



# Teacher Education DIVISION

Maxine E. Margesson, Ed.D.  
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 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.

The Master of Arts in 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 includes a high degree of personal involvement in the student's learning process and is 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:

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

## Programs:

Education  
Elementary Education  
Secondary Education

Teacher Education

During the 2001/2002 academic year, 100% of Cornerstone University's initial teacher education program completers passed all required state certification tests. The statewide pass rate was also 100%. During that year, there were three hundred forty six persons enrolled in the initial teacher preparation program and eighty-five students were in programs of supervised student teaching. The student teacher-supervising teacher ratio is 5.67:1. 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.

## 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
- Black, Darcia, Certification Officer (1999); B.A. (1999) Cornerstone University.
- Haveman, Linda, Instructor (2001), B.S. Reformed Bible College (1998), Grand Valley State University (1999); Doctoral Studies, Michigan State University.
- Kronemeyer, Ronald J., Associate Professor of Education (1998); B.A (1965), Hope College; M.A (1969), Ph.D.(1978), Kent 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; Doctoral studies, 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; B.A. (1990), M.Ed. (1997), Grand Valley State University; Doctoral studies, Western Michigan University
- Ryan, Michael K., Associate Professor of Education (2000); B.A. (1969), M.A. (1973), Ed.S. (1976), Michigan State University; Ed.D. (1984), Western Michigan University
- Settle, Amy, Adjunct Instructor of Education (1999); B.S. (1993) Huntington College; M.A. (1999) Morehead State University.
- Swenson, Victoria W., 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
- Todd, Cindy (2001), Assistant Professor of Education; B.S. (1984), M.Ed. (1991), Wayne State University; Ed.S. (2000), Oakland University; Doctoral Studies, Western Michigan University.
- White, Rhonda (2002), Assistant Professor of Education; B.A. Bennett College (1985), M.A. Miami University (Ohio) (1989), Ph.D, University of North Carolina (Greensboro) (1999).

## 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 a minimum GPA of 2.5, demonstrated competency on the Basic Skills Test of the Michigan Test for Teacher Certification, an interview with an education professor, and two references from professors outside of the Education Department. The Professional Education Committee makes recommendation for admission. (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. 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 deadline has passed, students must wait until the following semester to make application. **Placement for the Directed Teaching Practicum is restricted to a 50-mile radius of the university.**

Effective May 2004, the following practicum grading system will take affect:

S= Satisfactory; student will be recommended for certification

Cr=Credit received; Student will 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.

NCr=Unsatisfactory; Student may have the option of repeating the experience.

## 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.

## 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 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 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.

## Cooperative Teacher Education Program with Calvin College

Teacher Education students may complete a consortium minor with Calvin College and may take individual courses at Calvin in the area of physics. Students interested in the consortium program 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

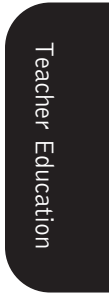
Required Courses		Credit Hours
IDS 100	Foundations of Inquiry . . . . .	.2
REL 100	Christian Foundations I . . . . .	.3
REL 101	Christian Foundations II . . . . .	.3
SCI 100	Foundations of Scientific Inquiry . . . . .	.4

#### General Education Core

Required Courses		Credit Hours
REL 352	Christian Theology . . . . .	.3
PSY 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 56.)</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
<small>(Music minors should take MUS 457)</small>		
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 take HIS 221 and HIS 222 - not HIS 115.)</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	
	(Social Studies majors and History majors and minors should not take HIS 115 because HIS 221 and HIS 222 are required.)
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
<hr/>	
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
Language Arts Group	English
Music Education Group K-12	History
Physical Education Group K-12	Journalism
Social Studies Group	Language Arts Group

- Minors** (cont.)  
 Mathematics  
 Music Education Group  
 Physical Education  
 Social Studies Group  
 Spanish  
 Speech  
 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 to take the following:

Required Courses	Credit Hours
EDU 342 Developmental Reading & Language Arts Methods 4	.3
EDU 363 Diverse Populations & Differentiated Instruction . . .	.3
EDU 381 Educational Psychology . . . . .	.3
EDU 382 Teacher Assistant Practicum . . . . .	.1
EDU 430 Directed Teaching Seminar . . . . .	.3
<small>(To be taken concurrently with Directed Teaching Practicum. Required of all students beginning 2004.)</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

\*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 Group	Chemistry
English	Communication Arts Group
History	English
Mathematics	History
Physical Education, K-12	Journalism
Music Education Group K-12	Mathematics
Social Studies Group	Music Education Group
Speech	Physical Education
	Physics*
	Psychology
	Spanish
	Speech

\* 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 262 Computer and Technology in Education . . . . .	.3

Students must be accepted in program to take the following:

EDU 344 Content Area Literacy . . . . .	.3
EDU 363 Diverse Populations & Differentiated Instruction . .	.3
EDU 381 Educational Psychology . . . . .	.3
EDU 382 Teacher Assistant Practicum . . . . .	.1
EDU 430 Directed Teaching Seminar . . . . .	.3

(To be taken with Directed Teaching Practicum. Required of all students beginning 2004.)

Content major and minor methods course from the following: . . .6

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 357	P.E. in Preschool & Elementary
KIN 359	P.E. in Secondary Schools
SCI 465	Secondary Science Methods

One of the following: . . . . .12

EDU 484	Secondary Directed Teaching Practicum
EDU 486	K-12 Directed Teaching Practicum

Total . . . . .37

\*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.

## ASSOCIATES 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 Associates of Arts Degree are listed on page 69. The requirements for Early Childhood are listed on page 287. Requirement for Teaching English as a Second Language are listed on page 298.

### 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
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
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
ENG 321	Children’s Literature . . . . .	3

TOTAL CORE REQUIREMENTS . . . . .	43
Early Childhood* Core/TESL Core (See pages 285 & 296 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)	
<hr/>		
Total . . . . .		33

**Required Cognates\***

CHM 111	Principles of General Chemistry . . . . .	4
CHM 112	Principles of Organic and Biochemistry . . . . .	4
MAT 151/ BUS 211	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)	
<hr/>		
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**

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	
<hr/>		
Total . . . . .		22

**COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS** (pending)

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 Drama	
ENG 314 Journalism . . . . .	3
ENG 313 Feature Writing . . . . .	3
(Prerequisite: ENG 224)	
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 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** (pending)

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 Drama/Theatre	
ENG 314 Journalism . . . . .	3
ENG 313 Feature Writing . . . . .	3
(Prerequisite: ENG 224)	
COM 315 Philosophy and Theory of Communication . . . . .	3
COM 311 Intercultural Communication . . . . .	3
COM 3XX Upper level division elective . . . . .	3
Total . . . . .	
24	

**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
	<hr/>	
	Total . . . . .	21

\*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.

### 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
	(Prerequisite: ACT Score of 21)
* 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
	<hr/>
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.

**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; ENG 223 is a prerequisite to all remaining English courses)	
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 353 Linguistic History of the English Language . . . . .	.3
<hr style="width: 20%; margin-left: auto; margin-right: 0;"/>	
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; ENG 223 is a prerequisite to all remaining English courses.)	
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)	
<hr/>		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)	
<hr/>		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
<hr/>		Total . . . . .21

**JOURNALISM MINOR FOR ELEMENTARY AND SECONDARY TEACHERS**

General Education Core Exceptions		
ENG 223	Introduction to Literature (required) . . . . .	.3
Required Courses		Credit Hours
COM 234	Mass Media and Society . . . . .	.3
ENG 211	Desktop Publishing . . . . .	.3
	(Prerequisite: CSC 110, 111 or 260)	
ENG 318	Editing and Proofreading . . . . .	.3
ENG 313	Feature Writing	
ENG 314	Journalism . . . . .	.3
ENG 325	Advanced Journalism . . . . .	.3
COM 331	Advanced Photography . . . . .	.3
Also required are:		
ENG 261	Herald (school newspaper)(three semesters)	
ENG 464	Journalism Practicum (only for students who have an English Major)	
<hr/>		Total . . . . .21

**LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS**

Required Courses	Credit Hours
ENG113 Freshman Rhetoric . . . . .	.4
ENG 223 Introduction to Literature . . . . .	.3
(Prerequisite: ENG 113; ENG 223 is a prerequisite for all remaining English courses.)	
ENG 224 World Literature . . . . .	.3
One of the following: . . . . .	.3
ENG 311 Creative Writing (Prerequisite: ENG 224)	
ENG 312 Expository Writing (Prerequisite: ENG 224)	
ENG 314 Journalism . . . . .	.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 Drama/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 353 Linguistic History of the English Language	
ENG 461 Literary Criticism	
Total . . . . .	
.37	

**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; ENG 223 is a prerequisite for all remaining English courses.)	
ENG 224 World Literature . . . . .	.3
One of the following: . . . . .	.3
ENG 311 Creative Writing (Prerequisite: ENG 224)	
ENG 312 Expository Writing (Prerequisite: ENG 224)	



One of the following	ENG 314	Journalism	.3
	COM 317	Media Literacy	
ENG 321	Children's Literature		.3
COM 212	Interpersonal Communication		.3
COM 311	Intercultural Communication		.3
Total			.25

**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
One of the following:	
CSC 121	Introduction to Computing . . . . .4
CSC 151	Hardware and Software Concepts . .3

**MATHEMATICS MINOR FOR ELEMENTARY TEACHERS**

Required Courses	Credit Hours
MAT 123	Functions and Trigonometry . . . . .3 (Prerequisite: MAT 110 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/ BUS 211     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
MAT 132     Calculus II (4) (Prerequisite: MAT 131)	
MAT 372     Modern Geometry (Prerequisite: MAT 234 & MAT 241 or permission of instructor)	
One computer programming course . . . . .	3
<hr/>	
Total Must Be At Least . . . . .	

**MATHEMATICS MINOR FOR SECONDARY TEACHERS**

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

**Required Cognate**

Required Courses	Credits
One of the following:	
CSC 121     Introduction to Computing . . . . .	4
CSC 151     Hardware and Software Concepts . . .	3



**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.

**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 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
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
<small>(Prerequisite: BIO 241 &amp; 242. Recommended: CHM 111)</small>	
KIN 357 P. E. in Preschools & Elem.Schools . . . . .	.2
<small>(Prerequisite: KIN 243)</small>	
KIN 359 Physical Education in Secondary Schools . . . . .	.2
<small>(Prerequisite: KIN 243)</small>	
KIN 362 First Aid, Injury Prevention and Treatment . . . . .	.3
<small>(Prerequisite: BIO 241 &amp; 242 or permission of instructor)</small>	
One of the following: . . . . .	.3
KIN 422 Safety and the Law in P.E. & Sport	
KIN 441 Organization and Administration	
KIN 442 Measurement and Evaluation . . . . .	.3
KIN 461 Skills and Performance Competencies . . . . .	.1
<small>(Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.)</small>	
<hr style="width: 50%; margin-left: auto; margin-right: 0;"/>	
Total . . . . .	
.31	

**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

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 461    Skill 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.)	
Electives from the following: . . . . .	3
KIN 231    Principles of Coaching (2)	
KIN 357    Physical Education in Preschools & . Elementary Schools (2)	
(Prerequisite: KIN 243) OR	
KIN 359    Phy. Edu. in Secondary Schools (2)	
(Prerequisite: KIN 243)	
KIN 342    Exercise Physiology (4)	
(Prerequisite: BIO 241 & 242. Recommended: CHM 111)	
KIN 343    Biomechanics (4)	
KIN 441    Organization and Administration (3)	
KIN 442    Measurement and Evaluation (3)	
Total . . . . .	
22	

**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
PHY 111    Physics for Science and Engineering I . . . . .	.5
PHY 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
Total . . . . .	
24	

**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

**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
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**

Required Courses	Credit Hours
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	
	<hr/>	
	Total . . . . .	21

**SPEECH MAJOR** (Secondary)

Required Courses	Credit Hours	
COM 212 Interpersonal Communication . . . . .	3	
One of the following: . . . . .	3	
COM 231 Intro. to Broadcasting		
COM 234 Mass Media in Society		
One of the following: . . . . .	3	
COM 241 Intro. to Oral Interpretation		
COM 242 Intro. to Drama/Theatre		
COM 311 Inter-Cultural Communication . . . . .	3	
COM 315 Philosophy and Theory of Communication . . . . .	3	
COM 321 Group Communication . . . . .	3	
COM 322 Public Speaking . . . . .	3	
COM 324 Argumentation and Debate . . . . .	3	
COM 325 Rhetorical Theory and Criticism . . . . .	3	
COM 3XX/ 4XX Upper Division Electives . . . . .	6	
	<hr/>	
	Total . . . . .	33

**SPEECH MINOR FOR ELEMENTARY AND 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 Drama/Theatre		
COM 311 Intercultural Communication . . . . .	3	
COM 315 Philosophy and Theory of Communication . . . . .	3	
COM 322 Public Speaking . . . . .	3	
COM 324 Argumentation and Debate . . . . .	3	
	<hr/>	
	Total . . . . .	21



## TEACHING ENGLISH AS A SECOND LANGUAGE

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

### Required Cognate:

ENG 353 Linguistic History of the English Language . . . . .3

\*Application must be completed by either the second Friday of March or November prior to semester of practicum.

## Course Descriptions

### UNDERGRADUATE COURSES

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

(See page 80 for codes)

<b>EDU 230</b>	<b>Principles and Philosophy of Education</b>	<b>3/1</b>
----------------	---	------------

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.

<b>EDU 231</b>	<b>School Observation Practicum</b>	<b>1/1</b>
----------------	-------------------------------------	------------

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. Prerequisites: Admission to Teacher Education program, EDU 230.

**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 230.

**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 230

**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. Prerequisites: Admission to Teacher Education program, EDU 230.

**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 and EDU 381, Admission to Teacher Ed. Program.





**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. Prerequisites: Admission to Teacher Education program, EDU 230.

**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 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 who 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 230. Completion of two core social studies classes.

**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. Prerequisites: Admission to Teacher Education program, EDU 230.

**EDU 466 Secondary Journalism Practicum 3/1**  
Student will be involved in a school-based experience in journalism under the guidance of a certified journalism teacher and under the supervision of a Cornerstone University professor. Journalism Practicum may be used only with an English major.

**EDU 467 Secondary Speech Practicum 3/1**  
 Student will be involved in a school-based experience in speech under the guidance of a certified speech teacher and under the supervision of a Cornerstone University professor. Speech Practicum may be used only with an English major/minor.

**EDU 468 Secondary Psychology Practicum 3/1**  
 Student will be involved in a school-based experience in psychology under the guidance of a certified teacher of psychology and under the supervision of a Cornerstone University professor. Psychology Practicum may be used only with a Social Studies or History major.

**EDU 469 Secondary Chemistry Practicum 3/1**  
 Student will be involved in a school-base experience in chemistry under the guidance of a certified teacher of chemistry and under the supervision of a Cornerstone University professor. Chemistry Practicum may be used only with a Biology major.

**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 230.

**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 230.

**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. Prerequisites: EDU 230. All ECE courses completed. Application must be completed by either the second Friday of March or November prior to placement.

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. A Directed Teaching fee is required. 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.

**EDU 487      K-12 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. 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**

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 second 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.

