



Cornerstone  
UNIVERSITY®  
BUILD A LIFE THAT MATTERS

Grand Rapids, Michigan

# TEACHER EDUCATION

## DIVISION



Laurie Burgess  
*Division Chair, Director of  
Teacher Education*

The Teacher Education Division advances the mission of Cornerstone University by preparing students to influence culture as highly qualified teachers in Public, Christian, and International schools. The program combines academically rigorous coursework in education and the liberal arts with practical teaching experience in general and special education at elementary and secondary schools. In addition, education students have the option of completing a portion of their directed teaching practicum as a cross-cultural experience in selected schools around the world.

Cornerstone University's Teacher Education program is accredited by North Central Association of Colleges and Schools and the Association of Christian Schools International. The program has candidate status with the Council for the Accreditation of Educator Preparation and holds exemplary classification from the Michigan Department of Education.

## DEGREES

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

## PROGRAMS

Early Childhood (General and Special Education) Education  
Elementary Education  
Secondary Education  
K-12 Music  
K-12 Physical Education  
K-12 Learning Disabilities  
K-12 TESOL (Teaching English to Speakers of Other Languages)

## FACULTY

**Burgess, Laurie**, Assistant Professor of Education (Chair); B.A., Calvin College; M.A., Grand Valley State University; Ph.D. candidate, Western Michigan University

**George, Pamela**, Assistant Professor of Special Education; B.A., University of Illinois at Chicago; M.A., Northeastern Illinois University

**Kronmeyer, Ronald J.**, Professor of Education; B.A., Hope College; M.A., Ph.D., Kent State University

**Myers, Kerisa A.**, Associate Professor of Education; B.A., Grand Rapids Baptist College; B.S., Calvin College; M.A., Western Michigan University; Ph.D., Western Michigan University

**Rich, Kristin**, Assistant Professor of Education, Director of Field Experiences, B.A., Crown College; M.A., Hollins University

**VanderKolk, Beth**, Assistant Professor of Education; B.A., Calvin College; M.A.Ed. Calvin College

## PROGRAM INFORMATION & REQUIREMENTS

### ADMISSION TO THE TEACHER EDUCATION PROGRAM

*Please see Teacher Education Office for current admission requirements.*

Students must maintain the minimum academic (overall 2.7 GPA, major 2.7, and minor 2.3) 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 and following this section 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 with and without an EDU number, ENG-114, ENG-212, PSY-232, COM-112, KIN-147, MAT-312, and SCI-201. Assistance may be provided to students by their academic advisor, the teacher education faculty, the Center for Student Success and the Center for Career and Life Calling.

If circumstances warrant discontinuing a student from pursuing a Teacher Education degree, the decision can be communicated at any point: prior to or during conditional or professional status phase or student teaching, or prior to or during the student teacher practicum. For all details relating to conditional and professional status, please refer to the Teacher Education admissions requirement information, available in the Teacher Education Handbook and on the CU Portal.

### POST-BACCALAUREATE STUDENTS

Post-baccalaureate students with a degree from a regionally accredited institution who are returning to college for education certification programs must also meet current admission standards, have (and maintain) a GPA of 2.7 on a 4.0 scale, earn a passing score on the MTTC Professional Readiness Examination required by the State of Michigan, obtain one faculty reference and complete a professional interview with the certification officer or division chairperson. A minimum of 12 credit hours, taken at Cornerstone University 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.

### STUDENT TEACHING

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 Portal). Cut-off dates for applications are the second Wednesday in October for the following fall semester and the second Wednesday in February for the following spring semester. A late fee will be required of students who do not submit all application components 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 GPA in major and overall, and a 2.3 in minor (triple minor – two content area minors = 2.7), must have completed all other requirements for graduation, and must have passed the Professional Readiness Exam and subject area test (see pages 187-188 for further details 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 with and without an EDU number, ENG-114, ENG-212, PSY-232, COM-112, KIN-147, MAT-312, and SCI-201.

As part of the application, students 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. Failure to disclose such information to the university practicum supervisor may result in termination of the placement, failure of the practicum, and/or lack of Michigan certification. As a representative of Cornerstone University, each student is expected to adhere to professional dress, grooming, etiquette and conduct.

1. A student must be admitted into the Teacher Education program and be in good academic standing to enroll and participate in methods courses and/or upper level EDU courses.
2. A student must turn in a completed program evaluation when applying for Directed Teaching internship. This process begins one full year before the scheduled term of student teaching. Application deadlines are posted on the Portal. Students who turn in applications after the deadline will be charged a late fee.

3. Placement for the Directed Teaching Practicum is restricted to a 50-mile radius of the university.
4. A student must maintain the required minimum GPA in his/her major(s) (2.7), minor (2.3; triple minor students GPA requirement of 2.7 is based upon the two content area minors) and a cumulative GPA (2.7) for the Director of Field Experiences to begin the process of locating, and solidifying a teaching placement. If a student has a GPA that falls below that minimum requirements, he/she must withdraw from registering for student teaching until mandatory GPA requirements are reached.
5. Student teaching placements will be forfeited by any student that allows his/her GPA to drop below the minimum requirements at any time before the onset of the teaching internship. Students will then need to resubmit an application and begin the student teaching placement process over again from the start of the placement process.
6. Students on **“Teacher Education Program Probation”** may not initiate arrangements for student teaching placements with cooperating teachers and/or administrators and an internship placement cannot begin to be located during the student’s time on probation.
7. Students must have passed and have results on file in the teacher education office for the MTTC subject area test in their major(s) and minor(s) according to the current MTTC policy prior to the start of student teaching. Failure to pass any of the tests or have results submitted prior to the start of the internship will result in a delay in the student teaching process until the next term.

PLEASE NOTE: Students who have not demonstrated the qualities necessary for the teaching profession as well as a “readiness for student teaching,” may be asked to discontinue the student teaching and education programs.

Any intern terminated from a practicum or student teaching placement will complete a Professional Growth Plan under the guidance of the Director of Field Experiences (EDU 488). This plan usually takes a minimum of one academic semester to complete and is individualized to focus on the needs of the intern and the issues that led to the placement termination. A student released from a placement will not be eligible to continue in their practicum or internship, in another setting, within the same academic semester as the dismissal.

An additional internship (EDU 488), prior to student teaching, can also be required for students who may need more time to develop skills and/or abilities following their Teacher Assistance Practicum (TAP). It is recommended that students plan to take TAP two semesters prior to student teaching. However, if TAP is taken the semester before the student’s planned student teaching internship, this additional practicum would mean that the student teaching would be delayed one semester. During the EDU 488 internship, individual goals and objectives will be the focus of the internship and one-on-one support will be provided to the intern throughout the term.

## **ONLINE, CORRESPONDENCE COURSE, CLEP TEST POLICY & MTTC REQUIREMENTS**

### **Policy**

- Teacher Education 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.

**Note:** Students will be required to submit a written proposal for outstanding courses one year prior to student teaching.

### **MTTC TESTS**

Teacher Education students **must take and pass** the following MTTC subject area tests during the earliest testing date of their last term of coursework **prior** to student teaching. Ninety percent of course work in the major/minor must be completed in order to meet MTTC’s eligibility requirement to register and take the tests.

- **Secondary students must take and pass** the subject area tests for their major **PRIOR** to the end of the term directly before student teaching.
- **All elementary students must take and pass** the **Elementary MTTC test (#103)** **PRIOR** to the end of the term directly before student teaching **along with one content area test** (major or minor).
- **Learning Disability majors** (elementary or secondary track) **must take and pass** the Learning Disabilities test prior to EDU-434 and EDU-48\* as well as their content minor test. Elementary LD track students must also pass the Elementary test **PRIOR** to EDU-434.
- For increased marketability, the Teacher Education Department strongly recommends education students take all subject area tests while still enrolled in classes and when 90% of course work is complete. Students tend to have a higher passage rate on most subject area tests while still enrolled in classes prior to student teaching.

**Note:** Student Teaching placements will be delayed for failure to follow this timeline and/or failure to pass the required MTTC subject area tests.

TO INCREASE POTENTIAL FOR PASSING THE TESTS, STUDENTS ARE RECOMMENDED TO ONLY TAKE ONE CERTIFICATION TEST PER DAY.

## Registering for the MTTC:

### Fall Student Teaching

If you are planning on student teaching during a fall semester, you should register to take the MTTC tests during the first available date (listed on the MTTC website) of the previous spring term.

### Spring Student Teaching

If you are planning on student teaching during a spring semester, you should register to take the MTTC tests during the first available date (listed on the MTTC website) of the previous fall term.

**Please visit the MTTC website** ([www.mttc.nesinc.com](http://www.mttc.nesinc.com)) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact [teacher.ed@cornerstone.edu](mailto:teacher.ed@cornerstone.edu) to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on the Portal under Undergrad Divisions, then to Teacher Education and MTTC Testing Information.

## TEACHER EDUCATION PROGRAM PROBATION PROTOCOL

The division of Teacher Education is passionate about preparing our students to serve as highly qualified teachers. Therefore, it is vital that students pursuing a teaching degree establish high academic standards throughout their academic career.

Students applying for admittance into the Teacher Education program must possess the following minimum GPA requirements:

- 2.7 Overall/Cumulative

*\*Institutional requirements for graduation are 2.5 overall and major; 2.0 minors, but the Teacher Education Department monitors their internal policy for practicum and program admission as stated above.*

Teacher Education policy:

- 2.7 Major(s)
- 2.3 minor(s)
  - Triple minors: 2 content areas of the 3 minors must equal 2.7

Once a student has been admitted into the Teacher Education program, these minimum GPAs must be maintained throughout the student's academic career. GPAs will be checked at the end of each semester.

The following procedure will result if a student's overall and/or major GPA drops below a 2.7 and/or the minor(s) drops below a 2.3.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA
  - a. A hard copy of the plan must be submitted to the Teacher Education office by the first day of the next academic semester.
  - b. A copy of the improvement plan will be kept in the student's file.
  - c. Failure to submit a plan of improvement may result in a meeting with the division chair.
3. The student will have one academic semester to re-establish the required GPA
  - a. During that semester, the student will be placed on **"Teacher Education Program Probation"** within the Teacher Education division and the student will not be allowed to register for methods courses and/or upper level EDU courses.

*"Teacher Education Program Probation" is a probationary period where a student is given the opportunity and supported in re-establishing academic success. Unless otherwise indicated, "Teacher Education Program Probation" is for a period of one semester.*
4. The student must schedule and attend an appointment with his/her advisor to discuss his/her academic progress.
  - a. This appointment should take place around mid-term. Feedback by the division chair may be requested from the academic advisor concerning this meeting.
  - b. The Division Chair may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
  - a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from "Teacher Education Program Probation" and granted permission to register for upper-level EDU courses.
  - b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the division chair may extend the student's **"Teacher Education Program Probation"** for one additional semester.
    - i. The student will receive a letter stating the extension of the **"Teacher Education Program Probation"** period.
    - ii. Steps 2 through 4 will be applied.
    - iii. Optional: At mid-term, professors for each course may be asked to complete an *Academic Improvement Midterm Evaluation Form*.

- c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and the Teacher Education Program will be removed from the student's Datatel record.
- d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive academic semesters. If the student does not have **two** consecutive academic semesters left, the division chair will review an alternative plan with the student. The student's request for readmission will be presented to the Teacher Education division for approval.
- e. Readmission requirements:
  - i. Letter from student requesting readmission.
  - ii. Recommendation letter or email from academic advisor supporting the student's readmission.
  - iii. Final decision made by the Teacher Education Professional Committee.

### 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](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 #	ENDORSEMENT CODE
Biology	Secondary	17	DA
Chemistry	Secondary	18	DC
Early Childhood Education	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as a Second Lang.	Elementary & Secondary	86	NS
History	Secondary	09	CC
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Language Arts	Elementary	90	BX
Learning Disabilities	K-12	63	SM
Mathematics	Elementary	89	EX
Mathematics	Secondary	22	EX
Music Education	Secondary & K-12	99	JQ
Physical Education	Secondary & K-12	44	MB
Psychology	Secondary	11	CE
Reading	Elementary	05	BT
Social Studies	Elementary	105	RX
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Speech	Secondary	04	
Professional Readiness Exam		96	

## 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      CU Foundations I.....	1
IDS-104      CU Foundations II .....	1
KIN-100      Total Fitness and 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, Integrated Science SCI-400).....	3
English Competency .....	0-6
Foreign Language (See "Language Requirement").....	0-8
Math Competency .....	0-9
<b>Total.....</b>	<b>33</b>

### Elementary Students Only

Required Courses	Credit Hours
EDU-233      Introduction to Special Education and Field Experience.....	3
EDU-321      Children's Literature .....	3
EDU-264      Visual and Performing Arts for Elementary Teachers .....	3
HIS-115      American Studies ( <i>Social Studies majors &amp; History majors and minors should not take HIS-115 because HIS-221 &amp; HIS-222 are required.</i> ) ..	3
KIN-147      Physical and Health Education for Classroom Teachers ( <i>Physical Education majors and minors should take KIN-357.</i> ) .....	2
MAT-312      Elementary Mathematics & Methods and Field Experience.....	4
SCI-201 *      Integrated Science for Elementary Teachers ( <i>physical education majors and minors take BIO-241</i> ).....	3
<b>Total.....</b>	<b>24</b>

*\*If students remain in the Elementary Education program, SCI-201 and EDU-450 meet the lab science requirement. If they leave the Elementary Education program, they will need to take another lab science course.*

### Secondary Students Only

Required Courses	Credit Hours
HUM-311      Imagination In Culture .....	3
One mathematics course ( <i>MAT-110, 121, 122, 131, 132</i> ) .....	0-3
One laboratory science course ( <i>CHM-111 is required for Biology majors and minors. BIO-241 is required for Kinesiology majors and minors.</i> ) ..	4
One lifetime activity course ( <i>KIN-1XX</i> ).....	1
<b>Total.....</b>	<b>42-55</b>

## 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/CONTENT SUBJECTS)

Take **CU CORE COURSES**

**PLUS** - Students who desire to select a content subject (highly qualified preparation), choose one major from the following:

- Integrated Science
- Language Arts Group
- 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
- Language Arts, Integrated Science, 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 Educational Technology.....	3
EDU-363 Diverse Populations & Differentiated Instruction (Conditional Status required).....	2
<i>Students must be granted Professional Status in the program before taking the following courses [see "Admission to the Teacher Education Program" for requirements].</i>	
EDU-381 Educational Psychology.....	3
EDU-382 Teacher Assistant Practicum.....	2
EDU-430 Capstone Seminar: Directed Teaching.....	3
EDU-482 Directed Teaching Internship.....	12
<b>Total.....</b>	<b>29</b>

**OPTION II - COMPREHENSIVE MAJOR PROGRAM**

Take **CU CORE COURSES**

**PLUS - Comprehensive Major (required):**

Required Courses	Credit Hours
COM-112 Communication in Culture.....	3
EDU-264 Visual and Performing Arts for Elementary Teachers.....	3
EDU-321 Children's Literature.....	3
EDU-342 Developmental Reading & Language Arts Methods and Field Experience.....	3
EDU-445 Assessing/Correcting Reading.....	4
ENG-212 Writing in Culture.....	3
EDU-450 Elementary Science Methods.....	3
EDU-460 Elementary Social Studies Methods.....	3
HIS-114 World Civilization II.....	3
HIS-115 American Studies.....	3
KIN-100 Total Fitness and Wellness.....	2
KIN-147 Physical Education for Classroom Teachers.....	2
MAT-110 College Mathematics (Prerequisite: Qualifying scores on math placement test).....	3
MAT-312 Elementary Mathematics & Methods and Field Experience.....	4
SCI-201 Integrated Science for Elementary Teachers.....	3
SCI-311 Science in Culture (SCI-400 or BIO-400 if Biology or Integrated Science major/minor).....	3
* Foreign Language Requirement.....	0-8
<b>Total.....</b>	<b>48-56</b>

*(Includes double counted core courses.)*

**PLUS - Students who desire to select a specialty area, choose one of the following majors or minors:**

- Early Childhood (major or minor)
- Learning Disabilities (K-12 major) *(additional content minor required)*
- 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 Educational Technology.....	3
EDU-363 Diverse Populations & Differentiated Instruction (Conditional Status required).....	2
<i>Students must be granted Professional Status in the program before taking the following courses [see "Admission to the Teacher Education Program" for requirements].</i>	
EDU-381 Educational Psychology.....	3
EDU-382 Teacher Assistant Practicum.....	2
EDU-430 Capstone Seminar: Directed Teaching.....	3
EDU-482 Directed Teaching Internship.....	12

**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 advisor or an appropriate departmental advisor in their major field. All Secondary Education programs require a minimum of 129 semester hours of college work, which includes the satisfactory completion of the professional education courses listed below, the general education core requirements as specified for teacher education students, a certifiable departmental major of not less than 30 semester hours or a group major of 36 semester hours and a certifiable departmental minor of not less than 20 semester hours or a group minor of 24 semester hours.

Group programs normally should not be elected in both the major and the minor. Students should be aware of the fields in which there is a need for teachers when selecting majors and minors and should expect to use their minors to support their majors.

Students who wish to pursue a K-12 endorsement in music, 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 Internship.

Secondary Education students must select a certifiable major and minor from the following state approved major and minor programs:

## MAJORS

Biology  
 English  
 History  
 Integrated Science  
 Integrated Science Comprehensive  
 Learning Disabilities K-12  
 Mathematics  
 Music Education K-12  
 Physical Education K-12\*\*  
 Social Studies Group  
 Spanish

## MINORS

Biology  
 Chemistry  
 English  
 Health (*Calvin College*)\*\*  
 History  
 Mathematics  
 Physical Education  
 Psychology  
 Spanish  
 Teaching English to Speakers of Other Languages (TESOL)

\*\*PE majors are recommended to select a Health minor offered at Calvin College

## REQUIRED PROFESSIONAL EDUCATION COURSES - SECONDARY

Required Courses	Credit Hours
EDU-230 Principles and Philosophy of Education . . . . .	3
EDU-231 School Observation Practicum . . . . .	1
EDU-262 Educational Technology . . . . .	3
EDU-344 Content Area Literacy including Learners with Special Needs and Field Experience . . . . .	3
EDU-363 Diverse Populations & Differentiated Instruction (Conditional Status required). . . . .	2
<b>Students must be granted Professional Status in the program before taking the following courses</b> <i>[see "Admission to the Teacher Education Program" for requirements].</i>	
EDU-381 Educational Psychology . . . . .	3
EDU-382 Teacher Assistant Practicum* ( <i>Prerequisite or corequisite: EDU-381</i> ) . . . . .	2
EDU-430 Capstone Seminar: Directed Teaching (To be taken concurrently with Directed Teaching Internship). . . . .	3
<b>Content major and minor methods course from the following: (non-music majors; includes psychology minors) . . . . .</b>	<b>5-6</b>
EDU-335 Theories and Methods of Learning Disability and Field Experience	
ENG-463 Secondary Language Arts Methods	
KIN-359 P.E. in Secondary Schools	
LIN/SPA-465 Methods of Teaching a World Language	
MAT-471 Secondary Math Methods	
SCI-465 Secondary Science Methods	
SSC-464 Secondary Social Studies Methods	
<b>Students with a major and minor in the same general content area will do a practicum in their minor area.</b>	
(Chemistry minor with a Biology major. Psychology minor with a History or Social Studies major.)	
<i>One of the following:</i> . . . . .	12
EDU-484 Secondary Directed Teaching Internship*	
EDU-486 K-12 Directed Teaching Internship*	
<b>Total</b> . . . . .	<b>38</b>

\*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

For Associate of Arts degree core requirements, please see page 50.

## EARLY CHILDHOOD EDUCATION

Required Courses	Credit Hours
EDU-233 Introduction to Special Education and Field Experience .....	3
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 Young Child with Special Needs .....	3
EDU-373 Infant-Toddler Development, Methods, and Practicum .....	3
EDU-461 Field Experience: Early Childhood .....	3
<b>Total .....</b>	<b>21</b>
<b>Total with Core .....</b>	<b>65</b>

\* 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.

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Required Courses	Credit Hours
ENG-319 Advanced Grammar .....	3
LIN-225 Introduction to Literature .....	3
LIN-371 Second Language Acquisition .....	3
LIN-372 Sociolinguistics .....	3
LIN-465 Methods of Teaching a World Language .....	3
LIN-489 TESOL Practicum .....	6
<b>Total .....</b>	<b>21</b>
<b>Total with Core .....</b>	<b>65</b>

# BACHELOR OF ARTS MAJORS & MINORS

## BIOLOGY MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

Required Courses	Credit Hours
BIO-151 General Biology .....	4
BIO-161 Human Biology .....	4
BIO-225 Botany .....	4
BIO-233 Zoology .....	4
BIO-351 Genetics .....	4
BIO-400 Capstone Seminar: Bioethics & Argument Theory .....	3
BIO-451 Molecular Cell Biology .....	4
ECO-341 Ecology .....	4
SCI-361 Evolution & Origins .....	3
<b>Total .....</b>	<b>34</b>

### 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-161 Human Biology .....	4
BIO-225 Botany <i>(Prerequisite: An advanced high school biology course or BIO-111 or BIO-151)</i> .....	4
BIO-233 Zoology <i>(Prerequisite: An advanced high school biology course or BIO-111 or BIO-151)</i> .....	4
ECO-341 Ecology <i>(Prerequisite: BIO-225, 233 or MAT-151)</i> .....	4
<b>Total .....</b>	<b>20</b>

### 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	4
CHM-122	General Chemistry II	4
CHM-411	Perspectives in Chemistry	2
Chemistry Electives: (200 level or above)		8
<i>One of the following:</i>		4
CHM-212	Principles of Organic & Biochemistry	
CHM-472	Biochemistry	
<b>Total</b>		<b>22</b>

## EARLY CHILDHOOD EDUCATION MAJOR (OPTION II) *(does not require a minor)*

Required Courses		Credit Hours
EDU-233	Introduction to Special Education and Field Experience	3
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 Young Child with Special Needs	3
EDU-373	Infant and Toddler Development, Methods, and Practicum	3
EDU-431	Admin. and Supervision of Early Childhood Programs	3
EDU-441	Assessing and Teaching Early Literacy	3
EDU-481	Early Childhood Practicum*	6
<b>Total</b>		<b>30</b>

\* Application should be made by the end of mid-term week prior to semester the Field Experience is taken.

## EARLY CHILDHOOD EDUCATION MINOR

Required Courses		Credit Hours
EDU-233	Introduction to Special Education and Field Experience	3
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 Young Child with Special Needs	3
EDU-373	Infant and Toddler Development, Methods, and Practicum	3
EDU-431	Admin. and Supervision of Early Childhood Programs	3
EDU-461	Field Experience: Early Childhood*	3
<b>Total</b>		<b>24</b>

\*Application should be made by the end of mid-term week prior to semester the Field Experience is taken.

This minor is for students who are not pursuing a degree in Teacher Education, including certification. Therefore, students with an Early Childhood minor are not required to take the professional education courses and must select core courses that align with their program major.

## 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 for the majors and triple minor programs with Option I, Elementary Program. Please see your academic advisor for further information.

## ENGLISH MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

Required Courses		Credit Hours
ENG-223	Introduction to 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 19th Century	3
ENG-326	Contemporary Literature	3
ENG-344	British Literature to 1700	3
ENG-342	British Romantic & Victorian Literature	3
<i>Choose one of the following:</i>		3
EDU-323	Adolescent Lit (Elementary or Secondary)	
ENG-328	Selected Authors or Eras (Secondary)	
ENG-324	Literary Modernisms: Anglo-American Writers (Secondary)	
<b>Total</b>		<b>27</b>

## ENGLISH MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
ENG-223	Introduction to Literature	3
ENG-226	Introduction to Creative Writing	3
ENG-319	Advanced Grammar	3
Choose one of the following:		3
EDU-323	Adolescent Literature	3
ENG-328	Selected Authors or Eras	3
ENG-324	Literary Modernisms: Anglo-American Writers	3
Choose one of the following:		3
ENG-326	Contemporary Literature	3
ENG-334	American Renaissance in the 19 <sup>th</sup> Century	3
Choose one of the following:		3
ENG-342	British Romantic & Victorian Literature	3
ENG-344	British Literature to 1700	3
<b>Total</b>		<b>18</b>

## HISTORY MAJOR FOR SECONDARY TEACHERS (requires a minor)

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/non-Western History and one course in American History - may count one HIS-223 course)		12
<b>Total</b>		<b>30</b>

## 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 (may count one HIS-223 course)		6
<b>Total</b>		<b>21</b>

## INTEGRATED SCIENCE MAJOR FOR SECONDARY TEACHERS (requires a minor)

Required Courses		Credit Hours
<b>Life Sciences</b>		
BIO-151	General Biology	4
BIO-233	Zoology	4
BIO-351	Genetics	4
<b>Physical Sciences</b>		
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
<b>Earth/Space Science</b>		
SCI-261	Astronomy	4
SCI-262	Geology	4
SCI-263	Atmosphere and Weather	2
<b>Comprehensive</b>		
ECO-241	Environmental Science	4
SCI-361	Evolution & Origins	3
SCI-400	Capstone Seminar: Integrated Science	2
<b>Total</b>		<b>43</b>

## INTEGRATED COMPREHENSIVE SCIENCE MAJOR FOR SECONDARY TEACHERS

(does not require a minor)

Required Courses		Credit Hours
<b>Life Sciences</b>		
BIO-151	General Biology .....	4
BIO-225	Botany .....	4
BIO-233	Zoology .....	4
BIO-351	Genetics .....	4
<b>Physical Sciences</b>		
CHM-111	Principles of General Chemistry ( <i>Prerequisite: MAT-121</i> ) .....	4
CHM-212	Principles of Organic and Biochemistry .....	4
PHY-211	General Physics I ( <i>Prerequisite: MAT-121, 122 or 131</i> ) .....	4
PHY-212	General Physics II .....	4
<b>Earth/Space Science</b>		
ECO-241	Environmental Science .....	4
SCI-261	Astronomy .....	4
SCI-262	Geology .....	4
SCI-263	Atmosphere and Weather .....	2
<b>Comprehensive</b>		
SCI-361	Evolution & Origins .....	3
SCI-400	Capstone Seminar: Integrated Science .....	2
<b>Total</b> .....		<b>51</b>

## INTEGRATED SCIENCE GROUP MAJOR FOR ELEMENTARY TEACHERS

(requires Planned Program minor, Option I)

Required Courses		Credit Hours
<b>Life Sciences</b>		
BIO-151	General Biology .....	4
BIO-161	Human Biology .....	4
BIO-233	Zoology .....	4
<b>Physical Sciences</b>		
CHM-111	Principles of General Chemistry ( <i>Prerequisite: MAT-121</i> ) .....	4
PHY-211	General Physics I ( <i>Prerequisite: MAT-121, 122 or 131</i> ) .....	4
SCI-201	Integrated Science for Elementary Teachers (core requirement) .....	3
<b>Earth/Space Science</b>		
ECO-241	Environmental Science .....	4
SCI-261	Astronomy .....	4
SCI-262	Geology .....	4
SCI-263	Atmosphere and Weather .....	2
SCI-400	Capstone Seminar: Integrated Science .....	2
<b>Total</b> .....		<b>39</b>

## INTEGRATED SCIENCE GROUP MINOR FOR ELEMENTARY TEACHERS

(minor in Triple Minor Program, Option I)

Required Courses		Credit Hours
<b>Life Sciences</b>		
BIO-151	General Biology .....	4
ECO-241	Environmental Science .....	4
<b>Physical Sciences</b>		
CHM-111	Principles of General Chemistry .....	4
SCI-201	Integrated Science for Elementary Teachers (core requirement) .....	3
<b>Earth/Space Science</b>		
SCI-261	Astronomy .....	4
SCI-262	Geology .....	4
SCI-263	Atmosphere and Weather .....	2
SCI-400	Capstone Seminar: Integrated Science .....	2
<b>Total</b> .....		<b>27</b>

## LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

(requires Planned Program minor, Option I)

Required Courses	Credit Hours
COM-212 Interpersonal Communication . . . . .	3
COM-315 Communications Theory . . . . .	3
ENG-223 Introduction to Literature . . . . .	3
ENG-226 Introduction to Creative Writing . . . . .	3
EDU-321 Children's Literature . . . . .	3
COM-201 Newswriting . . . . .	3
MDA-319 Mass Media Literacy . . . . .	3
ENG-212 Writing in Culture . . . . .	3
<i>Two of the following:</i> . . . . .	6
COM-241 Introduction to Oral Interpretation	
COM-311 Intercultural Communication	
COM-321 Group Communication	
<i>One of the following:</i> . . . . .	3
ENG-324 Literacy Modernisms	
ENG-326 Contemporary Literature	
ENG-328 Selected Authors and Eras	
ENG-334 American Renaissance in the 19th Century	
ENG-344 British Literature to 1700	
ENG-353 Linguistic History of English	
<b>Total</b> . . . . .	<b>33</b>

## 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-226 Introduction to Creative Writing . . . . .	3
EDU-321 Children's Literature . . . . .	3
MDA-319 Mass Media Literacy . . . . .	3
<i>Choose one of the following:</i> . . . . .	3
ENG-324 Literacy Modernisms	
ENG-326 Contemporary Literature	
ENG-328 Selected Authors and Eras	
ENG-334 American Renaissance in the 19 <sup>th</sup> Century	
ENG-344 British Literature to 1700	
ENG-353 Linguistic History of English	
<b>Total</b> . . . . .	<b>21</b>

## LEARNING DISABILITIES MAJOR FOR K-12 CERTIFICATION (requires a minor)

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.

*A content minor is required for Learning Disability majors. Elementary track students are recommended to select a Reading minor. Secondary track are highly encouraged to select an English or Math minor.*

Required Courses	Credit Hours
EDU-233 Introduction to Special Education and Field Experience . . . . .	3
EDU-335 Theories and Methods of Learning Disability and Field Experience (Prerequisites: EDU-233 and EDU-234) . . . . .	4
EDU-338 Assessment and Diagnosis for Learning Disabilities (Prerequisites: EDU-233, EDU-234, EDU-335) . . . . .	4
EDU-346 Reading and Writing in the Content Area (K-8) . . . . .	3
EDU-363 Diverse Populations & Differentiated Instruction (Prerequisites: EDU-230 & EDU-381 and admission to the Teacher Ed. Program) . . . . .	2
EDU-381 Educational Psychology (Prerequisites: EDU-230 and admission to the Teacher Education Program) . . . . .	3
EDU-432 Current Issues in Learning Disabilities Ed. . . . .	3
<i>(Concurrent w/ EDU-434 and PSY-441. Course can only be taken after other coursework for the LD major has been completed. Offered only in the Fall)</i>	
EDU-434 Practicum in Learning Disabilities . . . . .	6
<i>(Concurrent w/ EDU-432 and PSY-441, semester prior to Directed Teaching. Course can only be taken after other coursework for the LD major has been completed. Offered only in the Fall.)</i>	
PSY-441 Physiological Psychology (Corequisite: EDU-432 and 434) . . . . .	3
EDU-443 Severe Reading Problems & Field Experience (El. Prerequisite: EDU-342 & Corequisite: EDU-445; Secondary Prerequisite: EDU-344) . . . . .	3
<b>Total</b> . . . . .	<b>34</b>

## MATHEMATICS MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

Required Courses	Credit Hours	
MAT-131	Calculus I <i>(Prerequisite: Qualifying scores on math placement test)</i> . . . . .	5
MAT-132	Calculus II <i>(Prerequisite: MAT-131)</i> . . . . .	5
MAT-233	Differential Equations <i>(Prerequisite: MAT-132)</i> . . . . .	3
MAT-234	Multivariate Calculus <i>(Prerequisite: MAT-132)</i> . . . . .	3
MAT-241	Applied Linear Algebra . . . . .	3
MAT-243	Discrete Mathematics <i>(Prerequisite: MAT-121 or MAT-131)</i> . . . . .	3
MAT-245	Mathematical Proofs <i>(Prerequisite: MAT-241 or MAT-243)</i> . . . . .	3
MAT-251	Probability and Statistics . . . . .	3
MAT-333	Real Analysis . . . . .	3
MAT-341	Modern Algebra <i>(Prerequisites: MAT-241 &amp; MAT-245)</i> . . . . .	3
MAT-400	Capstone Seminar: The History of Mathematical Science <i>(Prerequisites: MAT-241 &amp; MAT-245)</i> . . . . .	3
<b>Total</b> . . . . .	<b>37</b>	

## MATHEMATICS MINOR FOR ELEMENTARY TEACHERS *(minor in Triple Minor Program, Option I)*

Required Courses	Credit Hours	
MAT-131	Calculus I <i>(Prerequisite: Qualifying scores on math placement test)</i> . . . . .	5
MAT-151	Statistics . . . . .	3
MAT-243	Discrete Mathematics <i>(Prerequisite: MAT-121 or MAT-131)</i> . . . . .	3
MAT-312	Elementary Mathematics & Methods and Field Experience . . . . .	4
<i>Choose three of the following courses:</i> . . . . .		9-11
MAT-110	College Math <i>(Prerequisite: Qualifying scores on math placement test)</i>	
MAT-121	College Algebra <i>(Prerequisite: Qualifying scores on math placement test)</i>	
MAT-122	Pre-calculus <i>(Prerequisite: qualifying scores on math placement test)</i>	
MAT-132	Calculus II <i>(Prerequisite: MAT-131)</i>	
MAT-233	Differential Equations <i>(Prerequisite: MAT-132)</i>	
MAT-234	Multivariate Calculus <i>(Prerequisite: MAT-132)</i>	
MAT-241	Applied Linear Algebra	
MAT-245	Mathematical Proofs <i>(Prerequisite: MAT-241 or MAT-243)</i>	
MAT-400	Capstone Seminar: The History of Mathematical Science	
<b>Overall Total</b> . . . . .	<b>24-26</b>	

## MATHEMATICS MINOR FOR SECONDARY TEACHERS

Required Courses	Credits	
MAT-131	Calculus I <i>(Prerequisite: Qualifying scores on math placement test)</i> . . . . .	5
MAT-132	Calculus II <i>(Prerequisite: MAT-131 and qualifying scores on math placement test)</i> . . . . .	5
MAT-151	Statistics . . . . .	3
MAT-241	Applied Linear Algebra . . . . .	3
MAT-243	Discrete Mathematics <i>(Prerequisite: MAT-121 or MAT-131)</i> . . . . .	3
MAT-245	Mathematics Proofs <i>(Prerequisite: MAT-241 or MAT-243)</i> . . . . .	3
MAT-400	Capstone Seminar: The History of Mathematical Sciences . . . . .	3
<i>One of the following:</i> . . . . .		3
MAT-233	Differential Equations <i>(Prerequisite: MAT-132)</i>	
MAT-234	Multivariate Calculus <i>(Prerequisite: MAT-132)</i>	
<b>Total</b> . . . . .	<b>28</b>	

*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 192 (Teacher Education Division – Secondary Education Programs) for more information.*

## MUSIC EDUCATION MAJOR FOR K-12 CERTIFICATION *(Secondary Track Only) (does not require a minor)*

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)*

*(requires a minor)*

Education students who major in physical education must complete their **lab science 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 follow the professional education program required for secondary education and may have an elementary and secondary student teaching experience.

Required Courses		Credit Hours
BIO-241	Anatomy and Physiology I.....	4
BIO-242	Anatomy and Physiology II.....	4
KIN-211	History and Principles of Kinesiology.....	3
KIN-243	Strategies for Teaching Physical Activities K-12.....	3
KIN-251	Motor Development and Learning.....	3
KIN-342	Exercise Physiology <i>(Prerequisites: BIO-241 &amp; 242. Recommended: CHM-111)</i> .....	3
KIN-344	Adapted Physical Education K-12.....	2
KIN-345	Measurement and Evaluation.....	3
KIN-357	P. E. in Preschools & Elementary Schools <i>(Prerequisite: KIN-243)</i> .....	3
KIN-359	Physical Education in Secondary Schools <i>(Prerequisite: KIN-243)</i> .....	3
KIN-362	First Aid, Injury Prevention and Treatment <i>(Prerequisites: BIO-241 &amp; 242 or permission of instructor)</i> .....	3
KIN-401	Capstone Seminar: Ethics in Teaching Physical Education.....	2
KIN-441	Organization and Administration.....	3
KIN-461	Skills and Performance Competencies.....	1
<i>(Students who declare a Physical Education minor will receive KIN-461 competency information from P.E. advisor)</i>		
<b>Total.....</b>		<b>40</b>

## 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-241	Anatomy and Physiology I.....	4
BIO-242	Anatomy and Physiology II.....	4
KIN-211	History and Principles of Kinesiology.....	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
KIN-359	P.E. in Secondary Schools <i>(Prerequisite: KIN-243)</i> .....	3
KIN-362	First Aid, Injury Prevention, and Treatment <i>(Prerequisites: BIO-241 &amp; 242 or permission of instructor)</i> .....	3
KIN-401	Capstone Seminar: Ethics in Teaching Physical Education <i>(professor permission)</i> .....	2
KIN-461	Skill and Performance Competencies.....	1
<i>(Students who declare a Physical Education minor will receive KIN-461 competency information from P.E. advisor)</i>		
<b>Total.....</b>		<b>28</b>

## PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
PSY-111	General Psychology.....	3
PSY-343	Psychology of Learning <i>(Prerequisite: PSY-111)</i> .....	3
PSY-353	Abnormal Psychology <i>(Prerequisite: PSY-111)</i> .....	3
PSY-355	Integrated Statistics/Research I.....	3
PSY-356	Integrated Statistics/Research II.....	3
<i>One of the following:</i> .....		3
PSY-322	Theories of Personality <i>(Prerequisite: PSY-111)</i>	
PSY-351	Social Psychology <i>(Prerequisites: PSY-111 or SOC-111)</i>	
Electives in Psychology.....		3
<b>Total.....</b>		<b>21</b>

## READING MINOR FOR ELEMENTARY TEACHERS *(minor in Triple Minor Program, Option I)*

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



## SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY (OPTION I) & SECONDARY TEACHERS

(requires a minor)

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
<b>Total</b> .....	<b>36</b>

## SPANISH MAJOR FOR ELEMENTARY & SECONDARY TEACHERS

(requires a minor for Secondary; Elementary Option II requires Comprehensive major with Spanish major or minor)

Required Courses	Credit Hours
LIN-225      Introduction to Linguistics .....	3
LIN-371      Second Language Acquisition .....	3
SPA-465      Methods of Teaching a World Language .....	3
Choose five of the following (3 credit courses): .....	15
SPA-312      La voz latinoamericana [Latin-American Voice]	
SPA-314      Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315      Diversidad latioamericana [Latin American Diversity]	
SPA-316      Conversación en la ciudad [Conversation in the City]	
SPA-317      Perspectivas culturales [Cultural Perspectives]	
SPA-318      Taller de escritores [Writing Workshop]	
SPA-334      Selected Topics in Spanish Language and Culture	
Semester in Spain (or other advisor approved Study Abroad program) .....	12
(credits require prior approval of Spanish program advisor)	
<b>Total</b> .....	<b>36</b>

## SPANISH MINOR FOR ELEMENTARY (OPTION II) & SECONDARY TEACHERS

Required Courses	Credit Hours
LIN-225      Introduction to Linguistics .....	3
LIN-371      Second Language Acquisition .....	3
SPA-465      Methods of Teaching a World Language .....	3
Choose five of the following (3 credit courses): .....	15
SPA-312      La voz latinoamericana [Latin-American Voice]	
SPA-314      Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315      Diversidad latioamericana [Latin American Diversity]	
SPA-316      Conversación en la ciudad [Conversation in the City]	
SPA-317      Perspectivas culturales [Cultural Perspectives]	
SPA-318      Taller de escritores [Writing Workshop]	
SPA-334      Selected Topics in Spanish Language and Culture	
<b>Total</b> .....	<b>24</b>

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

MINOR FOR ELEMENTARY & SECONDARY TEACHERS (ELEMENTARY, SECONDARY OR K-12 ENDORSEMENT)

Required Courses	Credit Hours
ENG-319      Advanced Grammar .....	3
LIN-225      Introduction to Linguistics .....	3
LIN-371      Second Language Acquisition .....	3
LIN-372      Sociolinguistics .....	3
LIN-465      Methods of Teaching a World Language .....	3
LIN-489      TESOL Practicum .....	6
<b>Total</b> .....	<b>21</b>

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master's degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Arts degree in TESOL within 1 year of graduating from their undergraduate program. Students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

# COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY  
(See page 59 for codes)

**EDU-230 Principles and Philosophy of Education 3/1**

This course is the foundational course for students choosing a career as a professional educator. This course presents an overview of the skills, knowledge base, philosophies, “best practices”, and values required of competent and caring classroom teachers. Students make educational decisions relating to knowledge acquisition, curricular goals, and instructional resources while applying their knowledge of students, learning theory, and content. Practically, students design lessons, research current educational topics and teach lessons based on those topics, write a philosophy of education paper, and create projects utilizing their knowledge of educational philosophy, theory, and technology. The course and related collateral school-based practicum (EDU 231) will provide the student with the basis for an informed decision about a career in teaching. This course includes the needs of multicultural issues. The belief that the Christian teacher brings glory to God by serving the needs of His image-bearers in the realm of education will be espoused. *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 Field Experience 3/2**

Students will understand and define the various differences found in learners, 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. Students will complete a practicum in a local educational environment which will provide them with the opportunity to tutor and work with special education students.

**EDU-235 Teacher Assistant Practicum for Early Childhood/TESOL AA 1/1**

This course is designed for Early Childhood and TESOL Associate of Arts students to assist in a lower elementary classroom. Students enrolled in this course spend five hours a week in a classroom assisting the teacher with one-on-one and small group activities and preparing classroom materials as assigned. The hours are arranged by the student and the assigned classroom teacher. There is also a mandatory on-campus seminar requirement. *Prerequisites: EDU-230, EDU-231, Co-requisite: EDU-381.*

**Registration Information**

- This course is taken during the fall semester of the second year concurrently with EDU-381 Educational Psychology.
- Applications must be completed by the date designated by the Teacher Education office one semester prior to placement.

**EDU-262 Educational Technology 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.

**EDU-264 Visual and Performing Arts for Elementary Teachers 3/1**

Knowledge of base elements, concepts, and terms associated with visual and performing arts as well as developmentally appropriate and interdisciplinary instruction in the self-contained classroom (music, art, creative movement and theatre). An interdisciplinary/thematic approach to each method area addressing how to teach content through the arts will be emphasized. Required for all students in the Elementary Education program.

**MAT-312 Elementary Mathematics & Methods and Field Experience 4/1**

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 Conditional Status in the Teacher Education Program*

**EDU-321 Children’s Literature 3/4**

An emphasis upon the history of children’s literature, criteria for evaluating children’s books from a library and theological standpoint, and through intensive and wide reading, a knowledge of the best that has been written in the field. The central focus will be to equip teachers, to apply children’s literature in the classroom to develop the valuable themes, to entice children to read and to engage them in understanding and appreciating the literature and the illustrations. *Prerequisite: ENG-212*

- EDU-323 Adolescent Literature 3/4**  
A study of literature suitable for middle school and senior high students. Appropriate instructional methodologies will be studied and modeled. *Prerequisite: ENG-212*
- 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. *Prerequisite or corequisite: EDU-230*
- EDU-335 Theories and Methods of Learning Disability and Field Experience 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. This course includes a 16-hour practicum to be completed at various grade levels with students who have moderate/severe learning disabilities. Field Experience - Prospective teachers spend a minimum 10 hours in inclusive elementary, middle, or secondary classrooms. Emphasis is placed on observation and participation related to the application and content in EDU-335, including examining curricula content, effective teaching strategies, collaboration, accommodations, and modifications. *Prerequisites: EDU-233, EDU-234, Conditional Status in the 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, & Professional Status in the Teacher Education Program.*
- EDU-342 Developmental Reading & Language Arts Methods and Field Experience 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 aiding in a language arts classroom. Students will participate outside of class time in a weekly hour practicum in an elementary classroom. *Prerequisites: Conditional Status in the Teacher Education Program, EDU-230*
- EDU-344 Content Area Literacy including Learners with Special Needs and Field Experience 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: Conditional Status in the 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: Professional Status in the Teacher Education Program, 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. *Prerequisite: EDU-230*
- EDU-363 Diverse Populations and Differentiated Instruction 2/1**  
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, Conditional Status in the 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. *Prerequisite: EDU-230*
- EDU-372 Assessing and Teaching the Young Child with Special Needs 3/2**  
Analysis of early childhood programs and their relationship to the special needs child. Application of evaluation techniques and assessment procedures. Issues of mainstreaming, inclusion and special learning needs as they relate to the education of children from birth to the primary grades. *Prerequisites: EDU-230 and EDU-233*

**EDU-373 Infant Toddler Development, Methods & Practicum 3/4**  
The focus of this course is on the development of the typical and atypical whole child from birth to 2 ½ years covering physical, sensory and perceptual, cognitive, language, social and emotional development. Particular attention will be given to the importance of trust and relationship between caregiver and infant/toddler. Curriculum planning and instructional methods will prepare students to participate in a 6 week, 2 hours per week practicum in an infant and/or toddler classroom. *Prerequisites: EDU-230, EDU-233, EDU-333, EDU-372*

**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: Professional Status in the Teacher Education Program, EDU-230; Co-requisite: EDU-382*

**EDU-382 Teacher Assistant Practicum 2/1**  
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 spend the majority of their time in the actual classroom; however, mandatory on-campus seminars are 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: 7 hours per week divided between at least 3 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 as well as participate in the daily routines of an actual classroom along with 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. The most important experience for the EDU 382 student is to engage in full-class teaching.

Students are responsible for securing their own transportation to fulfill this practicum experience. *Prerequisites: Professional status in the Teacher Education Program, EDU-230. Co-requisite: This course is to be taken concurrently with EDU-381*

#### **Registration Information**

- This course is to be taken 1 or 2 semesters prior to student teaching.
- Applications must be completed by the date designated by the Teacher Education office one semester prior to placement.

**EDU-430 Capstone Seminar: Directed Teaching Internship 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. *Prerequisites: Professional status in the teacher education program, EDU-230. Taken with Directed Teaching Internship, 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. *Prerequisite: 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 and PSY-441. *Prerequisite: EDU-233, EDU-234, EDU-335, EDU-338, Professional Status 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. *Co-requisite: EDU-432, PSY-441. Prerequisites: EDU-230, EDU-234, EDU-335, EDU-338, Professional Status in the Teacher Education program, and all methods, EDU courses and core classes must be completed prior to the practicum term.*

**EDU-441 Assessing and Teaching Early 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 and Field Experience 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.*

<b>EDU-445</b>	<b>Assessing and Correcting Reading Problems</b>	<b>4/1</b>
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. <i>Prerequisites: EDU-342, Professional Status in the Teacher Education program, EDU-230.</i>		
<b>EDU-450</b>	<b>Elementary Science Methods</b>	<b>3/1</b>
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. <i>Prerequisite: Professional Status in the Teacher Education program, EDU-230, SCI-201, SCI-311.</i>		
<b>EDU-453</b>	<b>Secondary Biology Practicum</b>	<b>3/6</b>
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. <i>Prerequisite: SCI-465. Application must be completed by the date designated by the Teacher Education office one semester prior to placement.</i>		
<b>EDU-460</b>	<b>Elementary Social Studies Methods</b>	<b>3/1</b>
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. <i>Prerequisites: Professional Status in the Teacher Education program, EDU-230 and completion of two core social studies classes.</i>		
<b>EDU-461</b>	<b>Early Childhood Practicum (Early Childhood minor and AA students)</b>	<b>3/1</b>
Placement in a 100 hour off-campus approved early childhood program under the guidance of the cooperating teacher and the university supervisor. Involvement in the total program (church/community events related to the placement is a component). Open to students who have been approved by the Early Childhood Field Experience office. <i>Prerequisites: EDU-230. All ECE courses completed. Application must be completed by the date designated by the Teacher Education office.</i>		
<b>EDU-468</b>	<b>Secondary Psychology Practicum</b>	<b>3/1</b>
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. <i>Application must be completed by the date designated by the Teacher Education office one semester prior to placement.</i>		
<b>EDU-469</b>	<b>Secondary Chemistry Practicum</b>	<b>3/1</b>
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. <i>Application must be completed by the date designated by the Teacher Education office one semester prior to placement.</i>		
<b>EDU-470</b>	<b>Directed Readings</b>	<b>1-3/6</b>
Guided readings and reports in the student's areas of interest and need. <i>Prerequisite: approval of the director of Teacher Education, EDU-230.</i>		
<b>EDU-480</b>	<b>Advanced Topics</b>	<b>1-4/6</b>
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. <i>Prerequisites: Professional Status in the Teacher Education program and permission of the instructor and the director of teacher education, EDU-230.</i>		
<b>EDU-481</b>	<b>Early Childhood Practicum</b>	<b>6/6</b>
Placement in a 200 hour off-campus approved inclusive early childhood program under the guidance of the cooperating teacher and the university supervisor. Involvement in the total program (church/community events related to the placement is a component). Open to students who have been approved by the Early Childhood Field Experience office. <i>Prerequisites: EDU-230. All ECE courses completed. Application must be completed by the date designated by the Teacher Education office.</i>		
<b>EDU-482</b>	<b>Elementary Directed Teaching Internship</b>	<b>12/1</b>
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
<b>EDU-483</b>	<b>Elementary Directed Teaching Internship/Cross-Cultural</b>	<b>12/6</b>
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
<b>EDU-484</b>	<b>Secondary Directed Teaching Internship</b>	<b>12/1</b>
<b>EDU-485</b>	<b>Secondary Directed Teaching Internship/Cross-Cultural</b>	<b>12/6</b>
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
<b>EDU-486</b>	<b>K-12 Directed Teaching Internship</b>	<b>12/1</b>

**EDU-487                    K-12 Directed Teaching Internship/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. Application must be submitted by the date designated by the Teacher Education Office one year prior to placement. *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 Internship/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 Internship 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, using 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 submitted by the date designated by the Teacher Education Office one semester 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 Internship                    9/1**

Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.