



15800 Calvary Rd
Kansas City, MO 64147

Syllabus

Course: ED190 M Introduction to Education
Credit: 3 credit hours
Semester: Summer 2026, Session 1 May 11 – June 26 (7 weeks)
Time: Modular/Online class
Instructor: Dr. Karen Hange
Location: Modular: May 21 & 22 plus online interaction through CANVAS
Contact Info: Office phone: 816-425-6186 Email: 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 modular class format: in-person for 2 days and online for the other activities. Students will attend in-person classes on May 28 & 29, 2026 plus complete additional activities via the modules in CANVAS. For both in-person and online activities, 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: A2, 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: A1, 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, 14th Edition*. Cengage Publishing: 2022 ISBN-13: 978-1305267060 (Retail: \$117). This textbook is provided through a subscription to Cengage. Details for access will be provided through CANVAS and quizzes and video activities will be linked through the MindTap platform integrated with CANVAS. The subscription for a 6-month access is \$110.
- 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 & Chapter Responses

Read the assigned textbook selection based on the reading schedule provided on CANVAS. Guided questions will be provided for students to answer based on the overall objectives of each chapter. These questions will be submitted as Chapter Responses on CANVAS.

2. Video Lectures for Course Participation

The instructor will post videos to correlate with the textbook and provide meaningful reflection of the topics presented. Students will respond to questions embedded in the video to demonstrate understanding and participation in the course.

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. **Personal Teaching Journey** — Life experiences play a role in shaping each of us as we pursue the field of education and work toward becoming a certified teacher. Compose an essay of 1,500 words that describes your motivations and experiences that have led you to pursue this goal. As part of the requirements, you should identify key educators that have influenced your decision as well as describe some of your personal strengths that have enabled you to serve in the school setting as well as a few challenges that you have encountered. 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/Mentor Interview** — Experienced teachers offer a wealth of tips and can often serve as mentors or role models that go far beyond what can be covered in a methods course or textbook. For this assignment, interview a teacher working in the field of certification you plan to pursue and who could possibly serve as a mentor for you in your teaching journey. Write a 600-word reflection of what you learned and the benefits or application to your current school setting. You may use the following questions as a guide but are welcome to include your own as well.
 - What activities does the teacher use to promote student engagement?
 - What personality traits or techniques enable them to be more effective?
 - How does tone of voice support the management of the classroom?
 - What advice would you give to those pursuing an educational career?
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. Research and reading
3. Projects & Presentations
4. Writing

B. Grading

1. Weight given to assignments:

The Personal Teaching Experiences paper	150 points
Jesus as the Master Teacher paper	300 points
Mentor Teacher Interview	200 points
MO Teacher Standards creative project	80 points
Book Review	150 points
Video Lecture responses	150 points
Cengage Chapter Summary Questions	220 points
<u>Consistent Participation with online platform</u>	<u>250 points</u>
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 coursework and a 2.5 GPA in 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 who are enrolled as online students will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities within each module.

E. Accommodations Statement

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

F. Style Guide

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

G. 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.