Stephanie A. Mungle

TEACHING PHILOSOPHY STATEMENT

I am a self-directed, enthusiastic college mathematics educator with a strong commitment to student learning and excellence in teaching. I bring my passion and experience into every course that I teach. I am highly skilled in the presentation of course material using numerous methods to reach students of all learning styles. My primary concern is student learning and making certain that each student reaches their full potential throughout the course. I use my effective communication skills, careful instructional design, and thorough knowledge of the subjects I teach to provide top notch classroom learning experience, and to work with faculty and administration on curriculum development/improvement.

EDUCATION

MS, Natural Science in Mathematics 1999
Southeast Missouri State University, Cape Girardeau, MO

Additional majors in Mathematics and Secondary Education 1992
Southeast Missouri State University, Cape Girardeau, MO

Certifications

Missouri CPC Teaching Certificate in Mathematics 7-12 1995-present
Missouri CPC Teaching Certificate in Unified Science: Physics 9-12 2001-present

TEACHING & TRAINING EXPERIENCE

Online Adjunct Mathematics Instructor
Ashford University Clinton, Iowa **February 2013-Present**

MAT126 Survey of Mathematics
Course Description: The course is designed to explore a wide range of mathematical models as applied to the problems of a modern society. Topics are selected from a variety of disciplines using mathematical methods in the critical thinking and decision-making process. Mathematical methods covered include, but are not limited to, business math, introductory algebra, beginning geometry, and business statistics.

Mathematics Instructor

Arkansas State University Jonesboro, AR **August 2012-Present**

Courses are blended on ground and online: self-paced, on ground portion taught in a lab setting, using www.MyMathLab.com

UC 0173/022V Developmental Mathematics I & II
Course Description: As a result of this course, successful students will interpret and analyze quantitative/mathematical information; apply mathematical methods and reasoning to solve problems; students will interpret and analyze quantitative/mathematical information using multiple representations; students will read, interpret and analyze given information to solve applied problems; students will construct and interpret graphs for linear equations and inequalities; demonstrate mastery of mathematical foundations that are necessary to be successful in a College-level mathematics course.

Mathematics Instructor

Southeast Missouri State University Cape Girardeau, MO **2011 – 2012**

Courses blended online and on ground: self-paced, on ground portion taught in a lab setting, using www.ALEKS.com

MA101 Beginning Algebra
COURSE DESCRIPTION: Polynomials, factoring, equations and inequalities in one and two variables, rational expressions, rational exponents, quadratic equations, and systems of linear equations. Course grade: CR or F. (3 credit hours). Prerequisite: ACT Math score 20 or lower.
PURPOSE OF COURSE: To mathematically prepare students for MA102, Logical Systems and other university courses.

MA102 Intermediate Algebra
COURSE DESCRIPTION: Polynomials, factoring, equations and inequalities in one and two variables, rational expressions, rational exponents, quadratic equations, and systems of linear equations. Course grade: A, B, C, D, or F. (3 credit hours). Prerequisite: CR in MA101.
PURPOSE OF COURSE: To prepare students for Logical Systems and other university courses.

Course taught traditional lecture format and using www.MathXL.com

MA050 Basic Math Skills
Course Description
This course is designed to review the basic operations of arithmetic; to understand and perform operations with signed numbers; and an introduction to algebra. This course will prepare students to take MA101 Beginning Algebra.

Purpose of Course
This course is intended for those students who lack the prerequisite skills necessary to be successful in MA101. Emphasis will be placed on techniques and manipulations, but logical reasoning and problem solving will be a prominent objective throughout the course. The instruction methods will be varied to enable these students to learn the techniques and reasoning skills that will allow them to be successful in future math courses. Throughout the course, connections between verbal, numerical, symbolic and graphical representations of concepts through visual and tactile means will be emphasized.

Course taught traditional lecture format and using www.WileyPlus.com

MA 134 – College Algebra
Course Description
Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, sequences.
Prerequisites
MA102 with grade of 'CR', MA 095 with a grade of 'C' or higher, or ACT Math subscore of 18-20 with MA 095 placement score of 14 or higher, or ACT Math subscore of 21 or higher.

Purposes or Objectives of the Course
The course is included in the logical systems category of the University Studies program. The primary purposes of the course are to develop problem-solving capabilities requiring a logical structure and to provide the essential algebraic background for work in other fields or courses. The students will be given problems in many disciplines that use algebra in their solutions, thus giving insights into the importance of mathematical skills in almost all aspects of society. Whenever possible the historical development of a problem and its resulting solution will be discussed, and the students will be shown how continued mathematical progress is still affecting modern technology.

Dual Credit Instructor

Southeast Missouri State University, Cape Girardeau, MO **1999-2011**

Courses broadcast Interactive TV to area high schools

MA 134 – College Algebra
Functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, binomial theorem. Prerequisite: ACT Math subscore of 21 or qualifying 14/25.
MA 133 – Plane Trigonometry
Circular functions, right and oblique triangles, identities and equations, complex numbers. Prerequisites: MA102 with a grade of 'CR' or MA 095 with a grade of 'C' or higher, or ACT Math subscore of 18-20 with MA 095 placement score of 14 or higher, or ACT Math subscore of 21 or higher.

Adjunct Mathematics Instructor

Southeast Missouri State University Cape Girardeau, MO **2008-2010**

Courses broadcast Interactive TV to remote sites

SE 311 Techniques of Teaching Mathematics
Course Description
Methods, materials, and trends in middle and secondary school mathematics. (3)
Prerequisites: Secondary Education Blocks I and II
Corequisites: EX390 Psychology and Education of the Exceptional Child SE370 Block III Field Experiences
Objectives of Course
The purpose of the course is that preservice teachers will increase their knowledge base of:

A. Current issues in mathematics education.
B. Appropriate methodologies for teaching various mathematical content as well as problem solving.
C. Effective mathematics teaching.
D. Various problem solving strategies.
E. Assessment issues related to student learning.
F. Evaluation of available teaching materials (i.e., textbooks, supplementary materials).
G. Proper use of manipulatives.
H. Various uses of technology (e.g., calculators, mathematics software, Internet, Excel).
I. The role and function of professional mathematics/mathematics education organizations.

Teacher, Mathematics and Physics

Malden High School Malden, MO **2002-2011**

Algebra II
Algebra II is the language of mathematics. This is the language that is required before the student can advance to higher mathematics, chemistry, physics, or any other scientific field. Changes in society and technology require that students have a strong background in mathematics. Areas of study include solving equations and inequalities; systems of linear equations and inequalities; polynomials; quadratics; conic sections; and rational expressions, equations, and inequalities.
Geometry
This course provides students with an understanding of the relationships between two and three dimensional figures. Students develop critical thinking skills as they develop proofs and apply algebra concepts to solving problems. Areas of study include the vocabulary and logic of geometry, parallel lines, triangles, quadrilaterals, and circles.
College Algebra (Dual Credit)
The course is included in the logical systems category of the University Studies program. The primary purposes of the course are to develop problem solving capabilities requiring a logical structure and to provide the essential algebraic background for work in other fields or courses. The students will be given problems in many disciplines that use algebra in their solutions, thus building insights into the importance of mathematical skills in almost all aspects of society. Whenever possible, the historical development of a problem and its resulting solution will be discussed, and the students will be shown how the continued refinement of methods is still affecting modern technological and societal problems.
College Trigonometry (Dual Credit)

The course is intended to provide basic knowledge of the six trigonometric functions and their relationships and to show applications of trigonometry to various problems including solutions of triangles. Topics covered will include basic trigonometry and applications; trigonometric functions; identities; right and oblique triangles; vectors; complex numbers; and polar coordinates.

Calculus

This course forms a three course sequence designed to give students a working knowledge of analytic geometry, limits, and the integrals of algebraic, trigonometric, and exponential functions with applications.

Physics

Physics aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics**.**

ACT Prep-Mathematics Review

Students scheduled to take the ACT reviewed the mathematics subjects tested but this course primarily addressed proven test taking strategies and skills shown to improve student's sub score on the mathematics portion of the ACT.

Teacher, Mathematics and Physics

New Madrid County High School New Madrid, MO **2001-2002**

Algebra I

This course is a study of basic algebraic concepts in preparation for future courses such as Algebra II. Areas of Study include properties of algebra; the real number system; solving, analyzing, and graphing linear, quadratic, and exponential functions; manipulating polynomials; and radical expressions and equations.

Physics

Physics aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics**.**

College Algebra (Dual Credit)

The course is included in the logical systems category of the University Studies program. The primary purposes of the course are to develop problem solving capabilities requiring a logical structure and to provide the essential algebraic background for work in other fields or courses. The students will be given problems in many disciplines that use algebra in their solutions, thus building insights into the importance of mathematical skills in almost all aspects of society. Whenever possible, the historical development of a problem and its resulting solution will be discussed, and the students will be shown how the continued refinement of methods is still affecting modern technological and societal problems.

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Teacher, Mathematics

Malden High School Malden, MO **1996-2001**

APPLIED MATHEMATICS I
No prerequisite
Review of basic arithmetic and mathematics with emphasis on calculator based problem solving. Real world problem solving based curriculum is the focus of this course. Course includes beginning Algebra, beginning Geometry, working with variables in building equations and inequalities, data & graphing, measurement, probability, and statistics. Application is stressed.

APPLIED MATHEMATICS II
Prerequisite: Applied Math I or Algebra I.
Extension of Applied Mathematics I expanding mathematical concepts to algebraic topics such as equation solving polynomials, trigonometry, and graphing. Calculator based problem solving is still the focus. Course builds on skills in Algebra, Geometry, same as Applied Math I.

APPLIED MATHEMATICS III
Prerequisite: ALGEBRA I with Placement Test.
This course uses the problem-solving skills gained in Applied Math I & II and focuses on geometrical ideas. Traditional geometric topics such as area, volume, and constructions are addressed along with exponential and logarithmic functions, but real world applications are emphasized as well.

College Algebra (Dual Credit)
The course is included in the logical systems category of the University Studies program. The primary purposes of the course are to develop problem solving capabilities requiring a logical structure and to provide the essential algebraic background for work in other fields or courses. The students will be given problems in many disciplines that use algebra in their solutions, thus building insights into the importance of mathematical skills in almost all aspects of society. Whenever possible, the historical development of a problem and its resulting solution will be discussed, and the students will be shown how the continued refinement of methods is still affecting modern technological and societal problems.

College Trigonometry (Dual Credit)
The course is intended to provide basic knowledge of the six trigonometric functions and their relationships and to show applications of trigonometry to various problems including solutions of triangles. Topics covered will include basic trigonometry and applications; trigonometric functions; identities; right and oblique triangles; vectors; complex numbers; and polar coordinates.

AREAS OF EXPERTISE

Teaching

- Developing Effective Lessons
- Utilizing Strong Lecture Techniques

- Mathematics
- Calculus, Geometry, Trigonometry, Algebra
- Providing Example-Based Instruction
- Maintaining Accurate Student Records
- Student Assessments and Grading
- Building and Maintaining Professional Relationships
- Building Student Success through Mastery of Concepts
- Maintaining High Standards
- Group and Individualized Instruction
- Student Motivation
- Managing Expectations
- Providing Assistance to Students
- Classroom Management
- Meeting and Exceeding Goals and Objectives
- Curriculum Development
- Smart Board
- Graphing Calculator
- Teaching via Interactive Television Broadcast

COURSE DEVELOPMENT EXPERIENCE

- First professor to teach dual credit mathematics; developed all courses.
- Developed Applied Mathematics I, Applied Mathematics II, Applied Mathematics III, Algebra I, Algebra II, Geometry, Physics, College Algebra and Trigonometry

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

- Missouri State Teachers Association

PRESENTATIONS GIVEN

Graduate Paper-Cartesian Coordinate System, Southeast Missouri State University July 1999.