

EDUCATION (EDU)

EDU-147 PHYSICAL & HEALTH EDU CLASSROOM TEACHER (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-114

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-114 and professional status, Take EDU-381 concurrently

EDU-230 PRINCIPLES & PHILOSOPHY OF EDUCATION (3 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 114

Prerequisite: ENG-114, PHI-211, EDU-231

EDU-231 SCHOOL OBSERVATION PRACTICUM (1 Credit)

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.

Prerequisite: EDU-230

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-230 & 231, 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 acceptance into TE division

EDU-264 VISUAL AND PERFORMING ARTS FOR ELEM TCH (3 Credits)

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.

Prerequisite: None

EDU-265 CREATIVITY FOR WHOLE LEARNER (2 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: None

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

Prerequisite: None

EDU-321 CHILDREN'S LITERATURE (3 Credits)

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

Prerequisite: Take ENG-212

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: Take EDU-233 and conditional or full acceptance into TE division

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: Conditional or Full approval into TE division

EDU-334 ASSESSMENT/THE EXCEPTIONAL YOUNG CHILD (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 gain knowledge of assessment as it relates to an individual education program.

Prerequisite: Take EDU-233 with professional status in TE division

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: EDU-233 and conditional (or full) acceptance into teacher ed program

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: Take EDU-233 and approval into teacher ed program

EDU-342 DEVELOPMENTAL READNG/LANGUAGE ARTS METH (3 Credits)

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.

Prerequisite: EDU-230, minimum grade C- and conditional or full acceptance into teacher ed program

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: EDU-220 (or 230) and conditional or full acceptance into teacher ed program

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: Take EDU-220

EDU-346 READ & WRITING CONT AREA K-8 (4 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: Take EDU-342 or EDU-345 and approval into TE division

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: Take EDU-345 and have professional status in TE program

EDU-348 YOUNG ADULT LIT & WRITING INSTRUCTION (4 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: EDU-345 and approval into education division

EDU-352 TEACHING YOUNG CHILD (3 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: Conditional Status in TE division

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-363 DIVERSE POPULATION & DIFF INSTRUCTION (2 Credits)

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.

Prerequisite: EDU-230 and conditional or full acceptance into teacher ed program

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 or full acceptance into teacher ed 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 or full acceptance into teacher ed 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. Pre-requisite: EDU-230

Prerequisite: Conditional Status in TE division

EDU-372 ASSESS/TCHNG SP NEEDS CHILD (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: Conditional Status and EDU 233

Prerequisite: Take EDU-233 with conditional acceptance into TE division

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 or professional status in TE division

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 TE division

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 TE division, Take EDU-382 or EDU-221

EDU-382 TEACHER ASSISTANT PRACTICUM (2 Credits)

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. Note: This course is to be taken 1 or 2 semesters prior to student teaching. Applications must be submitted by the last Friday of September or February prior to the placement semester. Passing scores in reading, math and writing on the Professional Readiness Exam (PRE)

Prerequisite: EDU-230 and admission to teacher ed program, EDU-381

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: Admission to teacher ed 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 TE division and completion of all coursework

EDU-431 ADMIN/SUPERVISION EARLY CHILD PROGRAMS (3 Credits)

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 or EDU-220

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-230, 233, 335, 338 and admission to teacher ed program, EDU-434

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 TE division

EDU-441 ASSESSING & TEACHING EARLY LITERACY (3 Credits)

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.

Prerequisite: EDU-342

EDU-443 SEVERE READING PROBLEMS (3 Credits)

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.

Prerequisite: EDU-342 and EDU-448 (elementary) or EDU-344 (secondary)

EDU-445 ASSESSING/CORRECTING READING PROBLEMS (4 Credits)

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.

Prerequisite: Take EDU-230, EDU-342 (C- or higher) and Teach Ed. Approved

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: Take EDU-345 and Professional Status in TE division

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: Take EDU-345 and Professional Status in TE division

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: Take EDU-345, EDU-447 and professional status in TE division

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-230, SCI-201 and acceptance into 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: 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: HIS-115, HIS-211 and Professional Status in TE division

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: Take EDU-381 concurrently

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-230 and Admission to Teacher Ed 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: EDU-230 and Admission to Teacher Ed Program

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: Acceptance into teacher ed program

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, EDU-430

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, EDU-430

EDU-484 SEC STUDENT TCHNG INTERNSHIP (12 Credits)

Prerequisite: Approved application for student teaching, EDU-430

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, EDU-430

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

Prerequisite: Approved application for student teaching, EDU-430

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, EDU-430

EDU-488 ADVANCED INTERNSHIP IN TEACHR EDUCATION (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: Approval of division chair

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

Prerequisite: Approved application for student teaching, EDU-430

EDU-511 ISSUES IN EDUCATION (3 Credits)

An overview of the philosophy of education. The course introduces the Christ-centered worldview as it relates to education within the context of educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, etc. Specific emphasis is placed on how issues impact decision making at the administrative and classroom levels.

Prerequisite: None

EDU-513 STUDENT MOTIVATION AND BEHAVIOR (3 Credits)

A review of current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles and classroom management. The course also reviews developmental psychology concepts necessary to understanding children and adolescents.

Prerequisite: None

EDU-521 INSTRUCTIONAL STRATEGIES FOR DIVERSE CLA (3 Credits)

A study of issues relating to the education of diverse populations within the classroom including socioeconomic considerations, at-risk and ethnic and racial groups. Students study issues in the context of a Christ-centered world and life view, developing plans to meet the needs of all children in the classroom.

Prerequisite: None

EDU-522 CURRI/ASSESS AND INSTRUCT THEORY (3 Credits)

A review of current professional organization and governmental curriculum standards. The course also provides guidance in developing objectives, assessments and strategies in working with a variety of student populations in the inclusive classroom.

Prerequisite: None

EDU-524 COMMUNITY BLDG & EDUC LEADERSHIP (3 Credits)

An investigation of institutional structures (including technology), managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and community involvement. Ways to help teachers and administrators remain successful, such as stress management and conflict management, are explored.

Prerequisite: None

EDU-525 ASSESSMENT K-12 (3 Credits)

A study of standardized and authentic assessments used in K-12 classrooms. Students review research and interpret its contribution to the field from a Christ-centered worldview. Methods used to assess student success include consideration of educational tests and measurements, alternative assessments, portfolio assessment and performance assessments.

Prerequisite: None

EDU-527 INSTRUCTIONAL STRATEGIES/LEARNING DISAB (3 Credits)

A study of best-practices in remediation for students with learning disabilities. Students review research and interpret its contribution to the field from a Christ-centered worldview. Students learn teaching strategies and their relationship to cultural and linguistic differences, developing plans to meet the needs of all children in the classroom.

Prerequisite: None

EDU-531 ORGANIZATIONAL LEADERSHIP (3 Credits)

A focus on ways to advance the student's knowledge and competency in the area of organizational leadership with particular emphasis upon developing public relations: specifically those with parents, the community, business leaders, intermediate school districts, and county, state, national, and local governments. Additionally, various public relations strategies are considered.

Prerequisite: None

EDU-533 EDUC SUPERVISION/EVALUATION (3 Credits)

An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided.

Prerequisite: None

EDU-535 EDUCATIONAL FINANCE (3 Credits)

An emphasis on understanding the financial principles of operating a school relating to federal, state, and local requirements. Application of Christian principles of stewardship is examined. Topics include budgeting, fund-raising, safeguards in financial management, and more.

Prerequisite: None

EDU-537 EDUCATIONAL LAW & ETHICS (3 Credits)

An emphasis on understanding legal principles along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability.

Prerequisite: None

EDU-553 RESEARCH (3 Credits)

A review of current best practice methods as indicated by meta-research. The course reviews data related to student achievement (local and beyond) and provides direction on how to use teacher/administrator-developed data to improve student learning. Finally, it provides a framework to use data as a basis for professional reflection.

Prerequisite: None

EDU-566 READING DIAGNOSTIC TOOLS/REMEDATION (3 Credits)

An introduction to diagnostic tools and remediation strategies within the context of the differentiated instruction model. The course incorporates instruction in the following areas: interest inventories; English language learning; visual and auditory discrimination tools; language expression and processing screening; phonemics, phonics, vocabulary, fluency, comprehension, spelling, writing and writing assessment tools; and best practice instructional strategies in all areas of literacy.

Prerequisite: None

EDU-573 INTRO TO TECHNOLOGY (3 Credits)

An emphasis on providing a conceptual framework for technology and a means of using technology as a tool in the educational setting. Administrators and teachers find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, finding and developing resources, using computers in the classroom and exploring ways to use the internet as an instructional tool.

Prerequisite: None

EDU-593 MASTERS'S PROJECT A (2 Credits)

An identification of an area of need in the educational system that the student would like to create and develop a solution to through a master's project in EDU-595. The master's project is generally done in the area of educational leadership or curriculum development, assessment and school management, dependent on the M.A.Ed. concentration. In EDU-593, students propose a master's project and complete a literature review.

Prerequisite: TAKE EDU-553 or EDU-615

EDU-595 MASTER'S PROJECT B (3 Credits)

A continuation of the EDU-593 master's project that fills an area of need in the educational system. Throughout the program, the student continues to refine and develop their proposal, adding useful resources in order to complete the project. The master's project is generally done in the area of educational leadership, curriculum development, assessment and school management, depending on the M.A.Ed. concentration.

Prerequisite: TAKE EDU-593

EDU-695 EDUCATIONAL LEADERSHIP INTERNSHIP (3 Credits)

An opportunity for a 90 plus hours internship within two different K-12 school settings, one of which is culturally diverse. Online seminars allow students to come together to solve complex educational problems and share from their internship experiences. Creation of a self-improvement plan is completed based on self-inventory results. Internship occurs simultaneously while EDU-531, EDU-533, EDU-535 and EDU-537 are taken.

Prerequisite: None