



# **Teacher Education**

## DIVISION

Rhonda White, Ph.D.  
Division Chair/Director of Teacher Education

The purpose of the Division of Teacher Education is to prepare our students to serve as teachers in public or Christian schools. This is accomplished by developing within our students the knowledge, skills, and Christian character to think critically, to work toward making positive changes in themselves and their society, to enable them to function as servant leaders in their school and community, and to bring glory to God. This purpose is accomplished through a carefully sequenced Teacher Education program that integrates the knowledge base needed for teaching subject area content with the developmental skills necessary for effective instruction.

The Teacher Education programs are built on the foundations provided by the general Cornerstone core and the specified subject area majors and minors. Education students must meet all requirements for graduation, including the appropriate major and minors for subject area endorsements, and the professional education program for elementary or secondary level.

Successful candidates may be recommended to the Michigan Board of Education for certification when all program and certification requirements are met. Graduates are eligible to teach in public and Christian schools and may be provided career counseling and job placement assistance by Career Services.

In addition, education students have the option to extend their directed teaching practicum as a cross-cultural experience in selected schools around the world through a program known as the Christian College Teacher Education Coordinating Council.

During the 2003/2004 academic year, 100% of Cornerstone University's initial teacher education program completers passed all required state certification tests. The state-wide pass rate was also 100%. During that year, there were 373 persons enrolled in the initial teacher preparation program and 71 students were in programs of supervised student teaching. The student teacher-supervising teacher ratio is 5:1. Cornerstone University requires at least one semester of full-time student teaching. Cornerstone University is accredited by North Central Association of Colleges and Schools, and the Division of Education is approved by the Michigan Department of Education and the Association of Christian Schools International. All programs are in good standing.

## **Degrees:**

Associates of Art (A.A.)  
Bachelor of Arts (B.A.)

## **Programs:**

Education  
Elementary Education  
Secondary Education  
K-12 Music  
K-12 Physical Education  
K-12 Learning Disabilities (pending)

## **Faculty**

White, Rhonda, Assistant Professor of Education (2002) (chair); B.A. (1985) Bennett College; M.A. (1989) Miami University (Ohio); Ph.D (1999), University of North Carolina (Greensboro)

Bell, Suzanne, Assistant Professor of Education (2003); B.A. (1975) Grand Rapids Baptist College; M.A.T. (1983) Calvin College

Haveman, Linda, Assistant Professor of Education (2001), B.S. (1998) Reformed Bible College, M.Ed. (1999) Grand Valley State University; Ph.D., Michigan State University

Kronmeyer, Ronald J., Professor of Education (1998); B.A (1965), Hope College; M.A (1969), Ph.D.(1978), Kent State University

McAdams, Keith, Assistant Professor of Education (2003); B.A. (1987) Calvin College; M.Ed (1999) Grand Valley State University.

Myers, Kerisa A., Assistant Professor of Education (1998); B.A. (1985), Grand Rapids Baptist College; B.S. (1985), Calvin College; M.A. (1992), Western Michigan University; Ph.D. (cand.) Western Michigan University

Peterson, Gene E., Associate Professor of Education, (1989); B.A. (1973), Cedarville College; M.Ed. (1978), Lynchburg College; Ed.S. (1989), University of Virginia

Rosier, Tamara (1998), Assistant Professor of Education, Assistant Dean for Faculty Development and Director of the Center for Excellence in Learning and Teaching; B.A. (1990), M.Ed. (1997), Grand Valley State University; Ph.D. (2004), Western Michigan University

## ***Admission to the Teacher Education Program***

Students should apply for admission to the Teacher Education program while enrolled in EDU 230 Principles and Philosophy of Education. Standards for admission to the program include submission of the application, a minimum GPA of 2.5, demonstrated competency on the Basic Skills Test of the Michigan Test for Teacher Certification (the Basic Skills Test bulletin is available in the Teacher Education department), an interview with an education professor, two references from professors outside of the Education Department and a Student Development reference (the application and reference forms are available on the portal). The Professional Education Committee makes recommendation for admission. Students will be asked specific questions required by the State of Michigan regarding felonies or misdemeanors involving children or substance abuse and prior revocation of a teaching certificate at three points: time of application to the Teacher Education Program, prior to the directed teaching semester, and before recommendation for certification. If there is a positive response to a question, the university has the option of recommending or not recommending a student for certification based on the information given. In such cases, the decision of the State Board of Education is final. (Students with an ACT math score below 21 should take the math course(s) required by ACT score prior to taking the Basic Skills Test.)

Students must maintain the minimum academic and social standards required for admission during enrollment in the Teacher Education programs to be considered in good standing. A minimum grade of C- is required in all courses with an EDU number, all methods courses, ENG-113, PSY-232, and COM-111. Assistance may be provided to students by their academic advisor, the Teacher Education faculty, the Learning Center, and Career Services.

## ***Post-Baccalaureate Students***

Post-baccalaureate students with a degree from a regionally accredited institution who are returning to college for education certification programs must also meet current admission standards, have (and maintain) a GPA of 2.5 on a 4.0 scale, earn a passing score on the MTTC Basic Skills Test required by the State of Michigan, one faculty reference and complete a professional interview with the Certification Officer or Division Chairperson. The student must also pass the MTTC Subject Area Test in both the major and minor completed at another institution prior to acceptance into the education program. A minimum of 12 credit hours and student teaching will be required. Students who have received a degree from a non-accredited institution must complete the requirements for a Bachelor's degree while completing the Teacher Education program. (See Professional and Graduate Studies catalog for details on M.A. degree.)

## ***Recommendation for Certification***

A student is considered a program completer (a) when all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and to be recommended to the State Board of Education. Students who wish to be considered a program completer of Cornerstone University should make applica-

tion for certification. Since the State of Michigan requirements are subject to periodic change, students must meet State of Michigan requirements and Teacher Education Department requirements for teacher certification in effect at the time application is made for certification.

Effective December 1991, the State of Michigan requires the passing of competency tests in the subject areas in which the student is planning to seek certification. Students with questions are encouraged to contact the Certification Officer. State test bulletins are available in the Teacher Education Office.

Students will be asked specific questions required by the State of Michigan regarding felonies or misdemeanors involving children or substance abuse and prior revocation of a teaching certificate at three points: time of application to the Teacher Education Program, prior to the directed teaching semester, and before recommendation for certification. If there is a positive response to a question, the university has the option of recommending or not recommending a student for certification based on the information given. In such cases, the decision of the State Board of Education is final.

When signing up for the Michigan Test for Teacher Certification (MTTC), use the following codes for choosing the correct test for your major(s) or minor(s):

CU Subject	Level	MTTC Code #
Language Arts	Elementary	90
Communication Arts	Secondary	91
English	Elementary & Secondary	02
Journalism	Secondary	03
Speech	Secondary	04
Reading	Elementary	05
English as a Second Lang.	Elementary & Secondary	86
Social Studies	Elementary & Secondary	84
History	Elementary & Secondary	09
Psychology	Secondary	11
General Science (old)	Elementary & Secondary	16
Integrated Science	Elementary	93
Integrated Science	Secondary	94
Biology	Secondary	17
Chemistry	Secondary	18
Physics	Secondary	19
Mathematics	Elementary	89
Mathematics	Secondary	22
Spanish	Elementary & Secondary	28
Music Education	K-12	39
Physical Education	Elementary, Secondary & K-12	44
Learning Disabled	K-12	63
Early Childhood Education	Elementary	82
Elementary Education	Elementary	83

# General Education Core For Teacher Education

(Required for both Elementary & Secondary)

## Cornerstone Core

Required Courses		Credit Hours
IDS-100	Foundations of Inquiry .....	2
REL-100	Christian Foundations I .....	3
REL-101	Christian Foundations II .....	3
SCI-100	Foundations of Scientific Inquiry .....	4

## General Education Core

Required Courses		Credit Hours
REL-352	Christian Theology .....	3
PHI-211	Introduction to Philosophy .....	3
ENG-113	Freshman Rhetoric .....	4
COM-111	Speech Communication .....	3
Foreign Language	.....	0-8
<small>(See "Language Requirement" on page 57.)</small>		
HIS-113	World Civilization I .....	3
KIN-100	Foundations of Wellness .....	2
PSY-232	Developmental Psychology .....	3

## Elementary Students Only

Required Courses		Credit Hours
MAT-211	Math for Elementary Teachers .....	3
<small>(Must have ACT score of 23)</small>		
MAT-212	Geometry for Elementary Teachers .....	3
<small>(Must have ACT score of 23 &amp; MAT-211)</small>		
MUS-254	Music for Elementary Teachers .....	3
FAR-243	Art for Elementary Teachers .....	3
KIN-147	Physical Education for Classroom Teachers .....	2
<small>(Physical Education minors should take KIN-247.)</small>		
HIS-115	American Studies .....	3
<small>(Social Studies majors and History majors and minors should not take HIS-115 because HIS-221 and HIS-222 are required.)</small>		
ENG-321	Children's Literature .....	3
One of the following science courses	.....	4
SCI-111	Physical Science	
BIO-111	Principles of Biology	
BIO-151	Foundations of Biological Science	

## Secondary Students Only

Required Courses		Credit Hours
Two of the following	.....	6
FAR-211	Introduction to Fine Arts	
ENG-223	Introduction to Literature	
HIS-114	World Civilization II	
HIS-115	American Studies	
<small>(Social Studies majors and History majors and minors should not take HIS-115 because HIS-221 and HIS-222 are required.)</small>		

One mathematics course or qualifying ACT score . . . . .	0-3
(MAT-110, 123, 124, 131, 132, 151 or Math ACT 23 or higher)	
One science course . . . . .	4
(CHM-111 is required for Biology majors and minors and Physical Science minors. BIO-241 is required for Kinesiology majors and minors.)	
One lifetime activity course (KIN-1XX) . . . . .	1
Total General Education Core . . . . .	47 - 66

## Elementary Education Programs

Students interested in elementary education should work out a program with an education advisor. All elementary education programs require a minimum of 129 semester hours of college work, which includes the satisfactory completion of the professional education courses listed below, the general education core requirements as specified for Teacher Education students and completion of one of the following options:

1. Three minors of not less than 20 semester hours each, two of which shall be in substantive fields which may include a group minor of 24 hours and one of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education. (Early Childhood minor must stand in place of the Planned Program minor in Triple Minor.)
2. A group major of not less than 36 semester hours and the elementary planned program minor of not less than 20 semester hours or a departmental minor of not less than 20 semester hours.
3. A major of not less than 30 semester hours and the elementary planned program minor of not less than 20 semester hours or a departmental minor of not less than 20 or a group minor of not less than 24 semester hours.

Students may select from the following list of majors and minors. Most students in elementary education complete either three minors or a group major and a minor. Major and minor programs for Teacher Education students may also be found within the appropriate division in the catalog. However, students are encouraged to consult the appropriate division advisor or the Teacher Education Office for further advice.

The majors and minors approved for the Elementary Education programs are:

Majors	Minors
English	Early Childhood (ZA endorsement)
History	Elementary Planned
Integrated Science	English
Language Arts Group	History
Learning Disabilities K-12	Integrated Science
Music Education Group K-12	Language Arts Group
Physical Education Group K-12	Mathematics
Social Studies Group	Physical Education
	Reading
	Social Studies Group
	Spanish
	Teaching English as a Second Language (TESL)

**REQUIRED PROFESSIONAL EDUCATION COURSES - ELEMENTARY\***

Required Courses	Credit Hours
EDU-230 Principles and Philosophy of Education . . . . .	3
EDU-231 School Observation Practicum . . . . .	1
EDU-262 Computers and Technology in Education . . . . .	3

**Students must be accepted in program before taking the following:**

(See page 255, "Admission to the Teacher Education Program" for requirements.)

Required Courses	Credit Hours
EDU-342 Developmental Reading & Language Arts Methods .	4
EDU-363 Diverse Populations & Differentiated Instruction ..	3
EDU-381 Educational Psychology . . . . .	3
EDU-382 Teacher Assistant Practicum* . . . . .	1
<small>(Prerequisite or corequisite: EDU-342)</small>	
EDU-430 Directed Teaching Seminar . . . . .	3
<small>(To be taken concurrently with Directed Teaching Practicum.)</small>	
EDU-445 Assessing and Correcting Reading Problems. . . . .	3
<small>(Prerequisite: EDU-342)</small>	
EDU-450 Elementary Science Methods . . . . .	2
<small>(Prerequisite: Completion of both core science classes)</small>	
EDU-460 Elementary Social Studies Methods . . . . .	2
<small>(Prerequisite: Completion of HIS-113 and HIS-115)</small>	
EDU-482 Elementary Directed Teaching Practicum* . . . . .	12
<small>(All course work must be completed)</small>	
Total . . . . .	40

\*Practicum courses require the student to complete an application for placement.

Note: The certification and graduate requirements of the Teacher Education Department of Cornerstone University may be impacted by changes enacted by the Michigan State Department of Education.

***Secondary Education Programs***

Students interested in secondary education should work out a program with an education advisor or an appropriate departmental advisor in their major field. All Secondary Education programs require a minimum of 129 semester hours of college work, which includes the satisfactory completion of the professional education courses listed below, the general education core requirements as specified for Teacher Education students, a certifiable departmental major of not less than 30 semester hours or a group major of 36 semester hours, and a certifiable departmental minor of not less than 20 semester hours or a group minor of 24 semester hours.

Group programs normally should not be elected in both the major and the minor. Students should be aware of the fields in which there is a need for teachers when selecting majors and minors and should expect to use their minors to support their majors. Students who wish to pursue a K-12 endorsement in music or Physical Education usually follow the secondary track requirements until they reach the professional semester. Methods classes for these endorsements (MUS-450 and KIN-443) must be completed satisfactorily, C or better, prior to enrollment in EDU-486, Directed Teaching Practicum.

The majors and minors approved for the Secondary Education programs are:

<b>Majors</b>	<b>Minors</b>
Biology	Biology
Communication Arts Group	Chemistry
English	Communication Arts Group
History	English
Integrated Science	History
Learning Disabilities K-12 (Pending)	Journalism
Mathematics	Mathematics
Music Education Group K-12	Physical Education
Physical Education, K-12	Psychology
Social Studies Group	Spanish
Speech	Speech
	Teaching English as a Second Language (TESL)

**REQUIRED PROFESSIONAL EDUCATION COURSES - SECONDARY\***

<b>Required Courses</b>	<b>Credit Hours</b>
EDU-230 Principles and Philosophy of Education .....	3
EDU-231 School Observation Practicum .....	1
EDU-262 Computer and Technology in Education .....	3

**Students must be accepted in program before taking the following:**

(See page 255, "Admission to the Teacher Education Program" for requirements.)

EDU-344 Content Area Literacy .....	3
EDU-363 Diverse Populations & Differentiated Instruction ..	3
EDU-381 Educational Psychology .....	3
EDU-382 Teacher Assistant Practicum*.....	1
(Prerequisite or corequisite: EDU-342)	
EDU-430 Directed Teaching Seminar .....	3
(To be taken concurrently with Directed Teaching Practicum.)	

Content major and minor methods course from the following: 5 or 6 credit hours

SSC-464	Secondary Social Studies Methods
ENG-463	Secondary Language Arts Methods
ENG-465	TESL Methods
MAT-471	Secondary Math Methods
MUS-450	Instr. and Vocal Music Methods: Mid & High School
KIN-359	P.E. in Secondary Schools
SCI-465	Secondary Science Methods
SPA-463	Spanish Methods
EDU-335	Learning Disabilities Methods

Students with a major and minor in the same general content area will do a practicum in their minor area. (Speech or journalism minor with an English major. Chemistry minor with a Biology minor. Psychology minor with a History or Social Studies major.)

One of the following:.....	12
EDU-484	Secondary Directed Teaching Practicum*
EDU-486	K-12 Directed Teaching Practicum*

Total ..... 38

\*Practicum courses require the student to complete an application for placement. For EDU-382, refer to page 279. For EDU-484 or 486, refer to page 282.

Note: The certification and graduate requirements of the Teacher Education Department of Cornerstone University may be impacted by changes enacted by the Michigan State Department of Education.

## ASSOCIATE OF ARTS DEGREE

The Associates of Arts Degree is designed for those individuals who are preparing for school paraprofessional positions, Child Care Programs, or service ministries. General core requirements for the Associate of Arts Degree are listed on page 73. The requirements for Early Childhood are listed on page 264. Requirement for Teaching English as a Second Language are listed on page 276.

### Cornerstone Core

IDS-100	Foundations of Inquiry .....	2
REL-100	Christian Foundations 1 .....	3
REL-101	Christian Foundations 11 .....	3
SCI-100	Foundations of Scientific Inquiry .....	4

### General Education Core

ENG-113	Freshman Rhetoric .....	4
ENG-321	Children's Literature .....	3
COM-111	Speech Communications .....	3
HIS-115	American Studies .....	3
KIN-100	Foundations of Wellness .....	2
PHI-211	Introduction to Philosophy .....	3
PSY-232	Developmental Psychology .....	3

### Education Core

EDU-230	Principles/Philosophy of Education .....	3
EDU-381	Educational Psychology .....	3
EDU-382	Teacher Assistant Practicum .....	1
EDU-262	Computers and Technology in Education .....	3

TOTAL CORE REQUIREMENTS .....	43
Early Childhood* Core/TESL Core (See pages 256 & 267 for requirements)	21

Total ..... 64

Twelve credit hours of Early Childhood/TESL Core must be taken at Cornerstone.

\*Students must demonstrate a knowledge base in applied mathematical concepts sufficient to assist pre-school and elementary age student and meet BA core math requirements of the institution.

## BIOLOGY MAJOR FOR SECONDARY TEACHERS

Required Courses	Credit Hours
BIO-151 Foundations of Biological Science.....	4
BIO-225 Botany.....	4
(Prerequisite: An advanced high school biology or BIO-111 or BIO-151)	
BIO-233 Zoology.....	4
(Prerequisite: An advanced high school biology or BIO-111 or BIO-151)	
One of the following:.....	4
BIO-241 Anatomy and Physiology I	
BIO-242 Anatomy and Physiology II	
BIO-351 Genetics.....	4
(Prerequisite: CHM-112, BIO-233, MAT-151)	
ECO-341 Ecology.....	4
(Prerequisite: BIO-111 or BIO-151)	
SCI-361 Origins.....	3
(Prerequisite: SCI-111, BIO-111 or equivalents)	
BIO-451 Molecular Cell Biology.....	4
(Prerequisite: BIO-351)	
BIO-400 Biological Perspectives.....	2
(Prerequisite: Upper-class Biology or Pre-Professional Major)	
Total.....	33

### Required Cognates\*

CHM-111 Principles of General Chemistry.....	4
CHM-112 Principles of Organic and Biochemistry.....	4
MAT-151 Statistics.....	3

\* A cognate is a course that supports the success of completing a major program.

## BIOLOGY MINOR FOR SECONDARY TEACHERS

Required Courses	Credit Hours
BIO-151 Foundations of Biological Science.....	4
BIO-225 Botany.....	4
(Prerequisite: An advanced high school biology course or BIO-111 or BIO-151)	
One of the following:.....	4
BIO-241 Anatomy and Physiology I	
BIO-242 Anatomy and Physiology II	
BIO-233 Zoology.....	4
(Prerequisite: An advanced high school biology course or BIO-111 or BIO-151)	
ECO-341 Ecology.....	4
(Prerequisite: BIO-111 or BIO-151)	
Total.....	20

### Required Cognate\*

CHM-111 Principles of General Chemistry.....	4
--	---

\* A cognate is a course that supports the success of completing a major program.

## CHEMISTRY MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
CHM-121	General Chemistry I . . . . .	4
	(Prerequisite: MAT-123 or equivalent)	
CHM-122	General Chemistry II . . . . .	4
	(Prerequisite: CHM-121)	
CHM-411	Perspectives in Chemistry . . . . .	2
	(Prerequisite: Completion of three chemistry courses and junior status)	
Chemistry Electives	. . . . .	12
	Total . . . . .	22

## COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
COM-212	Interpersonal Communication . . . . .	3
	(Prerequisite: COM-111)	
One of the following:	. . . . .	3
	COM-234 Mass Media in Society	
	COM-231 Intro. to Broadcasting	
One of the following:	. . . . .	3
	COM-241 Intro. to Oral Interpretation	
	COM-242 Intro. to Theatre	
JRN-201	News Writing and Reporting I. . . . .	3
JRN-313	Feature Writing . . . . .	3
COM-311	Intercultural Communication . . . . .	3
COM-315	Philosophy and Theory of Communication. . . . .	3
COM-317	Media Literacy . . . . .	3
COM-321	Group Communication . . . . .	3
COM-322	Advanced Public Speaking . . . . .	3
COM-324	Argumentation and Debate . . . . .	3
COM-325	Rhetorical Theory and Criticism . . . . .	3
	Total . . . . .	36

## COMMUNICATION ARTS GROUP MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
COM-212	Interpersonal Communication . . . . .	3
	(Prerequisite: COM-111)	
One of the following:	. . . . .	3
	COM-234 Mass Media in Society	
	COM-317 Media Literacy	
One of the following:	. . . . .	3
	COM-241 Intro. to Oral Interpretation	
	COM-242 Intro. to Theatre	
JRN-201	News Writing and Reporting I. . . . .	3
JRN-313	Feature Writing . . . . .	3
COM-315	Philosophy and Theory of Communication. . . . .	3

COM-311	Intercultural Communication . . . . .	3
COM-3XX	Upper level division elective . . . . .	3
	<b>Total . . . . .</b>	<b>24</b>

**EARLY CHILDHOOD EDUCATION MINOR**

<b>Required Courses</b>		<b>Credit Hours</b>
EDU-333	Early Childhood Curriculum . . . . .	3
EDU-352	Preprimary Methods and Materials . . . . .	3
EDU-371	The Young Child and the Community . . . . .	3
EDU-372	Assessing and Teaching the Special Needs Child . . .	3
EDU-431	Admin. and Supervision of Early Childhood Programs . . . . .	3
*EDU-481	Field Experience: Early Childhood . . . . .	6
	<b>Total . . . . .</b>	<b>21</b>

\*Application should be made by the second Friday of March or November prior to semester of experience.

Students completing the early childhood education minor in conjunction with the elementary education program receive the Early Childhood (ZA) endorsement. Not only will a student have general certification to teach all subjects in the elementary grades kindergarten through grade eight in a self-contained classroom, but will also have a “specialists’ endorsement” further qualifying the student to teach in infant, toddler and preschool programs. This minor may be used with a departmental or group major. However, in a Triple Minor Program, it stands in place of the Planned Minor and requires two additional minors - either department or group.

**ELEMENTARY EDUCATION PLANNED PROGRAM MINOR**

The Planned Program Minor in Elementary Education consists of a group of courses related to teaching in the elementary school self-contained classroom.

<b>Required Courses</b>		<b>Credit Hours</b>
C	EDU-262 Computers and Technology in Education . . . . .	3
+	ENG-321 Children’s Literature . . . . .	3
C	KIN-147 Physical Education for Classroom Teachers . . .	2
* C	MAT-211 Math for Elementary Teachers . . . . .	3
* C	MAT-212 Geometry for Elementary Teachers . . . . .	3
	(Prerequisite: MAT 212)	
C	COM-111 Foundations of Speech Communication . . . . .	3
C	SCI-100 Foundations of Scientific Inquiry . . . . .	4
C	One of the following science courses . . . . .	4
	SCI-111 Physical Science	
	BIO-111 Principles of Biology	
	BIO-151 Foundations of Biological Science	
C	MUS-254 Music for Elementary Classroom Teachers . . . . .	3
	(Music minors take MUS-457)	
C	FAR-243 Art for Elementary Classroom Teachers . . . . .	3
C	HIS-115 American Studies . . . . .	3
	<b>Total Semester Hours Required . . . . .</b>	<b>20</b>

+: ENG-323 may be substituted for students planning to teach in an upper level program.

R: A required course in the planned program minor unless it is included in the student's completion program because of a major or minor requirement.

C: This course also meets the college core requirements for students in the Elementary Education program.

\*Both courses required to meet core requirements when this option is selected.

Courses used to meet a major or minor program option cannot be used in the planned program minor.

## ENGLISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

Required Courses	Credit Hours
ENG-113 Freshman Rhetoric .....	4
ENG-223 Introduction to Literature .....	3
(Prerequisite: ENG-113)	
<b><u>ENG-223 is a prerequisite to all remaining English courses.</u></b>	
ENG-224 World Literature .....	3
ENG-319 Advanced Grammar .....	3
One of the following: .....	3
ENG-311 Creative Writing (Prerequisite: ENG-224)	
ENG-312 Expository Writing (Prerequisite: ENG-224)	
Two periods of American literature from: .....	6
ENG-331 American Literature: Colonial	
ENG-332 American Literature: Realism	
ENG-333 American Literature: Modern	
Two periods of British literature from: .....	6
ENG-340 British Literature: Anglo-Saxon to the Renaissance	
ENG-341 British Lit.: 17th and 18th Centuries	
ENG-342 Nineteenth Century British Authors	
ENG-343 Twentieth Century British Authors	
One of the following: .....	3
ENG-345 Shakespeare (Secondary)	
ENG-321 Children's Literature (Elementary)	
ENG/LIN-353 Linguistic History of the English Language .....	3
Total .....	34

## ENGLISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

Required Courses	Credit Hours
ENG-113 Freshman Rhetoric .....	4
ENG-223 Introduction to Literature .....	3
(Prerequisite: ENG-113)	
<b><u>ENG-223 is a prerequisite to all remaining English courses.</u></b>	
ENG-224 World Literature .....	3
ENG-319 Advanced Grammar .....	3
One of the following: .....	3
ENG-311 Creative Writing (Prerequisite: ENG-224)	

ENG-312	Expository Writing (Prerequisite: ENG-224)	
One period of American literature from:	.....	3
ENG-331	American Literature: Colonial	
ENG-332	American Literature: Realism	
ENG-333	American Literature: Modern	
One period of British literature from:	.....	3
ENG-340	British Literature: Anglo-Saxon to the Renaissance	
ENG-341	British Lit.: 17th and 18th Centuries	
ENG-342	Nineteenth Century British Authors	
ENG-343	Twentieth Century British Authors	
One of the following	.....	3
ENG-345	Shakespeare (Secondary)	
ENG-321	Children's Literature (Elementary)	
ENG-323	Adolescent Literature (Secondary)	
	Total	25

#### HISTORY MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

Required Courses		Credit Hours
HIS-113	World Civilization I	3
HIS-114	World Civilization II	3
HIS-211	Michigan History	3
HIS-221	United States History I	3
HIS-222	United States History II	3
HIS-451	Historiography	3
	(Prerequisite: 21 hours of History)	
Upper level electives in History:	.....	12
	(including two courses in European or non-Western History)	
	Total	30

#### HISTORY MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

Required Courses		Credit Hours
HIS-113	World Civilization I	3
HIS-114	World Civilization II	3
HIS-211	Michigan History	3
HIS-221	United States History I	3
HIS-222	United States History II	3
Upper level electives in History:	.....	6
	Total	21

#### INTEGRATED SCIENCE MAJOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
Life Sciences:		
BIO-151	Foundations of Biology	4

BIO-233	Zoology .....	4
BIO-351	Genetics .....	4
Physical Sciences:		
CHM-111	Principles of General Chemistry .....	4
CHM-112	Principles of Organic & Biochemistry .....	4
PHY-211	General Physics I.....	4
Earth/Space Science:		
SCI-261	Astronomy .....	4
SCI-262	Geology.....	4
SCI-263	Atmosphere and Weather .....	2
Comprehensive:		
ECO-241	Environmental Science .....	4
SCI-361	Origins .....	3
SCI-400	Integrated Science Capstone.....	2
Total .....		43

**INTEGRATED SCIENCE GROUP MINOR FOR SECONDARY TEACHERS**

Not available under the new standards for Secondary Endorsement.

**INTEGRATED COMPREHENSIVE SCIENCE MAJOR FOR SECONDARY TEACHERS**

(Does not require a minor)

Required Courses	Credit Hours	
Life Sciences:		
BIO-151	Foundations of Biology .....	4
BIO-225	Botany.....	4
BIO-233	Zoology.....	4
BIO-351	Genetics .....	4
Physical Sciences:		
CHM-111	Principles of General Chemistry .....	4
CHM-112	Principles of Organic and Biochemistry .....	4
PHY-211	General Physics I.....	4
PHY-212	General Physics II.....	4
Earth/Space Science:		
ECO-241	Environmental Science .....	4
SCI-261	Astronomy .....	4
SCI-262	Geology.....	2
SCI-263	Atmosphere and Weather .....	2
Comprehensive:		
SCI-361	Origins .....	3
SCI 400	Integrated Science Capstone .....	2
Total .....		51

**INTEGRATED SCIENCE GROUP MAJOR FOR ELEMENTARY TEACHERS**

Required Courses	Credit Hours	
Life Sciences:		
BIO-151	Foundations of Biology .....	4

BIO-233	Zoology	4
BIO-242	Anatomy & Physiology II	4
Physical Sciences:		
CHM-111	Principles of General Chemistry	4
PHY-211	General Physics I	4
SCI-111	Physical Science	4
Earth/Space Science:		
ECO-241	Environmental Science	4
SCI-261	Astronomy	4
SCI-262	Geology	2
SCI-263	Atmosphere and Weather	2
SCI 400	Integrated Science Capstone	2
Total		40

#### INTEGRATED SCIENCE GROUP MINOR FOR ELEMENTARY TEACHERS

Required Courses		Credit Hours
Life Sciences:		
BIO-151	Foundations of Biology	4
ECO-241	Environmental Science	4
Physical Sciences:		
CHM-111	Principles of General Chemistry	4
SCI-111	Physical Science	4
Earth/Space Science:		
SCI-261	Astronomy	4
SCI-262	Geology	2
SCI-263	Atmosphere and Weather	2
SCI 400	Integrated Science Capstone	2
Total		28

#### JOURNALISM MINOR FOR SECONDARY TEACHERS

General Education Core Exceptions		
ENG-223	Introduction to Literature (required)	3
<b>Required Courses</b>		<b>Credit Hours</b>
JRN-201/202	News Writing & Reporting I & II	6
JRN-211	Print Media Graphics	3
JRN-234	Mass Media and Society	3
JRN-237	Photojournalism I	3
JRN-261	The Herald (1 credit hour per semester)	3
JRN-313	Feature Writing	3
JRN-318	News Editing	3
EDU-466	Journalism Practicum*	3
Total		27

\*Practicum courses require the student to complete an application for placement. See page 255.

## LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

Required Courses	Credit Hours
ENG-113 Freshman Rhetoric .....	4
ENG-223 Introduction to Literature .....	3
(Prerequisite: ENG-113)	
<b><u>ENG-223 is a prerequisite to all remaining English courses.</u></b>	
ENG-224 World Literature .....	3
One of the following: .....	3
ENG-311 Creative Writing (Prerequisite: ENG-224)	
ENG-312 Expository Writing (Prerequisite: ENG-224)	
JRN-201 Newswriting & Reporting I .....	3
ENG-321 Children's Literature* .....	3
COM-212 Interpersonal Communication .....	3
COM-315 Philosophy and Theory of Communication .....	3
COM-317 Media Literacy .....	3
Two of the following: .....	6
COM-234 Mass Media in Society	
COM-241 Intro. to Oral Interpretation	
COM-242 Intro. to Theatre	
COM-311 Intercultural Communication	
COM-321 Group Communication	
COM-343 The Oral Tradition of Storytelling	
COM-324 Argumentation and Debate	
One of the following: .....	3
ENG-331 American Literature: Colonial	
ENG-332 American Literature: Realism	
ENG-333 American Literature: Modern	
ENG-340 British Literature: Anglo-Saxon to the Renaissance	
ENG-341 British Lit.: 17th and 18th Centuries	
ENG-342 Nineteenth Century British Authors	
ENG-343 Twentieth Century British Authors	
ENG/LIN-353 Linguistic History of the English Language	
ENG-461 Literary Criticism	
Total .....	37

\*May substitute any English or Communication elective for Children's Literature if taking with a Reading minor.

## LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

Required Courses	Credit Hours
ENG-113 Freshman Rhetoric .....	4
ENG-223 Introduction to Literature .....	3
(Prerequisite: ENG-113)	
<b><u>ENG-223 is a prerequisite to all remaining English courses.</u></b>	
ENG-224 World Literature .....	3
ENG-321 Children's Literature* .....	3
COM-212 Interpersonal Communication .....	3
COM-311 Intercultural Communication .....	3
COM-317 Media Literacy .....	3

One of the following:.....	3
ENG-311      Creative Writing	
ENG-312      Expository Writing	
Total .....	25

\*May substitute any English or Communication elective for Children's Literature if taking with a Reading minor.

### LEARNING DISABILITIES MAJOR FOR K-12 CERTIFICATION

Students may follow either the Elementary or Secondary Track in the selection of a minor. The Directed Teaching Experience will include opportunities in both regular education and Learning Disability classrooms.

Required Courses	Credit Hours
EDU-233      Introduction to Special Education and the Exceptional Learner .....	2
EDU-234      Emerging Educational Models in Special Education	3
EDU-335      Theories and Methods of Learning Disability .....	4
EDU-338      Assessment and Diagnosis for Learning Disabilities .....	4
EDU-363      Diverse Populations and Differentiated Instruction	3
EDU-381      Educational Psychology .....	3
EDU-432      Current Issues in Learning Disabilities Education .	3
(Concurrent with EDU-434. This course can only be taken after all other coursework for the LD major has been completed.)	
EDU-434      Practicum in Learning Disabilities .....	6
(Concurrent with EDU-434, semester prior to Directed Teaching. This course can only be taken after all other coursework for the LD major has been completed.)	
PSY-441      Physiological Psychology .....	3
EDU-443      Severe Reading Problems .....	3
Total .....	34

### MATHEMATICS MAJOR FOR SECONDARY TEACHERS

Required Courses	Credit Hours
MAT-131      Calculus I .....	4
(Prerequisite: MAT-124 or equivalent)	
MAT-132      Calculus II .....	4
(Prerequisite: MAT-131)	
MAT-233      Differential Equations .....	3
(Prerequisite: MAT-132)	
MAT-234      Multivariate Calculus .....	3
(Prerequisite: MAT-132)	
MAT-241      Applied Linear Algebra .....	3
(Prerequisite: MAT-132)	
MAT-245      Mathematical Proof .....	3
(Prerequisite: MAT-234 or MAT-241)	
MAT-252      Computer Statistics .....	3
(Prerequisite: MAT-132 & CSC-131)	
MAT-333      Real Analysis .....	3
(Prerequisite: MAT-234 & MAT-245)	

MAT-341	Modern Algebra . . . . .	3
	(Prerequisite: MAT-241 & MAT-245)	
MAT-372	Geometry . . . . .	3
	(Prerequisite: MAT-234 & MAT-241 & MAT-245)	
MAT-400	History of the Mathematical Sciences . . . . .	3
	(Prerequisite: MAT-333 or MAT-341)	
	Total . . . . .	35

**Required Cognate**

Required Courses		Credit Hours
CSC-121	Introduction to Computing . . . . .	4

**MATHEMATICS MINOR FOR ELEMENTARY TEACHERS**

Required Courses		Credit Hours
MAT-122	Trigonometry . . . . .	3
	(Prerequisite: MAT-121 or the equivalent of two years of high school algebra and one year of geometry with mathematical reasoning or satisfactory score on placement test.)	
MAT-131	Calculus I . . . . .	4
	(Prerequisite: MAT-124 or equivalent)	
One of the following: . . . . .		3
MAT-151	Statistics (Prerequisite: Core requirement in math)	
MAT-252	Computer Statistics (Prerequisite: MAT-132)	
MAT-211	Math for the Elementary Teacher . . . . .	3
	(Prerequisite: ACT Score of 21)	
MAT-212	Geometry for the Elementary Teacher . . . . .	3
	(Prerequisite: MAT-211)	
One elective from the following: . . . . .		3/4
MAT-132	Calculus II (4) (Prerequisite: MAT-131)	
MAT-372	Modern Geometry (Prerequisite: MAT-234 & MAT-241 or permission of instructor)	
One of the following: . . . . .		3
CSC-121	Intro. to Programming (Preferred course)	
CSC-151	Hardware and Software Concepts	
CSC-221	Visual Basic	
	Total Must Be At Least . . . . .	22

**MATHEMATICS MINOR FOR SECONDARY TEACHERS**

Required Courses		Credits
MAT-131	Calculus I . . . . .	4
	(Prerequisite: MAT-124 or equivalent)	
MAT-132	Calculus II . . . . .	4
	(Prerequisite: MAT-131)	
MAT-234	Multivariate Calculus . . . . .	3
	(Prerequisite: MAT-132)	
MAT-241	Applied Linear Algebra . . . . .	3
	(Prerequisite: MAT-132)	
MAT-252	Computer Statistics . . . . .	3
	(Prerequisite: MAT-132)	

Two electives from the following:.....	6
MAT-233	Differential Equations (Prerequisite: MAT-132)
MAT-400	History of the Mathematical Sciences (Prerequisite: MAT-333 & MAT-341)
MAT-333	Real Analysis (Prerequisite: MAT-234 & MAT-245)
MAT-341	Modern Algebra (Prerequisite: MAT-241 & 245)
MAT-372	Modern Geometry (Prerequisite: MAT-234 & MAT-241 & MAT-245)

Total ..... 23

**Required Cognate**

Required Courses	Credits
CSC-121	Introduction to Programming..... 4

**MUSIC EDUCATION MAJOR FOR K-12 CERTIFICATION**

The Music Education major is designed for the student contemplating a full-time “music only” position in a school or district. This music specialist program provides a strong foundation for graduate study in music education or performance. It is taken without a minor *in another area*, and certification is K-12 in music only. Students usually follow the secondary track requirements until they reach the professional semester. Students should look under the Fine Arts section of the catalog for a detailed description of the Music Education program major.

**PHYSICAL EDUCATION MAJOR FOR K-12 CERTIFICATION**

Education students who major in physical education must complete their lab core requirement with BIO-241, must complete MAT-110,123, 124 or 131 and must meet the core activity program course requirements in physical education. Such students usually follow the professional education program required for secondary education and will have an elementary and secondary student teaching experience.

Required Courses	Credit Hours
KIN-211	History and Principles of Physical Education ..... 3
BIO-242	Anatomy and Physiology II ..... 4
KIN-243	Strategies for Teaching Physical Activities K-12.... 3
KIN-251	Motor Development and Learning..... 3
KIN-342	Exercise Physiology ..... 4 (Prerequisite: BIO-241 & 242. Recommended: CHM-111)
KIN-344	Adapted Physical Education K-12..... 2
KIN-357	P. E. in Preschools & Elem.Schools ..... 3 (Prerequisite: KIN-243)
KIN-359	Physical Education in Secondary Schools..... 2 (Prerequisite: KIN-243)
KIN-362	First Aid, Injury Prevention and Treatment ..... 3 (Prerequisite: BIO-241 & 242 or permission of instructor)
KIN-401	Professional Capstone Seminar: Ethics in Teaching Physical Education ..... 1
KIN-441	Organization and Administration ..... 3
KIN-442	Measurement and Evaluation ..... 3

KIN-461	Skills and Performance Competencies..... 1
	(Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.)
	Total ..... 35

**PHYSICAL EDUCATION MINOR FOR ELEM. AND SEC. TEACHERS**

Students who minor in physical education must complete their lab core requirement with BIO-241 and must meet the core activity program course requirements in physical education. Elementary education students in the triple minor program must also complete BIO-111.

Required Courses	Credit Hours
KIN-211	History and Principles of Physical Education ..... 3
BIO-242	Anatomy and Physiology II ..... 4
KIN-243	Strategies for Teaching Physical Activities K-12.... 3
KIN-251	Motor Development and Learning..... 3
KIN-344	Adapted Physical Education K-12..... 2
One of the following:.....	2
KIN-357	P.E. in Preschools & Elem. Schools (Prerequisite: KIN-243)
KIN-359	P.E. in Secondary Schools (Prerequisite: KIN-243)
KIN-362	First Aid, Injury Prevention, and Treatment..... 3 (Prerequisite: BIO-241 & 242 or permission of instructor)
KIN-401	Professional Capstone Seminar: Ethics in Teaching Physical Education ..... 1
KIN-461	Skills and Performance Competencies..... 1 (Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.)
	Total ..... 22

**PSYCHOLOGY MINOR FOR SECONDARY TEACHERS**

Required Courses	Credit Hours
PSY-111	General Psychology..... 3
SSC-241	Statistics in Social Studies ..... 3
PSY-343	Learning and Motivation ..... 3 (Prerequisite: PSY-111 & SSC-241)
PSY-353	Abnormal Psychology..... 3 (Prerequisite: PSY-111)
One of the following:.....	3
PSY-322	Theories of Personality (Prerequisite: PSY-111)
PSY-351	Social Psychology (Prerequisite: PSY-111 & SOC-111)
One of the following:.....	3
PSY-441	Physiological Psychology (Prerequisite: PSY-111)
PSY-442	Psychological Research Methods
Electives in Psychology.....	3
	Total ..... 21

## READING MINOR FOR ELEMENTARY TEACHERS

Students will receive MLPP certification upon completion of the minor.

Required Courses	Credit Hours
LIN-225	Introduction to Linguistics . . . . . 3
ENG-321	Children's Literature . . . . . 3
EDU-342	Developmental Reading & Language Arts Methods. 4 (Prerequisite: Admission to Teacher Education Program. EDU-230)
EDU-346	Reading and Writing in the Content Area (K-8). . . . . 3 (Prerequisite: EDU-342 or Concurrent with EDU-342)
EDU-441	Assessing Beginning Literacy. . . . . 3 (Prerequisite: EDU-342 & 445 or concurrent with EDU-445)
EDU-445	Assessing and Correcting Reading Problems. . . . . 3 (Prerequisite: EDU-342)
EDU-443	Severe Reading Problems . . . . . 3 (Prerequisite: EDU-445 or Concurrent with EDU-445)
	Total . . . . . 22

## SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY & SECONDARY TEACHERS

Required Courses	Credit Hours
HIS-113	World Civilization I . . . . . 3
HIS-114	World Civilization II. . . . . 3
HIS-211	Michigan History. . . . . 3
HIS-221	United States History I . . . . . 3
HIS-222	United States History II. . . . . 3
SSC-161	World Geography . . . . . 3
SSC-211	American Government. . . . . 3
SSC-262	Geography of North America . . . . . 3
SSC-312	World Affairs . . . . . 3
ECN-231	Macroeconomics . . . . . 3
ECN-232	Microeconomics. . . . . 3
SSC-451	Social Studies Research . . . . . 3 (Prerequisite: 21 hours of Social Studies courses)
	Total . . . . . 36

## SOCIAL STUDIES GROUP MINOR FOR ELEMENTARY TEACHERS

Required Courses	Credit Hours
HIS-114	World Civilization II. . . . . 3
HIS-115	American Studies . . . . . 3
HIS-161	World Geography . . . . . 3
SSC-211	American Government. . . . . 3
SSC-262	Geography of North America . . . . . 3
SSC-312	World Affairs . . . . . 3
ECN-231	Macroeconomics . . . . . 3
ECN-232	Microeconomics. . . . . 3
	Total . . . . . 24

**SPANISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS**

<b>Required Courses</b>	<b>Credit Hours</b>
SPA-201 Intermediate Spanish I . . . . .	3
(Prerequisite: SPA-101/102 or equivalent)	
SPA-202 Intermediate Spanish I . . . . .	3
(Prerequisite: SPA-201 or equivalent)	
SPA-301 Introduction to Spanish Literature . . . . .	3
(Prerequisite: SPA-201/202)	
SPA-302 Introduction to Latin American Literature. . . . .	3
(Prerequisite: SPA-201/202)	
SPA-463 Methods of Teaching Spanish . . . . .	3
(Prerequisite: SPA-463. Admission to and good standing in the Teacher Education Program.)	
Two electives from the following: . . . . .	6
SPA-401 Survey of Spanish Literature I	
SPA-402 Survey of Spanish Literature II	
SPA-470 Readings in Spanish	
Total . . . . .	21

**SPEECH MAJOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>	<b>Credit Hours</b>
COM-212 Interpersonal Communication . . . . .	3
One of the following: . . . . .	3
COM-121 Intro. to Electronic Media	
COM-234 Mass Media in Society	
One of the following: . . . . .	3
COM-241 Intro. to Oral Interpretation	
COM-242 Intro. to Theatre	
COM-311 Inter-Cultural Communication . . . . .	3
COM-315 Philosophy and Theory of Communication. . . . .	3
COM-321 Group Communication . . . . .	3
COM-322 Advanced Public Speaking . . . . .	3
COM-324 Argumentation and Debate . . . . .	3
COM-325 Rhetorical Theory and Criticism . . . . .	3
COM-3XX/ 4XX Upper Division Electives . . . . .	6
Total . . . . .	33

**SPEECH MINOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>	<b>Credit Hours</b>
COM-212 Interpersonal Communication . . . . .	3
(Prerequisite: COM-111)	
One of the following: . . . . .	3
COM-234 Mass Media in Society	
COM-317 Media Literacy	

One of the following:.....	3
COM-241    Intro. to Oral Interpretation	
COM-242    Intro. to Theatre	
COM-311    Intercultural Communication .....	3
COM-315    Philosophy and Theory of Communication.....	3
COM-322    Advanced Public Speaking.....	3
COM-324    Argumentation and Debate .....	3
Total .....	21

### TEACHING ENGLISH AS A SECOND LANGUAGE

Required Courses	Credit Hours
LIN-225    Introduction to Linguistics .....	3
<small>(Prerequisite: ENG-113)</small>	
ENG-319    Advanced Grammar .....	3
<small>(Prerequisite: ENG-113)</small>	
LIN-371    Second Language Acquisition.....	3
<small>(Prerequisite: LIN-225)</small>	
LIN-372    Sociolinguistics .....	3
<small>(Prerequisite: LIN-225)</small>	
EDU-465    TESL Methods .....	3
EDU-489    TESL Practicum.....	6
<small>(Prerequisite: All other TESL courses.)</small>	
Total .....	21

## Course Descriptions

<u>Dept./Level</u>	<u>Course Name</u>	<u>Credits/Frequency</u>
--------------------	--------------------	--------------------------

(See page 82 for codes)

**EDU-230 Principles and Philosophy of Education 3/1**  
 This introductory course in teacher education presents an overview of the roles, skills, knowledge base, and values required of competent and caring Christian teachers. The course is designed to give students a theoretical and philosophical framework for evaluating contemporary educational principles, policies and procedures. Students will assess their relationship to existing systems and consider the historical implications of theory and philosophy in interaction with biblical principles. From their own world and life view, students will construct their personal philosophy of education. EDU 231, School Observation Practicum is a cognate “laboratory” requirement that should be taken concurrently with this course.

**EDU-231 School Observation Practicum 1/1**  
 During this first field-based practicum experience required in all teacher education programs, students learn the technologies and skills for observation of the teaching-learning process. They will learn to recognize the “multi-dimensionality” and “overlapping experiences” present in the classroom. The class will alternate between school-based experience and lab discussions. The students will spend time in the classrooms of Christian, public, elementary, secondary, high-needs, multicultural, charter, special

education and other school settings. Students also have five supplemental experiences. EDU-231 is taught concurrently with EDU-230.

**EDU-233 Introduction to Special Education and the Exceptional Learner 2/2**  
Students will understand and define the various differences found in learner, including physical disabilities. This course will give an overview of educational service delivery, community programs available to families and the transition from an academic setting to the development of life skills. Students will view special education as a holistic approach in understanding human development through the life span.

**EDU-234 Emerging Educational Models in Education 3/2**  
A course designed to bring together an academic understanding of special education with a personal fervor for exploring and contributing to the changes in the field. Students will be exposed to various emerging models through field opportunities as well as classroom discourse.

**EDU-262 Computers & Technology in Education 3/1**  
Prospective teachers will engage in the theory and practice of instructional technology integration in the teaching-learning process. Computer applications and technological hardware (projected visual equipment and digital and video cameras, etc.) in education will be the focus. Topics will include: software selection and evaluation, principles of computerized visual and graphic design, the integration of computer application software for word processing, computer managed and assisted instruction, information retrieval and multi-media presentations. Instruction will include classroom presentations and hands-on learning in a laboratory format.

**EDU-333 Early Childhood Curriculum 3/2**  
Curriculum development according to developmentally appropriate practice theory in early childhood from birth to age eight. Objectives and standards for specific approaches with special attention given to curriculum development considering children's cultural and special learning needs. Prerequisites: Admission to Teacher Education program, EDU-230

**EDU-335 Theories and Methods of Learning Disability 4/2**  
This course will look at various philosophies in the field of learning disabilities. It will review research and interpret its contribution to the field from a Christian worldview. Students will learn teaching strategies and their relationship to cultural and linguistic differences. Students will understand the characteristics of learners with learning differences in relationship to their impact on the learning process. Prerequisites: EDU-233 and EDU-234

**EDU-338 Assessment and Diagnosis for Learning Disabilities 4/2**  
This course will take the student from the beginning stages of the special education referral process through placement qualification. Students will be introduced to a variety of assessment tools, basic interpretation of data and a framework for reporting information. Students will develop an understanding of the team approach to diagnosis and learn the components of collaborative planning. Students will gain knowledge of assessment as it relates to an individual education program.

**EDU-342 Developmental Reading and Language Arts Methods 4/1**  
Study of literacy methods appropriate for early childhood, elementary, and middle





- EDU-432**      **Current Issues in Learning Disabilities Education**      **3/2**  
 This course will be an exploration of issues impacting the field of special education, including an understanding of collaboration; inclusion and the role para-educators play in supporting special needs students. (Concurrent with EDU-434)
- EDU-434**      **Practicum in Learning Disabilities**      **6/2**  
 Emphasis on learning practical methods while participating in the special education classroom under the supervision of a practicing professional (Concurrent with EDU-432)
- EDU-441**      **Assessing Beginning Literacy**      **3/1**  
 This class will address developmentally appropriate instructional and assessment practices; characteristics of developmental stages of literacy learning; appropriate instructional and assessment strategies for each developmental stage; constructivist learning theory and overview of current research in early literacy; classroom management and organization; purposes, administration, scoring, and methods of using assessment to inform instruction; book leveling; and communication with parents and parent education strategies. Prerequisites: EDU-342 and 445 (or concurrent with EDU-445).
- EDU-443**      **Severe Reading Problems**      **3/2**  
 This class will address intense reading disabilities that require specific methods of instruction to correct. Students will learn how to identify, assess and diagnose reading problems; determine causes of reading problems, such as, environment, physiological or ineffective instruction; learn to develop organized sequential lesson plans that directly teach each of the following phonetic/language concepts: phonological awareness, basic sound/symbol relationships, six syllable patterns, spelling rules, prefixes and suffixes, non-phonetic words and syllable division rules; implement lesson plans using reading, spelling and concept decks, simultaneous oral spelling, blending and segmenting; and multisensory activities. Prerequisites: EDU-342 and 445 (or concurrent with EDU-445).
- EDU-445**      **Assessing and Correcting Reading Problems**      **3/1**  
 This is a second level course in reading instruction for elementary or secondary teachers. The focus of the course is on instruction and assessment in the regular classroom utilizing a contemporary view of the reading process. The course also includes such topics as reader motivation and attitudes, causes of reading failure, metacognition and reading, and instructional strategies for corrective and remedial instruction. Prerequisites: EDU-342, Admission to the Teacher Education program, EDU-230.
- EDU-450**      **Elementary Science Methods**      **2/1**  
 The teaching of science in this course focuses on a guided discovery teaching/learning. Emphasis is placed on hands-on/minds-on activity-based science teaching and learning. The goal is to prepare prospective teachers to teach science through the scientific processes of identifying problems, making observations, constructing hypotheses, analyzing results, making inferences, synthesizing and evaluating conclusions. Special attention is given to the integration of science with Scripture as well as with the teaching of other elementary school subjects. Prerequisite: Admission to the Teacher Education program, EDU-230. Completion of two core science requirements.
- EDU-453**      **Secondary Biology Practicum**      **3/6**  
 Student will be involved in a school-based experience in biology under the guidance of a certified teacher of biology and under the supervision of a Cornerstone University pro-





EDU 482	Elementary Directed Teaching Practicum	12/1
EDU 483	Elem. Directed Teaching Practicum/Cross-Cultural	12/6
EDU 484	Secondary Directed Teaching Practicum	12/1
EDU 485	Second. Directed Teaching Practicum/Cross-Cultural	12/6
EDU 486	K-12 Directed Teaching Practicum	12/1
EDU 487	K-12 Directed Teaching Practicum/Cross-Cultural	12/6

The practicum for directed teaching is for one full semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher Education Handbook. By the end of this experience, student teachers must demonstrate personal qualities related to teaching, ability to plan instruction, knowledge of content and learning theories, classroom management skills, ability to assess and evaluate and a professional character. Students are required to provide their own transportation. Placement for Practicums EDU 482, 484, and 486 is within a fifty-mile radius of Cornerstone. Prerequisite: Admission to the professional teaching semester and all course work completed.

K-12 practicums require experience at both the elementary and secondary levels.

EDU-483, 485, 487	Directed Teaching Practicum/Cross-Cultural	12/6
-------------------	--	------

The practicum for directed teaching with International/Cross-Cultural experience is for one semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher Education Handbook. By the end of this practicum, student teachers must demonstrate personal qualities related to teaching, ability to assess and evaluate, and a professional character. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives of the International/Cross-Cultural experience. Students are required to provide their own transportation. Prerequisite: Admission to the professional teaching semester and permission of the Supervisor of Practicum Experiences.

EDU-488	Advanced Practicum in Teacher Education	2-6/1
---------	---	-------

This enrichment-level supervised clinical practicum allows for a variety of experiences on and off campus, in another country or in a culturally diverse setting. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives prior to granting the student permission to enroll in EDU 488. The expected outcomes and assessment criteria will also be included in the agreement. Prerequisites: Permission of the Director of Teacher Education.

EDU-489	Teaching Eng. as a Second Language Practicum	6/6
---------	--	-----

Students will teach in a multilingual setting under the supervision of an experienced TESL teacher. They will implement lesson plans which they have developed, use a variety of teaching methods, audio-visuals, and other teaching resources and assess the educational, cultural, and linguistic needs of English language learners. Application must be completed by either the first Friday of March or November prior to placement.

EDU-490	Independent Study	1-3/6
---------	-------------------	-------

With faculty supervision, the student researches and reports on a topic or an area of interest. Prerequisite: Approval of the Director of Teacher Education.