



Teacher Education DIVISION

Dr. Maxine Margesson, Division Chair

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 college 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.

The Master of Education program has as its focus the integration of faith and learning. Emphasis is placed on educational issues relating to values, pedagogy, and the Christian world and life view. Course work will include a high degree of student involvement in their own learning and directed toward the development of materials, resources, strategies and attitudes that can be used in the classroom of the practitioner. It is designed to fit the schedule of the professional educator.

Degrees

Bachelor of Arts (B.A.)
Master of Education (M.Ed.)
(Pending approval)

Programs

Education
Elementary Education
Secondary Education

Faculty

Margesson, Maxine E. Associate Professor of Education (1998) (Chair) B.S. (1958) Bob Jones University; M.Ed. (1969) State University of New York at Buffalo; Ed.D. (1983) Western Michigan University

Knepper, Elizabeth. Professor of Education (1988); B.A. (1977), Clearwater Christian College; M.Ed. (1982), Georgia College; Ph.D. (1999) Michigan State University

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

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

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

Swenson, Victoria. Associate Professor of Education (1999) B.A. (1972), Michigan State University; M.R.E. (1983), Grand Rapids Baptist Seminary; Ph.D. (1992), Michigan State University

Part-Faculty

Koole, Richard. B.R.E. (1970), Grand Rapids Baptist College; M.A. (1972), Ed.D. (1981), Western Michigan University

Owen, Linda. B.A. (1990) and M.A. (1993), Western Michigan University

Rosier, Tamara. B.A. (1990) and M.Ed. (1997), Grand Valley State University; Doctoral studies, Western Michigan University

Ryan, Michael. B.A. (1969), M.A. (1973) and Ed.S. (1976), Michigan State University; Ed.D. (1984), 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. Completed application should be turned into the Teacher Education Office. Standards for admission to the programs include a minimum GPA of 2.5, demonstrated competency on the Basic Skills Test of the Michigan Test for Teacher Certification, and references. The Professional Education Committee makes recommendation for admission.

Students must maintain the minimum academic and social standards required for admission during enrollment in the Teacher Education programs. 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.

Directed Teaching Practicum

One year prior to the directed teaching semester, students must apply for admission to directed teaching (EDU 481, 482, 484, 486). Deadline dates for applications are the second Friday in November for the following fall semester and the second Friday in March for the following spring semester.

Students must be in good standing in the program, must have completed all other requirements for graduation, and must have passed the Basic Skills Test of the Michigan Test for Teacher Certification as required by the State of Michigan. All course work must be completed prior to directed teaching. A minimum of C- is required in all courses with an EDU number, all methods courses, ENG 113, PSY 232, and COM 111.

As part of the application, students will be interviewed by the university practicum supervisor and must be accepted for placement by their prospective cooperating teacher. A late fee will be required of students who do not submit the application for student teaching by the required deadline for the appropriate semester. Once the semester the application is due has passed, students must wait until the following semester to make application.

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, and complete a professional interview with the Certification Officer or Division Chairperson. 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.

Recommendation for Certification

A student is considered a program completer (a) when all institutional academic and other requirements such as to establish eligibility for recommendation for certification and (b) the minimum number of state certification tests for the teaching field desired have been taken and 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 application 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 Department.

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.

Cooperative Teacher Education Program with Calvin College

Teacher Education students may complete consortium minors with Calvin College and may take individual courses at Calvin in the areas of physics and art education. Students interested in the consortium programs should consult with the Teacher Education Office at Cornerstone University during or before the first semester of their sophomore year. Courses taken at Cornerstone University may be applied to such minors, which must be completed as specified in the Calvin catalog. Tuition for such courses is charged at the current Cornerstone University rate.

Students must consult with Calvin advisors who will evaluate and develop the appropriate program for each student. Students register for these courses and programs through the Certification Officer in the Teacher Education Department.

General Education Core For Teacher Education (Required for both Elementary & Secondary)

Cornerstone Core

Required Courses		Credit Hours
COR 100	Foundations of Inquiry	2
REL 100	Christian Foundations I	3
REL 101	Christian Foundations II	3
SCI 100	Foundations of Scientific Inquiry	4
IDS 200	Religious Communities and Culture	3

General Education Core

Required Courses		Credit Hours
REL 352	Christian Theology	3
EDU 230	Principles and Philosophy of Education	3
ENG 113	Freshman Rhetoric	4
COM 111	Speech Communication	3
Foreign Language		0-8
HIS 113	World Civilization I	3
KIN 149	Principles of Wellness	2
PSY 232	Developmental Psychology	3

Elementary Students Only

Required Courses		Credit Hours
MAT 211	Math for Elementary Teachers . . . . .	.3
MAT 212	Geometry for Elementary Teachers . . . . .	.3
MUS 254	Music for Elementary Teachers . . . . .	.3
FAR 243	Art for Elementary Teachers . . . . .	.3
KIN 147	Physical Education for Classroom Teachers* . . . . .	.2
HIS 115	American Studies** . . . . .	.3
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	

*Physical Education minors should take KIN 247

**Social Studies majors and History majors and minors should take HIS 211 and HIS 222 - not HIS 115.

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	
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
One lifetime activity course (KIN 1XX) . . . . .		.1
Total General Education Core . . . . .		.47 - 66

*Social Studies majors and History majors and minors should not take HIS 115 because HIS 221 and HIS 222 are required.

**CHM 111 is required for Biology majors and minors and Physical Science minors. BIO241 is required for Kinesiology majors and minors.

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	English
History	History
Physical Education, K-12	Mathematics
Language Arts Group	Physical Education
Music Education Group, K-12	Spanish
Science Studies Group	Early Childhood (ZA Endorsement)
Social Studies Group	English as a Second Language**
	Art Education Group*
	Language Arts Group
	Music Education Group
	Science Studies Group
	Social Studies Group

*In consortium with Calvin College **Pending

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 to take the following:

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
EDU 430 Directed Teaching Seminar* . . . . .	.3
EDU 445 Assessing and Correcting Reading Problems . . . .	.3
EDU 450 Elementary Science Methods . . . . .	.2

EDU 460	Elementary Social Studies Methods	2
EDU 482	Elementary Directed Teaching Practicum	12
	Total	40

*To be taken concurrently with Directed Teaching Practicum.

***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 should 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 prior to enrollment in EDU 486, Directed Teaching Practicum.

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

Majors	Minors
Biology	Biology
Communication Arts	Chemistry
English	Communication Arts
History	English
Mathematics	History
Physical Education, K-12	Journalism
Music Education Group K-12	Mathematics
Science Studies Group	Physical Education
Social Studies Group	Physics*
	Psychology
	Spanish
	Speech
	Art Education Group*
	Music Education Group
	Science Studies Group
	Social Studies Group

*In consortium with Calvin College

REQUIRED PROFESSIONAL EDUCATION COURSES - SECONDARY***

Required Courses	Credit Hours
EDU 230 Principles and Philosophy of Education . . . . .	.3
EDU 231 School Observation Practicum . . . . .	.1
EDU 344 Content Area Literacy . . . . .	.3
EDU 262 Computer and Technology in Education . . . . .	.3
EDU 381 Educational Psychology . . . . .	.3
EDU 382 Teacher Assistant Practicum . . . . .	.1
EDU 363 Diverse Populations & Differentiated Instruction . .3	
EDU 430 Directed Teaching Seminar** . . . . .	.3
EDU 452 Secondary Instructional Strategies* . . . . .	.3
Content major methods course from the following: . . . . .	.3
SSC 464 Secondary Social Studies Methods	
ENG 463 Secondary Language Arts Methods	
MAT 471 Secondary Math Methods	
MUS 450 Instr. and Vocal Music Methods: Mid and High School	
KIN 443 Strategies for Teaching Physical Activities K-12	
SCI 465 Secondary Science Methods	
One of the following: . . . . .	.12
EDU 484 Secondary Directed Teaching Practicum	
EDU 486 K-12 Directed Teaching Practicum	
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Total35

*Should be taken prior to enrolling for subject area methods course.

**To be taken with Directed Teaching Practicum.

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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.

Required Courses	Credit Hours
C EDU262 Computers and Technology in Education . . . . .	.3
+ R 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
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	

C	FAR 243	Art for Elementary Classroom Teachers	2
C	HIS 115	American Studies	3

Total Semester Hours Required 20

+: 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.

EARLY CHILDHOOD EDUCATION MINOR

Required Courses		Credit Hours
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
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		21

Students completing the early childhood education minor in conjunction with the elementary education program receive the "ZA" Endorsement. Not only will a student have general certification to teach all subjects in the elementary grades kindergarten through grade eight, 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.

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
Upper level electives in History		12
(including two courses in European or non-Western History)		
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		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
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Total		.21

PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
PSY 111	General Psychology	.3
SSC 241	Statistics	.3
PSY 343	Learning and Motivation	.3
PSY 353	Abnormal Psychology	.3
One of the following:		.3
PSY 322	Theories of Personality	
PSY 351	Social Psychology	
One of the following:		.3
PSY 441	Physiological Psychology	
PSY 442	Experimental Psychology	
Electives in Psychology		.3
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Total		.21

SOCIAL STUDIES GROUP 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 161	World Geography	.3
SSC 211	American Government	.3
SSC 262	Geography of North America	.3
SSC 312	World Affairs	.3
ECN 321	Macroeconomics	.3
ECN 331	Microeconomics	.3
SSC 451	Social Studies Research	.3
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Total		.36

SOCIAL STUDIES GROUP MINOR FOR ELEMENTARY AND SECONDARY 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 Affairs3
ECN 321 Macroeconomics3
ECN 331 Microeconomics3
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Total24

COMMUNICATION ARTS MAJOR FOR SECONDARY TEACHERS

Required Courses	Credit Hours
COM 212 Interpersonal Communication . . . . .	.3
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 Drama	
ENG 314 Journalism . . . . .	.3
ENG 3XX Writing course . . . . .	.3
COM 315 Philosophy and Theory of Communication . . . . .	.3
COM 317 Critical Media Analysis . . . . .	.3
COM 311 Intercultural Communication . . . . .	.3
COM 322 Public Speaking . . . . .	.3
COM 323 Group Communication . . . . .	.3
COM 324 Argumentation and Debate3
COM 325 Rhetorical Theory and Criticism3
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Total36

COMMUNICATION ARTS MINOR FOR SECONDARY TEACHERS

Required Courses	Credit Hours
COM 211 Interpersonal Communication . . . . .	.3
One of the following: . . . . .	.3
COM 234 Mass Media in Society	
COM 317 Critical Media Analysis	
One of the following: . . . . .	.3
COM 241 Intro. to Oral Interpretation	
COM 242 Intro. to Drama/Theatre	
ENG 314 Journalism . . . . .	.3
ENG 3XX Writing course . . . . .	.3

COM 315	Philosophy and Theory of Communication	3
COM 311	Intercultural Communication	3
COM 3XX	Upper level division elective	3
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Total		24

ENGLISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

Required Courses		Credit Hours
ENG 113	Freshman Rhetoric	4
ENG 223	Introduction to Literature	3
ENG 224	World Literature	3
ENG 319	Advanced Grammar	3
One of the following:		3
ENG 311	Creative Writing	
ENG 321	Expository Writing	
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 312	Children's Literature (Elementary)	
ENG 353	Linguistic History of the English Language	3
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Total		34

ENGLISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

Required Courses		Credit Hours
ENG 113	Freshman Rhetoric	4
ENG 223	Introduction to Literature	3
ENG 224	World Literature	3
One of the following:		3
ENG 311	Creative Writing	
ENG 312	Expository Writing	
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 312	Children's Literature (Elementary)	
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Total		.25

The American and British literature courses chosen above should be of different time periods.

JOURNALISM MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
COM 234	Mass Media and Society	.3
ENG 311	Desktop Publishing	.3
ENG 318	Editing and Proofreading	.3
ENG 314	Journalism	.3
ENG 319	Advanced Grammar	.3
COM 434	Media Seminar	.3
One of the following	Electives	.3
COM 331	Advanced Photography	
COM 317	Critical Media Analysis	
ENG 311	Creative Writing	
ENG 312	Expository Writing	
ENG 313	Feature Writing	
BUS 251	Principles of Marketing	
BUS 353	Marketing Communication	
ENG 261	Herald required (three semesters)	
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Total		.21

LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

Required Courses		Credit Hours
ENG113	Freshman Rhetoric	.4
ENG 223	Introduction to Literature	.3
ENG 224	World Literature	.3
One of the following:	.....	.3
ENG 311	Creative Writing	
ENG 321	Expository Writing	
ENG 314	Journalism	.3
ENG 321	Children's Literature (Elementary)	.3
COM 212	Interpersonal Communication	.3
COM 315	Philosophy and Theory of Communication	.3
COM 317	Critical Media Analysis	.3
Two of the following:	.....	.6
COM 234	Mass Media in Society	
COM 241	Intro. to Oral Interpretation	

COM 242	Intro. to Drama/Theatre	
COM 311	Intercultural Communication	
COM 321	Group Communication	
COM 323	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 353	Linguistic History of the English Language	
ENG 461	Literary Criticism	
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Total		.37

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

Required Courses		Credit Hours
ENG 113	Freshman Rhetoric	.4
ENG 223	Introduction to Literature	.3
ENG 224	World Literature	.3
One of the following:		.3
ENG 311	Creative Writing	
ENG 321	Expository Writing	
One of the following		.3
ENG 314	Journalism	
ENG 317	Critical Media Analysis	
ENG 321	Children's Literature	.3
COM 212	Interpersonal Communication	.3
COM 311	intercultural Communication	.3
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Total		.25

SPEECH MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
COM 212	Interpersonal Communication	.3
One of the following:		.3
COM 234	Mass Media in Society	
COM 317	Critical Media Analysis	
One of the following:		.3
COM 241	Intro. to Oral Interpretation	
COM 242	Intro. to Drama/Theatre	
COM 315	Philosophy and Theory of Communication	.3
COM 311	Intercultural Communication	.3
COM 324	Argumentation and Debate	.3
COM 322	Public Speaking	.3
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Total		.21

TEACHING ENGLISH AS A SECOND LANGUAGE MINOR

Required Courses	Credit Hours
ENG 225 Introduction to Linguistics . . . . .	.3
ENG 319 Advanced Grammar . . . . .	.3
ENG 371 Second Language Acquisition . . . . .	.3
ENG 372 Sociolinguistics3
EDU 464 TESL Methods3
EDU 489 TESL Practicum6
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Total21

SPANISH MINOR

Required Courses	Credit Hours
SPA 201 Intermediate Spanish I3
SPA 202 Intermediate Spanish I . . . . .	.3
SPA 301 Introduction to Spanish Literature . . . . .	.3
SPA 302 Introduction to Latin American Literature . . . . .	.3
SPA 463 Methods of Teaching Spanish . . . . .	.3
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	
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Total21

PHYSICAL EDUCATION MAJOR FOR K-12 CERTIFICATION

Education students who major in physical education must complete their biology core requirement with BIO 241, must complete MAT 110 or 131 and must meet the core activity program course requirements in physical education. Such students should 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
KIN 243 Strategies for Teaching Physical Activities K-12 . . . . .	.3
KIN 251 Motor Development and Learning . . . . .	.3
KIN 357 P. E. in Preschools & Elem.Schools . . . . .	.2
KIN 359 Physical Education in Secondary Schools . . . . .	.2
KIN 342 Exercise Physiology or	
KIN 343 Biomechanics . . . . .	.4
KIN 362 First Aid, Injury Prevention and Treatment . . . . .	.3
KIN 422 Safety and the Law in Phy. Ed. & Sport or	
KIN 441 Organization and Administration . . . . .	.3
KIN 442 Measurement and Evaluation . . . . .	.3
KIN 482 Professional Capstone Seminar2
BIO 242 Anatomy and Physiology II4
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Total32

PHYSICAL EDUCATION MINOR FOR ELEM. AND SEC. TEACHERS

Students who minor in physical education must complete their biology 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 241	Anatomy and Physiology II . . . . .	.4
KIN 243	Strategies for Teaching Physical Activities K-12 . .3	
One of the following: . . . . .		.2
	KIN 357 P.E. in Preschools & Elem. Schools	
	KIN 359 Phy. Ed. in Secondary Schools	
KIN 251	Motor Development and Learning . . . . .	.3
KIN 362	First Aid, Injury Prevention, and Treatment . . . .	.3
KIN 461	Skill and Performance Competencies* . . . . .	.1
Electives from the following: . . . . .		.3
	KIN 231 Principles of Coaching (2)	
	KIN 357 Physical Education in Preschools & .	
	Elementary Schools (2) or	
	KIN 359 Phy. Edu. in Secondary Schools (2)	
	KIN 342 Exercise Physiology (4)	
	KIN 343 Biomechanics (4)	
	KIN 441 Organization and Administration (3)	
	KIN 442 Measurement and Evaluation (3)	
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Total22

*Students must sign up with the instructor for KIN 461 at the time they decide to minor in Physical Education.

BIOLOGY MAJOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
BIO 151	Foundations of Biological Science . . . . .	.4
BIO 215	Botany . . . . .	.4
One of the following: . . . . .		.4
	BIO 241 Anatomy and Physiology I	
	BIO 242 Anatomy and Physiology II	
BIO 233	Zoology . . . . .	.4
BIO 241	Genetics . . . . .	.4
ECO 341	Ecology . . . . .	.4
BIO 361	Origins3
BIO 451	Molecular Cell Biology4
BIO 400	Biological Perspectives2
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Total33

Students are to meet their physical science core with CHM 111 Principles of General Chemistry and complete CHM 112 Principles of Organic and Biochemistry and MAT 151 Statistics.

BIOLOGY MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
BIO 151	Foundations of Biological Science	.4
BIO 215	Botany	.4
One of the following:		.4
BIO 241	Anatomy and Physiology I	
BIO 242	Anatomy and Physiology II	
BIO 233	Zoology	.4
ECO 341	Ecology	.4
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Total		.20

Students are to meet their physical science core with CHM 111 Principles of General Chemistry and their biological science core with BIO 151 Foundations of Biological Science.

CHEMISTRY MINOR

Required Courses		Credit Hours
CHM 121	General Chemistry I	.4
CHM 122	General Chemistry II	.4
CHM 411	Perspectives in Chemistry	.2
Chemistry Electives		.12
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Total		.20

MATHEMATICS MAJOR

Required Courses		Credit Hours
MAT 131	Calculus I	.4
MAT 132	Calculus II	.4
MAT 233	Differential Equations	.3
MAT 234	Multivariate Calculus	.3
MAT 241	Applied Linear Algebra	.3
MAT 245	Mathematical Proof	.e
MAT 252	Computer Statistics	.3
MAT 333	Real Analysis	.3
MAT 341	Modern Algebra	.3
MAT 372	Geometry	.3
MAT 400	History of the Mathematical Sciences	.3
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Total		.32

Required Cognate

Required Courses		Credit Hours
CSC 131	Computer Science I	.4

MATHEMATICS MINOR FOR ELEMENTARY TEACHERS

Required Courses		Credit Hours
MAT 123	Algebra/Trigonometry	.3
MAT 131	Calculus I	.4

One of the following:	3	
MAT 151	Statistics	
MAT 252	Computer Statistics	
MAT 211	Math for the Elementary Teacher	3
MAT 212	Geometry for the Elementary Teacher	3
One elective from the following:	3	
MAT 132	Calculus II (4)	
MAT 372	Geometry	
One of the following:	3	
CSC 110	Computer Introduction	
One computer programming course		
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Total Must Be At Least	22	

MATHEMATICS MINOR FOR SECONDARY TEACHERS

Required Courses	Credits	
MAT 131	Calculus I	4
MAT 132	Calculus II	4
MAT 234	Multivariate Calculus	3
MAT 241	Applied Linear Algebra	3
MAT 252	Computer Statistics	3
Two electives from the following:	6	
MAT 233	Differential Equations	
MAT 400	History of the Mathematical Sciences	
MAT 333	Real Analysis	
MAT 341	Modern Algebra	
MAT 372	Geometry	
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Total	23	

Required Cognate

Required Courses	Credits	
CSC 131	Computer Science I	4

PHYSICS MINOR FOR SECONDARY TEACHERS

Students who wish to pursue this consortium minor should meet with the certification officer from the Teacher Education Department during or before their sophomore year. A Calvin advisor who will develop an appropriate program will evaluate students. Consortium minors are subject to final approval by Calvin.

Required Courses	Credit Hours	
PHYS 111	Physics for Science and Engineering I	5
PHYS 112	Physics for Science and Engineering II	5
PHYS 226	Introduction to Modern Physics	4
PHYS 382	Modern Physics Laboratory	2
Physics electives (approved)	8	
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Total	24	

SCIENCE STUDIES GROUP MAJOR FOR ELEM. AND SEC. TEACHERS

Required Courses	Credit Hours
SCI 111 Physical Science	4
BIO 151 Foundations of Biological Science	4
BIO 225 Botany	4
CHM 111 General Chemistry	4
BIO 242 Anatomy and Physiology II	4
BIO 233 Zoology	4
One of the following:	4
ECO 241 Environmental Science (Elementary)	
ECO 341 Ecology (Secondary)	
SCI 261 Astronomy	4
SCI 262 Geology	4
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Total	36

Students who exempt out of any course should select electives from CHM 112 Organic & Biochemistry or BIO 241 Anatomy and Physiology I.

SCIENCE STUDIES GROUP MINOR FOR ELEM. AND SEC. TEACHERS

General Science Emphasis

Required Courses	Credit Hours
SCI 111 Physical Science	4
BIO 151 Foundations of Biological Science	4
ECO 241 Environmental Science	4
SCI 262 Geology	4
One additional biological science	4
One additional physical science	4
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Total	24

Physical Science Emphasis (For Biology majors only)

Required Courses	Credit Hours
CHM 121 General Chemistry I	4
CHM 122 General Chemistry II	4
SCI 261 Astronomy	4
SCI 262 Geology	4
PHY 211 Physics I	4
PHY 212 Physics II	4
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Total	24

Students should meet their physical science core requirement with one of the above.

ART EDUCATION MINOR FOR ELEMENTARY TEACHERS

Students who wish to pursue this consortium minor should meet with the certification officer from the Teacher Education Department during or before their sophomore year. A Calvin advisor who will develop an appropriate program will evaluate students. Consortium minors are subject to final approval by Calvin.

Required Courses	Credit Hours
ART 205 Design . . . . .	.4
ART 209 Introduction to Drawing . . . . .	.3
ART 215 Principles of Elementary Art Education . . . . .	.4
ART 232 Introduction to History of Art II . . . . .	.4
FAR 211 Introduction to Fine Arts . . . . .	.3
One of the following: . . . . .	.3
ART 310 Sculpture	
ART 311 Ceramics	
ART 320 Printmaking	
ART 325 Painting	
ART Elective3
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Total Must Be At Least24

ART EDUCATION MINOR FOR SECONDARY TEACHERS

Students who wish to pursue this consortium minor should meet with the certification officer from the Teacher Education Department during or before their sophomore year. A Calvin advisor who will develop an appropriate program will evaluate students. Consortium minors are subject to final approval by Calvin.

Required Courses	Credit Hours
ART 205 Design . . . . .	.4
ART 209 Introduction to Drawing . . . . .	.3
ART 215 Principles of Elementary Art Education . . . . .	.4
ART 216 Principles of Secondary Art Education . . . . .	.3
ART 232 Introduction to History of Art II . . . . .	.4
FAR 211 Introduction to Fine Arts . . . . .	.3
One of the following: . . . . .	.3
ART 310 Sculpture	
ART 311 Ceramics	
ART 320 Printmaking	
ART 325 Painting	
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Total must be at least24

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 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 and minor.

Master of Education

Goals

- To provide a Christian faith centered graduate education program.
- To be of service to teachers who seek a value rich graduate program experience.
- To create a quality graduate education program which will work with and serve the needs of the larger educational community.

Program Values

- **Christian Faith:** The belief that it is our role to empower teachers to work with children and with academic content within the context of our Christian world and life view.
- **Students:** The need to provide a program which will meet the real life situation of our graduate students who will be asked to balance the professional, family, spiritual and educational aspects of their lives.
- **Schools:** The commitment that the learning experiences in our graduate classrooms will be directly connected to the life of the school in which the graduate students works on a daily basis.
- **Community:** The desire that we conduct our business “in community,” working together to benefit those we serve.
- **Children:** The conviction that the greatest value of a graduate degree in education will eventually be seen in the changed lives of children.

ADMISSION REQUIREMENTS

1. A baccalaureate degree from an accredited institution with a grade point average and academic proficiency consistent with the expectation for master level course work.
2. A 2.7 grade point average on a 4.0 scale in undergraduate work. Students with less than a 2.7 GPA are welcome to apply, but if accepted, must enter on probation. A student must maintain a GPA of at least 3.0 for the first two courses taken to move from probationary to regular status.
3. Official transcripts from all college/universities previously attended. (Cornerstone University graduates do not need to request transcripts for course work taken at Cornerstone.)
4. Two letters of professional recommendation on forms provided. These forms should be completed by professional educators who are familiar with the applicant's professional or academic achievements.
5. A professional resume providing information on the applicant's professional, academic, and community achievements.
6. A minimum of two years of professional teaching experience. Applicants with only one year of professional teaching experience may enroll, with permission, to take courses as a non-degree student.
7. Possible transfer credits will be evaluated by the department, but a minimum of 26 of the 32 hours necessary for graduation must be completed at Cornerstone.

8. Acceptable scores on a state mandated test for teacher licensure. Copies of the test results are acceptable evidence. If scores are not available, the department will consider for evaluation scores from the Graduate Record Exam.
9. A copy of a valid current teacher's certification document.

The purpose of these admission requirements is to determine the academic, personal, and professional readiness for success in a master level program at Cornerstone University.

GRADUATION REQUIREMENTS FOR MASTER OF EDUCATION

1. Successful completion of thirty-two hours of graduate credit with a 3.00 GPA.
2. Twenty-six of these hours must be completed at Cornerstone.
3. Completion of the 18 hour core, the two-hour portfolio and the four hour project
4. K-8 certified-completion of at least two of the subject area electives
Secondary certified- completion of the subject area elective in the area of certification and completion of Secondary Subject Area Content and Strategies course.
5. Any coursework receiving below a "C" will not count toward graduation.
6. Payment of all tuition and fees.

Cornerstone University will consider up to six hours of transfer credit from another graduate institution. In the case of secondary certified, transfer credit may be necessary to obtain the appropriate subject area courses. All courses transferred from other institutions must be approved in writing by the coordinator of the teacher education graduate program upon recommendation of the faculty-advisor.

PROGRAM DISTINCTIVES

Conceptually Integrated Program

CU has a commitment to the integration of faith and learning. The CU graduate program in education places great emphasis on issues relating to values, behavior, and the Christian world and life view. Students are encouraged to bring their beliefs and their faith with them to class. At the same time, all students, regardless of their religious belief and/or denominational relationship, who have a desire to study in a value-rich learning environment, are welcome at Cornerstone.

Differentiated Instruction

The Cornerstone Graduate Education Department understands the need to prepare educators who are skilled in providing instruction to classrooms which have a wide range of students' ability and motivation. A theme which permeates all of our courses is the desire to provide strategies and techniques to educators who are faced with this reality.

Faculty-Advisors

All students will be placed in relationship to a "faculty advisor". This faculty advisor will begin the program with the student and continue throughout the student's involvement in the graduate program. The faculty advisor will carry out the initial orientation session, the mid-program assessment, and the final assessment. The faculty advisor will approve the teacher-mentor for the student and monitor that

relationship, will provide advice on transfer credit, if necessary, and make recommendations for acceptance of this credit to the graduate program coordinator, and will support the student with regular contact and prayer.

Teacher-Mentors

Each student will seek out a “teacher-mentor” at the home school to help provide support and on-site feedback and dialogue. This teacher-mentor will be a tenured teacher with a graduate degree. The on-going interaction between the teacher-mentor and the student will be recorded in the portfolio. The teacher-mentor will have no official assessment responsibility. The position exists only for the support of the graduate student/practitioner through on-going professional dialogue.

The Mini-Cohort Program

Student-practitioners will begin the program by meeting in a mini-cohort group with their mentor/advisor. Mini-cohorts will include from eight to twelve students. The four-hour orientation session to the program will present the portfolio requirement and provide a foreshadowing of the project requirement/assessment. It is also the first requirement for the two-hour portfolio credit.

National Teacher Certification

The graduate program is conceptually developed around the objectives found in the National Standards Board for Teaching. These standards are complimentary to accepted best practice, state certification standards, and many district standards for excellence in teaching. While completing the CU graduate program in education, the practitioner will have been involved in many of the areas which are required for successful completion of the National Teachers Certification. While CU cannot offer this certification, students are encouraged to consider this possibility by working directly with the National Standards Board.

Program Delivery

Courses will be taught on Saturdays from 8:00 am to 5:00. A three-hour course meets for five sessions. A two-hour course meets for three sessions. The fall program session will begin after Labor Day and end before Christmas. The spring program session will begin in January and end in early May. The spring program session will be scheduled so as to not be in session during most area Spring Break week(s). The summer program session will begin the week after the fourth of July and will meet five days over two weeks.

The program is designed so that a student can complete five hours during each fall and spring session and three hours during each summer session. It is anticipated that a student can complete the graduate program by completing two fall, two spring, and two summer sessions, in a period of just under two calendar years. The program is flexible so that student may begin at any one of the five dates that a new course begins. These times will normally be September, November, January, February, and July.

While the mini-cohort program strongly suggests that students take the courses in sequence together, it is not required. Students may elect to take the program at a slower pace. However, from the time of the orientation session to the completion of the program should not be more that four years.

Course Content And Activities

All courses will include a high degree of student involvement in their own learning. Course objectives, assessments, and delivery strategies will be developed with the cooperation and involvement of the students. Written work, whenever possible, will be directed towards developing materials, resources, strategies, and attitudes that can be used in the practitioner's classroom. All written work must be documented appropriately.

Graduate course descriptions are listed beginning on page 301.

Course Descriptions

Course Frequency Key

- 1= Every Semester
- 2= Alternate Semesters
- 3= Every Third Semester
- 4= Alternate Years
- 5= Every Three Years
- 6= As Needed

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 educational. 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 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.

EDU 342 Developmental Reading and Language Arts Methods 4/1
Study of literacy methods appropriate for early childhood, elementary, and middle school age children. This course is designed to prepare prospective teachers to teach children to use language effectively by connecting the teaching of listening, speaking, reading, and writing and then integrating this instruction with children's literature and content learning. Prerequisites: Admission to Teacher Education program.

EDU 344 Content Area Literacy 3/1
Study of literacy methods appropriate for teaching middle and high school students. This course is designed to prepare prospective secondary teachers effective strategies for helping students get meaning from text, especially expository text. Strategies for integration into all content areas are part of this course. Prerequisites: Admission to Teacher Education program.

EDU 352 Preprimary Methods and Materials 3/2
Curricular materials, teaching methodologies and classroom environments relating to the growth and development of the normal and exceptional child, birth through kindergarten. Attention given to normal patterns of language acquisition of young children and its effect on teaching methodology.

EDU 363 Diverse Populations and Differentiated Instruction 3/1
This course deals with the reality of diversity in the classroom and provides instructional theories and strategies to help the teacher respond to the challenges that accompany this diversity. Issues relating to diverse populations to be addressed include special needs, gifted and talented, socioeconomic considerations, at-risk, and ethnic and racial groups. Issues related to differentiated instruction include multiple intelligences, brain research and behavioral techniques. These issues will be studied in the context of our Christian world and life view, with special attention given to issues of equity and individual worth. Prerequisites: EDU 230

EDU 371 The Young Child and the Community 3/2
Communications and relationships with parents and community, strategies for parent involvement, parent-teacher organizations and school volunteer programs. Attention given to cultural pluralism and to curriculum modifications for children's cultural needs.

EDU 372 Assessing and Teaching the Special Needs Child 3/2
Analysis of early childhood programs and their relationship to the special needs child. Application of evaluation techniques and assessment procedures. Issues of mainstreaming, inclusion and special learning needs as they relate to the education of children from birth to the primary grades.

EDU 381 Educational Psychology 3/1

This course is a study of psychology applied to the teaching and learning process. Theories of teaching, learning, thinking, motivation, development, social systems, and classroom management will be included in the context of a Christian world and life perspective. The course will also consider the needs of students with cultural differences and those with handicapping conditions. Prerequisites: Admission to Teacher Education program.

EDU 382 Teacher Assistant Practicum 1/1

The teacher assistant experience is a Cornerstone University practicum designed for elementary and secondary teacher candidates. The aspiring teacher candidate was required to complete a series of structured classroom observations during EDU 231 and must now be placed in a classroom to participate as a teacher assistant. The teacher assistant experience is integrated with EDU 381, Educational Psychology; however it may be taken concurrently with any upper level methods class. Practicum hours are arranged by the student to fit his/her own schedule and that of the classroom teacher.

EDU 430 Directed Teaching Seminar 3/2

This seminar which is taken concurrently with EDU 482-487 will include such topics as: explanation/role of the student teacher and cooperating teacher, classroom procedures/routines, planning, multi-cultural/differentiation/mainstreaming/inclusive education, classroom management, effective school research, religion in the public school, critical issues in education, parent teacher conferencing, MTTC tests/certification, career planning and placement, portfolio assessment.

EDU 431 Admin/Supervision of Early Childhood Programs 3/2

Problems, challenges and issues related to the appropriate administration and supervision of early childhood programs. Analysis of record keeping requirements and legal issues related to the operation of early childhood centers. Current models and techniques for improving instruction in early childhood programs.

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 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 hypothesis, 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 452 Secondary Instructional Strategies 3/1**
 This general secondary methods course focuses on the common skills, knowledge, and attitudes that must be demonstrated by competent teachers in the secondary schools. It builds upon the theoretical and research base of effective instruction translating theory into practice. The course includes definitions, planning, instructional styles and strategies, multicultural and global education, alternative and special education, classroom management, discipline, and the legal and professional concerns of the secondary teacher. Individual and cooperative course projects allow students to explore the instructional strategies and curriculum of specific subject disciplines. This course is a prerequisite for all subject area methods courses.
 Prerequisites: Admission to the Teacher Education program.
- EDU 460 Elementary Social Studies Methods 2/1**
 This course presents an integrated approach to social studies in the elementary school. The course considers new trends in the teaching of social studies with an emphasis on the interdisciplinary study to prepare students to live in a new world, where old boundaries are gone, with people are different from themselves. Topics included are: developmental issues, curriculum content and formats, teaching and learning, design of instruction, assessment, global and multicultural education, critical thinking, and valuing. Teaching children to function as responsible citizens in their society is essential for any democracy to continue and progress. Prerequisite: Admission to the Teacher Education program.
- EDU 465 Teaching English as a Second Language (ENG 465) 3/2**
 An exploration of various methods and techniques used to teach language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening, and speaking). Practice in developing and implementing balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL teaching materials. Application of evaluation techniques and assessment procedures and the use of technology will be emphasized.
- EDU 470 Directed Readings 1-3/6**
 Guided readings and reports in the student's areas of interest and need. Prerequisite: Approval of the Director of Teacher Education.
- EDU 480 Advanced Topics 1-4/6**
 This is a workshop or a directed studies course covering special or current topics in education. Examples of course topics are classroom management, cooperative learning, the exceptional child, and educational assessment. Prerequisites: Admission to the Teacher Education program and permission of the instructor and the Director of Teacher Education.
- EDU 481 Field Experience: Early Childhood 6/6**
 Involvement in off-campus approved early childhood settings under the guidance of the cooperating teacher and the college supervisor. Attendance at scheduled seminars and involvement in the total program (church/community) of the early childhood center are a required part of the program. Open to students who have been approved by the Early Childhood Field Experience Screening Committee.

Practicums

The following grading system for all student teaching practicums will become effective May 2004:

- S = satisfactory; student will be recommended for certification.
- Cr = credit received; student would not be recommended for certification but may be able to graduate if other requirements are met and/or have the option of repeating the experience.
- N Cr = unsatisfactory; student may have the option of repeating the experience.

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

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. Prerequisite: Admission to the professional teaching semester and all course work completed.

EDU 487	K-12 Directed Teaching Practicum/Cross-Cultural	12/6
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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. A directed teaching fee is required. 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
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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.

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.

GRADUATE COURSES

Required Core

Six three hour courses; may be taken in any sequence:

EDU 511 Issues in Education 3
This course will provide an overview of philosophy of education, will introduce the Christian world and life view as it especially relates to education, and within this context, will explore issues such as diversity, multi-cultural education, home schooling, charter schools, etc.,

EDU 513 Student Motivation and Behavior 3
This course will review current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles, and classroom management. It also includes a review of developmental psychology concepts necessary to understanding children and adolescents

EDU 522 Curriculum and Assessment, and Instructional Theory 3
This course will review current professional organization and governmental curriculum standards, state and local curriculum frameworks, state-testing instruments. It will also provide guidance in developing objectives, assessments, and strategies in working with a variety of student populations in the inclusive classroom.

EDU 524 Community Building and Educational Leadership 3
This course will investigate institutional structures, managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation, and parental involvement. It will also explore ways to help teachers remain successful, such as stress management and conflict management. This course will aid teachers in becoming an agent for school improvement in their own school. And, it will provide an introduction to educational leadership for teachers potentially interested in an administrative career.

EDU 553 Research 3
This course will review current best practice methods as indicated by meta-research. It will also review data related to student achievement (local and beyond). And, it will provide direction on how to use teacher-developed data to improve student learning. Finally, it will provide a framework for the teacher to use data as a basis for professional reflection.

EDU 573 Technology 3

This course will focus on providing a conceptual framework for technology in the classroom and on using technology as a tool in the classroom. This course will focus on the individual instructional needs of each student. Activities will be commensurate with the technology comfort level of each student. Instruction will be given in the areas of using technology to facilitate inquiry based learning, in finding and developing resources, in using computers in the classroom, and in exploring ways to use the Internet as an instructional tool.

Subject Area Electives

Four two hour courses; may be taken in any sequence

EDU 554 Secondary Subject Area Content and Strategies 2

This course will provide intensive work in creating instructional strategies for the secondary content areas. Emphasis will be placed in thematic and interdisciplinary studies. Students will focus on their specific content area interest while also investigating cross-disciplinary opportunities. Emphasis will also be placed on developing ways to deliver instructional content to meet the needs of students with diverse learning styles. A specific objective of this course is that all participants create a presentation on interdisciplinary learning that would be suitable for presentation at a faculty meeting or a professional development workshop.

EDU 561 Workshop in the Language Arts 2

This course will include the study of concepts and understandings unique to the discipline and will provide the teacher with ideas, activities, and methodologies that can be directed translated to the classroom. Specific content will include the MEAP/MCF, Process Writing, Project Read, and Reading Recovery and will investigate a variety of methods to teach reading and writing.

EDU 562 Workshop in Social Studies 2

This course will include the study of concepts and understandings unique to the discipline and will provide the teacher with ideas, activities, and methodologies that can be directly translated to the classroom. Specific content will include the MEAP/MCF, Critical Thinking, Thematic Instruction, Global Education, and Values Instruction.

EDU 563 Workshop in Math 2

This course will include a study of the concepts and understandings unique to the discipline and will provide the teacher with ideas, activities, and methodologies that can be used in the classroom. Specific content will include the MEAP/MCF, using manipulatives, and journal writing.

EDU564 Workshop in Science 2

This course will include the study of concepts and understandings unique to the discipline and will provide the teacher with ideas, activities, and methodologies that can be used in the classroom. Specific content will include the MEAP/MCF, Hands-on and Discovery Learning, and Schoolyard Science.



Teacher Education