

SCHOOL OF EDUCATION
NEWSLETTER



INSIDE THIS ISSUE:

<i>Alum wins award; Heritage Scholars</i>	2
<i>Avoiding Teaching Ruts</i>	3
<i>Teacher Ed. Corner</i>	3-13
<i>Psychology Corner</i>	13-19
<i>Certification Corner</i>	20-21
<i>SB Mission Trips</i>	21-24
<i>Graduating Seniors</i>	25-26
<i>Meet the Graduates</i>	26-29

“For I am confident of this very thing, that He who began a good work in you will perfect it until the day of Christ Jesus.”

-Philippians 1:6

Editor:

Dr. Vicki Sheaffer

Student Assistant:

Emily Johnson

DEAN’S CORNER BY DR. WAYNE JACOBS

Keep your eyes on the prize. Many years ago these words were the theme of a folk song during the civil rights movement. The world sees this phrase as a way to keep looking toward a positive end result. For Christians, we have a different perspective. The prize for a Christian is not at thing, an event or even some goal in life. Our prize is developing an ever-growing relationship with Jesus Christ while we are here on Earth and a forever with Him in Heaven. Paul tells us in **1 Corinthians 9:24** “Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.” and in **Philippians 3:14** “I press on toward the goal to win the **prize** for which God has called me heavenward in Christ Jesus.” Some of our students will be graduating soon. My prayer is that they eye the prize of that relationship more than the diploma, the job, or the marriage. That is the prize worth running and pressing on toward! That is a prize worth keeping our eyes on!

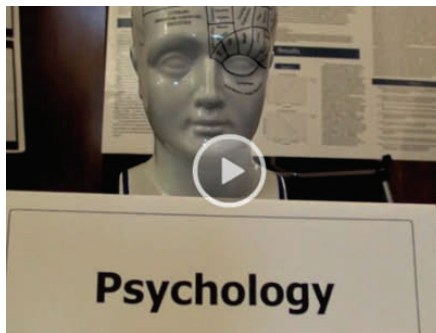
A SPOTLIGHT ON EXCELLENCE

BY DR. VICKI SHEAFER

Take some time to view highlights from the programs in the School of Education from the November “Focus on Excellence” reception.

For Psychology, go to <http://www.letu.edu/opencms/opencms/highlights/FocusOnExcellencePsychology.html>.

For Teacher education, go to http://www.letu.edu/opencms/opencms/highlights/Education_Excellence_Medium.html.



FORMER LETU TEACHER EDUCATION MAJOR WINS AWARD!

BY DR. WAYNE JACOBS



Stephanie "Bush" Majors was just named Eickenroht Elementary's Rookie Teacher of the Year (Spring ISD) for 2010-2011. The Department of Teacher Education is very proud of Stephanie and her accomplishments. Stephanie says her award is "because of you and how well you prepared me for teaching. It is very hard and overwhelming, especially with

our group of kids (it's a Title 1 school) but your help in college definitely helped me this first year." LeTourneau University recognized Stephanie as one of our Student Teachers of the year in 2010. She uses innovative teaching strategies in her classroom, including SMARTBoard. This year's Rookie Teacher of the Year says to "keep teaching the SMARTboard because I have one in my classroom and there are so many cool things you can do with it. My kids love it so much and it is so engaging". We are very proud of Stephanie and wish her greater success as she lives out her mission to teach.

When using the SMARTBoard, Stephanie says, "They (students) love to come to the board and edit sentences with the SMART markers. I also put a big interactive timer on the SMART Board during class when they are working independently so they know how much time is left and they love it. If you look at the picture, the projector is connected to it, and I can raise or lower the board to whatever height I want. It also has speakers on each side of the board for sound. I just went to training on using it and there is so much cool stuff you can do with it!"

*Former LETU student
Stephanie Bush is
Eickenroht Elementary
School's Rook Teacher
of the Year!
Congratulations!*

THE SCHOOL OF EDUCATION HAS MORE HERITAGE SCHOLARS THAN ANY OTHER SCHOOL!

BY DR. WAYNE JACOBS

Congratulations to three future LETU Teacher Education students for being awarded Heritage scholarships! They are: Cassandra Palmer (ELE1) from Little Elm, Texas; Renee Sprinkle (ISE1) from Rockport, Texas; and Andrea Long (ISE1) from Duncanville, Texas. We look forward to all three of these students coming in the fall! Dr. Wayne Jacobs, Dean of the School of Education responded, "We are very proud of these future students and look forward to them impacting our campus and the world!"

TIPS FOR AVOIDING TEACHING RUTS

BY DR. WAYNE JACOBS

What are the seven words that can kill a church? “We’ve never done it that way before.” Well, what can kill a church, can also deflate your motivation, zap your energy level and make the work God has given you boring. So how do you prevent digging into a rut? If you are a teacher, there are some strategies that will help.

If you only have the ability to make small changes, why not try one of these ideas:

- **Create a new assignment** – New assignments can force you to re-think how you’ve been teaching and may even lead to new ways to teach your course.

- **Use a supplemental text** – Books about the subject you teach can add flavor and new perspectives.

Read an article or other source – Look for outside information about your topic. Do a Google search or look at articles in your professional journals for information on a “dry” topic

If you have some extra time:

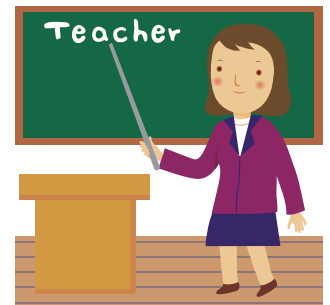
- **Teach a new course** – When possible, try teaching a different course than what you are used to teaching. You may be surprised at the new insights the experience gives.

Audit a course – Sit under the teaching of another and learn about pedagogy and delivery from someone else. If they are in your content area, you may just learn some great tips to share in your class.

If you really have some time and want a great experience:

Mentor new faculty – Teaching someone else to teach really helps you focus on what is important and it gives great satisfaction to work with someone else to make a difference in the world in which they live.

If you can just commit to your own improvement, you will find new energy and life in this journey God placed you.



TEACHER EDUCATION CORNER

TAIR CONFERENCE-10TH YEAR

BY DR. KATHY STEPHENS

Approximately 120 participants met to hear senior-level Teacher Education majors and area teacher leaders present breakout sessions in the morning and afternoon. Other Teacher Education majors shared two readers' theater presentations during the main sessions. The author, Bettina Restrepo shared her books during the morning and keynote luncheon sessions. Area teachers attending the conference enjoyed a catered meal from McAlister's, served and honored by our LETU Teacher Education students. All in all, it was a good conference and helped participants to become better reading teachers.



FIRST PRESCHOOL PRACTICAL EXPERIENCE A SUCCESS! BY DR. KATHY STEPHENS

About a dozen preschoolers enjoyed eight sessions of lively learning with LeTourneau Teacher Education majors. The mostly three, four, and five-year olds attended the sessions on Wednesday afternoons during the spring semester. Ms. Jodie Hilburn worked with her students to plan, set up, and present the lesson activities as part of their class EDUC 3353 Development and Learning of the Young Child. A huge thanks goes out to Ms. Hilburn and LETU students for making our first attempt so successful -- thank you!



STUDENT TEACHING REFLECTIONS

Kayla Blucher

There are so many things that I learn each day being in a classroom full of high school students. From the beginning of my student teaching experience my students have kept me on my toes. I cannot count the number of times I have been asked to prom, or given funny pictures, or even laughed at my students' witty humor, but I have loved every minute of it.

Being close in age to your students can pose a little bit of a problem in trying to be a good classroom manager; however, with the help of my mentor teacher and some little tricks from classes at Letourneau, I have learned how to successfully handle a high school classroom. I tried raising my voice at first which is only effective if you do it very minimally, I tried the tally mark system which is on and off, and what I found works the best is to get to know your students and get involved in their lives. I found out the best classroom management strategy and the best approach to teaching in general so far is to take a personal interest in each of your students. If your student plays baseball, let him know that you saw he went three for four, if your student is in robotics let him know how great they did at state competition, or even if your student is in leaders core let them know how proud you are of them for being a leader. When students can tell that you care about them, they are more willing to try their best because they can see you care about the content as well.

Students are just like you and they are just like me. If every educator treated each student as if they were their own, students would be a lot more likely to participate daily in the content you teach. Teaching is a calling and the classroom is my mission field.



Beth Magstadt, Devin Borsellino, and Elaine Solano

The three of us are currently all teaching different subjects in 6th grade at Pine Tree Middle School. We have enjoyed our placements and our time at LeTourneau University. We hope this small insight into our student teaching experience will be able to broaden your vision of what teaching REALLY is.

“What is the most important thing you have learned?”

B- “Each student, no matter what age or how tough they seem, really wants an adult to believe in them.”

D- “It is important to relate to your kids in any way you can in order for them to trust you, but they must ALWAYS remember you are their authority.”

E- “Any good teacher can take a good group of students and teach them, but an excellent teacher can take a TERRIBLE class and teach them well.”

“What was the funniest moment in your classroom?”

B- “When several of my students asked me if Mrs. Hilburn was my sister.”

D- “When my kids asked me if I listened to rap music and I told them I listened to Christian Rap music one of my students started free styling about God. I believe it went something like ‘my God is so great, my God is so good. There is nothing my God cannot do for you. ACHOO!!’ That was awesome.”

E- “Two of my 2nd grade students got back papers with no names. One had a 50% and the other had no grade. The student who got the paper with 50% started crying uncontrollably saying, ‘this is not my paper! I can do better than him!’ He was not trying to mean, but he honestly meant he could do better. Turns out, it WAS the wrong paper.”

“What was the most embarrassing moment in class?”

B- “When I was writing on the dry erase board, I was playing with the lid of the dry erase marker. Unfortunately, my hand turned green.”

D- “When I fell out of my chair in the science lab in front of 23 6th graders.”

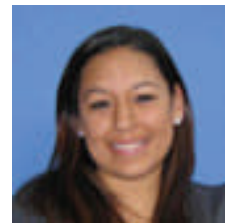
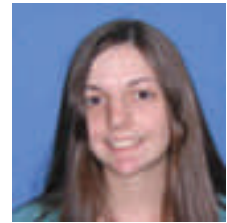
E- “When I was writing on the dry erase board, my marker flew out of my hand. What can I say? I’m clumsy.”

“If you could impart any words of wisdom to future student teachers at LeTourneau University, what would they be?”

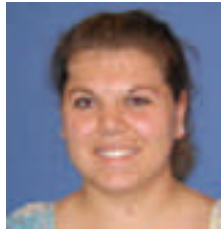
B- “Just because something doesn’t work the first time you try it doesn’t mean it is a terrible theory. Try it again. Don’t get discouraged. “

D- “Don’t compare yourself to other student teachers. Everyone teaches differently and so will you.”

E- “Don’t be afraid to try an age/subject level that you think you won’t want to teach in the future. You might learn something about yourself and/or that you like teaching it.”



from top to bottom:
Beth Magstadt,
Devin Borsellino,
Elaine Solano

Angele Blick

Going into the student teaching semester, my hopes were high with expectations of every student loving me and with glimpses of me providing an excellent lesson. The truth is, that is not always the case. I believe God and life have a funny way of telling you when change is going to occur whether you feel fully prepared or not. Yet in that there is grace in which I can hold fast to. The truth is,

good days come and bad ones follow. Not every student will fall in love with my teaching style and not every student will think I'm the best teacher. Despite this, it's the experience that I take from it, learn from, and then apply that makes the difference. After all, I am here to make the difference.

What I have come to learn is that I'm a work in progress. My communication and presentation skills have greatly improved, but other areas such as classroom management are not as strong. Besides what can be seen with the visible eye, I have learned more about the reliance of God in my life and that His strength truly helps me make the change in lives of those around me. Internally, I have learned to find success with the small aspects of teaching and that sometimes the smallest step is the greatest improvement. Persistence, encouragement, direction, authority, and rapport, are all skills that I have seen grow within me.

In more practical terms, I learned that teaching requires a great deal of preparation outside of class. If I want my students to succeed, I need to be willing to put in the effort. Also, even when explanations do not go as planned or it feels like I bombed it, tomorrow is right around the corner waiting for me to do better. Hard times of teaching do come, but learning from it changes everything. Additionally, connecting with your students is key. A student must feel like you value their learning and their growth. Afterwards a trust relationship is built and so many avenues are opened.

Overall, when faced with the question or statement about teaching not being difficult, I will give a simple response. What is more challenging than growing, teaching, and encouraging the next generation? My work will be strenuous, but by God's strength alone will I stand and make the difference. I feel honored and called to a higher standard after going through this experience. I now know why God gave me certain qualities. It is for His glory. Student teaching brought me the joy and life God wanted me to have, in that it showed me how rewarding teaching can become. My goal now is to take what I learned and apply as much as I can.

“What is more challenging than growing, teaching, and encouraging the next generation? My work will be strenuous, but by God's strength alone will I stand and make the difference.”

Maria Azucena Escobedo

My student teaching has been a great experience. I am so thankful to those people who took the time to select two of the best educators to be my mentor teachers. Besides, I was given the opportunity to work with elementary and middle school students. They are two different worlds, it was difficult for me to adjust, the interaction, academics, and discipline is totally different. However, this experience helped me remember many of the strategies I was given during my preparation courses but I could no longer recall. I even learned many things from my students. Each of them was unique and had something special to offer to the class. They were very independent learners and could exceed their own expectations. My student teaching involved a lot of work and preparation but it definitely worth it. My knowledge and understanding of my future profession has increased. I got to practice the many theories learned during all this past years. Now, I feel more conscious of my weakness and strengths. In other words, I really enjoyed my student teaching experience.

Sarah Turman

Student teaching has been such an exciting and definitely an awesome learning experience. Actually being in the classroom every day and putting into practice what we have been learning in our classes at LeTourneau is such a good feeling. Teaching is not an easy job and takes a lot of time and preparation, but it makes it all worthwhile when the light bulb finally turns on for that one struggling student. I have realized through my student teaching experience that every day brings a new challenge, but it also brings a new opportunity to turn a child's life or even their day into a positive thing. Even though the students may be challenging, it is important to be encouraging, positive, and be willing to do whatever it takes to make learning a fun experience for the kids. I have been so blessed with my student teaching placements this year, and I cannot wait to put what I have learned in

Annie Noble

Student teaching has been an amazing experience, both intimidating and incredible at times. Student teaching definitely has ups and downs, yet the good days of student teaching far outweighed the less enjoyable ones. My favorite moment of student teaching was a week-long film project that I did with my 9th grade World Geography class at Spring Hill High School. I came to the conclusion that students' minds can be changed about a class when the teacher adds a little spice to life.
(continued on next page)

“Every day brings a new challenge, but it also brings a new opportunity to turn a child’s life or even their day into a positive thing.”

Annie Noble, cont.

We were focused on Germany that week, and I wanted to create a project that would spark interest in geography. Each group was assigned a historical or cultural topic on Germany, requested to research and plan out their storyboards and movie scripts, and told to begin filming with props around the school grounds. The Spring Hill High School newspaper came by to interview the students and me about the project and ended up writing an article in the "Panther's Paw." Even other teachers and the librarian noticed that my students were actively engaged and enthusiastic about the project. I was everywhere that week trying to keep up with the different groups as they filmed. I would help them as they researched, offer ideas if they were stuck, and sometimes hold their camera for them as they filmed. Just before coming back in the class after checking on one group's filming, I overheard one student telling another, "This is the most fun project we've done." Several students told me directly that they were enjoying it, and one student wanted it to count for a test grade because he had worked really hard on it. Nearly every group was interested in editing their movies afterwards, and one student took her group's home to prepare it for presenting with music and sound effects. When we presented the films, we took several minutes after each film to discuss the academic side of the project: the history and the culture. I think this project appealed strongly to the kinesthetic learners and learners who enjoyed being creative. Everyone who I could see was involved in their projects, both the research and the filming. I was pleased to see that the project was both allowing students to actively learn material required by the TEKS and have fun doing it.

Jessica Shook

The end of has come and student teaching is almost a thing of the past. Memories and experiences from practicums, international trips, and tutoring that I have accumulated over the years have been put to the test as I entered into the two bilingual classrooms that I was placed in. I have enjoyed getting to put all the knowledge that I have gained into practical use as I figured out what it means to be a teacher who runs a classroom that is efficient yet fun. The idea of graduation quickly approaching is exciting as I know it brings a whole new stage of life along with it. Accepted into Northwest University, I will be starting a Master's degree in counseling psychology in hopes of becoming a counselor to missionaries, as well as teaching simultaneously. Combining both teaching and counseling is something that I strongly believe in. Spending full days in schools for several days at a time has made me realize, even more, just how versatile the occupation of teaching is. We are not only responsible to teach, but to nurture, discipline, counsel, and encourage as well. I am thankful that God has called me to the occupation that He has.

"I thank Christ Jesus our Lord, who has given me strength, that he considered me trustworthy, appointing me to his service."

-I Timothy 3

Danielle Culver

I taught at 1st grade Pine Tree Elementary and 5th grade Pine Tree Elementary. This experience has definitely taught me a lot and opened up my eyes to my future career in Education.

Most important lesson learned through student teaching?

I experienced that even though I'm teaching there is still a lot of learning that goes on with me. The student not only is learning but I am learning about the subject right along with them. It is a humbling experience but really awesome!

What has been your greatest experience student teaching?

My greatest experience was being able to put everything that I had practiced and been taught into action. It was so fun to come up with ideas and activities that the students will like and learn from. Sometimes I laugh to myself because it is so unreal that I'm teaching and doing something that I really enjoy.

What has been my worst moment?

My worst moment would be realizing and actually experiences some of the hardships that some of my students face. I was starting to understand the importance and responsibility of my role as the teacher in their life. This was not exactly my worst moment but maybe one of my hardest.

What have I learned about myself because of student teaching?

There were a lot of doubts in my mind about my major and student teaching before the spring semester occurred. Student teaching has shown me that I do like teaching! It has helped me regain my passion for teaching and helping students. I've accomplished a lot more with student teaching then I thought I could. For instance, planning lessons and following them through, disciplining students, assessing them, and interacting with other faculty.

Matthew Bradley

Four years of college has now come to a close, and my student teaching experience has been the culmination of it all. What a ride it has been to learn how to apply the information I have learned in the classroom to the "real world." As you enter your student teaching placement, you are pretty much on top of the world. You have learned so much in the classroom that you are ready to waltz into it and teach those kids something. You have the attitude of being in charge and ready to conquer the world. Then the first day comes along and you realize you are completely wrong!

My first day of student teaching in the 5th grade placement gave me this realization. I was trying to redirect one of my students that was off task, and I decided to do this through what is called proximity control. Proximity control is the idea that when the teacher is in close proximity to a student, the student will not misbehave. I walked up to the off-task student and placed my hand on the desk. *(continued on next page)*

"Sometimes I laugh to myself because it is so unreal that I'm teaching and doing something that I really enjoy. "

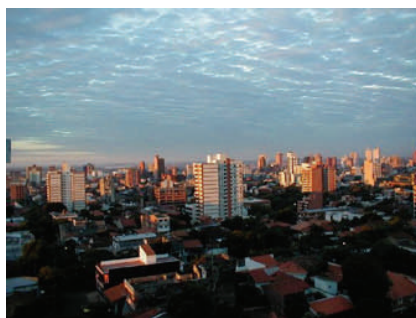
Matthew Bradley, cont.

The student looked up at it and immediately went back to what he was doing. I was devastated at the fact that proximity control was not working! I did not know what to do. It took me a while to learn the proper way to implement proximity control—there is definitely a right way and a wrong way.

However, not every experience was so devastating. Once you get into the groove of how to treat and teach your students, you learn how to redirect them properly. Once you do get to the point where you know what works with your students, you are able to actually have an impact. One of the coolest moments of the entire semester came with my 7th grade placement. I spent one class period discussing the Holocaust. As a closer to the lesson, I brought in my paperclips. During World War Two, those resisting Hitler wore paperclips to identify themselves. For the lesson, I asked them who would have joined the resistance even in the face of death. (We had studied two resistance fighters that died.) The students that stood up were given a paperclip. The cool part was that many students—even the ones you would not have expected—wore their paperclips for several days after that lesson. Even though the lesson was not the most dramatic lesson ever, I know that when they see a paperclip, they are going to think back to that Holocaust lesson.

It is little things like that—students wearing a paperclip—that make teaching worthwhile. The four years of classes and study and work does indeed pay off in the end. It is so much fun to see the impact, however small it may be. If I am able to do such things in a mere student teacher placement, I know that I will be able to do just as much when I have a full-time job.

Garret Robbins



Early in the semester, as I was contemplating job opportunities, applying to those that I found, and praying for God's providence, I became extremely frustrated because God had not indicated His direction on my life. The semester flew by, and my frustration only grew, a feeling with which I am sure many of the graduating seniors can identify. However, looking back, my impatience was unwarranted and selfish. God truly did have my best interest in mind. Although my frustration grew due to a significant lack of response to my applications and resume, it is now abundantly clear there was due reason. The last week of March, one of professors presented yet another employment opportunity, and reading it, I immediately felt a tug towards the opportunity. As I researched the school which offered the opportunity, the feelings of comfort, excitement, anticipation, and nervousness mixed together so strongly that I could not deny the school's allure.

The school is a small Christian K through 12 international school in Asuncion, Paraguay. God has instilled within me, from the first day of Spanish 1 in 8th grade, a deep love of Hispanic culture.

Needless to say, my application and resume filled the school director's inbox by week's end. I received an immediate response from the director, Señora Monzon, thanking me for my application and interest, and welcoming any questions as she and the Board of Trustees reviewed my application and resume. By the following Tuesday, the school administration had reviewed all of my provided documents and interviewed all of my sources and references. Wednesday, I interviewed with the entire school administration (all three administrators). The Board of Trustees voted the following Tuesday concerning my application and interview, and whether or not to accept me into their employment. Finally, only three weeks after filing my application, I received the job with Asuncion Christian Academy.

Asuncion Christian Academy is an international school that uses an American curriculum in classes that typically have about 15 to 20 students. About a quarter of the student population are Americans, a quarter Paraguayan nationals, and half expatriates and missionaries from Korea and other countries. The school is located in a predominantly international community towards the outskirts of Asuncion. I will be teaching ninth grade geometry, tenth grade algebra 2, eleventh grade pre-calculus, and twelfth grade calculus, along with a physics class. I will most likely be coaching at least soccer (or futbol) and basketball as well as cooperate with their music program.

In hindsight, God already had prepared this particular opportunity for me, in addition to preparing me for this opportunity. He knew full well that this was His plan, and now that I know as well, I can see that He has been working toward this conclusion and beginning from the start. My frustration was rendered useless by God's perfect timing.



TEACHER EDUCATION ALUMNI SPOTLIGHT-- ERIC ANDERSON (EDUC 2010)

District: Kentwood Public Schools

School: Valleywood Middle School

Grades: 8 (and a few 7th graders)

Classes: General 8th Grade Math, Algebra I, Geometry, Math Support (a Math elective for additional Math help)

Out of 111 students I presently have in class, 53% are minority students. The majority of my students come from families at low socio-economic status. We have enormous diversity in our school. In our district, there are over 40 nationalities represented. Most of them are represented in my school. *(continued on next page)*



“The first thing I have prayed for and try to do is to maintain a true and Godly witness in my actions. The way I speak to the kids, the way I treat them, the way I teach them, the things they hear me say about life and school and all other matters.”

Well, this has been an extremely challenging, but extremely successful year. A few weeks ago, I had my end-of-the-year evaluation. Our process is very similar to the PDAS system in which we were trained during senior seminar at LeTourneau. In my mid-year review, I had a couple "Needs Improvement" marks (my principal always chooses 2-3 areas in which to leave room for improvement for new teachers). I also had a couple "Exceeds Expectations" marks, which my principal said was very good for a new teacher. At my end-of-the-year evaluation, I did not receive any "Needs Improvement" marks and added several "Exceeds Expectations" marks. My principal said that I received the highest evaluation she has ever done of a first year teacher.

Earlier in the year, I attended a conference with 8 other teachers from my school on Ken O'Connor's "15 Fixes For Broken Grades." At the conference, I established myself among all the teachers (about 65 teachers from several different districts) as a leader in the discussions and development of ideas. My fellow teachers noticed this, and my principal has given me a lot of responsibility for the teaching and implementation of the "15 Fixes" in our building. In addition, I have become part of the "Process Champions" in our building. They are the committee of teachers who lead the staff in the "Capturing Kids' Hearts" process at the school. (This is a process for classroom management developed by the Flippen Group in which we teach students to self-manage.) She appointed me because of my critiques and analyses of the system and its current effectiveness and ideas for its improvement. To sum up the faith component of my life and work, here is a paragraph I sent my uncle in an email a couple months ago.

"I am teaching 8th grade math at a public school in Kentwood, Michigan. Suffice it to say, teaching 8th graders has been difficult for me, but God has seen fit to continue to provide me with daily vision and joy. There is not a day that begins without "Praise the Lord." I am continually seeking Him about just how exactly I am to give testimony of Christ in a public school. I cannot preach the gospel, so how can I be used of God? The first thing I have prayed for and try to do is to maintain a true and Godly witness in my actions. The way I speak to the kids, the way I treat them, the way I teach them, the things they hear me say about life and school and all other matters. I believe they can pick up on the trend if they see and hear me living rightly day in and day out. Second, I have been very conscious of my actions and words with other teachers. I have been able to speak candidly to a number of them about my faith in Christ. I have also been very conscious of my attitude and demeanor with them. You know as well as I, that teachers often develop a pessimism and bitterness about all things education and school-related. The students, the pay, the curriculum, the administration...the list goes on and on. I have sought to be both filled with joy and above reproach in this department. I hope that they see that I do not bad-mouth administration or gripe about my classes or the like."



PSYCHOLOGY CORNER

STATISTICS AND RESEARCH METHODS II

CHILI PARTY BY DR. VICKI SHEAFER

Students in Statistics and Research Methods II were treated to a taste of “home.” Dr. Sheaffer is originally from Cincinnati, Ohio. Two weeks of class this semester were dedicated to discussing analysis of variance (ANOVA). After covering one-way ANOVA and two-way ANOVA, Dr. Sheaffer started to share with her students about her favorite Cincinnati-style chili, Skyline.

Skyline Chili is a chain of chili restaurants based in Cincinnati. Founded in 1949 by Nicholas Lambrinides, Skyline Chili is named for the view of Cincinnati's skyline that Lambrinides could see from his first restaurant opened in the section of town now known as Price Hill. Skyline Chili is unique in that it is not chili con carne, the meat dish that originated in Texas. Instead, Cincinnati-style chili is a sauce usually used over spaghetti or hot dogs, containing a unique blend of spices that gives it a very distinct taste. Officially, the recipe for Skyline Chili is a well-kept family secret among Lambrinides' surviving children. However, many Skyline patrons and Cincinnatians believe that the unique taste of Skyline Chili comes from chocolate and cinnamon, spices common in Greek cuisine's meat dishes. Skyline's menu includes their signature dishes: cheese coney (a hot dog topped with Skyline Chili, mustard, onions, and cheese), and 3-ways (spaghetti topped with Skyline Chili and cheese; 4-ways (choice of beans or onions added), and 5-ways (beans and onions both added).

The students decided they wanted to end the discussion of statistics with a Skyline chili party. The students tried the 3-way or the 4-way, onion. They may have just been being nice to me, but they all seemed to enjoy their chili and the “cross-cultural” experience.



(Standing: Christine Bedford, Keith Pipersburg. Sitting: Elise Lanning, Candyce Braker, April Nenjerama.)

ACADEMIC CHAPEL BY DR. MELANIE ROUDKOVSKI

On March 9, the School of Education was blessed to have Shawn Brasher, Child Life Specialist Coordinator with Sutton Children's Medical Center in Shreveport, on campus for a few hours. Shawn spent the morning in Dr. Melanie Roudkovski's classes, sharing with students about the role of a Child Life Specialist, and how he uses his faith in the job he is required to carry out on a daily basis.

During the first class, Theories and Techniques of Child Counseling, Shawn presented students with a picture of his job—his calling as a Child Life Specialist. He shared his personal story of becoming interested in the field and pursuing the necessary education to find employment. He also shared about how God led him to Memphis, TN, where he worked with St. Jude's Research Hospital for several years before making the move to Shreveport. After telling his story, and how God intervened in his life to bring his family to Shreveport, Shawn showed the students several tools that are used in the Child Life world to present children with information about their diagnoses. He mentioned how he enjoys the diagnostic teaching component of his job, helping children understand their diagnosis and the treatments that will take place as a result. Students seemed most impressed with the toys Shawn presented to use for distraction when children are in the ER!

Shawn's time in Senior Seminar looked a little different. He shared more specifically about his faith, and how his relationship with God strengthens him and also gives him creativity in working with children. He had Seminar students complete a personality assessment, and then had everyone discuss the importance of knowing ourselves so that we can do well working with others. The time was enlightening and challenging for students, as they understood more fully how faith integration plays out in the life of this one individual.

Having Shawn speak in Academic Chapel was a blessing for everyone. He is clearly passionate about his work, and sees a direct connection between his faith and his ability to do his job well. Shawn talked specifically about a few of the children he has worked with over the years, and how they have impacted his life in a very personal way. Though he works with families who experience loss, and he helps them through the grief process, he finds the job very rewarding. He believes strongly that God uses his ministry as a Child Life Specialist to meet the needs of children and families experiencing various degrees of trauma. He makes himself available, and God shows up.

It seems that this is a great reminder for us, as faculty and students at LeTourneau. Shawn said in Senior Seminar that he hoped students would not wait until post-graduation to start ministering. Ministry begins now, where we are, with the people we meet at every turn in life. May we all be more aware, more mindful of God at work...and join Him.



LIVING WITH MENTAL ILLNESS SEMINAR BY ELISE LANNING



Half past five, students of various psychology classes began filing into the all-too-familiar classroom on the second floor of the education building. Chick-fil-A party platters lay on the counter for all to enjoy. The line up began with chicken nuggets, then sandwiches, veggies, and concluded with chips and salsa. As the students, numbering around thirty,

took their seats with their plates of goodies, the speakers took their respective places, and so began KPD's educational seminar.

Dr. Kathy Stevens (Chair, Teacher Education) was the first speaker on how she met the handsome Mr. Rick Stevens. It was not until years into their marriage that Mr. Stevens was properly diagnosed with Bipolar Disorder after multiple medications and suspected Attention Deficit Hyperactivity Disorder (ADHD). Through the alcoholism, anger, and periods of mania and depression, Dr. Stevens was faithful and determined to help through the better and the worse. She discussed how they learned to thrive and not just survive. With laughter, prayer, and a purposed positivity, they live in love and respect of one another ready and willing to face the next day, whatever it may hold.

Dr. Sheafer then spoke on her battle with depression. After years of hiding behind success and achievement, depression overwhelmed her. It hindered her marriage and largely affected her job. Life lost color and getting out of bed seemed like climbing Mount Everest. Although intensive counseling played a large role, Dr. Sheafer thanks the friends who refused to leave her alone.

At the conclusion of the seminar I thought to myself, "How blessed am I to attend a university where professors are open and honest about the battles in their own lives?" I believe I can speak for everyone who attended when I say that I am humbled and encouraged by Dr. Stevens, Mr. Stevens, and Dr. Sheafer. Life was not promised to be easy, but we are promised to be conquerors with Christ as our Savior.

KAPPA PSI DELTA TRIP TO SCHUMERT CHILDREN'S HOSPITAL BY CHRISTINE BEDFORD

The Psychology club (KPD) had the pleasure of going to Sutton Children's Hospital two weeks ago to learn more about what Child Life Specialists do. We were able to go on a tour of the different wings of the hospital. It was amazing to see how child friendly they were able to make a hospital look! *(continued on next page)*

One wing that stood out to all of us was decorated with an "Under the Sea" theme. Not only do Child Life Specialist decorate the hospital to be less frightening, but they also educate the children on what to expect during their stay there. One of their education tools is a doll who's chest opens up to show the heart, lungs, and stomach. The kids are able to dress up as the doctor and role play the procedure they are about to experience on the doll. The tour guide also explained to us how Child Life Specialists help families deal with loss, understanding and acceptance of terminal illnesses, and creating positive memories of the hospital experience (just to name a few of their responsibilities). After going on a tour, we were able to participate in helping the children form some of those positive memories by playing Bingo! We went to each child's room that was awake and able to play, and passed out Bingo cards. If they couldn't make it down to the play room, that was alright, because they were able to play in their rooms by watching a certain channel and then calling into the play room to say they got Bingo. After playing Bingo, we went to each room and handed out prizes to everyone, not just the winners. Going to Sutton Children's Hospital was a wonderful opportunity to get a glimpse into the busy, but worth it, job responsibilities of a Child Life Specialist. It was also great to know that there is a safe and comfortable hospital to take children too! Thanks to Sutton Children's Hospital for all that they do!



PANEL DISCUSSION IN INTRODUCTION TO PSYCHOLOGY BY MRS. SARAH KRANZ

On Monday, April 4th, Mrs. Sarah Kranz's Introduction to Psychology class had the opportunity to hear from a panel of professionals who use psychology in their current job positions. Ms. LaDawn Ingram, Service Coordinator for Child and Adolescent Services from Community Health Core; Dr. Cara Whedbee (LMFT), therapist; Mrs. Dana Rutland, Learning and Talent Manager from Stemco; Mr. Russ Montgomery (LPC), Director of Intensive Services for Community HealthCore, and Mrs. Virginia Gleg-horn (LPC), Student Services Coordinator for Hallsville Primary School participated in the discussion. Each of the panelists shared their educational history and how they are using psychology in the workplace. From using psychological principles and assessments in order to better understand employees and their strengths. . to visiting the jails and hospitals in



order to assess inmates / patients for suicide risk, each of the panelists draw on a variety of skills they learned during their education, demonstrating how valuable and versatile psychology can be. Panelists also fielded questions from students, including “How can you tell if someone is lying on an assessment to get hired,” “How do you keep

your jobs working with people from draining you emotionally,” and “How do you incorporate Biblical principles into counseling or working with other people?” Even though several of the panelists are employed in secular organizations, each has found a way to view their jobs as a ministry and an opportunity to show others about Jesus’ love.

SWPA / SWTOP CONFERENCE

BY DR. VICKI SHEAFER

Dr. Vicki Sheaffer, Candyce Braker, and Lauren Touchberry attended the 57th Convention of the Southwestern Psychological Association in San Antonio, TX held April 7-9. They presented a talk entitled “The Psychology Club as an Integral Part of the Undergraduate Experience.” Candyce, Lauren, and Elise Lanning (who was not able to attend) formed the student research team that contributed to the project. The project involved surveying past and current members of the psychology club to determine the perceived usefulness and benefits of participating in the psychology club. The project also surveyed 100 Department of Psychology internet sites from the southwestern region of the United States to determine the frequency and structure of psychology clubs. The talk was well received at the conference. We also attended many other important talks and presentations, and managed to get in some sightseeing as well! (That’s us at the Alamo!) Next year’s convention is going to be held in Oklahoma City, OK. Students are encouraged to begin thinking now about attending the conference and presenting at the conference!



KAPPA PSI DELTA OFFICERS' DINNER

BY DR. VICKI SHEAFER



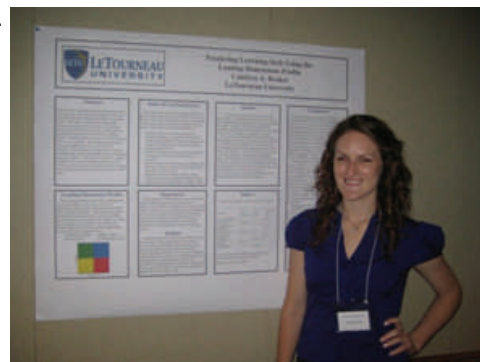
The annual old and new Kappa Psi Delta Officers dinner was held at GZs. This is a time for the old and new officers to come together and fellowship, and begins planning for the club's coming activities.

We want to thank our Kappa Psi Delta officers for 2010-2011 for serving us so well: President, Candyce Braker; Vice-President, Emily Johnson; Secretary/Treasurer, Elise Lanning; Public Relations, Christine Bedford; and Senate Relations, Lauren Touchberry.

The incoming officers for 2011-2012 will be: President, Lauren Touchberry; Vice-President, April Nenjerama; Secretary/Treasurer, Ricky Farris; Public Relations, Hannah Butler; and Senate Relations, Emily Aitken. Congratulations to our new officers. We look forward to continuing the tradition of excellence in Kappa Psi Delta.

3RD ANNUAL EAST TEXAS PSI CHI CONFERENCE

The 3rd Annual East Texas Psi Chi Student Research Conference was held on the campus of UT-Tyler Saturday, April 23, 2011. The conference is a chance for undergraduate and graduate students from East Texas universities to come together and learn more about research in psychology. The keynote speaker for the conference was Dr. Gregory Miller, who gave a talk entitled, "Mechanisms of Cognitive Disruption in Psychopathology: Evidence from Multimodal Neuroimaging." Breakfast and lunch were also provided. There were morning and afternoon student presentations, as well as a competition in which Awards of Merit were given for the best spoken presentation and the best poster presentation. For the second year in a row, a LeTourneau University psychology student won the Award of Merit for the Poster Presentation. Candyce Braker won for her poster entitled, "Predicting Learning Style Using the Leading Dimensions Profile." Congratulations to Candyce for her fine work. The students were accompanied by department faculty members Dr. Vicki Sheaffer and Mrs. Sarah Kranz.



LORI L. LONG OUTSTANDING PSYCHOLOGY MAJOR AWARD BY DR. VICKI SHEAFER

The Lori R. Long Outstanding Psychology Major Award is named in memory of former student and Psychology Major, Lori R. Long, who graduated in May 2003, and went home to be with our Lord in June 2003.

The award is given to a psychology student (or students) of senior standing who demonstrate outstanding achievement in their academic, social, and spiritual contributions to LeTourneau University.

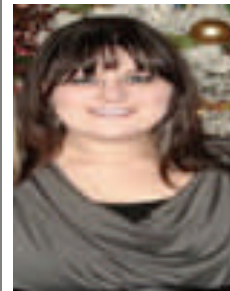
The Lori R. Long Outstanding Psychology Major Award for 2010-2011 is awarded to Candyce Braker. Congratulations to Candyce on finishing an outstanding career at LeTourneau University. We look forward to what God will be doing in and through you to advance the work of His Kingdom.



PSYCHOLOGY ALUMNI FOCUS--DEENA SHELTON

After graduating from LeTourneau University with a psychology degree in 2006, I began three new phases in my life: marriage, first “real” job, and graduate school! I was so blessed to land a job as a Program Coordinator in a local nonprofit that worked with crime and underage drinking prevention. It gave me such a great foundation in grant writing, program management, and the general life of a nonprofit agency. As I progressed in my Master’s Degree in counseling, I took a position as a Marriage Educator with Wellness Pointe’s VOW program. I spent two years working with premarital and married couples in groups and individually working on skills to enhance their marriages. After a short move to Dallas, my husband and I are back in Longview living and serving the community where he was raised. In September 2010, I accepted the position of Executive Director at East Texas CASA, a nonprofit program that offers advocacy services to children in foster care. We utilize volunteers to serve as advocates on the cases and offer support and care to abused and neglected children. I am also working towards my full licensure as a Licensed Professional Counselor and am teaching Psychology classes for LeTourneau’s GAPS undergraduate program. I am so thankful for my foundation at LeTourneau. The undergraduate program is designed to push students in all directions—educationally, professionally, personally and spiritually. I feel like my education at LeTourneau was holistic; I was prepared on all sides to take on God’s calling for my life.

You can find out more about what I do at East Texas CASA by visiting our website at www.easttexascasa.org.



CERTIFICATION CORNER

BY MRS. BECKY BIRDSONG

STUDENT LETTER



The following letter was sent out to all students on February 15, 2011.

Dear Students:

I would like for you to be aware of a change that has been made by the Texas Education Agency that will be implemented by August 31, 2011.

After that date, there will no longer be the various levels of PPR exams. The only exam that will be available is the EC-12th grade PPR exam. TEA feels that this would be much more beneficial to students that are preparing to become teachers so that you will have an understanding of the total child. If you ever chose to change levels or go into the administrative level, you will have the background to be able to make that smooth transition. It will be much more impressive to potential school district employers to have the EC-12 PPR completed.

At LeTourneau University after July 1, the only practice PPR exam that will be available will be EC-12 PPR. If you have not taken and completed your PPR and are eligible to do so, you should make it a priority to get the exam taken at the state level as soon as possible.

If you have any questions, please feel free to contact my office by email at BeckyBirdsong@letu.edu or by phone at 903-233-3884.

TESTING EXPERIENCES

I would encourage all students that have a bad testing experience when you take the exam at the state level to report those. Many students do not report their experiences because they feel that it might affect their scores. It WILL NOT affect your scores. The reporting goes directly to ETS, and the testing center does not know where it comes from. When you do not report your bad experiences, then other people sign up at that testing center and continue to have bad experiences and have no idea when they sign up there. These problems cannot be cleared up or taken care of unless you report them. If you have a test center complaint, you have a certain number of days to report the problems. See below:

Test Center Complaints

If you have comments about the test center or the conditions under which you took a test, please submit them in writing to ETS. See contact information below. Complaints for paper-based test centers must be **received** no later than 7 days after your test date. Complaints for CAT tests must be **received** no later than 2 days after your test date.



Paper-Based Tests

ETS-Texas Educator Certification Program
Test Administration Services
Mail Stop 34-Q
Princeton, NJ 08541-6051
Fax: 1-609-771-7710
Email: TexasTas@ets.org

Computer-Administered Tests

ETS-Texas Educator Certification Program
CAT Complaints
PO Box 6051
Princeton, NJ 08541-6051
Fax: 1-609-530-0581
Email: TexasCAT@ets.org

SPRING BREAK MISSION TRIPS

BEACH REACH BY MONICA LENGACHR

As we were washing the cars of many Longview locals to raise money for our mission trip, we had many questions asking where we were going. When we told people South Padre Island, we could instantly see questions forming in their minds. They must have been thinking, *no way they are going to do missions there!* However, that is exactly what the trip was, a mission. Our purpose for traveling down to the island was to offer free van rides to those under the influence, to hand out free pancakes, to share with them why Jesus had us there, and to spread Christ's love to the people who were seeking love. Throughout the week, stories were being told like wild fire. Every person on our trip had a story about someone: one guy coming into their van to tell them he had been traveling across the constellations; another guy had to use the restroom insanely bad but wanted prayer before he left; and another girl sharing about her fear of being alone at the island because her friend was raped. Each story affected our lives deeply. As the week went on, the amount of sleep became less, and most students were still partying hard, exhaustion accompanied most of us. Our hearts became burdened for people. Throughout the trip, God taught me that I need to pray for people. Whether my prayers involve the people I met while at the island, the people I interact with at school, or the people who I left at home to come to LeTourneau, prayer is necessary. God showed many of us that we cannot do anything on our own. It was by His power that people were drawing near to him, in which many were, and not anything that we could do on our own. Overall, the experience was stretching and beautiful. God worked mightily in South Padre Island, and I think I speak for most everyone on our trip when I say that our outlook on life will never be the same.



UTAH BY AMY WEAVER



Tommy Chambers and I were walking down the exterior sidewalk of Snow College in Ephraim, Utah. We were having difficulties getting into conversations with students as many were headed to their classes. We were asking people to take surveys on who they knew the Biblical Jesus to be. I was depending on the good news that it is not in our own power but in God's power that we speak, when we talk to someone about Him. This became evident in our next conversation, a Divine Appointment, that we had prayed for earlier in the day.

She was standing along the sidewalk, smoking a cigarette, which is not a habit that many people belonging to The Church of Jesus Christ of Latter-day Saints (LDS) participate in. As we got underway in the survey, we learned that she had left the LDS church three years ago. Her mother and young brother had gotten into a car accident which claimed the life of her little brother. The LDS church told her family that her little brother had died because of sins committed by her mother. She disagreed with the church's stance on this and she and her husband left the church. We also learned that she had attended an Evangelical Christian Church when she was growing up, but upon moving to Utah she had converted to the Mormon faith.

After completing the survey, she wanted to know the answers, but was on duty in their café—so she invited us to come along with her. We were able to sit at a table in the café and talk for two and a half hours. We went over every answer to the questions on the survey and looked at every Bible verse that correlated to the teachings of Jesus. We talked about the difference between various doctrines including the Biblical doctrine of heaven compared to that of the LDS' teachings on a multilayered heaven in which every man, except those who step away from the Mormon faith, will have admittance. We talked about how marriage is an earthly example of God's love for the Church. We talked about God's provision for our every need and how, if He knows even the needs of the sparrows and takes care of those needs, how much more does He know the needs of His children—children whom He has made in His own Image? We also talked about grace and the differences between the LDS definition of salvation in comparison to that of the Biblical definition. She knew a lot of the teachings of the LDS church and so she was able to ask us questions regarding the contradicting doctrines.

She was incredibly relieved that the burden of salvation was not upon her shoulders, but had been once and for all completed by Christ's death on the cross and His resurrection, conquering death once and for all. Her biggest difficulty was in believing that God would allow bad things to happen to people. In response, Tommy was able to share his testimony with her. He talked about his life experience and how God used it as a means to draw him to Himself. After this conversation, and after we finished going through her questions on the survey, it was as if God was removing the veil from her eyes. She said plainly, "Mormonism is a lie."



UTAH BY ANNA CRAWFORD



I went on the Utah mission trip. Well, I didn't just go on it; I helped lead it along with Tyler Whitney. Having never been on a mission trip before, and going straight into leading one, it was a nerve-wracking experience to say the least. Talk about learning to depend on Christ! We covered the team and the trip in prayer. Our team worked together

and reminded each other to keep Christ the center focus. We never had arguments or disagreements on the trip. That was God's grace and protection right there!

One of the most encouraging things for me that happened was we threw a Mad Hatter Tea Party. College students from the community were invited to come and eat free food and wear crazy outfits and hats and play games. It was a really good time. There were two guys who came to the party who didn't know each other before but connected instantly when they met. As the night wore on, and everyone else had left we began to worship in one of the rooms at the Café. The two boys stayed behind and came in to worship as well. Although they didn't know the music they tried their best to join in. The next morning my team and I were going to head back to Texas. The two guys decided they wanted to see us off so they came and had breakfast with us. At breakfast we were able to get into a deep conversation about the differences between Mormonism and Christianity. It was interesting hearing their thoughts and sharing our own as well. I loved seeing the way the team interacted, they didn't condemn or put down, they spoke with love and compassion. It was really wonderful to watch. I have continued contact with them through facebook and hope that God will move in extraordinary ways in their lives. I pray that they will come into contact with the living and loving God!

UTAH BY TOMMY CHAMBERS

Over spring break I had the opportunity to go to Utah for a mission trip. Many of us that went had a divine appointment with someone. During the week we spent most of our time at Snow College Campus and at the Solid Rock Christian Club. On the campus, we went around talking to people making friends with them and giving them a Jesus Survey. The survey was designed to plant seeds in their minds, so that possibly they will start questioning their beliefs. I know as a group we all learned a lot of different things. Overall this trip was a true blessing and I am really looking forward to go back again.



CAMBODIA BY LAUREN TOUCHBERRY

A team of nine LeTourneau Students and one LeTourneau professor and his wife all went to Cambodia for spring break. The trip was meant to be an awareness trip for human trafficking, and to create advocates for the people. We spent the first few days learning about Cambodia's history and about the genocide that still has a great impact on their lives today. We went to the kids club, which is a prevention place for kids to go during the day so that they are prevented from getting sold/trafficked. The main reason for children getting trafficked is because of the poverty that they live in and the fact that their parents are sometimes tricked into selling their kids to get money to live. Those kids were awesome and there were a lot of them.

We then went to two safe houses to visit the girls that have been taken out of human trafficking. We hung out with the girls and did devotions with them every night that we were there. We were at the first safe house for three days and we were at the second safe house for two days. The girls have so much joy even though they have been through hell. It amazes me. Those girls are the new loves of my life. I left part of my heart there in Cambodia with those girls. They touched me more than they could ever know. I just hope that I did the same for them as they did for me.

You can do something about this. It is going on in your community. Be aware of human trafficking and be a voice for those who are victims. If you want to watch the video of the group's chapel presentation, go to the following link. Scroll down to the Wednesday, March 30 chapel and enjoy. http://www.letu.edu/opencms/opencms/_Student-Life/spiritual-life/chapel/Spring2011/



CONGRATULATIONS TO OUR SCHOOL OF EDUCATION GRADUATES!

History, B.A

Annie Rose Noble Des Moines, Iowa

Interdisciplinary Studies, B.S.

Keasa Janay Johnson Longview, Texas

Child Development, B.S.

Bethany Lynn Scott Cypress, Texas

Interdisciplinary Studies, B.S.

Kayla Morgan Blucher	San Antonio, Texas
Devin Leigh Borsellino	Galveston, Texas
Jayme Charles Bradley	Tatum, Texas
Matthew Cole Bradley	Chandler, Texas
Barrett Hayes Collins	Sugar Land, Texas
Danielle Blaine	Culver Los Lunas, New Mexico
Rebekah Michelle Daniels	Longview, Texas
Maria Azucena Escobedo	Longview, Texas
Matthew Alan Libby	Middleboro, Massachusetts
Beth Sophia Magstadt	Lone Rock, Wisconsin
Jessica Lea McKinley	Katy, Texas
LaToya Denise Muse	Brookshire, Texas
Carolyn Cates Salch	Hughes Springs, Texas
Jessica Lauren Shook	Bloomington, New York
Elaine Marie Solano	Frisco, Texas
Elizabeth Ann Stutzman	Broadway, Virginia
Sara Catherine Turman	Tyler, Texas
Elizabeth Nicole Zapata	Longview, Texas

Kinesiology - Exercise Science Concentration, B.S.

Rachel Ruth Follingstad	Nairobi, Kenya
Naeman Glenn Hardman	Longview, Texas
Cory Andrew Husk	Ukarumpa, Papua New Guinea
Corbin Blaine Skinner	Pearland, Texas





Kinesiology - Sports Management Concentration, B.S.

Craig Jackson Allen Gladewater, Texas

Kinesiology, B.S.

Myung Joon Kim Seoul, South Korea

Math BS, Physics as Supp. Field

Angele Renee Blick North Richland Hills, Texas
Garret Christopher Robbins Statesville, North Carolina

Physical Sciences Education, B.S.

Stephen Drew Story White Oak, Texas

Psychology, B.S.

Christine Nicole Bedford	Longview, Texas
Candyce Anne Braker	Bakersfield, California
Karissa MaKayla Hendrix	Lindale, Texas
Emily Grace Johnson	Longview, Texas
Gabrielle Marie Johnson	Beaumont, Texas
Caleb Andrew Misegades	Egletons, France
Carl Harold Waitz	San Antonio, Texas

MEET SOME OF OUR GRADUATES



Drew Story

Future Plans:

Obtain Mater's of Education (possibly PhD)
Begin a career in Chemistry or Education
Have a family

Words of Wisdom:

View changes in life as opportunities to improve something about yourself. Whether it's your family, friends, or co-workers, always ask yourself what you can do to help your "team" the most.

MEET SOME OF OUR GRADUATES



Christine Bedford

Future Plans:

I am planning to get married on August 3 of this year and then live in married student housing until Kevin graduates next spring. During that time I am hoping to get a job in the field (maybe working with CPS?). After that I plan to go to graduate school and get my LCP so that I can

help out with counseling missionaries on the field! We will have to keep praying for direction from God!

Words of Wisdom:

Always be humble. Though you might think you know everything you don't. Your teachers here at LETU are full of wisdom and knowledge so learn from them as much as you can now! Believe me, they want to help you grow into the person God created you to be!



Rebekah Bergren

Future Plans:

I will be graduating this December and plan to either find a job in LISD or substitute full time the following semester. My husband, Ryne, will graduate the following May and after that- it's a mystery! I am looking forward to embarking on the new adventure of "life after college". We will

see where the Lord takes me and my family!

Words of Wisdom:

Take good notes. I am continually thankful for the education that I have received here and wish that I could have absorbed more of it. Also, be happy. It is a choice, and just choose to allow God's love to shine from you. You will be amazed at how much of a difference a good attitude can

*Meet
Some of
Our
School
of
Education
Graduates*



Matthew Bradley

Future Plans:

I plan on jumping right into the classroom--whether that be here in Northeast Texas or overseas. I'm willing to do either. Wherever I go, I'm going to simultaneously work on my master's degree in either administration or counseling.

Words of Wisdom:

Expect from yourself what you plan on expecting from your students. If you plan on expecting excellence from them, expect excellence from yourself. Also, throw yourself wholeheartedly into every opportunity that comes your way--even the seemingly insignificant ones. God goes before His children and prepares the path they walk.



Candyce Braker

Future Plans:

To always learn something new, infiltrate the world with Jesus and live happily ever after.

Words of Wisdom:

Love everyone.
Make friends with those around you.
Always do your homework.



Danielle Culver

Future Plans:

I hope to go to grad school and work my way through. I hope to teach here in America, then overseas. Also, I plan on learning Chinese.

Words of Wisdom:

Go on a study abroad semester. You learn so much and it's a great experience. Also, do as much over the summer that deals with your major! It will be great for you



Gabrielle Johnson

Future Plans:

I plan to pursue a Masters in Psychology and continue to do what thus says the Lord!

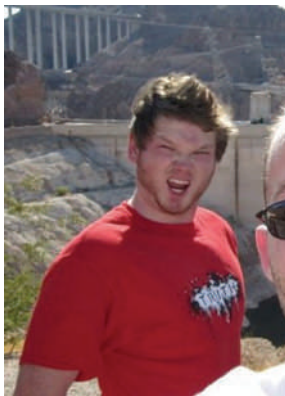
Words of Wisdom:

Keep God first!

Love yourself and be very difficult to offend!

Be self-efficient in Christ’s efficiency!

Stay C.R.U.N.K (Courageous. Rambunctious. Unique. Narcissistic. Keen)



Caleb Misegades

Future Plans:

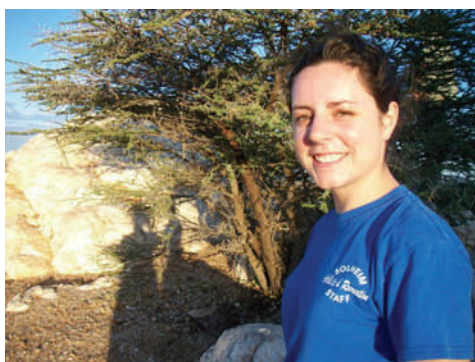
I am going to build log houses and help my parents with their Bed & Breakfast in France for about 2 years. Then I might go to grad school after that. Who knows what will happen in 2 years?

Words of Wisdom:

Time flies by, make every moment count.

Study hard, but don’t forget to live and build relationships.

Make life-long friends that won’t be afraid to keep you accountable.



Jessica Shook

Future Plans:

Going to Northwest University to gain a graduate degree in counseling psychology.

Teach in local school district around Kirkland, WA while going to school.

Words of Wisdom:

“God is continually preparing his heroes, and when the opportunity is right, He puts them into position in an instant. He works so fast, the world wonders where they came from.”

- A.B. Simpson

*Meet
Some of
Our
School
of
Education
Graduates*