

TEACHER EDUCATION

DIVISION



Kerisa Myers, Ph.D.
*Division Chair, Director of
Teacher Education*

The Teacher Education Division is passionate about preparing our students to serve as highly qualified teachers in public, Christian, or overseas schools by developing the knowledge, skills and Christian character to enable them to be servant leaders who are influencers in their world for Jesus Christ. 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 foundation 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 the elementary or secondary level.

Successful candidates are 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. 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, the Association of Christian Schools International, and in candidate status with the Teacher Education Accreditation Council (TEAC). All programs are in good standing. Teacher Education has achieved exemplary classification for 2009-2010 through the Teacher Preparation Institution performance scores from the Michigan Department of Education.

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

FACULTY

Myers, Kerisa A., Division Chair, Associate Professor of Education (2009); B.A. (1985), Grand Rapids Baptist College; B.S. (1985), Calvin College; M.A. (1992), Western Michigan University; Ph.D. (2009), Western Michigan University

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

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

Kronemeyer, 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.

Nakia, James, Assistant Professor of Education (2011); B.A. (1998), Western Michigan University; M.A. (2007), Western Michigan University; Ph.D. Candidate (2011), Western Michigan University.

PROGRAM INFORMATION & REQUIREMENTS

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 2.7, demonstrated competency on the Basic Skills Test of the Michigan Test for Teacher Certification (the Basic Skills Test bulletin is available at www.mttc.nesinc.com), an interview with an education professor, two references from professors outside of the education department, line scan 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. If circumstances warrant discontinuing a student from pursuing a Teacher Education degree and prior to their application into the program, this decision will be communicated to the student during the entry level phase (freshman or sophomore year).

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 Program to be considered in good standing. Refer to the Teacher Education Program Probation Protocol in the Teacher Education Handbook regarding procedures for failure to maintain these standards. A minimum grade of "C-" is required in all courses with an EDU number, all methods courses, PSY-232, COM-112, KIN-147, MAT-312, MUS-254 and SCI-201. 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 2.7 on a 4.0 scale, earn a passing score on the MTTC Basic Skills Test required by the State of Michigan, obtain 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 October for the following fall semester and the first Friday in February for the following spring semester. 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. 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 2.7 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, COM-112, KIN-147, MAT-312, MUS-254 and SCI-201.

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.

TEACHER EDUCATION ONLINE, CORRESPONDENCE COURSE & CLEP TEST PROPOSAL

Students must have all online, correspondence courses and/or CLEP tests completed by the end of the term one year prior to their student-teaching term. In other words, online, correspondence and/or CLEP tests are not permitted to be taken or completed the term directly prior to the student teaching term. Please note: The spring/summer semester will count as one term. All courses enrolled in the term prior to student teaching should be completed at Cornerstone University. Students will be required to submit a written proposal for outstanding courses one year prior to student teaching.

Students must complete the MTTC subject area tests during the earliest testing date of their last term of coursework prior to student teaching. In other words, if students are planning on student teaching in the fall, they should register to take the tests during the first available date (listed on the MTTC website) of the previous spring term. If students will be student teaching in the spring, they should complete the tests during the earliest date offered in the previous fall term. Please visit the MTTC website (www.mttc.nesinc.com) for further information. Student teaching placements may be delayed for failure to follow this timeline and passing the MTTC major subject area test (elementary test for elementary track students; subject matter test for elementary student teachers placed at the middle school level, and major subject area test for secondary track students).

A formal, written proposal must be submitted to the Supervisor of Student Teaching for the approval of any exceptions. The signatures from both the Supervisor of Student Teaching and the Division Chair will be required for approval to the exception.

If a student teacher is released from their setting and/or does not fulfill state and university performance levels, the student teacher will need to see the placement coordinator for official protocol.

PRACTICUM GRADING SYSTEM: Practicums receive letter grades of A through F.

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.

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 information is available at 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 # |
|---------------------------|------------------------------|-------------|
| Biology | Secondary | 17 |
| Chemistry | Secondary | 18 |
| Communication Arts | Secondary | 91 |
| Early Childhood Education | Elementary | 82 |
| Elementary Education | Elementary | 83 |
| English | Elementary & Secondary | 02 |
| English as a Second Lang. | Elementary & Secondary | 86 |
| History | Elementary & Secondary | 09 |
| Integrated Science | Elementary | 93 |
| Integrated Science | Secondary | 94 |
| Journalism | Secondary | 03 |
| Language Arts | Elementary | 90 |
| Learning Disabilities | K-12 | 63 |
| Mathematics | Elementary | 89 |
| Mathematics | Secondary | 22 |
| Music Education | K-12 | 99 |
| Physical Education | Elementary, Secondary & K-12 | 44 |
| Psychology | Secondary | 11 |
| Reading | Elementary | 05 |
| Social Studies | Elementary & Secondary | 84 |
| Spanish | Elementary & Secondary | 28 |
| Speech | Secondary | 04 |

GENERAL EDUCATION CORE FOR TEACHER EDUCATION

(Required for both elementary & secondary)

General Education Core

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| COM-112 | Communication In Culture | .3 |
| ENG-212 | Writing In Culture | .3 |
| HIS-114 | World Civilization II | .3 |
| IDS-101 | Creativity, Innovation and Problem Solving | .2 |
| IDS-103 | Christian Foundations I | .1 |
| IDS-104 | Christian Foundations II | .1 |
| KIN-100 | Foundations of Wellness | .2 |
| PHI-211 | Philosophy in Culture | .3 |
| PSY-232 | Developmental Psychology (required by the State of Michigan) | .3 |
| REL-104 | Old Testament Literature | .3 |
| REL-204 | New Testament Literature | .3 |
| REL-352 | Christian Beliefs and History | .3 |
| SCI-311 | Science In Culture (Biology majors should take BIO-400 Biological Perspectives) | .3 |
| | English Competency | .0-6 |
| | Foreign Language (See "Language Requirement" pg. 38). | .0-8 |
| | Math Competency | .0-9 |
| | Total. | 33 |

ELEMENTARY STUDENTS ONLY

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| ENG-321 | Children's Literature | .3 |
| EDU-243 | Art of Elementary Teachers | .3 |
| HIS-115 | American Studies. | .3 |
| | (Social Studies majors and History majors and minors should not take HIS-115 because HIS-221 and HIS-222 are required.) | |
| KIN-147 | Physical and Health Education for Classroom Teachers. | .2 |
| | (Physical Education majors and minors should take KIN-357) | |
| MAT-312 | Elementary Math Methods | .4 |
| MUS-254 | Music for Elementary Teachers | .3 |
| SCI-201 | Integrated Science for Elementary Teachers (physical education majors and minors take BIO-241). | .3 |
| | Total. | 24 |

SECONDARY STUDENTS ONLY

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| IDS-311 | Imagination in Culture. | .3 |
| | One mathematics course (MAT-110, 121, 122, 131, 132) | .0-3 |
| | One laboratory science course | .4 |
| | (CHM-111 is required for Biology majors and minors. BIO-241 is required for Kinesiology majors and minors) | |
| | One lifetime activity course (KIN-1XX. | .1 |
| | Total. | 49-57 |

ELEMENTARY EDUCATION PROGRAMS

Students interested in elementary education should work out a program, if possible, 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 two options:

OPTION I – PLANNED PROGRAM (CORE SUBJECTS)

CU Core Courses

PLUS – Choose one major from the following:

- Integrated Science
- Language Arts
- Social Studies Group

OR – Choose one of the following triple minor combinations (recommended for K-3):

- Integrated Science; Math, Planned Program
- Integrated Science; Reading, Planned Program
- Math; Reading, Planned Program
- Reading; Language Arts
- Math; Language Arts, Planned Program

PLUS – Planned Program Minor

*(see customized Planned Program Minor for each major or minor on 4 year Advising Sheets in the Teacher Education Department)

PLUS – Professional Education Sequence Courses:

| Required Courses | Credit Hours |
|---|--------------|
| EDU-230 Principles/Philosophy of Education | 3 |
| EDU-231 School Observation Practicum | 1 |
| EDU-262 Computers & Technology | 3 |
| Students must be accepted in the program before taking the following: (see "Admission to the Teacher Education Program" for requirements) | |
| EDU-363 Divers Pop./Dif. Instruction | 3 |
| EDU-381 Educational Psychology | 3 |
| EDU-382 Teacher Assistant Practicum | 1 |
| EDU-430 Directed Teaching Seminar | 3 |
| EDU-482 Directed Teaching I | 2 |
| Total | 29 |

OPTION II – PROGRAM

CU Core Courses

PLUS – Comprehensive Major (required):

| Required Courses | Credit Hours |
|--|--------------|
| ENG-212 Writing in Culture | 3 |
| COM-112 Communication in Culture | 3 |
| SCI-201 Integrated Science for Elementary Teachers | 3 |
| SCI-311 Science in Culture | 3 |
| EDU-450 Elementary Science Methods | 3 |
| KIN-100 Foundations of Wellness | 2 |
| KIN-147 Physical Education for Classroom Teachers | 2 |
| HIS-115 American Studies | 3 |
| EDU-460 Elementary S. Studies Methods | 3 |
| MAT-110 College Mathematics | 3 |
| MAT-312 Elementary Mathematics & Methods | 4 |
| MUS-254 Music Methods for Elementary Teachers | 3 |
| EDU-243 Art Methods for Elementary Teachers | 3 |
| THR-242 Introduction to Theatre | 3 |
| ENG-321 Children’s Literature | 3 |
| EDU-342 Developmental Reading/L.A. Methods | 3 |
| EDU-445 Assessing/Correcting Reading | 3 |
| * Foreign Language Requirement | 0-8 |
| Total | 47 |

(Includes double counted core courses.)

PLUS – Choose one of the following majors or minors (student-centered specialty areas):

- Early Childhood (minor)
- Learning Disabilities (K-12 major) *(additional content minor highly recommended)*
- Spanish (major or minor)
- TESOL (minor)

PLUS – Professional Education Sequence Courses:

| Required Courses | Credit Hours |
|--|--------------|
| EDU-230 Principles/Philosophy of Education | 3 |
| EDU-231 School Observation Practicum | 1 |
| EDU-262 Computers & Technology | 3 |

Students must be accepted in the program before taking the following: (see "Admission to the Teacher Education Program" for requirements)

| | | |
|---------|---|----|
| EDU-363 | Diverse Pop./Dif. Instruction | .3 |
| EDU-381 | Educational Psychology | .3 |
| EDU-382 | Teacher Assistant Practicum. | .1 |
| EDU-430 | Directed Teaching Seminar | .3 |
| EDU-482 | Directed Teaching | 12 |

NOTE: July 2013 – Last available administration of Old Elementary MTTC Test
 Candidates in old program must take the new test if they have not completed program by last old MTTC date
 October 2013 – New Elementary MTTC test available – Elementary Part A and Part B

Practicum courses require the student to complete an application found on the Eagles' Nest for placement.

NOTE: The certification and graduation 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:

| | |
|----------------------------------|---|
| Majors | Minors |
| Biology | Biology |
| Communication Arts Group | Chemistry |
| English | Communication Arts Group |
| History | English |
| Integrated Science | History |
| Integrated Science Comprehensive | Journalism |
| Learning Disabilities K-12 | Mathematics (pending reapproval) |
| Mathematics (pending reapproval) | Physical Education |
| Music Education K-12* | Psychology |
| Physical Education K-12 | Spanish |
| Social Studies Group | Teaching English to Speakers of Other Languages (TESOL) |
| Spanish | |

* Music Education K-12 see pages 106-107 for degree requirements.

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 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.)

| | |
|--|-----|
| EDU-344 Content Area Literacy | 3 |
| EDU-363 Diverse Populations & Differentiated Instruction | 3 |
| EDU-381 Educational Psychology | 3 |
| EDU-382 Teacher Assistant Practicum* | 1 |
| (Prerequisite or corequisite: EDU-381) | |
| 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) | |

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

Students with a major and minor in the same general content area will do a practicum in their minor area. (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* | |
| 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

| | | |
|---------|--|----|
| COM-112 | Communications In Culture | 3 |
| ENG-212 | Writing In Culture | 3 |
| ENG-321 | Children's Literature | 3 |
| HIS-115 | American Studies | 3 |
| IDS-101 | Creativity, Innovation and Problem Solving | 2 |
| KIN-100 | Foundations of Wellness | 2 |
| PHI-211 | Philosophy In Culture | 3 |
| PSY-232 | Developmental Psychology | 3 |
| REL-104 | Old Testament Literature | 3 |
| SCI-201 | Integrated Science for Elementary Teachers | 3 |
| Total | | 28 |

Education Core

| | | |
|---------|---------------------------------------|----|
| EDU-230 | Principles/Philosophy of Education | 3 |
| EDU-262 | Computers and Technology in Education | 3 |
| EDU-381 | Educational Psychology | 3 |
| EDU-382 | Teacher Assistant Practicum | 1 |
| Total | | 38 |

| | |
|---|----|
| Early Childhood* Core/TESOL Core (See pages 174 & 182 for requirements) | 21 |
| Total | 59 |

* Twelve credit hours of Early Childhood/TESOL Core must be taken at Cornerstone.
NOTE: Students must meet both the English and Math competency requirements. See Degree Information section.

BACHELOR OF ARTS MAJORS & MINORS

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 |
| BIO-400 Biological Perspectives (Prerequisite: Upper-class Biology) | 2 |
| BIO-451 Molecular Cell Biology (Prerequisite: BIO-351) | 4 |
| ECO-341 Ecology (Prerequisite: BIO-225, 233 or MAT-151) | 4 |
| SCI-361 Evolution & Origins (Prerequisite: SCI-111, BIO-111 or equivalents) | 3 |
| Total | 33 |

Required Cognates*

| | |
|---|---|
| CHM-111 Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 Principles of Organic and Biochemistry | 4 |
| MAT-151 Statistics | 3 |
| SCI-465 Secondary Science Methods | 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 General Biology | 4 |
| BIO-225 Botany (Prerequisite: An advanced high school biology course or BIO-111 or BIO-151) | 4 |
| BIO-233 Zoology (Prerequisite: An advanced high school biology course or BIO-111 or BIO-151) | 4 |
| ECO-341 Ecology (Prerequisite: BIO-225, 233 or MAT-151) | 4 |
| One of the following: | 4 |
| BIO-241 Anatomy and Physiology I | |
| BIO-242 Anatomy and Physiology II | |
| Total | 20 |

Required Cognate*

| | |
|---|---|
| CHM-111 Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| SCI-465 Secondary Science Methods | 3 |

* 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 (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

| Required Courses | Credit Hours |
|---|---------------------|
| COM-112 Communication in Culture | 3 |
| COM-212 Interpersonal Communication | 3 |
| COM-311 Intercultural Communication | 3 |
| COM-315 Communication Theory | 3 |
| COM-321 Group Communication | 3 |
| COM-322 Advanced Public Speaking | 3 |
| COM-325 Rhetorical Criticism | 3 |

| | | |
|-----------------------|-------------------------------------|----|
| JRN-201 | News Writing and Reporting I | 3 |
| JRN-313 | Feature Writing | 3 |
| MDA-121 | Introduction to Electronic Media | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| One of the following: | | 3 |
| COM-241 | Introduction to Oral Interpretation | |
| THR-242 | Introduction to Theatre | |
| Total | | 36 |

COMMUNICATION ARTS GROUP MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|-----------------------|-------------------------------------|--------------|
| COM-212 | Interpersonal Communication | 3 |
| COM-311 | Intercultural Communication | 3 |
| COM-315 | Communication Theory | 3 |
| JRN-201 | News Writing & Reporting I | 3 |
| JRN-313 | Feature Writing | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| One of the following: | | 3 |
| COM-241 | Introduction to Oral Interpretation | |
| THR-242 | Introduction to Theatre | |
| Total | | 21 |

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 |
| Total | | 21 |

*Application should be made by the end of mid-term week.

Students completing the early childhood education minor in conjunction with Option II (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 is available when paired with the Comprehensive Major, Option II, New Elementary Programs. Please see Dr. Myers for upcoming changes for this 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. The Planned Program Minor is only available with Option I, New Elementary Program. Please see your academic advisor or Dr. Myers for further information.

ENGLISH MAJOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|-----------------------|--|--------------|
| ENG-223 | Introduction to Literature | 3 |
| ENG-224 | World Literature | 3 |
| ENG-226 | Introduction to Creative Writing | 3 |
| ENG-319 | Advanced Grammar | 3 |
| ENG-353 | Linguistic History of the English Language | 3 |
| ENG-334 | American Renaissance in the 19 th Century | 3 |
| ENG-326 | Contemporary Literature | 3 |
| ENG-344 | British Literature to 1700 | 3 |
| ENG-342 | British Romantic & Victorian Literature | 3 |
| One of the following: | | 3 |
| ENG-321 | Children's Literature (Elementary) | |
| ENG-323 | Adolescent Lit (Elementary or Secondary) | |

| | | |
|---------|---|----|
| ENG-328 | Selected Authors or Eras (Secondary) | |
| ENG-324 | Literary Modernisms: Anglo-American Writers (Secondary) | |
| | Total | 30 |

ENGLISH MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|-----------------------|---|--------------|
| ENG-223 | Introduction to Literature | 3 |
| ENG-224 | World Literature | 3 |
| ENG-226 | Introduction to Creative Writing | 3 |
| ENG-319 | Advanced Grammar | 3 |
| One of the following | | 3 |
| ENG-321 | Children's Literature (Elementary) | |
| ENG-323 | Adolescent Literature (Elementary or Secondary) | |
| ENG-328 | Selected Authors or Eras (Secondary) | |
| ENG-324 | Literary Modernisms: Anglo-American Writers (Secondary) | |
| One of the following: | | 3 |
| ENG-326 | Contemporary Literature | |
| ENG-334 | American Renaissance in the 19 th Century | |
| One of the following | | 3 |
| ENG-342 | British Romantic & Victorian Literature | |
| ENG-344 | British Literature to 1700 | |
| | Total | 21 |

HISTORY MAJOR FOR 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 I (Prerequisite: 21 hours of History) | 2 |
| HIS-452 | Historiography II | 1 |
| Upper level electives in History (including two courses in European or non-Western History and one course in American History) | | 12 |
| | Total | 30 |

NOTE: July 2013 – Last available administration of Old Social Studies & History MTTC Test
 Candidates in old program must take the new test if they have not completed program by last old MTTC date
 October 2013 – New Social Studies & History MTTC test available

HISTORY MINOR FOR SECONDARY TEACHERS

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

NOTE: July 2013 – Last available administration of Old Social Studies & History MTTC Test
 Candidates in old program must take the new test if they have not completed program by last old MTTC date
 October 2013 – New Social Studies & History MTTC test available

INTEGRATED SCIENCE MAJOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|----------------------|---|--------------|
| Life Sciences: | | |
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| Physical Sciences: | | |
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 | Principles of Organic & Biochemistry | 4 |
| PHY-211 | General Physics I (Prerequisite: MAT-121, 122 or 131) | 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 | Evolution & Origins | 3 |
| SCI-400 | Integrated Science Capstone | 2 |
| Total | | 43 |

INTEGRATED SCIENCE GROUP MINOR FOR SECONDARY TEACHERS

Not available under the new standards for secondary endorsement.

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

| Required Courses | | Credit Hours |
|---------------------|---|--------------|
| LIFE SCIENCES | | |
| BIO-151 | General Biology | 4 |
| BIO-225 | Botany | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| PHYSICAL SCIENCES | | |
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 | Principles of Organic and Biochemistry | 4 |
| PHY-211 | General Physics I (Prerequisite: MAT-121, 122 or 131) | 4 |
| PHY-212 | General Physics II | 4 |
| EARTH/SPACE SCIENCE | | |
| ECO-241 | Environmental Science | 4 |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere and Weather | 2 |
| COMPREHENSIVE | | |
| SCI-361 | Evolution & Origins | 3 |
| SCI 400 | Integrated Science Capstone | 2 |
| Total | | 51 |

INTEGRATED SCIENCE GROUP MAJOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|------------------|-------------------------------|--------------|
| Life Sciences: | | |
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-242 | Anatomy & Physiology II | 4 |

| | |
|----------------------|---|
| Physical Sciences: | |
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) 4 |
| PHY-211 | General Physics I (Prerequisite: MAT-121, 122 or 131) 4 |
| SCI-201 | Integrated Science for Elementary Teachers (core requirement) 3 |
| Earth/Space Science: | |
| ECO-241 | Environmental Science 4 |
| SCI-261 | Astronomy 4 |
| SCI-262 | Geology 4 |
| SCI-263 | Atmosphere and Weather 2 |
| SCI 400 | Integrated Science Capstone 2 |
| Total 39 | |

INTEGRATED SCIENCE GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|---------------------|---|
| LIFE SCIENCES | |
| BIO-151 | General Biology 4 |
| ECO-241 | Environmental Science 4 |
| PHYSICAL SCIENCES | |
| CHM-111 | Principles of General Chemistry 4 |
| SCI-201 | Integrated Science for Elementary Teachers (core requirement) 3 |
| EARTH/SPACE SCIENCE | |
| SCI-261 | Astronomy 4 |
| SCI-262 | Geology 4 |
| SCI-263 | Atmosphere and Weather 2 |
| SCI 400 | Integrated Science Capstone 2 |
| Total 27 | |

JOURNALISM MINOR FOR SECONDARY TEACHERS

| | |
|--|---|
| General Education Core Exceptions | |
| ENG-223 | Introduction to Literature (required) 3 |
| Required Courses | |
| Credit Hours | |
| EDU-466 | Journalism Practicum* 3 |
| JRN-201 | News Writing & Reporting I 3 |
| JRN-202 | News Writing & Reporting II 3 |
| JRN-213 | Print Media Graphics 3 |
| JRN-261 | The Herald (1 credit hour per semester) 3 |
| JRN-313 | Feature Writing 3 |
| JRN-318 | News Editing 3 |
| MDA-319 | Mass Media Literacy 3 |
| PHO-236 | Introduction to Digital Photography 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

| Required Courses | Credit Hours |
|------------------|--|
| COM-212 | Interpersonal Communication 3 |
| COM-315 | Communications Theory 3 |
| ENG-223 | Introduction to Literature 3 |
| ENG-224 | World Literature 3 |
| ENG-226 | Introduction to Creative Writing 3 |
| ENG-321 | Children's Literature 3 |
| JRN-201 | News Writing and Reporting I 3 |
| MDA-319 | Mass Media Literacy 3 |
| ENG-212 | Writing in Culture 3 |

| | | |
|-----------------------------|--|----|
| Two of the following: | | 6 |
| COM-241 | Introduction to Oral Interpretation | |
| COM-311 | Intercultural Communication | |
| COM-321 | Group Communication | |
| THR-242 | Introduction to Theatre | |
| One of the following:..... | | 3 |
| ENG-322 | Practice of Criticism | |
| ENG-324 | Literacy Modernisms | |
| ENG-326 | Contemporary Literature | |
| ENG-328 | Selected Authors and Eras | |
| ENG-334 | American Renaissance in the 19 th Century | |
| ENG-344 | British Literature to 1700 | |
| ENG-353 | Linguistic History of English | |
| | Total. | 36 |

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours | |
|------------------|---------------------------------------|----|
| COM-212 | Interpersonal Communication..... | 3 |
| COM-311 | Intercultural Communication | 3 |
| ENG-223 | Introduction to Literature..... | 3 |
| ENG-224 | World Literature..... | 3 |
| ENG-226 | Introduction to Creative Writing..... | 3 |
| ENG-321 | Children’s Literature | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| | Total. | 21 |

LEARNING DISABILITIES MAJOR FOR K-12 CERTIFICATION

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

| Required Courses | Credit Hours | |
|------------------|---|----|
| EDU-233 | Introduction to Special Education and the Exceptional Learner | 2 |
| EDU-234 | Emerging Educational Models in Special Education (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 |
| | (Prerequisites: EDU-233, EDU-234, EDU-235) | |
| 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. Offered only in the Fall.) | |
| EDU-434 | Practicum in Learning Disabilities | 6 |
| | (Concurrent with EDU-432, semester prior to Directed Teaching. This course can only be taken after all other coursework for the LD major has been completed. Offered only in the Fall.) | |
| PSY-441 | Physiological Psychology | 3 |
| EDU-443 | Severe Reading Problems | 3 |
| | (Elementary Prerequisite: EDU-342 and Corequisite: EDU-445; Secondary Prerequisite: EDU-344)..... | 3 |
| | Total. | 34 |

MATHEMATICS MAJOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours | |
|------------------|--|---|
| MAT-131 | Calculus I (Prerequisite: MAT-122 or equivalent) | 3 |
| MAT-132 | Calculus II (Prerequisite: MAT-131) | 3 |
| MAT-151 | Statistics..... | 3 |
| 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-243 | Discrete Mathematics | 3 |
| MAT-245 | Mathematical Proofs (Prerequisite: MAT-234 or MAT-241) | 3 |
| MAT-333 | Real Analysis (Prerequisite: MAT-234 & MAT-245) | 3 |
| MAT-341 | Modern Algebra (Prerequisite: MAT-241 & MAT-245) | 3 |
| MAT-372 | Geometry & The History of Mathematical Sciences (Prerequisite: MAT-234 & MAT-241 & MAT-245) | 3 |
| | Total | 33 |

MATHEMATICS MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|------------------|--------------------------------|--------------|
| MAT-131 | Calculus I | 3 |
| MAT-151 | Statistics | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| MAT-312 | Elementary Mathematics Methods | 3 |
| | Total | 22 |

Choose three of the following courses:

| | | |
|---------|-----------------------------------|---|
| MAT-110 | College Math | 3 |
| MAT-121 | College Algebra | 3 |
| MAT-122 | Trigonometry | 3 |
| MAT-132 | Calculus II | 3 |
| MAT-233 | Differential Equations | 3 |
| MAT-234 | Multivariate Calculus | 3 |
| MAT-241 | Applied Linear Algebra | 3 |
| MAT-245 | Mathematical Proofs | 3 |
| MAT-372 | Geometry & History of Mathematics | 3 |

Total 9

Overall Total 22

MATHEMATICS MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credits |
|-----------------------|--|---------|
| MAT-131 | Calculus I (Prerequisite: MAT-122 or equivalent) | 3 |
| MAT-132 | Calculus II (Prerequisite: MAT-131) | 3 |
| MAT-151 | Statistics | 3 |
| MAT-241 | Applied Linear Algebra (Prerequisite: MAT-132) | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| MAT-245 | Mathematics Proofs | 3 |
| MAT-372 | Geometry & The History of Mathematical Sciences | 3 |
| One of the following: | | 3 |
| MAT-233 | Differential Equations (Prerequisite: MAT-132) | |
| MAT-234 | Multivariate Calculus | |
| | Total | 24 |

Students with a major or minor in mathematics for secondary teachers should note that they are also required to take MAT-471 (Secondary Mathematics Education). See page 188 (Teacher Education Division – Secondary Education Programs) for more information.

MUSIC EDUCATION MAJOR FOR K-12 CERTIFICATION (SECONDARY TRACK ONLY)

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 Music Division section of the catalog for a detailed description of the music education program major.

PHYSICAL EDUCATION MAJOR FOR K-12 CERTIFICATION (SECONDARY PROGRAM TRACK ONLY)

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.

| Required Courses | Credit Hours |
|--|---------------------|
| BIO-242 Anatomy and Physiology II | 4 |
| KIN-211 History and Principles of Physical Education. | 3 |
| KIN-243 Strategies for Teaching Physical Activities K-12. | 3 |
| KIN-251 Motor Development and Learning | 3 |
| KIN-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 |
| <small>(Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.)</small> | |
| Total | 35 |

PHYSICAL EDUCATION MINOR FOR SECONDARY 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.

| Required Courses | Credit Hours |
|--|---------------------|
| BIO-242 Anatomy and Physiology II | 4 |
| KIN-211 History and Principles of Physical Education. | 3 |
| KIN-243 Strategies for Teaching Physical Activities K-12. | 3 |
| KIN-251 Motor Development and Learning | 3 |
| KIN-344 Adapted Physical Education K-12. | 2 |
| One of the following: | 2 or 3 |
| KIN-357 P.E. in Preschools & Elementary Schools (Prerequisite: KIN-243) | 3 |
| KIN-359 P.E. 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-461 Skill and Performance Competencies | 1 |
| <small>(Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.)</small> | |
| Total | 22 or 23 |

PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| 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) | 3 |
| PSY-351 Social Psychology (Prerequisite: PSY-111 & SOC-111) | 3 |
| Electives in Psychology | 3 |
| Total | 21 |

READING MINOR FOR ELEMENTARY TEACHERS

Students will receive MLPP certification upon completion of the minor.

| Required Courses | Credit Hours |
|--|---------------------|
| ENG-321 Children's Literature (Prerequisite: ENG-223) | 3 |
| EDU-342 Developmental Reading & Language Arts Methods (Prerequisite: Admission to Teacher education Program, EDU-230) | 3 |
| 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) | 4 |
| EDU-443 Severe Reading Problems (Prerequisite: EDU-445 or Concurrent with EDU-445). | 3 |
| LIN-225 Introduction to Linguistics | 3 |
| Total | 22 |

SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY & SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| ECN-231 Macroeconomics | 3 |
| ECN-232 Microeconomics | 3 |
| 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 |
| SSC-451 Social Studies Research I (Prerequisite: 21 hours of Social Studies courses). | 2 |
| SSC-452 Social Studies Research II | 1 |
| Total | 36 |

NOTE: July 2013 – Last available administration of Old Social Studies & History MTTC Test
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October 2013 – New Social Studies & History MTTC test available

SPANISH MAJOR FOR ELEMENTARY & SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|---------------------|
| LIN-225 Introduction to Linguistics | 3 |
| LIN-371 Second Language Acquisition | 3 |
| SPA-311 Advanced Spanish Conversation | 3 |
| SPA-411 Introduction to Spanish Literature | 3 |
| SPA-319 Advanced Spanish Composition & Grammar | 3 |
| SPA-412 Spanish Civilization and Culture | 3 |
| SPA-332 Spanish Translation | 3 |
| LIN-465/SPA-465 Methods of Teaching a Foreign Language | 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
- ** Permission for off-campus study required. See Director of Ministry Development.

Total 36

SPANISH MINOR FOR ELEMENTARY & SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| LIN-225 Introduction to Linguistics..... | 3 |
| LIN-371 Second Language Acquisition..... | 3 |
| 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-465/SPA-465 Methods of Teaching a Foreign Language..... | 3 |
| Total..... | 24 |

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

| Required Courses | Credit Hours |
|--|--------------|
| ENG-319 Advanced Grammar (Prerequisite: ENG-212)..... | 3 |
| LIN-225 Introduction to Linguistics (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 |
| EDU-489 TESOL Practicum (Prerequisite: All other TESOL courses)..... | 6 |
| Total..... | 21 |

COURSE DESCRIPTIONS

Dept./Level Course Name Credits/Frequency
(See page 53 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-114. 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. 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. First course in LD Major: Offered only in the Fall.

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. Prerequisite: EDU-233

EDU-243 Art for Elementary Classroom Teachers 3/1
The study of art with instruction in clay sculpture, oil paints, pastels, graphite, and other mediums to prepare education students for art basics in the self-contained elementary classroom. Required for all students in the Elementary Education program in the planned program minor.

EDU-262 Computers & Technology in Education 3/1
Prospective teachers will engage in the theory and practice of integrating targeted and educationally appropriate technology in the teaching and learning process. The course centers on creating an online extension of the physical classroom, where students can extend, share and reflect on their teaching and learning. This will be accomplished by creating interactive learning objects and using other free educational technology tools. Topics include: electronic publishing, content creation, screencasting, creating collaborative learning environments, digital citizenship and copyright. Additionally, students will learn how to create a professional, and positive digital footprint and become comfortable using technology in their teaching practice.

MAT-312 Elementary Mathematics & Methods 4
The course integrates elementary and middle school mathematics education and basic geometry content, methods, and technology. Emphasis is on pedagogy, concepts, relationships, problem solving, reasoning, communicating, and connecting ideas in elementary school mathematics. Prospective teachers implement a mathematics curriculum that models NCTM curriculum teaching and evaluation standards and principles. Grade Level Content Expectations are also integrated through coursework. Students plan, implement, and evaluate units and lessons in applied arithmetic, pre-geometry, and pre-algebra. Concepts are taught through applications with manipulatives, multimedia technologies, calculators and computers. Students will apply methods (such as diagnosis and instruction) through a tutoring experience with elementary aged children (1 credit of course). Prerequisites: EDU-230, Math Core and Teacher Education Program Approval

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, EDU-234 & admission to Teacher Education Program

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-335; corequisite EDU-443 & admission to Teacher Education Program

EDU-342 Developmental Reading and Language Arts Methods 3/1
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 with the application of course content through tutorial experiences. 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 with effective strategies that will encourage literacy achievement and support their students in reading 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 worldview. Prerequisites: admission to teacher education program, EDU-230.

EDU-382 Teacher Assistant Practicum 1/1
This course is designed for elementary and secondary teacher education students to assist a certified K-12 classroom teacher who is teaching in a subject area relating to the teacher education student's academic minor. Students enrolled in this course will spend the majority of their time in the actual classroom; however, mandatory on-campus seminars will be required. EDU 382 students are expected to engage during the instructional portions of their practicum and fulfill a time requirement that adheres to the following minimums: 10 hours per week divided between 2 days per week. These hours are to be arranged by the EDU 382 student and the assigned classroom teacher. Students enrolled in this course will have the opportunity to observe, apply, and evaluate educational principles. They will be expected to not only participate in the daily routines of an actual classroom but also in some of the duties of the teacher. This experience is not limited to but includes the following: evaluating classroom routines, assisting individual and small groups of students in obtaining learning objectives, designing and teaching lessons to a class of students, performing clerical duties, creating an instructional bulletin board. Students are responsible for securing their own transportation to fulfill this practicum experience. It is highly recommended that this course be taken 1 or 2 semesters prior to student teaching. Prerequisites: Admission to the Teacher Education Program, EDU 230, and EDU 381 (or concurrent with EDU 381). Applications must be submitted by either the last Friday of September or February prior to the placement semester.

EDU-430 Directed Teaching Seminar 3/1
This seminar which is taken concurrently with EDU-482-487,491 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. Taken with Directed Teaching Practicum, EDU-482-487, 491.

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. Prerequisite: EDU-233, EDU-234, EDU-335, EDU-338, Admission to the Teacher Education Program.

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-234, 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; classroom management and organization; purposes, administration, scoring, and methods of using assessment to inform instruction. Guided tutorial experiences are based on the application of Michigan Literacy Progress Profile and Response to intervention. 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. Elementary Prerequisites: EDU-342 and 445 (or concurrent with EDU-445); Secondary Prerequisite: EDU-344.

EDU-445 Assessing and Correcting Reading Problems 4/1

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. This course includes a practicum involving an intensive tutorial experience applying research-based educational tools. Prerequisites: EDU-342, admission to the teacher education program, EDU-230.

EDU-450 Elementary Science Methods 3/1

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. Lab fee applied. Prerequisite: admission to the teacher education program, EDU-230, and completion of SCI-201 and SCI-311.

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 3/1

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-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.

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| 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 February or October 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 |

