

# Teacher Education

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## DIVISION



Rhonda White, Ph.D.  
*Division Chair, Director of  
Teacher education*

The purpose of the Teacher education Division 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.

Recently, 100 percent of Cornerstone University's initial teacher education program completers passed all required state certification tests. The statewide pass rate was also 100 percent. During that year, there were 373 persons enrolled in the initial teacher preparation program, and 71 students were in programs of supervised student teaching. The student teacher-supervising teacher ratio is 8:1. 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 Teacher education Division is approved by the Michigan Department of Education and the Association of Christian Schools International. All programs are in good standing.

## Degrees

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

## Programs

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

## Faculty

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

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

**Brown, Rondy**, Associate Professor of Education (2005); BA (1975) Michigan State University; MA (1980) Michigan State University; Ph.D. (Cand.) Nova Southeastern University

**England, Darla**, Associate Professor of Special Education, Director of Teacher Placement (2007); B.A. (1990) Michigan State University; M.Ed. (1997) Grand Valley State University

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

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

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

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

## Admission to the Teacher Education Program

Students should apply for admission to the teacher education program while enrolled in EDU 230 Principles and Philosophy of Education. Standards for admission to the program include submission of the application, a minimum G.P.A. of 2.5, demonstrated competency on the Basic Skills Test of the Michigan Test for Teacher Certification (the Basic Skills Test bulletin is available at [www.MTTC.Nesing.com](http://www.MTTC.Nesing.com)), an interview with an education professor, two references from professors outside of the education department and a student development reference (the application and reference forms are available on the Eagle's Nest). The Professional Education Committee makes recommendation for admission. Students will be asked specific questions required by the State of Michigan regarding felonies or misdemeanors and prior revocation of a teaching certificate at three points: time of application to the teacher education program, prior to the directed teaching semester and before recommendation for certification. If there is a positive response to a question, the university has the option of recommending or not recommending a student for certification based on the information given. In such cases, the decision of the State Board of Education is final.

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

## Post-Baccalaureate Students

Post-baccalaureate students with a degree from a regionally accredited institution who are returning to college for education certification programs must also meet current admission standards, have (and maintain) a G.P.A. of 2.5 on a 4.0 scale, earn a passing score on the MTTC Basic Skills Test required by the State of Michigan, get 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.

## Directed Teaching Practicum

One year prior to the directed teaching semester, students must apply for admission to directed teaching (EDU-481, 482, 484, 486) (Application forms are available on the Eagle's Nest). Deadline dates for applications are the first Friday in November for the following fall semester and the first Friday in March for the following spring semester. Placement for the Directed Teaching Practicum is restricted to a 50-mile radius of the university.

Students must be in good standing in the program, which includes a minimum 2.5 G.P.A., 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-212, PSY-232 and COM-112.

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. Students will be asked specific questions required by the State of Michigan regarding felonies or misdemeanors 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. As a representative of Cornerstone University, each student is expected to adhere to professional dress, grooming, etiquette and conduct. 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.

### Practicum grading system:

Cr = Credit and recommendation for certification.

C = Passing without recommendation for certification. Student 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.

## Recommendation for Certification

A student is considered a program completer when (a) 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 Dec. 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 or at [www.MTTC.NESINC.com](http://www.MTTC.NESINC.com).

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

CU Subject	Level	MTTC Code #
Language Arts	Elementary	90
Communication Arts	Secondary	91
English	Elementary & Secondary	02
Journalism	Secondary	03
Speech	Secondary	04
Reading	Elementary	05
English as a Second Lang.	Elementary & Secondary	86
Social Studies	Elementary & Secondary	84
History	Elementary & Secondary	09
Psychology	Secondary	11
General Science (old)	Elementary & Secondary	16
Integrated Science	Elementary	93
Integrated Science	Secondary	94
Biology	Secondary	17
Chemistry	Secondary	18
Physics	Secondary	19
Mathematics	Elementary	89
Mathematics	Secondary	22
Spanish	Elementary & Secondary	28
Music Education	K-12	99
Physical Education	Elementary, Secondary & K-12	44
Learning Disabilities	K-12	63
Early Childhood Education	Elementary	82
Elementary Education	Elementary	83

## General Education Core For Teacher education

(Required for both elementary & secondary)

### General Education Core

Required Courses		Credit Hours
MGT-100	Leadership In Culture . . . . .	2
IDS-101	Creativity, Innovation and Problem Solving . . . . .	2
REL-103	Biblical Hermeneutics . . . . .	3
REL-104	Old Testament Literature & History . . . . .	3
REL-204	New Testament Literature & History . . . . .	3
SCI-213	Quantitative Reasoning . . . . .	2
SCI-311	Science In Culture* . . . . .	3
REL-352	Christian Theology . . . . .	3
PHI-211	Philosophy In Culture . . . . .	3
ENG-212	Writing In Culture . . . . .	3
COM-112	Communication In Culture . . . . .	3
Foreign Language (See "Language Requirement") . . . . .		0-8
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 . . . . . (Prerequisite or corequisite: EDU-230; Core math competency)	3
MAT-212	Geometry for Elementary Teachers (Must have MAT-211) . . . . .	3
MUS-254	Music for Elementary Teachers . . . . .	3
FAR-243	Art for Elementary Teachers . . . . .	3
KIN-147	Physical Education for Classroom Teachers . . . . . (Physical Education minors should take KIN-357.)	2
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.)	3
ENG-321	Children's Literature . . . . .	3
SCI-201	Integrated Science for Elementary Teachers (except for integrated science majors and minors). . . . .	3

**Secondary Students Only**

<b>Required Courses</b>	<b>Credit Hours</b>
IDS-311 Imagination In Culture . . . . .	3
One mathematics course (MAT-110, 121, 122, 131, 132) . . . . .	0-3
One laboratory science course . . . . . (CHM-111 is required for Biology majors and minors. BIO-241 is required for Kinesiology majors and minors.)	4
One lifetime activity course (KIN-1XX) . . . . .	1
<b>Total General Education Core</b>	<b>47</b>

*\* Biology majors will substitute BIO-400 Biological Perspectives*

## Elementary Education Programs

Students interested in elementary education should work out a program, if possible, with an education adviser. 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 adviser or the Teacher education Office for further advice.

The majors and minors approved for the elementary education programs are:

<b>Majors</b>	<b>Minors</b>
English	Early Childhood (ZA endorsement)
History	Elementary Planned
Integrated Science	English
Language Arts Group	History
Learning Disabilities K-12	Integrated Science
Physical Education Group K-12	Language Arts Group
Social Studies Group	Mathematics
	Physical Education
	Reading
	Social Studies Group
	Spanish
	Teaching English to Speakers of Other Languages (TESOL)

### REQUIRED PROFESSIONAL EDUCATION COURSES – ELEMENTARY

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

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

(See “Admission to the Teacher education Program” for requirements.)

<b>Required Courses</b>	<b>Credit Hours</b>
EDU-342 Developmental Reading & Language Arts Methods . . . . .	4
EDU-363 Diverse Populations & Differentiated Instruction . . . . .	3
EDU-381 Educational Psychology . . . . .	3
EDU-382 Teacher Assistant Practicum* (Prerequisite or corequisite: EDU-342) . . . . .	1
EDU-445 Assessing and Correcting Reading Problems (Prerequisite: EDU-342) . . . . .	3
EDU-450 Elementary Science Methods (Prerequisite: Completion of both core science classes) . . . . .	2
EDU-460 Elementary Social Studies Methods (Prerequisite: Completion of HIS-113 and HIS-115) . . . . .	2

EDU-430	Directed Teaching Seminar (To be taken concurrently with Directed Teaching Practicum.) . . . . .	3
EDU-482	Elementary Directed Teaching Practicum* (All course work must be completed). . . . .	12
	Total . . . . .	40

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

**Note: The certification and graduate requirements of the teacher education division of Cornerstone University may be impacted by changes enacted by the Michigan State Department of Education at any time.**

## Secondary Education Programs

Students interested in secondary education should work out a program with an education adviser or an appropriate departmental adviser 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, physical education or learning disabilities usually follow the secondary track requirements until they reach the professional semester. Methods classes for these endorsements must be completed satisfactorily, “C” or better, prior to enrollment in EDU-486, K-12 Directed Teaching Practicum.

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

<b>Majors</b>	<b>Minors</b>
Biology	Biology
Communication Arts Group	Chemistry
English	Communication Arts Group
History	English
Integrated Science	History
Learning Disabilities K-12	Journalism
Mathematics	Mathematics
Music Education K-12	Physical Education
Physical Education K-12	Psychology
Social Studies Group	Spanish
Speech	Speech
	Teaching English to Speakers of Other Languages (TESOL)

### REQUIRED PROFESSIONAL EDUCATION COURSES - SECONDARY

<b>Required Courses</b>	<b>Credit Hours</b>
EDU-230 Principles and Philosophy of Education . . . . .	3
EDU-231 School Observation Practicum . . . . .	1
EDU-262 Computer and Technology in Education (non-music majors) . . . . .	3
MUS-171 Introduction to Music Technology (music majors only) . . . . .	3

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

(See “Admission to the Teacher education Program” for requirements.)

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

Content major and minor methods course from the following: . . . . . 5-6  
(non-music majors; includes psychology minors)

SSC-464	Secondary Social Studies Methods
ENG-463	Secondary Language Arts Methods
LIN/SPA-465	Methods of Teaching a Foreign Language
MAT-471	Secondary Math Methods
KIN-359	P.E. in Secondary Schools
SCI-465	Secondary Science Methods
EDU-335	Learning Disabilities Methods

Students with a major and minor in the same general content area will do a practicum in their minor area. (Speech or journalism minor with an English major. Chemistry minor with a Biology major. 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*	
EDU-491 K-12 Music Directed Teaching (9 hours; music students only)	
Total	38

\*Practicum courses require the student to complete an application for placement. For EDU-382 or EDU-484 or 486, refer to the Course Descriptions at the end of this section.

Note: The certification and graduate requirements of the teacher education division of Cornerstone University may be impacted by changes enacted by the Michigan State Department of Education at any time.

## Associate of Arts Degrees

The Associates of Arts Degree is designed for those individuals who are preparing for school paraprofessional positions, child care programs or service ministries. General core requirements for the Associate of Arts Degree are listed on page 53. The requirements for Early Childhood are listed on page 193. Requirements for Teaching English as a Second Language are listed on page 202. Associate degree candidates do not have to be accepted into the teacher education program to take any education courses.

### General Education Core

IDS-101 Creativity, Innovation and Problem Solving	2
REL-103 Biblical Hermeneutics	3
REL-104 Old Testament Literature & History	3
SCI-1XX or 2XX Lab Science	4
ENG-212 Writing In Culture	3
ENG-321 Children's Literature	3
COM-112 Communications In Culture	3
HIS-115 American Studies	3
KIN-100 Foundations of Wellness	2
PHI-211 Philosophy In Culture	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	42
Early Childhood* Core/TESOL Core (See pages 193 & 202 for requirements)	21
Total	63

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

\*Students must demonstrate a knowledge base in applied mathematical concepts sufficient to assist pre-school and elementary-age students in addition to meeting B.A. core math requirements of the institution.

## BIOLOGY MAJOR FOR SECONDARY TEACHERS

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

Required Cognates\*

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

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

**BIOLOGY MINOR FOR SECONDARY TEACHERS**

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

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**

<b>Required Courses</b>		<b>Credit Hours</b>
CHM-121	General Chemistry I (Prerequisite: MAT-121) . . . . .	4
CHM-122	General Chemistry II (Prerequisite: CHM-121) . . . . .	4
CHM-411	Perspectives in Chemistry (Prerequisite: Completion of three chemistry courses and junior status) . . . . .	2
Chemistry Electives (200 level or higher) . . . . .		12
Total . . . . .		22

**COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
COM-212	Interpersonal Communication (Prerequisite: COM-112) . . . . .	3
One of the following: . . . . .		3
MDA-121	Introduction to Electronic Media	
MDA-234	Mass Media in Society	
One of the following: . . . . .		3
COM-241	Introduction to Oral Interpretation	
THR-242	Introduction to Theatre	
JRN-201	News Writing and Reporting I. . . . .	3
JRN-313	Feature Writing. . . . .	3
COM-311	Intercultural Communication . . . . .	3
COM-315	Philosophy and Theory of Communication . . . . .	3
MDA-317	Media Literacy. . . . .	3
COM-321	Group Communication. . . . .	3
COM-322	Advanced Public Speaking . . . . .	3
COM-324	Argumentation and Debate . . . . .	3
COM-325	Rhetorical Theory and Criticism. . . . .	3
Total . . . . .		36

**COMMUNICATION ARTS GROUP MINOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
COM-212	Interpersonal Communication (Prerequisite: COM-112) . . . . .	3
One of the following: . . . . .		3
MDA-234	Mass Media in Society	
MDA-317	Media Literacy	
One of the following: . . . . .		3
COM-241	Introduction to Oral Interpretation	
THR-242	Introduction to Theatre	
JRN-201	News Writing and Reporting I. . . . .	3
JRN-313	Feature Writing. . . . .	3
COM-315	Philosophy and Theory of Communication . . . . .	3

COM-311	Intercultural Communication	3
	Upper level Communication Studies 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
	<b>Total</b>	<b>21</b>

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

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

### ELEMENTARY EDUCATION PLANNED PROGRAM MINOR

The planned program minor in elementary education consists of a group of courses related to teaching in the elementary school self-contained classroom.

Required Courses		Credit Hours
C	EDU-262 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 (Prerequisite: MAT-110)	3
C*	MAT-212 Geometry for Elementary Teachers (Prerequisite: MAT-211)	3
C	COM-112 Communication In Culture	3
C	SCI-311 Science in Culture	4
C	One of the following science courses	4
	SCI-111 Physical Science	
	BIO-111 Principles of Biology	
	BIO-151 General Biology	
C	MUS-254 Music for Elementary Classroom Teachers (Music minors take MUS-457)	3
C	FAR-243 Art for Elementary Classroom Teachers	3
C	HIS-115 American Studies	3
	<b>Total semester hours required</b>	<b>20</b>

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

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

C: This course also meets the college core requirements for students in the elementary education program.

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

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

### ENGLISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

Required Courses		Credit Hours
ENG-212	Writing In Culture	3
ENG-223	Introduction to Literature (Prerequisite: ENG-212)	3
<b>ENG-223 is a prerequisite to all remaining English courses.</b>		
ENG-224	World Literature	3
ENG-319	Advanced Grammar	3
	One of the following:	3
	ENG-311 Creative Writing (Prerequisite: ENG-224)	
	ENG-312 Expository Writing (Prerequisite: ENG-224)	

Two periods of American literature from: . . . . .	6
ENG-331    American Literature: Colonial	
ENG-332    American Literature: Realism	
ENG-333    American Literature: Modern	
Two periods of British literature from: . . . . .	6
ENG-340    British Literature: Anglo-Saxon to the Renaissance	
ENG-341    British Lit.: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	
ENG-342    19 <sup>th</sup> Century British Authors	
ENG-343    20 <sup>th</sup> Century British Authors	
One of the following: . . . . .	3
ENG-345    Shakespeare (Secondary)	
ENG-321    Children’s Literature (Elementary)	
ENG-323    Adolescent Literature (Elementary or Secondary)	
ENG/LIN-353 Linguistic History of the English Language . . . . .	3
Total . . . . .	33

**ENGLISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS**

Required Courses	Credit Hours
ENG-212 Writing In Culture . . . . .	3
ENG-223 Introduction to Literature (Prerequisite: ENG-212) . . . . .	3
<b><u>ENG-223 is a prerequisite to all remaining English courses.</u></b>	
ENG-224 World Literature . . . . .	3
ENG-319 Advanced Grammar . . . . .	3
One of the following: . . . . .	3
ENG-311    Creative Writing (Prerequisite: ENG-224)	
ENG-312    Expository Writing (Prerequisite: ENG-224)	
One period of American literature from: . . . . .	3
ENG-331    American Literature: Colonial	
ENG-332    American Literature: Realism	
ENG-333    American Literature: Modern	
One period of British literature from: . . . . .	3
ENG-340    British Literature: Anglo-Saxon to the Renaissance	
ENG-341    British Lit.: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	
ENG-342    19 <sup>th</sup> Century British Authors	
ENG-343    20 <sup>th</sup> Century British Authors	
One of the following . . . . .	3
ENG-345    Shakespeare (Secondary)	
ENG-321    Children’s Literature (Elementary)	
ENG-323    Adolescent Literature (Elementary or Secondary)	
Total . . . . .	24

**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 (Prerequisite: 21 hours of History) . . . . .	3
Upper level electives in History (including two courses in European or non-Western History) . . . . .	12
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
	<b>Total</b>	<b>21</b>

**INTEGRATED SCIENCE MAJOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
Life Sciences:		
BIO-151	General Biology	4
BIO-233	Zoology	4
BIO-351	Genetics	4
Physical Sciences:		
CHM-111	Principles of General Chemistry	4
CHM-112	Principles of Organic & Biochemistry	4
PHY-211	General Physics I	4
Earth/Space Science:		
SCI-261	Astronomy	4
SCI-262	Geology	4
SCI-263	Atmosphere and Weather	2
Comprehensive:		
ECO-241	Environmental Science	4
SCI-361	Origins	3
SCI-400	Integrated Science Capstone	2
	<b>Total</b>	<b>43</b>

**INTEGRATED SCIENCE GROUP MINOR FOR SECONDARY TEACHERS**

*Not available under the new standards for secondary endorsement.*

**INTEGRATED COMPREHENSIVE SCIENCE MAJOR FOR SECONDARY TEACHERS** *(Does not require a minor)*

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

**INTEGRATED SCIENCE GROUP MAJOR FOR ELEMENTARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
Life Sciences:		
BIO-151	General Biology	4
BIO-233	Zoology	4
BIO-242	Anatomy & Physiology II	4
Physical Sciences:		
CHM-111	Principles of General Chemistry	4

PHY-211	General Physics I	4
SCI-111	Physical Science	4
Earth/Space Science:		
ECO-241	Environmental Science	4
SCI-261	Astronomy	4
SCI-262	Geology	2
SCI-263	Atmosphere and Weather	2
SCI 400	Integrated Science Capstone	2
Total		40

### INTEGRATED SCIENCE GROUP MINOR FOR ELEMENTARY TEACHERS

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

### JOURNALISM MINOR FOR SECONDARY TEACHERS

#### General Education Core Exceptions

ENG-223	Introduction to Literature (required)	3
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<b>Required Courses</b>		<b>Credit Hours</b>
JRN-201	News Writing & Reporting I	3
JRN-202	News Writing & Reporting II	3
JRN-213	Print Media Graphics	3
JRN-234	Mass Media and Society	3
JRN-236	Photojournalism I	3
JRN-261	The Herald (1 credit hour per semester)	3
JRN-313	Feature Writing	3
JRN-318	News Editing	3
EDU-466	Journalism Practicum*	3
Total		27

\*Practicum courses require the student to complete an application for placement. See "Admission to Teacher education Program."

### LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

<b>Required Courses</b>		<b>Credit Hours</b>
ENG-212	Writing In Culture	3
ENG-223	Introduction to Literature (Prerequisite: ENG-212)	3
<b>ENG-223 is a prerequisite to all remaining English courses.</b>		
ENG-224	World Literature	3
One of the following:		3
ENG-311	Creative Writing (Prerequisite: ENG-224)	
ENG-312	Expository Writing (Prerequisite: ENG-224)	
JRN-201	Newswriting & Reporting I	3
ENG-321	Children's Literature*	3
COM-212	Interpersonal Communication	3
COM-315	Philosophy and Theory of Communication	3
MDA-317	Media Literacy	3

Two of the following: . . . . .		6
MDA-234	Mass Media in Society	
COM-241	Introduction to Oral Interpretation	
THR-242	Introduction to Theatre	
COM-311	Intercultural Communication	
COM-321	Group Communication	
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.: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries	
ENG-342	19 <sup>th</sup> Century British Authors	
ENG-343	20 <sup>th</sup> Century British Authors	
ENG/LIN-353	Linguistic History of the English Language	
ENG-461	Literary Criticism	
	Total . . . . .	36

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

**LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
ENG-212	Writing In Culture . . . . .	3
ENG-223	Introduction to Literature (Prerequisite: ENG-212) . . . . .	3
<b><u>ENG-223 is a prerequisite to all remaining English courses.</u></b>		
ENG-224	World Literature . . . . .	3
ENG-321	Children’s Literature* . . . . .	3
COM-212	Interpersonal Communication . . . . .	3
COM-311	Intercultural Communication . . . . .	3
MDA-317	Media Literacy . . . . .	3
One of the following: . . . . .		3
ENG-311	Creative Writing	
ENG-312	Expository Writing	
	Total . . . . .	24

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

**LEARNING DISABILITIES MAJOR FOR K-12 CERTIFICATION**

Students may follow either the elementary or secondary track in the selection of a minor. The Directed Teaching Experience will include opportunities in both regular education and learning disability classrooms.

<b>Required Courses</b>		<b>Credit Hours</b>
EDU-233	Introduction to Special Education and the Exceptional Learner . . . . .	2
EDU-234	Emerging Educational Models in Special Education (Prerequisites: EDU-233) . . . . .	3
EDU-335	Theories and Methods of Learning Disability (Prerequisites: EDU-233 and EDU-234) . . . . .	4
EDU-338	Assessment and Diagnosis for Learning Disabilities . . . . .	4
EDU-363	Diverse Populations and Differentiated Instruction . . . . .	3
	(Prerequisites: EDU-230 and EDU-381 and admission to the Teacher education Program.)	
EDU-381	Educational Psychology (Prerequisites: EDU-230 and admission to the Teacher education Program.) . . . . .	3
EDU-432	Current Issues in Learning Disabilities Education. . . . .	3
	(Concurrent with EDU-434. This course can only be taken after all other coursework for the LD major has been completed.)	
EDU-434	Practicum in Learning Disabilities . . . . .	6
	(Concurrent with EDU-434, semester prior to Directed Teaching. This course can only be taken after all other coursework for the LD major has been completed.)	
PSY-441	Physiological Psychology . . . . .	3
EDU-443	Severe Reading Problems (Prerequisite: EDU-342. Corequisite: EDU-445) . . . . .	3
	Total . . . . .	34

**MATHEMATICS MAJOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
MAT-131	Calculus I (Prerequisite: MAT-122 or equivalent) . . . . .	4
MAT-132	Calculus II (Prerequisite: MAT-131) . . . . .	4
MAT-233	Differential Equations (Prerequisite: MAT-132) . . . . .	3
MAT-234	Multivariate Calculus (Prerequisite: MAT-132) . . . . .	3
MAT-241	Applied Linear Algebra (Prerequisite: MAT-132) . . . . .	3
MAT-245	Mathematical Proof (Prerequisite: MAT-234 or MAT-241) . . . . .	3
MAT-252	Computer Statistics (Prerequisite: MAT-132 & CSC-131) . . . . .	3
MAT-333	Real Analysis (Prerequisite: MAT-234 & MAT-245) . . . . .	3
MAT-341	Modern Algebra (Prerequisite: MAT-241 & MAT-245) . . . . .	3
MAT-372	Geometry (Prerequisite: MAT-234 & MAT-241 & MAT-245) . . . . .	3
MAT-400	History of the Mathematical Sciences (Prerequisite: MAT-333 or MAT-341) . . . . .	3
<b>Total</b> . . . . .		<b>35</b>

Required Cognate

<b>Required Courses</b>		<b>Credit Hours</b>
CSC-121	Introduction to Computing . . . . .	4

**MATHEMATICS MINOR FOR ELEMENTARY TEACHERS**

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

**MATHEMATICS MINOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>		<b>Credits</b>
MAT-131	Calculus I (Prerequisite: MAT-122 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)	
<b>Total</b> . . . . .		<b>23</b>

Required Cognate

<b>Required Courses</b>		<b>Credits</b>
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 follow the secondary track requirements until they reach the professional semester. Students should look under the Fine Arts section of the catalog for a detailed description of the music education program major.

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

Education students who major in physical education must complete their lab core requirement with BIO-241, must complete MAT-110, 121, 122 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.

<b>Required Courses</b>	<b>Credit Hours</b>
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 (Prerequisite: BIO-241 & 242. Recommended: CHM-111) . . . . .	4
KIN-344 Adapted Physical Education K-12 . . . . .	2
KIN-357 P. E. in Preschools & Elementary Schools (Prerequisite: KIN-243) . . . . .	3
KIN-359 Physical Education in Secondary Schools (Prerequisite: KIN-243) . . . . .	2
KIN-362 First Aid, Injury Prevention and Treatment (Prerequisite: BIO-241 & 242 or permission of instructor) . . . . .	3
KIN-401 Professional Capstone Seminar: Ethics in Teaching Physical Education . . . . .	1
KIN-441 Organization and Administration . . . . .	3
KIN-442 Measurement and Evaluation . . . . .	3
KIN-461 Skills and Performance Competencies . . . . .	1
(Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.)	
Total . . . . .	35

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

Students who minor in physical education must complete their lab core requirement with BIO-241 and must meet the core activity program course requirements in physical education. Elementary education students in the triple minor program must also complete SCI-201.

<b>Required Courses</b>	<b>Credit Hours</b>
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 & Elementary Schools (Prerequisite: KIN-243)	
KIN-359 P.E. in Secondary Schools (Prerequisite: KIN-243)	
KIN-362 First Aid, Injury Prevention, and Treatment (Prerequisite: BIO-241 & 242 or permission of instructor) . . . . .	3
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**

<b>Required Courses</b>	<b>Credit Hours</b>
PSY-111 General Psychology . . . . .	3
PSY-343 Learning and Motivation (Prerequisite: PSY-111) . . . . .	3
PSY-353 Abnormal Psychology (Prerequisite: PSY-111) . . . . .	3
PSY-453 Integrated Statistic/Research I . . . . .	3
PSY-454 Integrated Statistic/Research II . . . . .	3

One of the following: . . . . .	3
PSY-322    Theories of Personality (Prerequisite: PSY-111)	
PSY-351    Social Psychology (Prerequisite: PSY-111 & SOC-111)	
Electives in Psychology . . . . .	3
Total . . . . .	21

**READING MINOR FOR ELEMENTARY TEACHERS**

Students will receive MLPP certification upon completion of the minor.

<b>Required Courses</b>		<b>Credit Hours</b>
LIN-225	Introduction to Linguistics. . . . .	3
ENG-321	Children’s Literature (Prerequisite: ENG-223) . . . . .	3
EDU-342	Developmental Reading & Language Arts Methods. . . . . (Prerequisite: Admission to Teacher education Program. EDU-230)	4
EDU-346	Reading and Writing in the Content Area (K-8) . . . . . (Prerequisite: EDU-342 or Concurrent with EDU-342)	3
EDU-441	Assessing Beginning Literacy. . . . . (Prerequisite: EDU-342 & 445 or concurrent with EDU-445)	3
EDU-445	Assessing and Correcting Reading Problems (Prerequisite: EDU-342) . . . . .	3
EDU-443	Severe Reading Problems (Prerequisite: EDU-445 or Concurrent with EDU-445) . . . . .	3
Total . . . . .		22

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

<b>Required Courses</b>		<b>Credit Hours</b>
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 (Prerequisite: 21 hours of Social Studies courses) . . . . .	3
Total . . . . .		36

**SOCIAL STUDIES GROUP MINOR FOR ELEMENTARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
HIS-114	World Civilization II. . . . .	3
HIS-115	American Studies . . . . .	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
Total . . . . .		24

**SPANISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS (PENDING)**

<b>Required Courses</b>		<b>Credit Hours</b>
SPA-311	Advanced Spanish Conversation . . . . .	3
SPA-411	Introduction to Spanish Literature . . . . .	3
SPA-319	Advanced Spanish Composition . . . . .	3
SPA-412	Spanish Civilization and Culture. . . . .	3
SPA-332	Spanish Translation and Grammar. . . . .	3
LIN-225	Introduction to Linguistics. . . . .	3
SPA-465	Methods of Teaching a Foreign Language. . . . .	3
LIN-371	Second Language Acquisition . . . . .	3

Semester in Spain . . . . .	12
Choose 3 of the following (4 credits each)	
SIS-303 Spanish Short Story	
SIS-304 History of Spanish Art	
SIS-311 History and Civilization	
SIS-312 Three Cultures of Spain: Musulmana, Judia y Cristiana	
SIS-351 Advanced Grammar and Composition	
SIS-356 Spanish Literature II	
SIS-401 Advanced Communication in Spanish	
SIS-402 Don Quijote de la Mancha	
SIS-403 La Generacio del 98	
SIS-404 El Siglo De Oro	
SIS-408 La Historia de Espana en el Siglo XX	
<b>Total . . . . .</b>	<b>36</b>

**SPANISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS**

<b>Required Courses</b>	<b>Credit Hours</b>
SPA-311 Advanced Spanish Conversation . . . . .	3
SPA-319 Advanced Composition and Grammar . . . . .	3
SPA-332 Spanish Translation . . . . .	3
SPA-411 Introduction to Hispanic Literature . . . . .	3
SPA-412 Spanish Civilization & Culture . . . . .	3
LIN-225 Introduction to Linguistics. . . . .	3
LIN-371 Second Language Acquisition . . . . .	3
SPA-465 Methods of Teaching a Foreign Language. . . . .	3
<b>Total . . . . .</b>	<b>24</b>

**SPEECH MAJOR FOR SECONDARY TEACHERS**

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

**SPEECH MINOR FOR SECONDARY TEACHERS**

<b>Required Courses</b>	<b>Credit Hours</b>
COM-212 Interpersonal Communication (Prerequisite: COM-112) . . . . .	3
One of the following: . . . . .	3
MDA-234 Mass Media in Society	
MDA-317 Media Literacy	
One of the following: . . . . .	3
COM-241 Introduction to Oral Interpretation	
THR-242 Introduction to Theatre	
COM-311 Intercultural Communication . . . . .	3
COM-315 Philosophy and Theory of Communication . . . . .	3
COM-322 Advanced Public Speaking . . . . .	3
COM-324 Argumentation and Debate . . . . .	3
<b>Total . . . . .</b>	<b>21</b>

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)  
FOR ELEMENTARY AND SECONDARY TEACHERS**

<b>Required Courses</b>		<b>Credit Hours</b>
LIN-225	Introduction to Linguistics (Prerequisite: ENG-212) . . . . .	3
ENG-319	Advanced Grammar (Prerequisite: ENG-212) . . . . .	3
LIN-371	Second Language Acquisition (Prerequisite: LIN-225) . . . . .	3
LIN-372	Sociolinguistics (Prerequisite: LIN-225) . . . . .	3
LIN-465	Methods of Teaching a Foreign Language . . . . .	3
LIN/EDU-489	TESOL Practicum (Prerequisite: All other TESOL courses) . . . . .	6
Total . . . . .		21

# Course Descriptions

Dept./Level Course Name

Credits/Frequency  
(See page 58 for codes)

**EDU-230 Principles and Philosophy of Education**

**3/1**

This introductory course in teacher education presents an overview of the roles, skills, knowledge base, and values required of competent and caring Christian teachers. The course is designed to give students a theoretical and philosophical framework for evaluating contemporary educational principles, policies and procedures. Students will assess their relationship to existing systems and consider the historical implications of theory and philosophy in interaction with biblical principles. From their own world and life view, students will construct their personal philosophy of education. EDU 231, School Observation Practicum is a cognate “laboratory” requirement that should be taken concurrently with this course. Prerequisite: ENG-113. Corequisite: PHI-211.

**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. Prerequisite: EDU-230 or concurrent with EDU-230

**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. Corequisite: EDU-230

**EDU-335 Theories and Methods of Learning Disability**

**4/2**

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

**EDU-338 Assessment and Diagnosis for Learning Disabilities**

**4/2**

This course will take the student from the beginning stages of the special education referral process through placement qualification. Students will be introduced to a variety of assessment tools, basic interpretation of data and a framework for reporting information. Students will develop an understanding of the team approach to diagnosis and learn the components of collaborative planning. Students will gain knowledge of assessment as it relates to an individual education program. Prerequisites: EDU-233, EDU-234 and EDU-235

**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)** **3/2**  
 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. Corequisite: 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, admission to teacher education 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. Corequisite: 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. Corequisite: 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 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. Prerequisites: admission to the teacher education program, EDU-230. Applications must be submitted by either the first Friday of November or March prior to the placement semester. Corequisite: EDU-381.
- 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. Corequisite: 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)

**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) Prerequisites: EDU-230, EDU-335, EDU-338, admission to teacher education program

**EDU-441 Assessing Beginning Literacy** **3/1**  
This class will address developmentally appropriate instructional and assessment practices; characteristics of developmental stages of literacy learning; appropriate instructional and assessment strategies for each developmental stage; constructivist learning theory and overview of current research in early literacy; classroom management and organization; purposes, administration, scoring, and methods of using assessment to inform instruction; book leveling; and communication with parents and parent education strategies. Prerequisites: EDU-342 and 445 (or concurrent with EDU-445).

**EDU-443 Severe Reading Problems** **3/2**  
This class will address intense reading disabilities that require specific methods of instruction to correct. Students will learn how to identify, assess and diagnose reading problems; determine causes of reading problems, such as, environment, physiological or ineffective instruction; learn to develop organized sequential lesson plans that directly teach each of the following phonetic/language concepts: phonological awareness, basic sound/symbol relationships, six syllable patterns, spelling rules, prefixes and suffixes, non-phonetic words and syllable division rules; implement lesson plans using reading, spelling and concept decks, simultaneous oral spelling, blending and segmenting; and multisensory activities. Prerequisites: EDU-342 and 445 (or concurrent with EDU-445).

**EDU-445 Assessing and Correcting Reading Problems** **3/1**  
This is a second level course in reading instruction for elementary or secondary teachers. The focus of the course is on instruction and assessment in the regular classroom utilizing a contemporary view of the reading process. The course also includes such topics as reader motivation and attitudes, causes of reading failure, metacognition and reading, and instructional strategies for corrective and remedial instruction. Prerequisites: EDU-342, admission to the teacher education program, EDU-230.

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

**EDU-453 Secondary Biology Practicum** **3/6**  
Student will be involved in a school-based experience in biology under the guidance of a certified teacher of biology and under the supervision of a Cornerstone University professor. Biology Practicum may be used only with an Integrated Science Major. Prerequisite: SCI-465. Applications must be submitted by the first Friday of November or March prior to placement.

**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 and completion of two core social studies classes.

**EDU-465 Methods of Teaching a Foreign Language (LIN/SPA 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. Applications must be submitted by the first Friday of November or March prior to placement.

**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. Applications must be submitted by the first Friday of November or March prior to placement.

**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. Applications must be submitted by the first Friday of November or March prior to placement.

**EDU-469 Secondary Chemistry Practicum** **3/1**  
Student will be involved in a school-based 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. Applications must be submitted by the first Friday of November or March prior to placement.

**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. 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 first Friday of March or November prior to placement.

**EDU-482 Elementary Directed Teaching Practicum** **12/1**

**EDU-483 Elem. Directed Teaching Practicum/Cross-Cultural** **12/6**

**EDU-484 Secondary Directed Teaching Practicum** **12/1**

**EDU-485 Second. Directed Teaching Practicum/Cross-Cultural** **12/6**

**EDU-486 K-12 Directed Teaching Practicum** **12/1**

**EDU-487 K-12 Directed Teaching Practicum/Cross-Cultural** **12/6**  
The practicum for directed teaching is for one full semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this experience, student teachers must demonstrate personal qualities related to teaching, ability to plan instruction, knowledge of content and learning theories, classroom management skills, ability to assess and evaluate and a professional character. Students are required to provide their own transportation. Placement for Practicums EDU 482, 484 and 486 is within a fifty-mile radius of Cornerstone. Prerequisite: admission to the professional teaching semester and all course work completed.

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

**EDU-483, 485, 487 Directed Teaching Practicum/Cross-Cultural** **12/6**  
The practicum for directed teaching with International/Cross-Cultural experience is for one semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this practicum, student teachers must demonstrate personal qualities related to teaching, ability to assess and evaluate, and a professional character. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives of the International/Cross-Cultural experience. Students are required to provide their own transportation. Prerequisite: Admission to the professional teaching semester and permission of the supervisor of practicum experiences.

**EDU-488 Advanced Practicum in Teacher education** **2-6/1**  
This enrichment-level supervised clinical practicum allows for a variety of experiences on and off campus, in another country or in a culturally diverse setting. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives prior to granting the student permission to enroll in EDU 488. The expected outcomes and assessment criteria will also be included in the agreement. Prerequisites: permission of the director of teacher education.

**EDU-489 TESOL Practicum** **6/6**  
Students will teach in a multilingual setting under the supervision of an experienced TESOL teacher. They will implement lesson plans which they have developed, use a variety of teaching methods, audio-visuals, and other teaching resources and assess the educational, cultural, and linguistic needs of English language learners. Application must be completed by either the first Friday of March or November prior to placement.

**EDU-490 Independent Study**

**1-3/6**

With faculty supervision, the student researches and reports on a topic or an area of interest. Prerequisite: approval of the director of teacher education.

**EDU-491 K-12 Music Directed Teaching Practicum**

**9/1**

