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Course: ED459-01 Senior Seminar  
Credit: 1 Credit Hour  
Semester: Fall 2025 (Session 2) (Oct. 20 – Dec. 12)  
Date & Time: Tuesday, 1:00 p.m. — 2:00 p.m.  
Location: East Education Building, Room 129  
Instructor: Dr. Mary Briggs for Middle School, Secondary, & Music Education majors  
Contact Info: Office phone: 816-425-6186 Email: [mary.briggs@calvary.edu](mailto:mary.briggs@calvary.edu)

## I. DESCRIPTION

This course is designed to prepare the student for Student Teaching and the professional workplace. The student will participate in professional development style workshops related to the Missouri State Teaching Standards. Students will develop their skills in making ethical decisions, collaborating with the school community, monitoring student progress, reaching at-risk students, securing employment, and creating a personal learning plan. This course should be taken in the semester prior to Student Teaching. (Prerequisite: ED190 and ED252 or permission of the Education Department Chair.)

*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. Reflect on the complex role of the classroom teacher in the total school context.
  - a. MTS 1, 2, 3, 4, 5, 6, 7, 8, 9; PLO-1, 2, 3, 4, 5 & 6
  - b. Assignments: A, B.2, C.1

2. Demonstrate the ability to self-assess his/her strengths and weaknesses as an educator.
    - a. MTS 8.1; PLO-1, 2, 4, 5, 6
    - b. Assignments: B.1, B.3, C.2
  3. Develop a plan for continued improvement as a responsible professional in the field of education.
    - a. MTS 8.3; PLO-1, 6
    - b. Assignments: B.2
- B. Specific competencies to be achieved: The student will:
1. Articulate ways to collaborate with various members of the school community
    - a. MTS 9.1, 9.2; PLO-1, 4, 6
    - b. Assignments: A, B.2
  2. Discuss a variety of pedagogical concepts and effective strategies for monitoring student progress.
    - a. MTS 7.1, 7.2, 7.3; PLO-1, 2, 5
    - b. Assignments: A.2, B.2
  3. Discuss a variety of pedagogical concepts and effective strategies for reaching at-risk students.
    - a. MTS 2.1, 2.2, 2.3
    - b. Assignments: A.2, B.2
  4. Demonstrate his/her ability to articulate strengths and skill sets as an educator.
    - a. MTS 8; PLO-1, 2, 4, 5, 6
    - b. Assignments: B.1, B.3, C.2
  5. Create a plan for remaining current on instructional knowledge and changes in the field of education.
    - a. MTS 8.3; PLO-1, 2, 6; A-B-2
    - b. Assignments: B.2

#### IV. MATERIALS

##### Required Textbooks:

A. Bible (Please refer to Course Policies.)

B. Faith, Freedom & Public Schools: Addressing the Bible & Christianity without Mixing Church & State - Online Module - \$125

Information for accessing this material will be provided prior to the beginning of ED459 Senior Seminar.

## V. REQUIREMENTS

### A. Reading Assignments:

1. **Reading:** Read the assigned material for Faith, Freedom & Public Schools.
2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

### B. Activity Assignments:

1. **Mock Interview:** Prepare for and participate in a Mock Interview. Tips for practicing for an interview are located in the Files section of Canvas.
2. **Participation in Workshops:** In order to prepare for future educational workplaces, students are expected to fully engage in each week's workshop activities.
3. **Professional Video:** Prepare a 3 minute video in which you articulate your professional qualifications as a beginning teacher and through which you orally communicate your philosophy of education. Present your video in class.

### C. Written Assignments:

1. **Two Reflection Papers:** You will write two 450 – 550 word reflection papers based on your assigned reading. You will describe the overarching themes and consider the impact to your upcoming student teaching experience and/or future career. You will conclude by describing how you have grown as an educator through the reading assignments.
2. **Résumé/CV and Sample Cover Letter:** Design a professional resume/CV and a cover letter that would be appropriate in applying for a teaching position.

## VI. METHODS

### A. Teaching and Learning

Reading and research; Writing; Workshops; Discussions; Practicing Skills

### Grading

#### 1. Weight given to assignments:

Assignments:	Points:
Mock Interview	20
Participation during Workshops	24 (3 x 8 workshops)
Professional Video	12
Reading Reflections	24 (12 x 2 reflections)
Resume/CV and Cover Letter	20 (10 x 2 documents)
<b>Total:</b>	<b>100 points</b>

**2. Late Assignments**

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

**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 (*paraphrases 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 learn best when they take an active part in the learning process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

#### **E. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. 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](mailto:aso@calvary.edu)) of any disabling 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](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate 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 for the Week:
1	Oct. 21 <sup>st</sup>	Student Teaching Portfolio Guidelines Monitoring Student Progress	<b><i>Due by Midnight on Oct. 27<sup>th</sup></i></b> Locate two previous assignments for Standard 2 Quality Indicator #1.
2	Oct. 28 <sup>th</sup>	Resume/CV Development References Cover Letter Development	<b><i>Due by Midnight on Nov. 3<sup>rd</sup></i></b> 1. Complete Resume/CV. 2. Complete Sample Cover Letter.
3	Nov. 4 <sup>th</sup>	The Elevator Pitch Practice Interview Questions for Mock Interview	<b><i>Due by Midnight on Nov. 10<sup>th</sup></i></b> Prepare Professional Video*
4	Nov. 11 <sup>th</sup>	Students share Professional Videos* Reaching At-Risk Students	<b><i>Due by Midnight on Nov. 17<sup>th</sup></i></b> 1. Complete Mock Interview. 2. Complete DESE profile.
5	Nov. 18 <sup>th</sup>	<i>Faith, Freedom &amp; Public Schools</i>	<b><i>Due by Midnight on Nov. 24<sup>th</sup></i></b> 1. Complete assigned reading. 2. Complete <b>Reflection Paper #1.</b>
6	Nov. 25 <sup>th</sup>	<i>Faith, Freedom &amp; Public Schools</i>	<b><i>Happy Thanksgiving!</i></b>
7	Dec. 2 <sup>nd</sup>	<i>Faith, Freedom &amp; Public Schools</i> Professional Development Personal Plan	<b><i>Due by Midnight on Dec. 8<sup>th</sup></i></b> 1. Complete assigned reading. 2. Complete <b>Reflection Paper #2.</b>
8	Dec. 9 <sup>th</sup>	Looking Ahead to Student Teaching ED470 and the Student Teaching Handbook	