



15800 Calvary Rd  
Kansas City, MO 64147

# Syllabus

Course: ED190 D & ND Introduction to Teacher Education  
Credit: 3 credit hours  
Semester: Fall, 2025 Session 1 August 18 – October 1 (This is an 8-week class)  
Time: 8:00 – 9:20 a.m. on Tuesdays & Thursdays  
Instructor: Dr. Karen Hange  
Location: East Education, Room 125  
Contact Info: Office phone: 816-425-6186 Email: [karen.hange@calvary.edu](mailto:karen.hange@calvary.edu)

## I. DESCRIPTION

This introductory course will provide the student with an overview of the field of education and certification requirements for the State of Missouri. A study of curriculum and instructional planning, differentiated learning, and legal and ethical issues of teaching are included along with an emphasis on cultural diversity, English Language Learners, and the role of the teacher in collaborating with peers, parents, and administration.

**This course is a required prerequisite for all other education courses.**

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

A. General Competencies to be achieved—The student will:

1. Examine the world of the 21st century teacher and solidify the decision to pursue a profession in the field of education.
  - a. PLO-2, 6; MTS-1, 2, 8
  - b. Assignments: A1, A2, A3, B1, B2, B5

2. Demonstrate knowledge of the general requirements expected for certification and a beginning teacher.
    - a. PLO-1, 2, 4, 6; MTS-1, 2, 5, 8, 9
    - b. Assignments: A1, A3, B2, B4
  3. Reflect upon the profession of teaching as a field of ministry.
    - a. PLO-1, 2; MTS 8, 9
    - b. Assignments: A3, B2, B3
- B. Specific Competencies to be Achieved—The student will:
1. Discuss teaching as a profession, including professional ethics.
    - a. PLO-1, 4; MTS-2, 6, 7, 8
    - b. Assignments: A1, A2, B2, B5
  2. Reflect on a personal philosophy concerning teaching and learning through personal educational experiences and the influence from teachers on his/her perception of learning.
    - a. PLO-1, 3; MTS-4, 5, 6
    - b. Assignments: A3, B1, B2
  3. Articulate the process for completing the education preparation program at Calvary University and obtaining Missouri teacher certification.
    - a. PLO-2, 6; MTS-8, 9
    - b. Assignments: A3, B4
  4. Examine how educational philosophies influence the choice of curriculum and classroom instructional practices, including the utilization of technology in instruction.
    - a. PLO-2, 3, 4, 5; MTS-2, 3, 7, 9
    - b. Assignments: A1, A2, B2, B4, B5
  5. Identify the predominant issues and societal trends confronting contemporary education and the educational profession, including societal problems, public school funding, multiculturalism, and educational reform.
    - a. PLO-2, 4, 6; MTS-2, 5, 7, 9
    - b. Assignments: A1, A2, B2, B5
  6. Describe the role of the law in education with an emphasis on the rights and responsibilities of teachers and learners.
    - a. PLO-2, 4, 6; MTS-2, 5, 7, 9
    - b. Assignments: A1, A2, B2

7. Analyze the impact of recent research and selected trends upon the current and future practices of educators.
  - a. PLO-2, 4, 6; MTS-2, 5, 6, 9
  - b. Assignments: A1, A2, B4, B5

#### IV. MATERIALS required for this course:

- A. **Bible** (see note below in course policies)
- B. Ryan, Kevin; Cooper, James M., & Bolick, Cheryl Mason. *Those who can, teach, 15<sup>th</sup> Edition*. Cengage Publishing: 2022 Individual cost: \$92 through Cengage.

You must purchase MindTap through Cengage. However, they also offer Cengage Unlimited – a digital subscription service (think Netflix or Apple Music) which can save you a lot of money. *With Cengage Unlimited you can access ANY Cengage materials you are using across ALL of your courses AND a library of 20,000 ebooks, study guides and reference materials. There are also options for print copies and extended use beyond the subscription dates.*

Need help? Visit the Cengage Start Strong Website (<https://startstrong.cengage.com>) for step-by-step instructions.

- C. American Psychological Association. (2020). Concise guide to APA style (7th ed.). ISBN-13: 978-1433832734, (Retail: \$29.83)

#### V. REQUIREMENTS

##### A. Weekly Assignments

##### 1. Textbook Reading & Quizzes

Read the assigned textbook selection based on the reading schedule provided in the class schedule. Reading the text thoroughly will provide a context for class discussion and activities. Reading quizzes are posted in CENGAGE through CANVAS to support your understanding of the material.

*To accomplish our learning goals, there will be activities embedded in CANVAS and CENGAGE that you will complete while reading through the chapter. These will give you the **opportunity** to reflect on the concepts presented and demonstrate understanding of key concepts.*

##### 2. Cengage Activities & Video responses

Each chapter in the textbook will include video activities based upon the concepts in the chapter. Students will access these activities through CANVAS and CENGAGE.

### 3. Educator Preparation Program Handbook

The goal of the Teacher Education department at Calvary is to properly prepare students to meet the qualifications for becoming Missouri State certified teachers. There are many steps involved in certification and aspects of both intellectual and character development that will be required of all students in the Education Preparation Program. This class will introduce students to those steps and provide details in the department handbook.

#### B. Assignments & Projects

1. **The Why of Teaching** — Understanding the **motivation** behind your desire to pursue a teaching degree is crucial to your success. Read the textbook section entitled, *So Let's Get Started* (cf., p. xxii - xxv). Compose an essay of 1,500 words that answers questions 1-4 with meaningful reflection. Demonstrate a strong understanding of appropriate grammar and writing techniques using the APA format including cover page, headings, and paragraph structure. Submit this paper through CANVAS as a file upload.
2. **Teacher Interview** — Experienced teachers offer a wealth of tips and that go far beyond what can be covered in a methods course or textbook. For this assignment, you will interview a teacher and write a 600-word reflection of what you learned. Students should interview a teacher who is currently teaching in the field they plan to pursue certification: elementary, secondary or music education. Use the following questions as a guide but include some of your own as well.
  - What types of activities does the teacher use to promote student engagement?
  - What personality traits or techniques does the teacher practice that enables them to be more effective?
  - How does use of tone of voice support the management of the classroom?
  - What advice would you give to one who is beginning the journey toward becoming an educator?
3. **The Master Teacher**— Students will research the teaching ministry of Jesus including His parables, teachings, and interactions with the disciples as well as other individuals who sought Him out. Compose an essay of 1,500 words that presents Him as the Master Teacher. This paper must be formatted with APA and uploaded to Turnitin with a similarity score of less than 20%. You will need to include a thesis statement and demonstrate understanding that links His example to your future teaching ideas. Include at least 3 Biblical references and 2 other academic reference sources. **Do not quote sources verbatim.** *Review the Turnitin feedback for plagiarism and grammar concerns.*

4. **Teacher Standards Creative Presentation**—The State of Missouri and Calvary University set high standards for educator preparation. There are 9 standards set forth by the Department of Education for the State with specific actions and evidence items required for each standard. Students entering the program should have a general overview of the standards so that they know how to structure their learning to support their goals. Students will review the 9 standards and develop a creative presentation that demonstrates understanding in a unique, creative way.
5. **Book Review**—Teachers should be readers. There are many amazing resources that highlight different aspects of the world of education. Each student will meet with the instructor to select a book based upon individual interests and degree focus. Students will read the book (a minimum of 150 pages) and prepare a Powerpoint presentation to share their findings with the class. Students will also submit a signed reading completion form for accountability purposes.

## VI. METHODS

### A. Teaching

1. Lectures
2. Small and large group discussion
3. Research and reading
4. Projects
5. Writing
6. Presentation to Peers

### B. Grading

#### 1. Weight given to assignments:

The Why of Teaching paper	150 points
Jesus as the Master Teacher paper	300 points
Teacher Interview	200 points
MO Teacher Standards creative project	80 points
Book Review	150 points
Cengage video responses	150 points
Cengage Chapter Quizzes	220 points
Weekly Participation in Class or Online	250 points
Total points for the class	1500 points

#### 2. Late Assignments

Late assignments may be penalized 10 percent of the grade per assignment.

#### 3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

## VII. COURSE POLICIES

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

#### **A. Grade Requirements**

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

#### **B. The Bible as Required Textbook**

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

#### **C. Academic Honesty**

***Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.***

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

***Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.***

#### **D. Academic Activity & Participation**

Students must engage in the weekly in-class session(s).

Students who are enrolled as in-person students are expected to be punctual and present in-person for each class session.

Students who are enrolled as online students will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities BEFORE THE NEXT CLASS SESSION.

**E. Class Participation**

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

**F. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

**G. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**H. The Clark Academic Center**

**The Clark Academic Center** (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

***About Changes to this Syllabus:*** The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.

**VIII. TENTATIVE SCHEDULE**

Week	Dates	Class Topics	Assignments
1	8/19 & 8/21	Chapters 1 & 2 Why Teach?	Assign: Weekly Readings Schedule & Overview of Syllabus & Projects
2	8/26 & 8/28	Chapters 3 & 4 Who are Today's Students?	
3	9/2 & 9/4	Chapters 5 & 6 What makes an effective teacher?	Due: Motivation Paper

4	9/9 & 9/11	Chapters 7 & 8 How has education changed?	Due: Teacher Interview
5	9/16 & 9/18	Chapters 9 & 10 What is unique about American education?	
6	9/23 & 9/25	Chapters 11 & 12 How should education be reformed?	Due: Master Teacher paper
7	9/30 & 10/2	Chapter 13 What can you do with a teaching degree?	Missouri Standards Creative project
8	10/7 & 10/9	Chapter 14 & 15 What does it mean to be a professional?	Book Review presentation