDG 611 Individual Assessment – Intellectual (2)

Presents the theoretical and assessment process of human intelligence. Definitions and nature of intelligence are investigated. Research, development, and standardization of intelligence are presented. Major individual intelligence tests are discussed and critiqued. Student assessment techniques and skills are developed.

RDG 633 Current Issues and Trends in Reading Education (3)

Addresses current issues and trends in reading education today. Such issues as current philosophies and methodologies and their effects on reading curriculum and classroom instruction are researched and discussed.

RDG 653 Reading Diagnosis (3)

Addresses the current trends and procedures used in assessing literacy problems of students. Classroom and clinical approaches are examined. Current research and knowledge base in literacy education are explored.

RDG 690 Reading Practicum (Grades K-5) (3)

Provides practical experience in formal/informal assessment of students, diagnosis of student strengths and weaknesses, and planning and implementing instruction for reading improvement. Each graduate student is assigned 2-3 students to work with during the practicum.

RDG 691 Reading Practicum (Grades 6-12) (3)

Provides practical experience in formal/informal assessment of students, diagnosis of student strengths and weaknesses, and planning and implementing instruction for reading improvement. Each graduate student is assigned 2-3 students to work with during the practicum.

DESE/Evangel University
Certification Requirements For
Special Reading (Grades K-12)

Missouri DESE Requirement	Evangel Course Number and Title
I. General Requirements:	
A. A valid Missouri permanent or professional certificate of license to teach; and B. Two (2) years of classroom teaching experience;	Prerequisite
II. Professional Requirements:	
*(These shall be met by courses of at least two (2) semester hours, unless otherwise specified):	
A. Foundations of Teaching:	
1. **Child Psychology;	Prerequisite
2. ** Adolescent Psychology;	Prerequisite
3. Psychology and/or Education of the Exceptional Child (including the Gifted); and	Prerequisite
4. Evaluation of Abilities and Achievement (instruction in interpretation of individualized intelligence tests, formal and informal diagnostic procedures and in prescriptive instruction);	RDG 611, RDG 653
B. Teaching Methods:	
1. Reading (at least three (3) courses required, minimum total of twelve (12) semester hours, one (1) of these courses shall be in Analysis and Correction of Reading Disabilities);	RDG 513, RDG 543, RDG 653 & RDG 633 or approved RDG 590 elective
2. Language Acquisition and Development or language Development of the Exceptional Child;	RDG 522

3. Behavior management Techniques; and	EDU 582
4. Counseling Techniques (to include communication skills with exceptional children and families of exceptional children); and	EDU 512
C. Clinical Experiences:	
<p>1. Practicum in the diagnosis and remediation of Reading and Related Difficulties:</p> <p>A minimum of six (6) semester hours is required for the practicum which should include experience with students at both the elementary and secondary levels. The practicum should require demonstrated competency in student management at both the elementary and secondary levels.</p>	<p>RDG 690 (Grades K-5)</p> <p>RDG 691 (Grades 6-12)</p>

Course Content addressing Learning Outcomes

Courses/ Outcomes	EDU 633	EDU 507/ 509	EDU 512	EDU 543	EDU 563	EDU 582	EDU 698/ 699	RDG 513	RDG 522	RDG 543	RDG 611	RDG 633	RDG 653	RDG 690	RDG 691
Life-long learning		X								X				X	X
Integration			X	X		X							X		
Central concepts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assessment					X				X	X	X	X	X	X	X
Curriculum					X			X	X	X	X	X	X	X	X
Partnerships			X			X			X		X		X	X	X
Student Learning	X				X	X		X	X	X	X		X	X	X
Learning Environmnt		X				X		X	X	X				X	X
Mission	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Wellness						X			X		X		X	X	X
Multicultural Heritage	X		X	X		X		X	X	X	X	X	X	X	X
Diverse Learners	X		X		X	X		X	X	X	X	X	X	X	X

Special Reading Education Competencies

The beginning (preservice) **Special Reading Education** teacher will demonstrate knowledge of and/or competency in the following areas of study:

Beginning Teacher Competencies	EDU 509	EDU 512	EDU 563	EDU 582	RDG 513	RDG 522	RDG 543	RDG 611	RDG 653	RDG 690	RDG 691
1. Foundations of Language and Literacy											
1. psychological, sociological, and linguistic foundations of reading and writing processes and instruction								✓	✓		
2. historical and contemporary developments in reading and writing instruction					✓	✓	✓	✓			
3. language development and reading acquisition and variations related to cultural and linguistic diversity						✓		✓			
4. major components of reading and how they are integrated in effective and efficient reading					✓	✓	✓		✓		
5. elements of the reading process to include the use of the semantic, syntactic, graphophonic and schematic					✓	✓	✓		✓		

cueing systems for active involvement and meaning making											
6. elements of the writing process and its recursive nature						✓	✓				

	509	512	563	582	513	522	543	611	653	690	691
2. Instructional Strategies and Curriculum Materials											
1. instructional grouping options as appropriate for accomplishing given purposes		✓		✓	✓	✓	✓		✓		
2. strategies to support students' differentiated learning needs and cultural/linguistic backgrounds		✓		✓	✓	✓	✓	✓	✓	✓	✓
3. coordinating and supporting the efforts of volunteers, paraprofessionals, and classroom teachers		✓								✓	✓
4. selecting and using a wide range of curriculum materials appropriate for learners at differing stages of development and from differing cultural and linguistic backgrounds					✓	✓	✓		✓	✓	✓
3. Assessment, Diagnosis, and Evaluation											
1. selecting, administering, and interpreting a wide range of formal and informal assessment tools and practices, ranging from individual and group standardized tests to individual and group informal classroom assessment			✓			✓		✓	✓	✓	✓

strategies, including technology-based assessment methods											
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	509	512	563	582	513	522	543	611	653	690	691
2. placing students along a developmental literacy continuum based on their proficiencies and difficulties						✓			✓	✓	✓
3. using assessment information to plan, evaluate, and revise instruction that meets the needs of all students, including those at differing stages of development and from differing cultural and linguistic backgrounds	✓	✓	✓			✓	✓	✓	✓	✓	✓
4. communicating assessment results to specific individuals	✓	✓	✓				✓		✓	✓	✓
4. Creating a Literate Environment											
1. determining and using students' interests and reading abilities and backgrounds as foundations for the reading and writing program							✓		✓	✓	✓
2. using a large supply of books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds					✓	✓	✓		✓	✓	✓
3. instructional practices to motivate students to be lifelong readers and writers					✓	✓	✓				

4. allocation of adequate time for reading and writing instruction and practice						✓	✓				
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	509	512	563	582	513	522	543	611	653	690	691
5. Professionalism and Professional Development											
1. positive dispositions related to reading, the teaching of reading and writing, and students achievement					✓	✓	✓			✓	✓
2. professional organizations that support reading and writing instruction							✓				
3. local, state, and federal policies related to reading and writing instruction and assessment					✓			✓	✓		
4. collaborating with colleagues to observe, evaluate, and provide feedback on each other's practice	✓	✓		✓	✓	✓			✓		
5. participating in, initiating, implementing, and evaluating professional development programs	✓	✓					✓				
6. Organizing Strategies for Reading and Writing Instruction											
To include but not be limited to the following:											
1. balanced literacy						✓	✓				
2. Four blocks							✓				

3. Reading Recovery							✓		✓		
4. literature based						✓	✓				
	509	512	563	582	513	522	543	611	653	690	691
5. language experience						✓	✓		✓	✓	✓
6. Reader/Writer Workshop						✓	✓				
7. whole language							✓				
8. basal reader							✓			✓	✓
9. skill based							✓		✓		
10. technology based							✓				

Assessment in the Graduate Literacy Program

Assessment of the graduate Literacy program and its students is an ongoing process. It consists of the following:

1. At the entry level, applicants must submit a college transcript of all previous college coursework, demonstrating a minimum GPA of 3.0. In addition, they must submit scores on the GRE and references from fellow professionals including principals and fellow teachers. The Graduate Education Committee considers all of these elements and refers for approval to the Graduate Council applicants who meet the admission requirements.
2. During the course of the program, candidate grades are monitored. Students must maintain a cumulative GPA of 3.0 or higher with no more than two grades of C to achieve candidacy status. Students apply for candidacy in the program after completing 15 credit hours of graduate coursework.
3. The Student Evaluation of Faculty, designed by the University Faculty Affairs Committee, is administered to students at the end of each course. While University policy requires only non-tenured faculty to be evaluated annually, the graduate faculty requests ongoing feedback in an effort to continually improve the quality of teaching and course content. Data from student evaluations are anonymously collected, calculated and provided to the Director of Graduate Studies, the Education Program Coordinator, and the faculty members. Evaluation records are archived in the Office of Graduate Studies and available for review.
4. Literacy candidates complete a portfolio/journal during the practicum experience. This portfolio demonstrates the candidate's grasp of knowledge of literacy, diagnosis and assessment, and intervention strategies in the special reading classroom.

5. The Adult Student Priorities Survey, designed and administered by Noel-Levitz, Inc., measures graduate students' satisfaction with a wide range of college experiences, which are divided into eight categories:

- Academic Advising Effectiveness
- Academic Services
- Admissions and Financial Aid Effectiveness
- Campus Climate
- Instructional Effectiveness
- Registration Effectiveness
- Safety and Security
- Service Excellence

The 98-item Survey results provide three ratings for each item, including importance of specific service, student satisfaction with service, and performance gap between the two. In addition to the three measurements for each item, composite scales offer a global perspective of students' responses and a comparison of Evangel graduate students to a national group of students who completed the same assessment.

6. Candidates who complete the Literacy degree without completion of the practice must pass a written comprehension examination in the field of study. (non-certification track)

Masters in Educational Leadership

DESE Certification Requirements		Evangel University Requirements	
Content Coursework	Credit Hours	Content Coursework	Credit Hours
Foundations of Educational Administration	2	EDL 545 Foundations of Educational Administration	2
Elementary/Secondary Administration	2	EDL 555 The Principalship	3
Elementary/Secondary Curriculum	2	EDL 535 Leadership in Elementary and Secondary Curriculum	3
School Supervision	2	EDL 565 School Supervision and Improvement	3
Directed field experience in elementary/secondary administration	3	EDL 694 Internship	3
Knowledge/Competency Areas			

Instructional Management Systems		EDL 675 Administration of Instructional Programs	3
School Law		EDL 525 Law and Ethics	3
Student Discipline (elementary only)		EDL 555 The Principalship	3
		EDL 525 Law and Ethics	3
Philosophy of Vocational Education (secondary only)		EDL 555 The Principalship	3
Public Relations		EDL 665 Human Relations and Collaborative Processes	3
Evaluation of Teachers		EDL 565 School Supervision and Improvement	3
Educational Measurements		EDU 509 Action Research	3
School Business and Facilities Management		EDL 643 Organizational Management in Education	3
Administration and Coordination of School Activities Programs		EDL 555 The Principalship	3
Instruction in Communication Skills (reading, writing, spelling, listening, speaking)		EDL 527 Communications for Effective Leadership	3
Administration and Coordination of Special Programs and Services		EDL 565 School Supervision and Improvement	3
		EDL 515 Administration of Special Programs	3

STANDARD #1 VISION, MISSION, AND GOALS

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning this is shared and supported by the school community.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 665	EDL 675	EDL 685	EDL 692/ 694
1. Develop and articulate a vision		✓		✓	✓	✓	✓		✓	✓			✓
2. Implement and steward a vision	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 665	EDL 675	EDL 685	EDL 692/ 694
I.1.1 1. Promote positive culture in the district	✓	✓	✓	✓	✓	✓	✓				✓		✓
2. Promote effective instructional programs		✓	✓		✓		✓			✓	✓		
3. Ensure comprehensive professional growth plans					✓	✓	✓	✓		✓	✓		✓

Standard #3 Management of Organization Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 665	EDL 675	EDL 685	EDL 692/ 694
1. Manage the organizational structure		✓	✓			✓	✓		✓	✓			✓
2. Manage personnel				✓		✓	✓	✓	✓	✓			✓
3. Manage resources	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓

STANDARD #4 COLLABORATION WITH FAMILIES AND COMMUNITY

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 665	EDL 675	EDL 685	EDL 692/ 694
1. Collaborate with families and other community members		✓	✓	✓	✓		✓			✓			✓
2. Respond to community interests and needs					✓								
3. Mobilize community resources		✓		✓			✓			✓			✓

STANDARD #5 ETHICS AND INTEGRITY

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 665	EDL 675	EDL 685	EDL 692/ 694
1. Personal and professional responsibility			✓	✓	✓	✓	✓	✓		✓	✓		✓

STANDARD #6 THE EDUCATION SYSTEM

Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Quality Indicators	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 665	EDL 675	EDL 685	EDL 692/ 694
1. Understanding the larger context	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
2. Respond to the larger context				✓		✓			✓	✓	✓		✓
3. Influence the larger context		✓	✓	✓		✓			✓	✓	✓		✓

Course-Embedded Summative Assessments of Learning Outcomes

Courses/ Outcomes	EDL 509	EDL 515	EDL 525	EDL 527	EDL 535	EDL 545	EDL 555	EDL 565	EDL 643	EDL 665	EDL 675	EDL 685	EDL 692/693	Portfolio Reflections
Life-long learning	xA	x				x	x			x	x			
Integration		x	xA		x	x		x	x			x		
Central concepts	x	x	x	x	x	x	xA	x	x	x	x	x		
Assessment	x	x					x	xA			x			
Curriculum					xA		x				x			
Partnerships		x							x	xA		x		
Student Learning	x	x			x	x	x			x	xA			
Learning Environmnt		x	x			x	x	x	xA	x				
Mission														

	X	X	X	X	X	XA	X	X	X	X	X	X		
Wellness						X	X		X			XA		
Multicultural Heritage		X	X	XA		X	X		X	X				
Diverse Learners		XA	X		X		X	X	X	X	X			
Additional Major specific Objectives (can be listed on a separate matrix)	The ISLLC Standards serve as the basis for the course content and the basis for the SLLA exam that Missouri candidates must pass in order to earn their administrative services credential. Appendix C depicts the relationship between the ISLLC Standards and the program learning outcomes and Appendix C depicts how these are aligned in the candidate portfolio.													

Key: X – Outcome is addressed in this course; A – Outcome is assessed in a summative way in this course or exit assessment

Appendix A – Mission and Learning Outcomes

Mission Statement: The Master of Education degree programs prepare the Christian educator—one who is dedicated to instructional improvement, leadership and service to students—with the knowledge and skills essential to educate in our dynamic, multicultural environment.

The following learning outcomes apply to all four Masters options in the Graduate Education program and are aligned with the Evangel University Education Department Knowledge Base.

Academic and Pedagogical Preparation

1. The educator demonstrates a commitment to **lifelong learning** and improvement through reflection on, engagement in, and application of educational research and identified best practices.
2. The educator demonstrates an engagement in deep-level reflection on, study of, and conversation about the **integration** of their Christian faith with their learning, life, and vocation.
3. The educator demonstrates an understanding of the **central concepts**, tools of inquiry, and structures of their discipline within the context of a global society.
4. The educator demonstrates an understanding of and uses formal and informal **assessment** strategies to evaluate and insure the continuous intellectual, social, and physical development of students.
5. The educator demonstrates an ability to design **curriculum** and to engage in and lead curriculum planning based on state and district standards.

Human Relations/Personality

6. The educator builds learning networks through creating strong relationships and professional **partnerships** with school and university personnel, families, and community agencies in order to produce greater student success.
7. The educator understands how **students learn** and develop and provides opportunities that support the intellectual, social, and personal development of students.
8. The educator uses an understanding of individual and group motivation and behavior to create a **learning environment** that encourages positive social interaction, active engagement in learning, and self-motivation.

Value System/Professionalism

9. The educator is able to clearly articulate his or her **mission** as an educator, drawing on the rich resources of a Christian understanding of vocation, and faithfully carries out that mission.

Wellness

10. The educator pursues continuous growth in their spiritual, emotional, and physical life, and contributes to the growth and **wellness** of others.

Multicultural Awareness

11. The educator exhibits a personal philosophy of education based on the Judeo-Christian ethic, which demonstrates compassion for human need and unique human differences, an understanding and appreciation for the **multicultural heritage** of humanity, and a sensitivity to differing value systems.
12. The educator effectively designs and implements instruction for **diverse** groups of **learners**, aligning instruction with national, state, and local standards in a positive learning environment.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

I.2 COURSES AND DESCRIPTIONS

EDL 545 Foundations of Educational Administration (2)

This course is designed to introduce the student to the major issues involved in educational administration. The student will become oriented to the Evangel University Christian Leadership Model. Each succeeding course will make applications with this model in mind. It will provide a broad overview of key issues involved in the knowledge base generally associated with educational leadership. The student will become knowledgeable of the ISLLC standards.

EDL 525 School Law and Ethics (3)

This course is designed to provide the educational leader and policy maker with practical knowledge of constitutional, statutory, and case law and ethics relevant to issues affecting the organization and administration of public schools. Emphasis will be given to the Christian School Leader with regard to personal and organizational ethics.

EDL 555 The Principalship (3)

This course is designed to prepare future principals for transformational leadership by conceptualizing their role as learners, mentors, supervisors, managers, politicians and advocates. Organized around the six Interstate School Leaders Licensure Consortium (ISLLC) Standards, the course prepares educators for their complex role of creating learning communities.

EDL 675 Administration of Instructional Programs (3)

This course is designed to equip the administrator with the tools to guide curriculum development, instructional development, and staff development within a school.

EDL 643 Organizational Management (3)

The prospective educational leader examines aspects of educational organizational behavior, including, but not limited to organizational culture, leadership, motivation, change, conflict, and decision-making. Particular attention paid to issues arising from No Child Left Behind Act and maintaining high standards of scholarship.

EDL 535 Leadership in Elementary and Secondary Curriculum (3)

This course will emphasize the instructional role of the educational leader. Course content includes the history, politics, process, and current trends in both elementary and secondary curriculum development and implementation.

EDL 527 Communications for Effective Leadership (2)

This course will emphasize speaking, listening and writing skills for educational leaders. Course content includes internal communication with school faculty and staff as well as external communication with parents and community

EDL 509 Action Research (3)

The seven-step process for improving teaching and learning in classrooms at all levels is explored. Students will use the model to design and conduct research and use data to answer significant questions about individual or collective concerns or issues. The course will start the students on a research project of their own design. Statistical procedures necessary for this type of research will also be presented.

EDL 694 Internship (3)

This internship experience enables students to build skills and a knowledge base. It enables prospective secondary educational leaders to observe best practices and compare processes and procedures as they apply theory in the learning environment. Students will create action plans, produce a portfolio, and write reflections.

EDL 515 Administration of Special Programs (3)

The Administration of Special Programs course is designed as an entrance level course for the study of student personnel programs. The course provides a broad overview of the essential elements of special education, guidance and counseling, activity and other student support programs.

EDL 565 School Supervision and Improvement (3)

The School Supervision and Improvement course is designed as an introductory course in supervision and personnel issues. The course provides a broad overview of the essential elements of recruiting, training and nurturing quality instructional staff members as outlined by the ISLLC standards.

EDL 665 Human Relations & Collaborative Processes (3)

The focus of this course will be on leadership and school improvement through collaborative processes and systems. Aspects of teaming, group processes and perceptions, problem solving and conflict resolution will be explored.

EDL 685 Leadership Capstone (3)

This course is designed to be the last course taken by the students in the Educational Leadership program. It will provide the students with the opportunity to complete the required portfolio, demonstrate knowledge and skills acquired with the ISLLC Standards, submit the required action research project, and take the assessments necessary for graduation from the Educational Leadership Program.

1.2.1.1.1 Assessment of Master of Education in Educational Leadership

Assessment of the Master of Education in Educational Leadership is incorporated into the comprehensive assessment plan of the University and Graduate Studies programs. Assessments are designed to evaluate the three critical areas of course content, faculty performance, and student satisfaction.

Course content and faculty performance. The Student Evaluation of Faculty (Appendix C), designed by the University Faculty Affairs Committee, is administered to students at the end of each course. While University policy requires only non-tenured faculty to be evaluated annually, the graduate faculty requests ongoing feedback in an effort to continually improve the quality of teaching and course content. Data from student evaluations are anonymously collected, calculated, and provided to the Director of Graduate Studies, Program Coordinator, and the faculty members. Evaluation records are archived in the Office of Graduate Studies and are available for review.

Student Services. The Adult Student Priorities Survey, designed and administered by Noel-Levitz, Inc., measures graduate students' satisfaction with a wide range of college experiences, which are divided into eight categories:

- *Academic Advising Effectiveness
- *Academic Services
- *Admissions and Financial Aid Effectiveness
- *Campus Climate
- *Instructional Effectiveness
- *Registration Effectiveness
- *Safety and Security
- *Service Excellence

The 98-item survey results provide three ratings for each item including importance of specific service, student satisfaction with service, and performance gap between the two. In addition to the three measurements for each item, composite scales offer a global perspective of students' responses and a comparison of Evangel graduate students to a national group of students who complete the same assessment.

Program Narrative

MASTERS of EDUCATIONAL LEADERSHIP

DISTINCTIVES

The Educational Leadership Masters program has several distinctive characteristics. These distinctives include success in SSLA preparation, an experienced faculty, the size and brand of the program, successful utilization of hybrid course delivery and continued development of a Christian Leadership Model. The following sections describe these distinctives in detail.

SSLA Exam

Since its beginning, the Educational Leadership Program has produced 40 graduates. All forty have received a passing score on the SSLA exam. This 100% pass rate is the result of course activities and assessments that fully prepare each program completer for the rigors of the exam. This is also an indicator of the outstanding faculty associated with the program.

Experienced Faculty

The Educational Leadership Masters Program has nine instructors of which five are full time professors and four are adjunct professors. This group boasts of over 150 years of public school experience. Three have experience as school superintendents and five have experience as building principals. Three faculty members have Elementary school experience, while seven have Middle school or Secondary school experience. One faculty member has certification in Special Education.

Program Size/Brand

According to the EDUVENTURES 2011 annual report, healthy graduate programs have a unique brand and are the right size for the type of student in the program. Evangel's unique brand of Christian leadership is what interests our students and make the program unique. Evangel Educational Leadership students enjoy smaller class sizes and strong relationships with faculty. Faculty members are concerned with what is best for individual students.

Move to hybrid delivery

Evangel has moved to more of a hybrid delivery of the Educational Leadership Program. Students meet in both seated sessions throughout the semester and participate in online activities. This allows students to travel to campus less but still maintains the advantages of relationship building with seated sessions.

Christian Leadership

EU Christian Leadership Development Model provides a foundation for reaching beyond our campus to influence leadership development in the church and society. Developing Christian men and women as effective leaders is important to furthering the Kingdom of God. We will seek ways to help develop these leadership traits more fully and effectively in high school students, undergraduate students, graduate students, experienced professionals, and church members throughout the world.

Evangel University

Masters in Secondary Teaching Program (MST)

CERTIFICATION GUIDELINES / EVANGEL REQUIREMENTS

Secondary Education

As of the fall 2016, the Masters in Secondary Teaching Program has been dissolved due to low enrollment in the program. Students enrolled in the program at that time were allowed to continue to the completion of the program, but no new students will be allowed to enroll in the MST beginning with the 2016-17 academic year.

DESE Requirements	Evangel University Requirements
Professional Requirements	
26 semester hours of professional preparation	(35)
A. Foundations for Teaching (8)	(11)
1. The Pupil/Society (6)	(8)
a. Adolescent Growth & Development (2)	Pre- or Co-requisite to the program: Adolescent Psychology or Human Lifespan Development – at least 2 credits
b. Adolescent Behavior Management Techniques	EDU 582 Special Studies in Classroom Management and Discipline (2)
c. Psychology of Learning (must include adolescent learning)	EDU 633 Educational Psychology Applied (3)
d. Adolescent Interaction with others	
e. Psychology and/or Education of the Exceptional Child – including gifted (2)	EDU 512 Special Education: Consulting with Parents and Teachers (3)
2. School/Society (2)	(3)
a. Legal Foundations of Education	EDU 543 History and Philosophy of American Education (3)
b. Historical Foundations of Education,	
c. Philosophical Foundations of Education	
d. and Sociological Foundations of Education	
B. Secondary Methods & Techniques (8)	(14)
1. Basic Reading Techniques for Secondary Teachers (2)	RDG 513 Current Issues in Content Reading (3)
2. Instructional Strategies for Secondary Teachers	EDU 533 Theories, Problems, and Practice in Curriculum Development (3)
3. Curriculum, Methods, and Techniques in each subject area specialty (2)	EDU 536 Methods in Secondary Teaching Specialty (3)

4. Measurement and Evaluation	EDU 563 Educational Assessment (3)
5. Microcomputer Applications in Education	EDU 535 Educational Technology (2)
6. Subject Area Requirements	Bachelor degree in subject area, or meet DESE course requirements for the subject
	Art 9-12
	Biology 9-12
	Business 9-12
	Chemistry 9-12
	English 9-12
	Integrated Science, Biology 9-12
	Integrated Science, Chemistry 9-12
	Mathematics 9-12
	Music K-12
	Physical Education k-12
	Social Science 9-12
	French K-12
	Spanish K-12
C. Clinical Experience (10)	(10)
Credits prior to student (2)	EDU 690 Practicum in Subject Area Specialty (2)
Student Teaching (8)	EDU 697 Supervised Student Teaching (8)

Master in Secondary Teaching Program

Evangel University's Master in Secondary Teaching program prepares pre-service teachers to teach in grades 9-12 and K-12 areas where appropriate. It is consistent with the recommendations and objectives expressed in the mission statements of Evangel and its Education Department and the Subject Specific Competencies and certification requirements of the Missouri Department of Elementary and Secondary Education.

The graduate education faculty developed the education program leading to certification for one area in secondary education.

We request that one additional certification area be approved for our program; Physical Education 9-12. We are currently approved to recommend graduates for Physical Education K-12. Since Physical Education 9-12 this is a subset of Physical Education K-12, there are no needed additions to our course of study to meet DESE requirements. This will aid some of our applicants who want to teach and coach in public high schools, but don't have a degree in physical education. It will mean a lower number of pre-requisite undergraduate courses to take, and it will also eliminate the need for an elementary curriculum course in physical education and the field experiences could be more focused on 9-12 grades rather than devoting part of this time to elementary experiences. This change in certification would allow physical education students to more closely match the course work required for the other content areas which are for grades 9-12.

Candidates for admission to the Master in Secondary Teaching program demonstrate mastery of their subject area by presenting a baccalaureate degree in the subject area, or the equivalent of a major in a content area as defined by the subject area coursework required by DESE, and by passage of the content-specific Praxis II test. An additional pre- or co-requisite of the program is the completion of a 2- or 3-credit course in Adolescent Psychology or Human Lifespan Development.

Evangel University

Masters in Curriculum and Instruction

Evangel University's Masters in Curriculum and Instruction program is designed for the educator whose career goal is to remain connected to the classroom as a master teacher or instructional coach. The program provides a unique opportunity to integrate study, research, and practical experiences.

EVANGEL UNIVERSITY Master of Education in Curriculum and Instruction Hours required: 35-36

EDU 533 Theories, Problems and Practice in Curriculum Development (3)

EDU 509 Action Research (3)

EDU 512 Special Education: Consulting with Parents and Teachers (2)

EDU 543 History and Philosophy of American Education (3)

EDU 563 Educational Assessment (3)

EDU 582 Special Studies in Classroom Management and Discipline (2)

EDU 633 Educational Psychology (3)

RDG 513 Current Issues in Content Reading Education (3)

Electives 13-14 credits from the following electives:

EDL 535 Leadership in Elementary and Secondary Curriculum (3)

EDL 527 Communications for Effective Leadership (2)

EDL 665 Human Relations and Collaborative Processes (3)

RDG 543 Methods of Reading for Students with Literacy Problems (3)

RDG 522 Language Development and Literacy (2)

RDG 633 Current Issues and Trends in Reading Education (3)

Additional elective courses may be substituted as approved by advisor.

Key: X – Outcome is addressed in this course; A – Outcome is assessed in a summative way in this course or exit assessment

Appendix A – Mission and Learning Outcomes

Mission Statement: *The Master of Education degree programs prepare the Christian educator—one who is dedicated to instructional improvement, leadership and service to students—with the knowledge and skills essential to educate in our dynamic, multicultural environment.*

The following learning outcomes apply to all four Masters options in the Graduate Education program and are aligned with the Evangel University Education Department Knowledge Base.

Academic and Pedagogical Preparation

13. The educator demonstrates a commitment to **lifelong learning** and improvement through reflection on, engagement in, and application of educational research and identified best practices.
14. The educator demonstrates an engagement in deep-level reflection on, study of, and conversation about the **integration** of their Christian faith with their learning, life, and vocation.
15. The educator demonstrates an understanding of the **central concepts**, tools of inquiry, and structures of their discipline within the context of a global society.
16. The educator demonstrates an understanding of and uses formal and informal **assessment** strategies to evaluate and insure the continuous intellectual, social, and physical development of students.
17. The educator demonstrates an ability to design **curriculum** and to engage in and lead curriculum planning based on state and district standards.

Human Relations/Personality

18. The educator builds learning networks through creating strong relationships and professional **partnerships** with school and university personnel, families, and community agencies in order to produce greater student success.
19. The educator understands how **students learn** and develop and provides opportunities that support the intellectual, social, and personal development of students.
20. The educator uses an understanding of individual and group motivation and behavior to create a **learning environment** that encourages positive social interaction, active engagement in learning, and self-motivation.

Value System/Professionalism

21. The educator is able to clearly articulate his or her **mission** as an educator, drawing on the rich resources of a Christian understanding of vocation, and faithfully carries out that mission.

Wellness

22. The educator pursues continuous growth in their spiritual, emotional, and physical life, and contributes to the growth and **wellness** of others.

Multicultural Awareness

23. The educator exhibits a personal philosophy of education based on the Judeo-Christian ethic, which demonstrates compassion for human need and unique human differences, an understanding and appreciation for the **multicultural heritage** of humanity, and a sensitivity to differing value systems.
24. The educator effectively designs and implements instruction for **diverse** groups of **learners**, aligning instruction with national, state, and local standards in a positive learning environment.

I.3 COURSES AND DESCRIPTIONS

EDU 512 Counseling Techniques and Current Issues in the Education of Special Populations (2)

Explores counseling techniques, current issues, trends, and problems in all areas of exceptionalities, including the gifted, as well as at-risk populations. This course includes communication skills with exceptional children and their families. Topics will be determined by current legislative initiatives and school trends.

EDU 543 History and Philosophy of American Education (3)

Explores the basic philosophical and historical foundations that undergird the American educational system.

EDU 563 Educational Assessment (3)

Designed to supply professional educators with an array of tools and techniques necessary to assess student achievement.

EDU 582 Special Studies in Classroom Management and Discipline (2)

Presents models of classroom management and related discipline issues. This course is research oriented with a focus in the diversity of current American culture and classroom practice.

EDU 633 Educational Psychology Applied (3)

Designed for education majors as they progress from the role of practitioners to that of researcher-scientists. Incorporates psychological theory, research,

RDG 513 Current Issues in Content Reading (3)

Designed to examine diagnostic, methodological, organizational, and administrative issues related to content reading instruction. Emphasis is on research and application of strategies for developing functional reading in content fields.

RDG 522 Language Development and Literacy (2)

Explores the issue of emergent literacy and the relationship of language development and early literacy. A thorough study is made of human growth as it relates to the development of oral language, reading, and writing.

RDG 543 Methods of Reading for Students with Literacy Problems (3)

Provides participants with opportunities to explore effective instructional strategies which will assist students with literacy problems. Students explore preventive, early intervention, and corrective strategies.

RDG 633 Current Issues and Trends in Reading Education (3)

Addresses current issues and trends in reading education today. Such issues as current philosophies and methodologies and their effects on reading curriculum and classroom instruction are researched and discussed.

EDL 525 School Law and Ethics (3)

This course is designed to provide the educational leader and policy maker with practical knowledge of constitutional, statutory, and case law and ethics relevant to issues affecting the organization and administration of public schools. Emphasis will be given to the Christian School Leader with regard to personal and organizational ethics.

EDL 675 Administration of Instructional Programs (3)

This course is designed to equip the administrator with the tools to guide curriculum development, instructional development, and staff development within a school.

EDL 643 Organizational Management (3)

The prospective educational leader examines aspects of educational organizational behavior, including, but not limited to organizational culture, leadership, motivation, change, conflict, and decision-making. Particular attention paid to issues arising from No Child Left Behind Act and maintaining high standards of scholarship.

EDL 535 Leadership in Elementary and Secondary Curriculum (3)

This course will emphasize the instructional role of the educational leader. Course content includes the history, politics, process, and current trends in both elementary and secondary curriculum development and implementation.

EDL 527 Communications for Effective Leadership (2)

This course will emphasize speaking, listening and writing skills for educational leaders. Course content includes internal communication with school faculty and staff as well as external communication with parents and community

EDL 509 Action Research (3)

The seven-step process for improving teaching and learning in classrooms at all levels is explored. Students will use the model to design and conduct research and use data to answer significant questions about individual or collective concerns or issues. The course will start the students on a research project of their own design. Statistical procedures necessary for this type of research will also be presented.

EDL 515 Administration of Special Programs (3)

The Administration of Special Programs course is designed as an entrance level course for the study of student personnel programs. The course provides a broad overview of the essential elements of special education, guidance and counseling, activity and other student support programs.

EDL 565 School Supervision and Improvement (3)

The School Supervision and Improvement course is designed as an introductory course in supervision and personnel issues. The course provides a broad overview of the essential elements of recruiting, training and nurturing quality instructional staff members as outlined by the ISLLC standards.

EDL 665 Human Relations & Collaborative Processes (3)

The focus of this course will be on leadership and school improvement through collaborative processes and systems. Aspects of teaming, group processes and perceptions, problem solving and conflict resolution will be explored.

1.3.1.1.1 Assessment of Masters of Curriculum and Instruction

Assessment of the Master of Education in Curriculum and Instruction is incorporated into the comprehensive assessment plan of the University and Graduate Studies programs. Assessments are designed to evaluate the three critical areas of course content, faculty performance, and student satisfaction.

Course content and faculty performance. The Student Evaluation of Faculty (Appendix C), designed by the University Faculty Affairs Committee, is administered to students at the end of each course. While University policy requires only non-tenured faculty to be evaluated annually, the graduate faculty requests ongoing feedback in an effort to continually improve the quality of teaching and course content. Data from student evaluations are anonymously collected, calculated, and provided to the Director of Graduate Studies, Program Coordinator, and the faculty members. Evaluation records are archived in the Office of Graduate Studies and are available for review.

Student Services. The Adult Student Priorities Survey, designed and administered by Noel-Levitz, Inc., measures graduate students' satisfaction with a wide range of college experiences, which are divided into eight categories:

- *Academic Advising Effectiveness
- *Academic Services
- *Admissions and Financial Aid Effectiveness
- *Campus Climate
- *Instructional Effectiveness
- *Registration Effectiveness
- *Safety and Security
- *Service Excellence

The 98-item survey results provide three ratings for each item including importance of specific service, student satisfaction with service, and performance gap between the two. In addition to the three measurements for each item, composite scales offer a global perspective of students' responses and a comparison of Evangel graduate students to a national group of students who complete the same assessment.

MASTERS of EDUCATION in Curriculum and Instruction

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Evangel has moved to more of a hybrid delivery of the Curriculum and Instruction Program. Students meet in both seated sessions throughout the semester and participate in online activities. This allows students to travel to campus less but still maintains the advantages of relationship building with seated sessions.

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Course Descriptions Evangel University Ed.D

EDL 701 Leadership Seminar (School and community relationships).

The course will involve the study of the nature, scope, principles and practices of public relations including organization and administration. Communication within the school setting will be an emphasis.

Education Knowledge Base 1,3,4,5,6,7,9,10,11

ISTE Standards 1.a,1.b, 3.a, 3.b

Missouri Superintendent Standards 1.1,1.2,2.1,2.2,3.1,3.2,3.3,4.1,4.2,4.3,6.1,6.2,6.3

EDL 702 Leadership Seminar (School and community relationships).

The course will involve the study of the politics of education with attention to local school government (school board of directors). Policy development will be considered as well as the changing role of local state and federal government in education.

Education Knowledge Base 1,3,4,5,6,7,9,10,11

ISTE Standards 1.c, 2.e, 5.d

Missouri Superintendent Standards 1.1,1.2,2.1,2.2,3.1,3.2,3.3,4.1,4.2,4.3,6.1,6.2,6.3

EDL 703 Leadership Seminar (School and community relationships).

The course will involve the study of how best to communicate as an instructional leader in the community. Emphasis will be placed on the development of focus groups as a part of community involvement.

Education Knowledge Base 1,3,4,5,6,7,9,10,11

ISTE Standards 1.b,1.c, 5.d

Missouri Superintendent Standards 1.1,1.2,2.1,2.2,3.1,3.2,3.3,4.1,4.2,4.3,6.1,6.2,6.3

EDL 705 Ethics and Decisions of School Leaders

The course will explore leadership theories, power and authority in organizations, leader effectiveness and decision-making processes, and organizational reform. Emphasis will be placed on understanding ethical leadership and decision-making in organizations facing challenges and organizational change.

Education Knowledge Base 1,2,3,4,5,9

ISTE Standards 1.a, 3.a, 4.a

Missouri Superintendent Standards 1.1,1.2,2.1,2.2,3.1,3.2,3.3,5.1

EDL 709 Planning and Management of Resources (School plant design)

The course will involve the study of school design, maintenance and resource management. Emphasis will be placed on enrollment, location, staffing and equipping the organization with appropriate resources.

Education Knowledge Base 4,7,8,11,12

ISTE Standards 4.c, 4.e

Missouri Superintendent Standards 3.1,3.3

EDL 711 Advanced Supervision (School Personnel)

The course will involve the study of evaluation of educational programs and personnel. Emphasis will be placed on studying school improvement through the measurement of outcomes in school performance through the lens of personnel and program evaluation.

Education Knowledge Base 1,2,4,6,9,10,11

ISTE Standards 2.a,2.b,4.c, 5.c

Missouri Superintendent Standards 1.1,2.1,2.2,2.3,3.2,3.3,5.1,6.1,6.2,6.3

EDL 713 Diversity/ Multicultural Issues in Education (Diversity)

The course will include an investigation of the basic principles and practices of organizations regarding diversity and multicultural programs. Emphasis will be placed on how school personnel and organizational programs meet the needs of diverse and/or multicultural populations.

Education Knowledge Base 2,6,9,10,11,12

ISTE Standards 3.d, 4.c, 5.a

Missouri Superintendent Standards 1.1,2.1,2.2,3.2,3.3,4.2,5.1,6.1,6.2

EDL 723 Research Methods and Statistics 1

This course will introduce students to the basics of educational research including statistical techniques, qualitative and quantitative research and research design. Students will also investigate methods of evaluating research and published articles.

Education Knowledge Base 1,2,4,7

ISTE Standards 2.d, 3.d

Missouri Superintendent Standards 4.2,6.1,6.2,6.3

EDL 729 Program Evaluation and School Improvement

The course will include the study of techniques used in the evaluation of programs. Topics will include identifying evaluation targets, collecting and interpreting appropriate data, developing an action plan, and reporting results to stakeholders.

Education Knowledge Base 4,7,9,12

ISTE Standards 4.b

Missouri Superintendent Standards 1.1,1.2,2.2,2.3,3.1,3.2,4.1,

EDL 733 Teacher as Leader

The course will review the concepts needed to move teachers to teacher-leaders in the school setting. Leadership concepts appropriate for classroom instructor or instructional coaches will be emphasized.

Education Knowledge Base

ISTE Standards 3.a, 4.c

EDL 751 Advanced Curriculum Design and Planning

The course will investigate the major components and theories of curriculum design. Emphasis will be placed on backward design (Wiggins, 2011).

Education Knowledge Base 1,2,4,5,7,8,12

ISTE Standards 2.d, 3.d

Missouri Superintendent Standards 2.2,4.2,6.1,6.2

EDL 755 Effective Instructional Strategies

This course is designed to give students and insightful look at teaching strategies that have been proven successful. Students will be exposed to and apply current theory and practices designed to improve classroom instruction.

Education Knowledge Base 1,3,5,7,8,12

ISTE Standards 3.d, 4.b

Missouri Superintendent Standards 2.2,

EDL 757 Differentiating Curriculum and Instruction

This course will provide students with strategies to successfully differentiate instruction by differentiating the content, process, or product. Emphasis will be placed on the development of school programs that implement DI.

Education Knowledge Base 1,3,4,5,7,8,11,12

ISTE Standards 2.c, 4.b

Missouri Superintendent Standards 2.2,

EDL 759 Current Issues in Curriculum and Instruction

The course will survey recent significant developments and trends in curriculum and instruction. Emphasis will be placed on analysis of differing points of view concerning policies and practices of K-12 curriculum and instruction. Visionary Leadership will be a focus of the discussion regarding current and future educational practice.

Education Knowledge Base 2,5,6,7,10,11,12

ISTE Standards 1.a, 2.e

Missouri Superintendent Standards 2.2,3.1,4.1,4.2,4.3,5.1,6.1,6.2,6.3

EDL 761 Educational Funding (School Finance)

The course will investigate school budgeting procedures and the relationship with local state and federal funding of school operation. Grant writing will also be considered.

Education Knowledge Base 3,4,6,9

ISTE Standards 4.d, 4.e

Missouri Superintendent Standards 3.3,6.1,6.2,6.3

EDL 781 Leadership Internship

The course is designed for a field experience with a current school leader in the field (150 hours) to gain the knowledge, insight and current issues facing practitioners.

Education Knowledge Base 1,2,3,6,8,9,10,11

ISTE Standards 3.c

Missouri Superintendent Standards 1.1,1.2,2.1,2.2,2.3,4.1,4.2,4.3,6.1,6.2,6.3

EDL 790 Dissertation Seminar and Prospectus

The course will involve the discussion of theories of research and the process of hypothesis development. Students will draft research proposals for their program dissertation.

Education Knowledge Base 1,3,4,5,7

ISTE Standards 2.d,3.d

Missouri Superintendent Standards 4.2,6.1,6.2,6.3

EDL 796 Dissertation Directed Research

The course sequence begins with the development of a research proposal to be presented to the candidate's advisor and the candidate's research committee as well as the research review board. Upon approval the research project will be completed and defended.

Education Knowledge Base 1,3,4,5,7

ISTE Standards 2.d, 3.d

Missouri Superintendent Standards 4.2,6.1,6.2,6.3

Evangel University Doctor of Education in Curriculum & Instruction Program Outcomes

1. Education leaders develop, articulate, implement, and steward a digital-age learning vision that provides a rigorous, relevant, and engaging education for all students
2. Education leaders create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging learning community
3. Education leaders create and manage an effective learning environment that maximizes information and technology resources
4. Education leaders collaborate with others in developing a plan to respond to the academic and social needs of a diverse learning community
5. Education leaders model and facilitate understanding of social, ethical and legal issues and responsibilities related to leadership in an evolving digital culture
6. Education leaders add to the body of educational research using standard tools of inquiry that develop and support best practices in education
7. Education leaders articulate a mission and plan for personal professional growth as an education leader, drawing on the resources of a Christian understanding of vocation.

Course Alignment with Evangel University Knowledge Base

Courses/ Outcomes	EDL 701	EDL 702	EDL 703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
Life-long learning			X	X		X		X		X
Integration				X			X	X		X
Central concepts	X	X		X						
Assessment			X	X	X	X		X	X	
Curriculum			X	X						X
Partnerships	X	X				X	X			X
Student Learning					X			X	X	
Learning Environment	X				X					X
Mission	X	X	X	X			X		X	X
Wellness							X			X
Multicultural Heritage			X		X		X			X
Diverse Learners					X				X	X

Course Alignment with Evangel University Knowledge Base

Courses/ Outcomes	EDL 751	EDL 755	EDL 757	EDL 759	EDL 761	EDL 781	EDL 790	EDL 796
Life-long learning	X	X	X			X	X	X
Integration	X			X		X		
Central concepts		X	X		X	X	X	X
Assessment	X		X		X		X	X
Curriculum	X	X	X	X			X	X
Partnerships				X	X	X		
Student Learning	X	X	X	X			X	X
Learning Environment	X	X	X			X		
Mission					X	X		
Wellness				X		X		
Multicultural Heritage			X	X		X		

Diverse Learners	X	X	X	X				
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Course Alignment with ISTE Standards

Courses/ Outcomes	EDL 701	EDL 702	EDL 703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
Visionary leadership										
A.	X			X						X
B.	X									
C.		X	X							
Digital age learning culture										
A.						X				
B.						X				
C.										
D.								X		
E.		X								
Excellence in professional practice										
A.	X			X						
B.	X									
C.										
D.							X	X		

Systemic improvement										
A.				X						
B.										
C.					X	X	X			X
D.										
E.					X					
Digital citizenship										
A.							X			
B.		X								
C.						X				
D.			X							

**Missouri Superintendent Standards Matrix
Evangel Ed.D
Leadership in Curriculum and Instruction**

Introduction

The Missouri Superintendent Standards convey the expectations of performance for professional superintendents in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize an education leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. **Thus these standards recognize that superintendents continuously develop knowledge and skills.** Therefore the Missouri Superintendent Standards employ a developmental sequence to define a professional continuum that illustrates how their knowledge and skills mature and strengthen throughout their career. Professionals in school superintendent positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Vision, Mission, and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Quality Indicator 1: Develop and Articulate a Vision

Quality Indicator 2: Implement and Steward a Vision

Quality Indicators	EDL 701,702,703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
1. Develop and articulate a vision	X	X		X	X		X	X
2. Implement and steward a vision	X	X					X	X

Quality Indicators	EDL 751	EDL 755	EDL 757	EDL 759	EDL 761	EDL 781	EDL 790	EDL 796
1. Develop and articulate a vision						X		
2. Implement and steward a vision						X		

Standard #2 Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.

Quality Indicator 1: Promote Positive Culture in the District

Quality Indicator 2: Promote Effective Instructional Programs

Quality Indicator 3: Ensure Comprehensive Professional Growth Plans

Quality Indicators	EDL 701,702,703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
1. Promote positive culture in the district	X	X			X			
2. Promote effective instructional programs	X	X		X	X		X	X
3. Ensure comprehensive professional growth plans				X			X	

Quality Indicators	EDL 751	EDL 755	EDL 757	EDL 759	EDL 761	EDL 781	EDL 790	EDL 796
1. Promote positive culture in the district						X		
2. Promote effective instructional programs	X	X	X	X		X		
3. Ensure comprehensive professional growth plans						X		

Standard #3 Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicator 1: Manage the Organizational Structure

Quality Indicator 2: Manage Personnel

Quality Indicator 3: Manage Resources

Quality Indicators	EDL 701,702,703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
1. Manage the organizational structure	X	X	X	X			X	X
2. Manage personnel	X	X			X		X	X
3. Manage resources	X	X	X	X	X			X

Quality Indicators	EDL 751	EDL 755	EDL 757	EDL 759	EDL 761	EDL 781	EDL 790	EDL 796
1. Manage the organizational structure				X				
2. Manage personnel								
3. Manage resources					X			

Standard #4 Collaboration with Families and Community

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with Families and Other Community Members

Quality Indicator 2: Respond to Community Interests and Needs

Quality Indicator 3: Mobilize Community Resources

Quality Indicators	EDL 701,702,703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
1. Collaborate with families and other community members	X	X					X	
2. Respond to community interests and needs	X	X			X	X		
3. Mobilize community resources	X							

Quality Indicators	EDL 751	EDL 755	EDL 757	EDL 759	EDL 761	EDL 781	EDL 790	EDL 796
1. Collaborate with families and other community members				X		X		
2. Respond to community interests and needs	X			X		X	X	X

3. Mobilize community resources				X		X		
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Standard #5 Ethics and Integrity
Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
 Quality Indicator 1: Personal and Professional Responsibility

Quality Indicators	EDL 701,702,703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
1. Personal and professional responsibility		X			X			X

Quality Indicators	EDL 751	EDL 755	EDL 757	EDL 759	EDL 761	EDL 781	EDL 790	EDL 796
1. Personal and professional responsibility				X				

Standard #6 The Education System
Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Quality Indicator 1: Understanding the Larger Context

Quality Indicator 2: Respond to the Larger Context

Quality Indicator 3: Influence the Larger Context

Quality Indicators	EDL 701,702,703	EDL 705	EDL 709	EDL 711	EDL 713	EDL 723	EDL 729	EDL 733
1. Understand the larger context	X			X	X	X		
2. Respond to the larger context	X			X	X	X		
3. Influence the larger context	X			X		X		

Quality Indicators	EDL 751	EDL 755	EDL 757	EDL 759	EDL 761	EDL 781	EDL 790	EDL 796
1. Understand the larger context	X			X	X	X	X	X
2. Respond to the larger context	X			X	X	X	X	X
3. Influence the larger context				X	X	X	X	X

Evangel University Doctor of Education in Curriculum & Instruction Program Outcomes Aligned with Missouri School Leader and International Standards for Technology Education Standards

Evangel University Ed.D Program Outcomes	Missouri School Leader Standards	International Standards for Technology Education (ISTE)
As a result of this program, graduates will be able to:		
1. Develop, articulate, implement, and steward a digital-age learning vision that provides a rigorous, relevant, and engaging education for all students	Standard 1: Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community	Standard 1: Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
2. Create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging learning community	Standard 2: Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive culture of learning, providing an effective instructional program that applies best practice to student learning, and ensuring comprehensive professional growth plans for staff.	Standard 2: Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Standard 3: Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources
3. Create and manage an effective learning environment that maximizes information and technology resources	Standard 3: Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Standard 4: Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
4. Collaborate with others in developing a plan to respond to the academic and social needs of a diverse learning community	Standard 4: Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources	

5. Model and facilitate understanding of social, ethical and legal issues and responsibilities related to leadership in an evolving digital culture	Standard 5: Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner	Standard 5: Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
6. Add to the body of educational research using standard tools of inquiry that develop and support best practices in education		
7. Articulate a mission and plan for personal professional growth as an education leader, drawing on the resources of a Christian understanding of vocation.	Standard 6: Education leaders have the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context	

APPENDIX C

B.B.A EDUCATION COURSE REQUIREMENTS

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

University Proficiencies					
	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
ENGL 102 Basic English Skills (Note 1)	2		Writing Proficiency Needed (Trans - Note 1)	0	
ENGL 111 Composition Note 1)	3		Student wellness requirement (Note 2)	0	
Evangel University Core Curriculum Requirements					
	Cr	<input checked="" type="checkbox"/>		Cr	<input checked="" type="checkbox"/>
BUSN 100 University Seminar or equivalent	1		BIBL 111 Essential Christianity	3	
COMM 205 Effective Communication	3		BIBL 115 Old Testament Literature	3	
MATH 210 Statistics (or equivalent)	3		BIBL 116 New Testament Literature	3	
Science without lab _____	3		BIBL 360-370 Book Study (choose one)	3	
Science with Lab _____	4		THEO 320 Theology & Pentecost	3	
FIN 138 Personal Finance	3		ICST 350 Global Connections	3	
PSYC 138 Human Relations, PSYC 112 Psyc intro, SOCI 111 Sociology intro, PSYC 237 Lifespan	3		HUMN 230/232/233 Western Hum. or ENGL 123/271/272 or approved higher level courses	3	
GOVT 170 Am. Govt, HIST 111/112 Am. History, HIST 115/116 World Civ., SSCI 220 Order	3		HUMN 240 Culture, MUSC 113, ART 100, ART 102/103, THTR 101, COMF 220 Film	3	
Social Science elect: anthropology, economics, geography, management, psychology, sociology	3		Humanities Elect: humanities, phil, comm, art, foreign language, theater, music, English (except ENGL 102/111, MORG (1 credit)	3	
Other:					
TOTAL HOURS				53	
Education Foundation Requirements					
	Cr	<input checked="" type="checkbox"/>		Cr	

Commented [WL2]: Need to insert degree requirement.