



Maxine E. Margesson, Ed.D.  
Division Chair

## Teacher Education DIVISION

Teacher Education

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

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

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

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

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.

During the 2002/2003 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 two hundred sixty-seven persons enrolled in the initial teacher preparation program and sixty students were in programs of supervised student teaching. The student teacher-supervising teacher ratio is 3.75:1. Cornerstone University requires at least one semester of full-time student teaching. Cornerstone University is accredited by North Central Association of Colleges and Schools, and the Division of Education is approved by the Michigan Department of Education and the Association of Christian Schools International. All programs are in good standing.

**Degrees:**

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

**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

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

Black, Darcia, Certification Officer (1999); B.A. (1999) Cornerstone University.

Haveman, Linda, Instructor (2001), B.S. Reformed Bible College (1998), M.Ed. Grand Valley State University (1999); Doctoral Studies, Michigan State University.

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

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

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

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.

## General Education Core For Teacher Education (Required for

both Elementary & Secondary)

### Cornerstone Core

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

### General Education Core

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

### Elementary Students Only

Required Courses	Credit Hours
MAT 211 Math for Elementary Teachers . . . . .	.3
<small>(Must have ACT score of 23)</small>	
MAT 212 Geometry for Elementary Teachers . . . . .	.3
<small>(Must have ACT score of 23 &amp; MAT 211)</small>	
MUS 254 Music for Elementary Teachers . . . . .	.3
<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	
<small>(Social Studies majors and History majors and minors should not take HIS 115 because HIS 221 and HIS 222 are required.)</small>	
One mathematics course or qualifying ACT score . . . . .	.0-3
<small>(MAT 110, 123, 124, 131, 132, 151 or Math ACT 23 or higher)</small>	
One science course . . . . .	.4
<small>(CHM 111 is required for Biology majors and minors and Physical Science minors. BIO 241 is required for Kinesiology majors and minors.)</small>	
One lifetime activity course (KIN 1XX) . . . . .	.1
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Total General Education Core . . . . .	.47 - 66

**Elementary Education Programs**

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

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

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

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

Majors	Minors
English	Early Childhood (ZA endorsement)
History	Elementary Planned
Integrated Science (Pending)	English
Language Arts Group	History
Learning Disabilities K-12 (Pending)	Integrated Science (Pending)
Music Education Group K-12	Language Arts Group

**Majors (cont.)**

Physical Education Group K-12  
Social Studies Group

**Minors (cont.)**

Mathematics  
Music Education Group  
Physical Education  
Reading  
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>	
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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 usually follow the secondary track requirements until they reach the professional semester. Methods classes for these endorsements (MUS 450 and KIN 443) must be completed satisfactorily 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
Integrated Science (Pending)	History
Learning Disabilities K-12 (Pending)	Integrated Science (Pending)
Mathematics	Journalism
Music Education Group K-12	Mathematics
Physical Education, K-12	Music Education Group
Social Studies Group	Physical Education
Speech	Psychology
	Spanish
	Speech
	Teaching English as a Second Language (TESL)

#### 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: .5 or 6

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

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

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

Total . . . . .38

\*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 71. The requirements for Early Childhood are listed on page 256. Requirement for Teaching English as a Second Language are listed on page 267.

##### Cornerstone Core

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

##### General Education Core

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

##### Education Core

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

TOTAL CORE REQUIREMENTS . . . . .43

Early Childhood\* Core/TESL Core (See pages 256 & 267 for requirements) .21

Total . . . . .64

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

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

#### BIOLOGY MAJOR FOR SECONDARY TEACHERS

Required Courses	Credit Hours	
BIO 151	Foundations of Biological Science . . . . .	.4
BIO 225	Botany . . . . .	.4
(Prerequisite: An advanced high school biology or BIO 111 or BIO 151)		

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

**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)	
	<b>Total . . . . .</b>	<b>.20</b>

**Required Cognate\***

CHM 111	Principles of General Chemistry . . . . .	.4
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\* A cognate is a course that supports the success of completing a major program.

**CHEMISTRY MINOR FOR SECONDARY TEACHERS**

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

**COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS**

Required Courses		Credit Hours
COM 212	Interpersonal Communication . . . . .	.3
	(Prerequisite: COM 111)	
One of the following:	. . . . .	.3
	COM 234 Mass Media in Society	
	COM 231 Intro. to Broadcasting	
One of the following:	. . . . .	.3
	COM 241 Intro. to Oral Interpretation	
	COM 242 Intro. to 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
	<b>Total . . . . .</b>	<b>.36</b>

**COMMUNICATION ARTS GROUP MINOR FOR SECONDARY TEACHERS**

Required Courses		Credit Hours
COM 212	Interpersonal Communication . . . . .	.3
	(Prerequisite: COM 111)	
One of the following:	. . . . .	.3
	COM 234 Mass Media in Society	
	COM 317 Media Literacy	
One of the following:	. . . . .	.3
	COM 241 Intro. to Oral Interpretation	
	COM 242 Intro. to Theatre	
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
	<b>Total . . . . .</b>	<b>.24</b>

**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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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
<small>(Prerequisite: ACT Score of 21)</small>		
* C	MAT 212 Geometry for Elementary Teachers . . . . .	.3
<small>(Prerequisite: MAT 212)</small>		
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	
<small>(Music minors take MUS 457)</small>		
C	FAR 243 Art for Elementary Classroom Teachers . . . .3	
C	HIS 115 American Studies . . . . .	.3
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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
<small>(Prerequisite: ENG 113; ENG 223 is a prerequisite to all remaining English courses)</small>		
ENG 224	World Literature . . . . .	.3
ENG 319	Advanced Grammar . . . . .	.3
One of the following: . . . . .		.3
ENG 311	Creative Writing	
<small>(Prerequisite: ENG 224)</small>		
ENG 312	Expository Writing	
<small>(Prerequisite: ENG 224)</small>		
Two periods of American literature from: . . . . .		.6
ENG 331	American Literature: Colonial	
ENG 332	American Literature: Realism	
ENG 333	American Literature: Modern	
Two periods of British literature from: . . . . .		.6
ENG 340	British Literature: Anglo-Saxon to the Renaissance	
ENG 341	British Lit.: 17th and 18th Centuries	
ENG 342	Nineteenth Century British Authors	
ENG 343	Twentieth Century British Authors	
One of the following: . . . . .		.3
ENG 345	Shakespeare (Secondary)	
ENG 321	Children's Literature (Elementary)	
ENG/LIN 353	Linguistic History of the English Language . . . . .	.3
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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
<small>(Prerequisite: ENG 113; ENG 223 is a prerequisite to all remaining English courses.)</small>		
ENG 224	World Literature . . . . .	.3
ENG 319	Advanced Grammar . . . . .	.3
One of the following: . . . . .		.3
ENG 311	Creative Writing	
<small>(Prerequisite: ENG 224)</small>		
ENG 312	Expository Writing	
<small>(Prerequisite: ENG 224)</small>		
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)	
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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

**INTEGRATED SCIENCE COMPREHENSIVE MAJOR FOR SECONDARY TEACHERS**

(Pending) A minor is not required with the Comprehensive major.

Required Courses	Credit Hours
BIO 151 Foundations of Biological Science	.4
BIO 225 Botany	.4
(Prerequisite: BIO 151)	
BIO 233 Zoology	.4
(Prerequisite: BIO 151)	
BIO 242 Anatomy & Physiology II	.4
CHM 121 General Chemistry I	.4
(Prerequisite: MAT 123)	
CHM 122 General Chemistry II	.4
ECO 241 Environmental Science	.4
(Prerequisite: BIO 151)	
PHY 211 General Physics I	.4
(Prerequisite: MAT 123)	
PHY 212 General Physics II	.4
(Prerequisite: PHY 211)	
SCI 100 Foundations of Scientific Inquiry	.4
SCI 261 Astronomy	.4
(Prerequisite: MAT 123)	
SCI 262 Geology	.4
SCI 361 Origins	.4
(Prerequisite: SCI 111 & BIO 151)	
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Total	.51

**INTEGRATED SCIENCE MAJOR FOR ELEMENTARY & SECONDARY TEACHERS**

(Pending)

Required Courses	Credit Hours
BIO 151 Foundations of Biological Science	.4
BIO 233 Zoology	.4
(Prerequisite: BIO 151)	
BIO 242 Anatomy & Physiology II	.4
CHM 111 Principles of General Chemistry	.4
(Prerequisite: MAT 123)	
ECO 241 Environmental Science	.4
(Prerequisite: BIO 151)	
PHY 211 General Physics I	.4
(Prerequisite: MAT 123)	
SCI 111 Physical Science	.4
SCI 261 Astronomy	.4
(Prerequisite: MAT 123)	
SCI 262 Geology	.4
<hr/>	
Total	.36

**INTEGRATED SCIENCE MINOR FOR ELEMENTARY TEACHERS** (Pending)

Required Courses	Credit Hours
BIO 151 Foundations of Biological Science	.4
CHM 111 Principles of General Chemistry	.4
(Prerequisite: MAT 123)	
ECO 241 Environmental Science	.4
(Prerequisite: BIO 151)	
SCI 111 Physical Science	.4
SCI 261 Astronomy	.4
(Prerequisite: MAT 123)	
SCI 262 Geology	.4
<hr/>	
Total	.24

**JOURNALISM MINOR FOR SECONDARY TEACHERS**

General Education Core Exceptions

ENG 223 Introduction to Literature (required)	.3
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Required Courses	Credit Hours
COM 234 Mass Media and Society	.3
ENG 211 Desktop Publishing	.3
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)	
EDU 466 Journalism Practicum (only for students who have an English Major)	
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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
<small>(Prerequisite: ENG 113; ENG 223 is a prerequisite for all remaining English courses.)</small>	
ENG 224 World Literature . . . . .	.3
One of the following: . . . . .	.3
ENG 311 Creative Writing <small>(Prerequisite: ENG 224)</small>	
ENG 312 Expository Writing <small>(Prerequisite: ENG 224)</small>	
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 Theatre	
COM 311 Intercultural Communication	
COM 321 Group Communication	
COM 343 The Oral Tradition of Storytelling	
COM 324 Argumentation and Debate	
One of the following: . . . . .	.3
ENG 331 American Literature: Colonial	
ENG 332 American Literature: Realism	
ENG 333 American Literature: Modern	
ENG 340 British Literature: Anglo-Saxon to the Renaissance	
ENG 341 British Lit.: 17th and 18th Centuries	
ENG 342 Nineteenth Century British Authors	
ENG 343 Twentieth Century British Authors	
ENG/LIN 353 Linguistic History of the English Language	
ENG 461 Literary Criticism	
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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
<small>(Prerequisite: ENG 113; ENG 223 is a prerequisite for all remaining English courses.)</small>	
ENG 224 World Literature . . . . .	.3
ENG 321 Children’s Literature . . . . .	.3
COM 212 Interpersonal Communication . . . . .	.3
COM 311 Intercultural Communication . . . . .	.3
COM 317 Media Literacy . . . . .	.3

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

**LEARNING DISABILITIES MAJOR FOR K-12 CERTIFICATION** (Pending State Approval)  
 Students may follow either the Elementary or Secondary Track in the selection of a minor. The Directed Teaching Experience will include opportunities in both regular education and Learning Disability classrooms.

Required Courses	Credit Hours
EDU 233 Introduction to Special Education . . . . .	.2
<small>and the Exceptional Learner</small>	
EDU 234 Emerging Educational Models in Special Education . . . . .	.3
EDU 335 Theories and Methods of Learning Disability . . . . .	.4
EDU 338 Assessment and Diagnosis for Learning Disabilities . . . . .	.4
EDU 363 Diverse Populations and Differentiated Instruction . . . . .	.3
EDU 381 Educational Psychology . . . . .	.3
EDU 432 Current Issues in Learning Disabilities Education . . . . .	.3
<small>(Concurrent with EDU 434)</small>	
EDU 434 Practicum in Learning Disabilities . . . . .	.6
<small>(Concurrent with EDU 432, Semester prior to Directed Teaching)</small>	
PSY 441 Physiological Psychology . . . . .	.3
EDU 443 Severe Reading Problems . . . . .	.3
<hr/>	
Total . . . . .	.34

**MATHEMATICS MAJOR FOR SECONDARY TEACHERS**

Required Courses	Credit Hours
MAT 131 Calculus I . . . . .	.4
<small>(Prerequisite: MAT 124 or equivalent)</small>	
MAT 132 Calculus II . . . . .	.4
<small>(Prerequisite: MAT 131)</small>	
MAT 233 Differential Equations . . . . .	.3
<small>(Prerequisite: MAT 132)</small>	
MAT 234 Multivariate Calculus . . . . .	.3
<small>(Prerequisite: MAT 132)</small>	
MAT 241 Applied Linear Algebra . . . . .	.3
<small>(Prerequisite: MAT 132)</small>	
MAT 245 Mathematical Proof . . . . .	.3
<small>(Prerequisite: MAT 234 or MAT 241)</small>	
MAT 252 Computer Statistics . . . . .	.3
<small>(Prerequisite: MAT 132 &amp; CSC 131)</small>	
MAT 333 Real Analysis . . . . .	.3
<small>(Prerequisite: MAT 234 &amp; MAT 245)</small>	
MAT 341 Modern Algebra . . . . .	.3
<small>(Prerequisite: MAT 241 &amp; MAT 245)</small>	

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)	
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Total . . . . .		.35

**Required Cognate**

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

**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	.3	
(Prerequisite: Core requirement in math)		
MAT 252 Computer Statistics	.3	
(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)	.3	
(Prerequisite: MAT 131)		
MAT 372 Modern Geometry	.3	
(Prerequisite: MAT 234 & MAT 241 or permission of instructor)		
One of the following: . . . . .	.3	
CSC 121 Intro. to Programming	.3	
CSC 151 Hardware and Software Concepts	.3	
CSC 221 Visual Basic	.3	
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Total Must Be At Least . . . . .		.22

**MATHEMATICS MINOR FOR SECONDARY TEACHERS**

Required Courses	Credits
MAT 131 Calculus I . . . . .	.4
(Prerequisite: MAT 124 or equivalent)	
MAT 132 Calculus II . . . . .	.4
(Prerequisite: MAT 131)	
MAT 234 Multivariate Calculus . . . . .	.3
(Prerequisite: MAT 132)	

MAT 241 Applied Linear Algebra . . . . .	.3	
(Prerequisite: MAT 132)		
MAT 252 Computer Statistics . . . . .	.3	
(Prerequisite: MAT 132)		
Two electives from the following: . . . . .	.6	
MAT 233 Differential Equations	.3	
(Prerequisite: MAT 132)		
MAT 400 History of the Mathematical Sciences	.3	
(Prerequisite: MAT 333 & MAT 341)		
MAT 333 Real Analysis	.3	
(Prerequisite: MAT 234 & MAT 245)		
MAT 341 Modern Algebra	.3	
(Prerequisite: MAT 241 & 245)		
MAT 372 Modern Geometry	.3	
(Prerequisite: MAT 234 & MAT 241 & MAT 245)		
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Total . . . . .		.23

**Required Cognate**

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

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

The Music Education major is designed for the student contemplating a full-time “music only” position in a school or district. This music specialist program provides a strong foundation for graduate study in music education or performance. It is taken without a minor in another area, and certification is K-12 in music only. Students usually follow the secondary track requirements until they reach the professional semester. Students should look under the Fine Arts section of the catalog for a detailed description of the Music Education program major 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 110,123, 124 or 131 and must meet the core activity program course requirements in physical education. Such students usually follow the professional education program required for secondary education and will have an elementary and secondary student teaching experience.

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

KIN 401	Professional Capstone Seminar: Ethics in Teaching Physical Education . . . . .	.1
KIN 441	Organization and Administration . . . . .	.3
KIN 442	Measurement and Evaluation . . . . .	.3
KIN 461	Skills and Performance Competencies . . . . .	.1
(Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.)		
Total . . . . .		.34

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

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

Required Courses	Credit Hours	
KIN 211	History and Principles of Physical Education . . . . .	.3
BIO 242	Anatomy and Physiology II . . . . .	.4
KIN 243	Strategies for Teaching Physical Activities K-12 . . . . .	.3
KIN 251	Motor Development and Learning . . . . .	.3
KIN 344	Adapted Physical Education K-12 . . . . .	.2
One of the following: . . . . .		.2
KIN 357	P.E. in Preschools & Elem. Schools (Prerequisite: KIN 243)	
KIN 359	P.E. in Secondary Schools (Prerequisite: KIN 243)	
KIN 362	First Aid, Injury Prevention, and Treatment . . . . .	.3
(Prerequisite: BIO 241 & 242 or permission of instructor)		
KIN 401	Professional Capstone Seminar: Ethics in Teaching Physical Education . . . . .	.1
KIN 461	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.)		
Total . . . . .		.22

**PSYCHOLOGY MINOR FOR SECONDARY TEACHERS**

Required Courses	Credit Hours	
PSY 111	General Psychology . . . . .	.3
SSC 241	Statistics in Social Studies . . . . .	.3
PSY 343	Learning and Motivation . . . . .	.3
(Prerequisite: PSY 111 & SSC 241)		
PSY 353	Abnormal Psychology . . . . .	.3
(Prerequisite: PSY 111)		
One of the following: . . . . .		.3
PSY 322	Theories of Personality (Prerequisite: PSY 111)	
PSY 351	Social Psychology (Prerequisite: PSY 111 & SOC 111)	

One of the following: . . . . .	.3	
PSY 441	Physiological Psychology (Prerequisite: PSY 111)	
PSY 442	Psychological Research Methods	
Electives in Psychology . . . . .	.3	
Total . . . . .		.21

**READING MINOR FOR ELEMENTARY TEACHERS**

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

**SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY & SECONDARY TEACHERS**

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

**SOCIAL STUDIES GROUP MINOR FOR ELEMENTARY TEACHERS**

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

**SPANISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS**

Required Courses	Credit Hours
SPA 201 Intermediate Spanish I . . . . .	.3
<small>(Prerequisite: SPA 101/102 or equivalent)</small>	
SPA 202 Intermediate Spanish I . . . . .	.3
<small>(Prerequisite: SPA 201 or equivalent)</small>	
SPA 301 Introduction to Spanish Literature . . . . .	.3
<small>(Prerequisite: SPA 201/202)</small>	
SPA 302 Introduction to Latin American Literature . . . . .	.3
<small>(Prerequisite: SPA 201/202)</small>	
SPA 463 Methods of Teaching Spanish . . . . .	.3
<small>(Prerequisite: SPA 463. Admission to and good standing in the Teacher Education Program.)</small>	
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	
<b>Total</b> . . . . .	<b>.21</b>

**SPEECH MAJOR FOR SECONDARY TEACHERS**

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 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
<b>Total</b> . . . . .	<b>.33</b>

**SPEECH MINOR FOR SECONDARY TEACHERS**

Required Courses	Credit Hours
COM 212 Interpersonal Communication . . . . .	.3
<small>(Prerequisite: COM 111)</small>	
One of the following: . . . . .	.3
COM 234 Mass Media in Society	
COM 317 Media Literacy	
One of the following: . . . . .	.3
COM 241 Intro. to Oral Interpretation	
COM 242 Intro. to Theatre	

COM 311 Intercultural Communication . . . . .	.3
COM 315 Philosophy and Theory of Communication . . . . .	.3
COM 322 Public Speaking . . . . .	.3
COM 324 Argumentation and Debate . . . . .	.3
<b>Total</b> . . . . .	<b>.21</b>

**TEACHING ENGLISH AS A SECOND LANGUAGE**

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

**Required Cognate:**

ENG/LIN 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>
		<small>(See page 82 for codes)</small>
EDU 230	Principles and Philosophy of Education	3/1
	This introductory course in teacher education presents an overview of the roles, skills, knowledge base, and values required of competent and caring Christian teachers. The course is designed to give students a theoretical and philosophical framework for evaluating contemporary educational principles, policies and procedures. Students will assess their relationship to existing systems and consider the historical implications of theory and philosophy in interaction with biblical principles. From their own world and life view, students will construct their personal philosophy of education. EDU 231, School Observation Practicum is a cognate "laboratory" requirement that should be taken concurrently with this course.	

**EDU 231 School Observation Practicum 1/1**  
 During this first field-based practicum experience required in all teacher education programs, students learn the technologies and skills for observation of the teaching-learning process. They will learn to recognize the “multi-dimensionality” and “overlapping experiences” present in the classroom. The class will alternate between school-based experience and lab discussions. The students will spend time in the classrooms of Christian, public, elementary, secondary, high-needs, multicultural, charter, special education and other school settings. Students also have five supplemental experiences. EDU 231 is taught concurrently with EDU 230.

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

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

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

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

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

**EDU338 Assessment and Diagnosis for Learning Disabilities 4/2**  
 This course will take the student from the beginning stages of the special education referral process through placement qualification. Students will be introduced to a variety of assessment tools, basic interpretation of data and a framework for reporting information. Students will develop an understanding of the team approach to diagnosis and learn the components of collaborative planning. Students will gain knowledge of assessment as it relates to an individual education program.

**EDU 342 Developmental Reading and Language Arts Methods 4/1**  
 Study of literacy methods appropriate for early childhood, elementary, and middle 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 346 Reading and Writing in the Content Area (K-8) 3/1**  
 Designed for prospective elementary and middle school teachers, this course focuses on principles and practices of effective integrated literacy instruction in the content areas. The course addresses linking students’ reading and writing proficiencies with subject matter study as reading and writing are tools for learning, literacy requirements continually increase in school and society and content area teachers can teach content area reading and writing best. Students will develop an understanding of integrated literacy instruction, learn how to create a classroom environment that promotes it, methods and strategies for developing it and the role of technology in enhancing it. Prerequisites: EDU 342 or concurrent with EDU 342.

**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 socioeconomic considerations, at-risk, and ethnic and racial groups. Issues related to differentiated instruction include multiple intelligences, brain research and learning styles. 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 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. Prerequisites: Admission to Teacher Education program, EDU 230.

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

**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 230.

**EDU 382 - Section 1 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. Prerequisite: Admission to the Teacher Education program, EDU 230.

**EDU 382 - Section 2 Teacher Assistant Practicum 1/1**

Practical, "hands-on" experience with a successful high school marching band program. Areas addressed will include: show and drill design, organization and administration, developing the percussion line, rehearsal techniques, musical artistry, and developing a parent-based band booster program. A music faculty member will work with the cooperating teacher throughout, including the process of evaluation.

**EDU 382 - Section 3 Teacher Assistant Practicum: Musical Theater 1/1**

A practical, "hands-on" experience assisting in the development of a musical theater production. Students are placed in a high school with a successful director observing and assisting with all aspects of the production, from the auditions through the performances. Areas addressed will include auditions and casting, rehearsing, staging, organization and administration.

**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. Prerequisite: Admission to the Teacher Education program, EDU 230.

**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 432 Current Issues in Learning Disabilities Education 3/2**

This course will be an exploration of issues impacting the field of special education, including an understanding of collaboration; inclusion and the role para-educators play in supporting special needs students. (Concurrent with EDU 434 Practicum in Learning Disabilities)

**EDU 434 Practicum in Learning Disabilities 6/2**

Emphasis on learning practical methods while participating in the special education classroom under the supervision of a practicing professional (Concurrent with EDU 432 Current Issues)

**EDU 441 Assessing Beginning Literacy 3/1**

This class will address developmentally appropriate instructional and assessment practices; characteristics of developmental stages of literacy learning; appropriate instructional and assessment strategies for each developmental stage; constructivist learning theory and overview of current research in early literacy; classroom management and organization; purposes, administration, scoring, and methods of using assessment to inform instruction; book leveling; and communication with parents and parent education strategies. Prerequisites: EDU 342 and 445 (or concurrent with 445).

**EDU 443 Severe Reading Problems 3/1**

This class will address intense reading disabilities that require specific methods of instruction to correct. Students will learn how to identify, assess and diagnose reading problems; determine causes of reading problems, such as, environment, physiological or ineffective instruction; learn to develop organized sequential lesson plans that directly teach each of the following phonetic/language concepts: phonological awareness, basic sound/symbol relationships, six syllable patterns, spelling rules, prefixes and suffixes, non-phonetic words and syllable division rules; implement lesson plans using reading, spelling and concept decks, simultaneous oral spelling, blending and segmenting; and multisensory activities. Prerequisites: EDU 342 and 445 (or concurrent with 445).

**EDU 445 Assessing and Correcting Reading Problems 3/1**

This is a second level course in reading instruction for elementary or secondary teachers. The focus of the course is on instruction and assessment in the regular classroom utilizing a contemporary view of the reading process. The course also includes such topics as reader motivation and attitudes, causes of reading failure, metacognition and reading, and instructional strategies for corrective and remedial instruction. Prerequisites: EDU 342, Admission to the Teacher Education program, EDU 230.

**EDU 450 Elementary Science Methods 2/1**  
 The teaching of science in this course focuses on a guided discovery teaching/learning. Emphasis is placed on hands-on/minds-on activity-based science teaching and learning. The goal is to prepare prospective teachers to teach science through the scientific processes of identifying problems, making observations, constructing hypotheses, analyzing results, making inferences, synthesizing and evaluating conclusions. Special attention is given to the integration of science with Scripture as well as with the teaching of other elementary school subjects. Prerequisite: Admission to the Teacher Education program, EDU 230. Completion of two core science requirements.

**EDU 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
EDU 487	K-12 Directed Teaching Practicum	. . . . .12/6

The practicum for directed teaching is for one full semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher Education Handbook. By the end of this experience, student teachers must demonstrate personal qualities related to teaching, ability to plan instruction, knowledge of content and learning theories, classroom management skills, ability to assess and evaluate and a professional character. 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 483, 485, 487 Directed Teaching Practicum/Cross-Cultural 12/6**

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