

EDUCATION (EDU)

EDU-147 PE & HEALTH FOR WHOLE LEARNER (2 Credits)

This course is designed to provide teacher candidates with a basic understanding of how movement helps students learn. Elementary education majors will be equipped with basic theories, methods, and management techniques for providing quality movement experiences for all learners across the curriculum. Teacher candidates will teach health topics and experience basic physical education practices and lead activities. The overall theme of the class is "Movement is the Key to Learning."

Prerequisite: None

EDU-220 FOUNDATIONS OF EDU & CLINICAL EXPERIENC (4 Credits)

This course is the foundational course for students considering professional teaching as a vocation. An overview will be presented of the structure and function of schools, skills, knowledge, philosophies, core teaching practices, and dispositions required of effective classroom teachers. A framework for teaching will be developed through an introduction to planning, teaching, and assessment. Students will examine contemporary issues in education and consider their influence on PK-12 learners. Through a biblical worldview, students will make educational decisions relating to knowledge acquisition, curricular goals, and instructional resources while applying their beginning knowledge of students, learning theory, and content. The course and an incorporated field experience will provide the student with the basis for an informed decision about a vocation in teaching.

Prerequisite: ENG-212

EDU-221 CLASSROOM MGT/TAP TESOL (2 Credits)

This course examines key factors that contribute to a successful learning environment for all learners. Topics include building positive and respectful teacher-student and peer relationships, designing standards for classroom behavior, developing methods for increasing on-task behavior, assessing student learning, and demonstrating professional responsibilities. Teacher candidates will apply principles of classroom management in an elementary practicum setting.

Prerequisite: ENG-212 and professional status in Teacher Education program, Take EDU-381 concurrently, Professional status in TE program

EDU-233 FOUND TEACHING EXCEPTIONAL LEARNER (3 Credits)

This course addresses the foundations of teaching students with exceptional needs. Topics include common understanding of disabilities in children, including etiology, characteristics and classification, educational legislation, state-specific guidelines, and the collaboration between general and special educators. This course introduces the IEP process and accommodations for students with disabilities. These topics are addressed through a Christian worldview lens valuing each individual created in the image of God. Additionally, students will complete a field experience in a local educational environment, which will allow them to observe and analyze course content in a school setting.

Prerequisite: None

EDU-235 TCHR ASSIST PR TESOL/EARLY CHILD (1 Credit)

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. Registration Information This course is taken during the fall semester of the second year concurrently with EDU-381 Educational Psychology. Applications must be submitted by the last Friday of September or February prior to the placement semester.

Prerequisite: EDU-220, EDU-381

EDU-262 EDUCATIONAL TECHNOLOGY INTEGRATION (3 Credits)

Teacher candidates learn to use a wide range of new and emerging technology tools for developing and enhancing student-centered classrooms and instruction based on the ISTE standards for students. The course requires completing various projects and assignments that introduce candidates to the multifaceted practices and demands of a 21st century K-12 educator and provides opportunities to show proficiencies in these areas. Teacher candidates will evaluate technology tools, trends, and best practices.

Prerequisite: Conditional status in Teacher Education program

EDU-265 CREATIVITY FOR WHOLE LEARNER (3 Credits)

Teacher candidates will acquire knowledge of a variety of research-based instructional strategies associated with the arts and creativity and build their skills in designing developmentally appropriate, meaningful, art-integrated instruction for a diverse group of learners. An interdisciplinary and thematic approach to core teaching practices addressing how to teach, reinforce, and assess content through the arts and creativity will be emphasized.

Prerequisite: Conditional status in Teacher Education program

EDU-280 ADVANCED TOPICS IN EDUCATION (1-3 Credits)

Prerequisite: None

EDU-323 ADOLESCENT LITERATURE (3 Credits)

A study of literature suitable for middle school and senior high students. Appropriate instructional methodologies will be studied and modeled.

Prerequisite: ENG-212

EDU-328 LEARNER-CENTERED ASSESSMENT (3 Credits)

Teacher candidates will use ongoing systematic observation, documentation, screening tools, and other appropriate formative and summative assessment tools, and approaches embedded in assessment-related activities in curriculum and daily routines. Candidates will use a team-based, problem-solving approach using data to identify struggling learners early to improve student outcomes. Candidates will be able to describe the roles and responsibilities of other building and district professionals in the PK-12 school system (e.g., early childhood specialists, school psychologists, social workers, occupational therapists, speech and language pathologists, physical therapists, school counselors, reading specialists, and bilingual or English as a second language educator). Candidates will also understand their role as participants in developing, enacting, and assessing an Individualized Education Program (IEP) and 504 plan.

Prerequisite: EDU-233, Conditional status in Teacher Education program

EDU-333 FOUNDATIONS EARLY CHILDHOOD EDUCATION (3 Credits)

Teacher candidates will demonstrate knowledge of early childhood theorists, their impact on education, and how they can be applied to today's education of young children from birth to kindergarten. The candidates will evaluate a variety of early childhood curricula and its usefulness for today's early childhood programs. Candidates will understand the value of developmentally appropriate practices, authentic assessment, and play that encourages positive self-esteem, initiative, creativity, self-regulation, and positive attitudes toward learning. Teacher candidates will consider a variety of ethical dilemmas and how to approach each scenario utilizing the NAEYC Code of Ethical Standards to support their viewpoints.

Prerequisite: None

EDU-334 ASSESSMENT/THE EXCEPTIONAL YOUNG CHILD (3 Credits)

This course will take the student from the beginning stages of the special education referral process through placement qualification. Teacher candidates will be introduced to a variety of assessment tools, basic interpretation of data and a framework for reporting information. Students will gain knowledge of assessment as it relates to an individual education program.

Prerequisite: Professional status in Teacher Education program, EDU-233

EDU-335 TEACHING EXCEPT LEARNER & CLINICAL EXP (4 Credits)

This course focuses on instructional approaches, strategies, and materials for addressing the academic needs of students with disabilities. Students will learn how to use data to make instructional decisions and monitor student growth in the academic content areas. Teacher candidates will use evidence-based teaching methods related to literacy instruction for students with reading disabilities (e.g., dyslexia, language-based learning disabilities) into guidelines for instruction and intervention. Emphasis is on applying an understanding of the English language and reading development to the implementation of structured literacy instruction.

Prerequisite: Professional status in Teacher Education program, EDU-233

EDU-338 ASSESS & DIAG OF EXCEPT LEARNER (4 Credits)

This course will take the student from the beginning stages of the special education referral process through placement qualification. Teacher candidates 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.

Prerequisite: Professional status in Teacher Education program, EDU-233

EDU-343 ADOLESCENT LEARNING & ASSESSMENT (3 Credits)

To more effectively support teacher candidates' teaching and learning, all secondary education majors will further develop their skills in curricular planning, implementation, assessment, and reflection. In support of previous course work focused on teaching exceptional learners, an emphasis will be placed on teacher candidates addressing the needs of all learners. Professional tools and resources will be considered, evaluated, and incorporated throughout. This course is taught in conjunction with EDU 344 (Content Area Literacy and Field Experience) so that students will have hands on experience applying what they learn to a classroom setting.

Prerequisite: Conditional status in Teacher Education program, EDU-344 (concurrently), EDU-220

EDU-344 CONTENT AREA LITERACY/FIELD EXPERIENCE (3 Credits)

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.

Prerequisite: Conditional status in Teacher Education program, EDU-220

EDU-345 FOUNDATIONS OF LITERACY (4 Credits)

This course introduces the foundational and interconnected concepts that undergird literacy instruction, including learning theories, literacy development, research-based literacy instruction strategies, and student characteristics. A particular emphasis will be placed on how neuroscience findings can inform literacy assessments and instruction. This course supports teacher candidates' development of literacy instruction knowledge and skills.

Prerequisite: EDU-220

EDU-346 READ & WRITING CONT AREA K-8 (3 Credits)

This course explores the reading-writing connection, characteristics of quality young adult literature, instructional strategies for teaching writing to students in grades four through six, and the use of quality young adult literature as mentor texts. A particular emphasis will be placed on strategies for creating quality learning experiences that use mentor texts as well as the development of instructional knowledge and skills to guide students through the writing process. This course supports teacher candidates' development to identify, select, and utilize quality young adult literature as well as further their growth in writing instruction knowledge and skills for teaching students in grades four through six.

Prerequisite: Professional status in Teacher Education program, EDU-345

EDU-347 CHILDREN'S LIT & WRITING INST (3 Credits)

This course explores the reading-writing connection, characteristics of quality children's literature, instructional strategies for teaching writing to children ages five to grade three, and the use of quality children's literature as mentor texts. A particular emphasis will be placed on strategies for creating quality learning experiences that use mentor texts as well as the development of instructional knowledge and skills to guide students through the writing process. This course supports teacher candidates' development to identify, select, and utilize quality children's literature as well as further their growth in writing instruction knowledge and skills.

Prerequisite: Conditional status in Teacher Education program, EDU-345

EDU-348 YOUNG ADULT LIT & WRITING INSTRUCTION (3 Credits)

This course explores the reading-writing connection, characteristics of quality young adult literature, instructional strategies for teaching writing to students in grades four through six, and the use of quality young adult literature as mentor texts. A particular emphasis will be placed on strategies for creating quality learning experiences that use mentor texts as well as the development of instructional knowledge and skills to guide students through the writing process. This course supports teacher candidates' development to identify, select, and utilize quality young adult literature as well as further their growth in writing instruction knowledge and skills for teaching students in grades four through six.

Prerequisite: Conditional status in Teacher Education program, EDU-345

EDU-352 TEACHING YOUNG CHILD (4 Credits)

Teacher candidates will demonstrate knowledge of curriculum materials, teaching methodologies, and classroom environments relating to the growth and development of the normal and exceptional child from birth through kindergarten. Candidates will examine the normal patterns of language acquisition of young children and its effect on teaching. Candidates will develop strategies for planning and implementing developmentally appropriate practices through play and learning experiences to foster growth in physical, cognitive, social, emotional, and spiritual/moral domains of development.

Prerequisite: Professional status in Teacher Education program

EDU-361 EARLY CHILDHOOD PRACTICUM (4 Credits)

This course is an early childhood apprenticeship that allows observation, participation and analysis of the teaching and learning process in an inclusive classroom under the supervision of a practicing professional. Students will complete 150 hours during this practicum experience.

Prerequisite: Take EDU-381 concurrently

EDU-364 EQUITABLE & INCLUSIVE EDUCATION (3 Credits)

This course will consider the reality of diversity in the classroom and provide instructional theories and strategies to help the teacher candidates respond to the challenges that accompany this diversity. Issues relating to diverse populations include socioeconomic and cultural considerations, at-risk, and ethnic and racial groups. These topics will be studied within the context of a Christian worldview, with particular attention to issues of inclusion, equity and individual worth. Teacher candidates will learn how to build inclusive learning environments using the Universal Design for Learning approach, brain-based strategies, and other evidence-based strategies that engage and empower all learners.

Prerequisite: Conditional status in Teacher Education program

EDU-365 EQUITABLE & INCLUSIVE CLINICAL EXPERIEN (1 Credit)

This course is designed to extend learning from EDU-364 through a clinical experience that brings teacher candidates into urban settings and provides an opportunity to apply their developing understanding and knowledge of diverse populations.

Prerequisite: Conditional status in Teacher Education program

EDU-371 YOUNG CHILD & COMMUNITY (3 Credits)

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: Conditional status in Teacher Education program

EDU-373 TEACHING INFANTS/TODDLERS & CLINICAL EX (4 Credits)

Teacher candidates will learn current research on child development and developmental theories as they relate specifically to children from conception to thirty-six months. These theories address the physical, cognitive, social, emotional, and spiritual/ moral domains of development, presenting a comprehensive understanding of the whole child. Candidates will examine various observation and data collection techniques. These techniques are essential in coming to know, understand, and be able to plan for supporting and nurturing children's development. Teacher candidates will apply their working knowledge of child development to assess, plan, and implement developmentally appropriate activities and lessons to meet all domains of the typical and atypical developing infant and toddler. Candidates will identify and apply strategies to create positive and responsive relationships with infants and toddlers and their families including those whose cultures may differ from their own and children with developmental delays, disabilities, or other learning challenges.

Prerequisite: Conditional status in Teacher Education program

EDU-375 STRATEGIC PARTNERSHIPS (3 Credits)

Teacher candidates will understand the importance of communication and building relationships with the child's family and the community. Candidates will demonstrate knowledge of the multiple influences on development and learning of a child including cultural and linguistic context, economic conditions, individual development and gender, and family and community characteristics. Candidates will develop strategies for encouraging parent involvement, linking parents to supportive organizations within the community, and creating positive volunteer partnerships.

Prerequisite: Conditional status in Teacher Education program

EDU-381 THE LEARNER AND LEARNING (3 Credits)

This course examines factors that influence the development of the whole learner. Teacher candidates will demonstrate knowledge of theories and principles of learning, motivation, classroom management, and assessment that apply to all learners.

Prerequisite: Professional status in Teacher Education program, Take EDU-386 or EDU-221 concurrently

EDU-386 CLASSROOM MGMT & TEACHER ASST PRACTICUM (3 Credits)

This course examines key factors that contribute to a successful learning environment for all learners. Topics include building positive and respectful teacher-student and peer relationships, designing standards for classroom behavior, developing methods for increasing on-task behavior, assessing student learning, and demonstrating professional responsibilities. Teacher candidates will apply principles of classroom management in an elementary practicum setting.

Prerequisite: Professional status in Teacher Education program, EDU-381

EDU-430 STUDENT TEACHING CAPSTONE SEMINAR (3 Credits)

This capstone seminar, which is taken concurrently with EDU-482-487, 491, provides student teachers with opportunities to self-assess, analyze, and reflect on their own teaching from a biblical worldview. Guest speakers and group discussions will examine topics such as learner supports, assessment literacy, cultural competence, social emotional learning, technology integration and other relevant topics. Student teachers will strengthen their knowledge, skills, and dispositions needed to address these topics in their professional practice, and they will develop a professional attitude that is reflective and centered on personal development as a teacher. Finally, in this course, student teachers will work to complete a capstone portfolio with artifacts showcasing their planning, assessment, instruction, and management skills.

Prerequisite: Professional status in Teacher Education and completion of all coursework

EDU-432 CUR ISSUES LEARN DISABILITY EDUCATION (3 Credits)

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.

Prerequisite: EDU-220, 233, 335, 338 and professional status in Teacher Education program, Take EDU-434 concurrently

EDU-434 SPECIAL EDUCATION PRACTICUM & SEMINAR (6 Credits)

This course is a school-based apprenticeship that allows observation, participation and analysis of the teaching and learning process in a Special Education classroom under the supervision of a practicing professional. Students will complete 180 hours in a local school district.

Prerequisite: Professional status in Teacher Education program

EDU-436 TEACHING SECONDARY WRITING & LANGUAGE (3 Credits)

This course builds on foundational knowledge and skills presented in previous ELA content courses. Teacher candidates will learn evidence-based practices that engage and teach adolescents how to write and develop language skills in relevant and various learning contexts. This course will explore specific techniques that intentionally and effectively develop adolescents' understanding and communication of ideas such as peer conferencing, writing workshops, word study, using various forms of assessment and feedback, and multiple modalities for presentation (e.g., use of digital tools). Emphasis will be put on utilizing learners' strengths, contexts, and interests to develop a love for and effectiveness with written and oral language, including English learners. This methods course will be taken concurrently with the teacher candidate's Teacher Assistant Practicum in which they will practice these strategies in a classroom setting.

Prerequisite: Professional status in Teacher Education program, Take EDU-386 concurrently, ENG-226

EDU-446 EARLY LITERACY & LANG DVLPT (4 Credits)

This course builds on foundational knowledge and skills presented in EDU 345, Foundations of Literacy. EDU 446 presents the theories and research-based instructional practices that support children from birth to age five to develop foundational literacy knowledge and skills. A particular emphasis will be placed on integrating literacy instruction into a variety of daily activities as well as effective practices that develop the physiological, emotional, and behavioral foundations of literacy development. This course further supports teacher candidates' development of early literacy instruction knowledge and skills. The coordinated clinical experience in the teacher candidates' teacher assistant practicum setting provides teacher candidates an opportunity to apply their developing early literacy instruction knowledge and skills.

Prerequisite: Professional status in Teacher Education program, EDU-345

EDU-447 TEACHING LITERACY I (4 Credits)

This course builds on foundational knowledge and skills presented in EDU 345 (Foundations of Literacy). It provides an in-depth and engaging exploration into reading and language arts instruction for students ages five through third grade. A particular emphasis will be placed on expanding knowledge and skills of formative assessment practices that inform instruction, teaching metacognition paired with read aloud protocols, developing explicit phonemic awareness, phonics, and vocabulary instruction, and creating a collaborative, literate rich learning environment. This course will support teacher candidates' development to assess students' current literacy knowledge and skill levels, create targeted literacy instruction, and cultivate supportive learning contexts through class activities, assignments, and clinical experiences. The supervised clinical experience in an appropriate early education setting provides teacher candidates an opportunity to apply their developing literacy instructional knowledge and skills.

Prerequisite: Professional status in Teacher Education program, EDU-345

EDU-448 TEACHING LITERACY II (4 Credits)

This course builds on foundational knowledge and skills presented in EDU 345, Foundations of Literacy and EDU 447, Teaching Literacy I, Age Five to Third Grade. EDU 448 provides an in-depth and engaging exploration into reading and language arts instruction for students in grades four through six. A particular emphasis will be placed on developing knowledge and skills of formative assessment practices that inform instruction, teaching metacognition paired with reading comprehension strategies, teaching content area literacy skills, and creating collaborative learning experiences that build on students' experiences, strengths, and interests. This course supports teacher candidates' development in essential knowledge and skills to support literacy development in fourth through sixth grade students. The coordinated clinical experience in a fourth through sixth grade classroom in the teacher candidates' apprenticeship setting provides teacher candidates an opportunity to apply their developing literacy instructional knowledge and skills.

Prerequisite: Professional status in Teacher Education program, EDU-345

EDU-450 TEACHING SCIENCE (3 Credits)

Teacher candidates will examine, practice and apply 3-dimensional science teaching for the elementary classroom (PK-6). Emphasis will include examination on how the Framework for Science Education influences the Michigan Science Standards and the broader Next Generation Science Standards. Students will practice lesson planning and classroom instruction using the 3-dimensional science education model using phenomena to guide discovery and integration with other subject areas. The supervised clinical experience in an appropriate education setting provides teacher candidates an opportunity to apply their developing instructional knowledge and skills.

Prerequisite: EDU-220, SCI-202 and professional status in Teacher Education program

EDU-453 SECONDARY BIOLOGY PRACTICUM (3 Credits)

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. Application must be completed by the date designated by the Teacher Education office one semester prior to placement.

Prerequisite: Professional status in Teacher Education program, SCI-465

EDU-460 TEACHING SOCIAL STUDIES (3 Credits)

Teacher candidates will examine best practices in social studies curricula in the Primary (Pk-6), emphasizing the Michigan state standards and the C3 Framework for Social Studies. A focus on instructional methodologies that emphasize core teaching practices, the integration of social studies with other disciplines, inquiry-based learning, and the use of instructional technologies will be modeled and practiced. The supervised clinical experience in an appropriate education setting provides teacher candidates an opportunity to apply their developing instructional knowledge and skills.

Prerequisite: Professional status in Teacher Education program, HIS-115, HIS-211

EDU-461 EARLY CHILDHOOD PRACTICUM (3 Credits)

This course is an early childhood apprenticeship that allows observation, participation and analysis of the teaching and learning process in an inclusive classroom under the supervision of a practicing professional. Students will complete 150 hours during this practicum experience. Co-

requisite: EDU-381
Prerequisite: None

EDU-462 B-K & K-12 SPECIAL ED PRACTICUM & SEM (9 Credits)

To support teacher candidates' all special education majors and early childhood birth to K majors will further develop their skills in conducting informal, formal assessments supporting previous coursework focused on diagnosing students with disabilities and developmental delays. Candidates will demonstrate their ability to diagnose student learning before planning instruction. They will plan an appropriate instructional sequence based on the diagnosis. They will effectively teach the instructional sequence and conduct a formative assessment to determine and document student progress or lack of progress on the instructional process to determine modifications to improve future student learning. Students will demonstrate their learning in a school-based apprenticeship that allows observation, participation and analysis of the teaching and learning process in a Special Education classroom under the supervision of a practicing professional. Students will complete a minimum of 420 hours during this practicum experience.

Prerequisite: Professional status in Teacher Education program

EDU-468 SECONDARY PSYCHOLOGY PRACTICUM (3 Credits)

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. Application must be completed by the date designated by the Teacher Education office one semester prior to placement.

Prerequisite: EDU-220, Professional status in Teacher Education program

EDU-469 SECONDARY CHEMISTRY PRACTICUM (3 Credits)

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. Application must be completed by the date designated by the Teacher Education office one semester prior to placement.

Prerequisite: Professional status in Teacher Education program, EDU-220

EDU-481 EARLY INTERVENTION & SUPPORTS (6 Credits)

This course is an early childhood apprenticeship that allows observation, participation and analysis of the teaching and learning process in an inclusive classroom under the supervision of a practicing professional. Students will complete 180 hours during this practicum experience.

Prerequisite: Professional status in Teacher Education program, EDU-220

EDU-482 STUDENT TEACHING INTERNSHIP (12 Credits)

Student teaching interns complete a full-time clinical experience by practicing the skills, dispositions, and responsibilities of a teacher in a K-12 classroom. The intern is supervised by a cooperating teacher and university supervisor for a minimum of 14 weeks. The intern is given opportunities to teach, plan, assess, manage, engage and support learners, and build relationships with students, colleagues, and families. By successfully applying their teaching knowledge, skills, and dispositions, interns will meet program and state performance standards.

Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-483 ELEM STU TCHG INTERN/CROSS-CULT (12 Credits)

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: Approved application for student teaching, Take EDU-430 concurrently

EDU-484 SEC STUDENT TCHNG INTERNSHIP (12 Credits)

Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-485 SEC STU TCH INTERN/CROSS-CULT (12 Credits)

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: Approved application for student teaching, Take EDU-430 concurrently

EDU-486 K-12 STUDENT TCHNG INTERNSHIP (12 Credits)

Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-487 K-12 STUDENT TCHNG INTERN/CROSS-CULT (12 Credits)

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: Approved application for student teaching, Take EDU-430 concurrently

EDU-488 ADVANCED INTERNSHIP IN TEACHER EDUC (2-6 Credits)

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.

Prerequisite: Approved application for student teaching

EDU-489 TESOL PRACTICUM TE ONLY (6 Credits)

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 submitted by the date designated by the Teacher Education Office one semester prior to placement.

Prerequisite: Complete all TESOL coursework

EDU-490 INDEPENDENT STUDY (1-6 Credits)

With faculty supervision, the student researches and reports on a topic or an area of interest.

Prerequisite: Requires dean approval

EDU-491 K-12 MUSIC STU TCHNG INTERN (9 Credits)

Prerequisite: Approved application for student teaching, Take EDU-430 concurrently