

# SCHOOL OF EDUCATION & HUMAN SERVICES

## On-Campus Majors

- Biology for Secondary Teachers (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/biology-secondary-teachers-ba/>)
- Early Childhood Education (AA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/early-childhood-education-aa/>)
- Early Childhood Education (Birth-3rd Grade Certification) (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/early-childhood-education-birth-3rd-grade-certification/>)
- Elementary Education (PK-6th Grade Certification) (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/elementary-education-pk-6th-grade-certification/>)
- Elementary Education (PK-6th Grade Certification) + Special Education K-12 (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/elementary-education-pk-6th-grade-certification-special-education-k-12/>)
- English for Secondary Teachers (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/english-secondary-teachers-ba/>)
- Integrated Comprehensive Science for Secondary Teachers (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/integrated-comprehensive-science-secondary-teachers-ba/>)
- Integrated Science for Secondary Teachers (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/integrated-science-secondary-teachers-ba/>)
- Mathematics for Secondary Teachers (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/mathematics-secondary-teachers-ba/>)
- Music Education (BMus) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/music-education-bmus/>)
- Psychology with a Child and Adolescent Services Concentration (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/psychology-child-adolescent-services-concentration-ba/>)
- Psychology with a Counseling Concentration (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/psychology-counseling-concentration-ba/>)
- Psychology with a Psychological Science & Practice Concentration (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/psychology-psychological-science-practice-concentration-ba/>)
- Social Studies Group for Secondary Teachers (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/social-studies-group-secondary-teachers-ba/>)
- Social Work (BSW) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/social-work-bsw/>)
- Spanish for K-12 Certification (BA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/spanish-k12-certification-ba/>)
- Special Education (Learning Disabilities) K-12 (BA) (Secondary Track) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/special-education-learning-disabilities-k-12-ba/>)

- Teaching English to Speakers of Other Languages (TESOL) (AA) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/tesol-aa/>)

## Online Majors

- Human Services (AS - Online) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/human-services-as/>)
- Psychology (BS - Online) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/psychology-bs/>)

## On-Campus Minors

- Biology for Secondary Teachers (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/biology-secondary-teachers-minor/>)
- Chemistry for Secondary Teachers (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/chemistry-minor-secondary-teachers/>)
- Early Childhood Education (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/early-childhood-education-minor/>)
- English for Secondary Teachers (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/english-secondary-teachers-minor/>)
- Family Studies (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/family-studies-minor/>)
- Mathematics for Secondary Teachers (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/mathematics-secondary-teachers-minor/>)
- Psychology (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/psychology-minor/>)
- Psychology for Secondary Teachers (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/psychology-secondary-teachers-minor/>)
- Social Work (Minor) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/social-work-minor/>)
- Spanish (Minor) for Elementary Teachers (<https://catalog.cornerstone.edu/undergraduate/education-human-services/spanish-elementary-minor/>)
- Spanish (Minor) for Secondary Teachers (<https://catalog.cornerstone.edu/undergraduate/education-human-services/spanish-minor-secondary-teachers-pk-6-endorsement/>)
- Teaching English to Speakers of Other Languages (TESOL) (Minor) Elementary or Secondary (<https://catalog.cornerstone.edu/undergraduate/education-human-services/tesol-minor/>)

## Online Minors

- Human Services (Minor - Online) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/human-services-minor/>)
- Psychology (Minor - Online) (<https://catalog.cornerstone.edu/undergraduate/education-human-services/psychology-minor-online/>)

## 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

**Family Studies (FAM)****FAM-212 PARENTING (3 Credits)**

A study of parenting and child development with a special focus on biblical parenting. The physical and spiritual development of the child from birth through the teen-age years is also emphasized.

*Prerequisite:* None

**Psychology (PSY)****PSY-111 GENERAL PSYCHOLOGY (3 Credits)**

A basic introduction to psychology covering influential people, concepts, theories and methods. Topics include development, personality, perception, learning, biopsychology, psychological disorders, and treatment.

*Prerequisite:* None

**PSY-211 INTRODUCTION TO RELATIONSHIP (3 Credits)**

This course studies the formation, maintenance and termination of relationships before marriage. Issues such as self in relationship, family background, gender and personality differences are examined in friendships, dating and marriage. An emphasis will be placed on establishing healthy communication patterns, resolving conflict and setting realistic expectations to enhance long-lasting relationships.

*Prerequisite:* None

**PSY-221 INTERVIEWING & COUNSELING (3 Credits)**

An introduction to theoretical concepts, primary principles, strategies and interventions implemented in the practice and delivery of human services to individuals and families using the human services interview techniques.

*Prerequisite:* None

**PSY-222 HISTORY/SYSTEMS OF PSYCHOLOGY (3 Credits)**

An advanced study of the philosophical, socio-cultural and historical foundations of psychology, presenting the people, ideas, and influences that have contributed to the modern-day science and practice of psychology.

*Prerequisite:* PSY-111

**PSY-235 LIFESPAN DEV PSYCHOLOGY (3 Credits)**

This course examines major developmental issues from conception through the end of life, from a bio-psycho-social-spiritual framework. Students will explore and apply major human development theories including, but not limited to, behaviorism, psychoanalytic, social learning, cognitive theory, psychosocial theory, and ecological theory. A variety of activities including lecture, discussion and case study application will be utilized in exploring the human lifespan.

*Prerequisite:* None

**PSY-237 CHILD PSYCHOLOGY (3 Credits)**

An exploration of human development from conception/pregnancy through childhood and into late adolescence, using a developmental-contextual framework. Students will learn major developmental theories and seminal research in the field of child psychology; they will also gain practice in applying theories to case studies, current events, and to their own developmental journey. In addition to readings, mini-lectures and discussions, students will engage in a series of practical lab activities and field trips designed to promote comprehensive understanding of how to help children develop and thrive within multi-leveled contexts. Course fee applied.

*Prerequisite:* PSY-111

**PSY-238 ADOLESCENT PSYCHOLOGY (3 Credits)**

An exploration of human development from tween years through adolescence and into emerging adulthood, using a developmental-contextual framework. Students will read about and discuss key adolescent development research and practical issues, including, but not limited to, puberty and sexuality, cognitive development, social/peer relationships, family influences, psychopathology associated with adolescence, educational experiences, spiritual formation, adolescent art/music/creativity, technology, and entry into the world of work and higher education. Students will also be asked to reflect on, write about and explore their own developmental journey into and through adolescence. Course fee applied.

*Prerequisite:* PSY-111

**PSY-239 ADULT PSYCHOLOGY (3 Credits)**

An in-depth study of the psychological problems and development of the person from young adulthood through end of life.

*Prerequisite:* PSY-111

**PSY-241 INTRO PSYCH THEORIES, HIST & SYSTEMS (3 Credits)**

A study of the philosophical, socio-cultural and historical foundations of psychology as well as people, ideas and influences that have contributed to the modern-day science and practice of psychology. An overview of the study of heredity and physiology, development theories, learning and thinking, motivation and emotion, and theories of personality is included.

*Prerequisite:* None

**PSY-322 THEORY OF PERSONALITY (3 Credits)**

Addresses major theories with respect to the dynamics, structure, and development of personality.

*Prerequisite:* PSY-111

**PSY-332 CROSS-CULTURAL PSYCHOLOGY (3 Credits)**

A study of the relationship between culture and psychological processes affecting human behavior. Emphasis is placed on developing self-awareness through an examination of culture, values and biases. Other topics include an investigation of diversity and inclusion (historical context and contemporary issues), and a survey of research traditions studying dimensions of culture.

*Prerequisite:* None



**PSY-335 LIFE SPAN DEVELOPMENT PSYCHOLOGY (3 Credits)**

An exploration of developmental changes in the physical, cognitive, social and emotional dimensions of the development of human behavior from birth to adulthood. Physical characteristics and psychological concepts of learning, memory, motivation, perception, personality and thinking are examined from the standpoint of how they develop and change during an individual's life.

*Prerequisite:* None

**PSY-343 PSYCHOLOGY OF LEARNING (3 Credits)**

What engages and motives human learners? Which factors contribute to an effective learning process? How does one's context affect learning and growth? This course seeks to answer these questions while examining human learning across the lifespan and in various contexts, using developmental and sociocultural frameworks. Students will discuss and apply key learning theories and concepts to case studies and practical real-world scenarios. Emphasis will be on enhancing one's metacognitive awareness and understanding of one's own learning style and learning experiences as a basis for continued growth and development. Students in this course will have ample opportunity to think about and reflect on one's own learning, as well as to observe and interact with other learners.

*Prerequisite:* PSY-111

**PSY-346 CHILD WELFARE (3 Credits)**

The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services.

*Prerequisite:* SOC-111 or PSY-111

**PSY-351 SOCIAL PSYCHOLOGY (3 Credits)**

An examination of how individual behavior is shaped by the situation in which the behavior is emitted. This course addresses the impact of one's physical and social environment upon behavior. Behavior is broadly defined and includes cognitive processing, attitudes, decision-making, and prosocial and deviant actions.

*Prerequisite:* PSY-111 or SOC-111

**PSY-352 HEALTH PSYCHOLOGY (3 Credits)**

Students in this course will examine health and wellness from a psychological perspective, examining how biological, psychological perspective, examining how biological, psychological and social factors influence human health. Topics will include promotion of positive health practices, illness prevention, impact of stress on health, holistic treatment for health problems, coping with and reducing stress and pain, and the recovery, rehabilitation and psychosocial adjustment of people with serious and chronic health challenges. The role of Christian faith in developing and maintaining physical and mental health will be explored.

*Prerequisite:* None

**PSY-353 ABNORMAL PSYCHOLOGY (3 Credits)**

This course examines the major categories of psychopathology, including anxiety disorders, affective disorders, schizophrenia, personality disorders, and organic syndromes, with emphases placed on the symptoms and causes of the disorders and therapeutic methods used to treat them.

*Prerequisite:* PSY-111

**PSY-354 RESEARCH METHODOLOGY & STATISTICS (3 Credits)**

An overview of major research designs and an introduction to basic statistical techniques using MS Excel™ and APA style for documentation. Focus is placed on research methodologies, conceptualization, hypothesis and measurement of sampling techniques, and evaluation and synthesis of data using statistical measurements, tools and software.

*Prerequisite:* None

**PSY-355 INTEGRATED STAT RESEARCH I (3 Credits)**

Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic statistical and research concepts, students will work in research teams to apply this knowledge in the context of a series of lab projects and comprehensive research project. The first semester will cover writing a research proposal, securing CU-IRB approval, basic quantitative and qualitative research design, research ethics, and survey/protocol development. In the second semester, students will gather empirical data, conduct SPSS data analysis, and prepare written and oral research reports. Students will be encouraged to seek conference presentation and/or publication of their original work. Note: This 6-credit course must be taken in sequence during consecutive semesters. Students who fail PSY-355 will not be allowed to advance to PSY-356 and must retake PSY-355.

*Prerequisite:* Math Core Requirement, Junior or Senior status required

**PSY-356 INTEGRATED STATS/RESEARCH II (3 Credits)**

Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic statistical and research concepts, students will work in research teams to apply this knowledge in the context of a series of lab projects and comprehensive research project. The first semester will cover writing a research proposal, securing CU-IRB approval, basic quantitative and qualitative research design, research ethics, and survey/protocol development. In the second semester, students will gather empirical data, conduct SPSS data analysis, and prepare written and oral research reports. Students will be encouraged to seek conference presentation and/or publication of their original work. Note: This 6-credit course must be taken in sequence during consecutive semesters. Students who fail PSY-355 will not be allowed to advance to PSY-356 and must retake PSY-355.

*Prerequisite:* Stats/Research I and math core

**PSY-363 POSITIVE PSYCHOLOGY (3 Credits)**

This course will provide the philosophical and theoretical framework for the entire Child and Adolescent Services concentration. Students will explore positive psychology research in areas including gratitude, hope, mindset, and human flourishing. Practical applications for intervention in working with children, adolescents and families will be explored, situated within school, community, and medical settings.

*Prerequisite:* PSY-111

**PSY-370 CHILD & ADOLESCENT PRACTICUM (3 Credits)**

Students will gain practical experience in a child and/or adolescent-focused setting as preparation for internship placement. Students will spend 4-5 hours weekly in the field, gaining observational and shadowing experience and volunteering directly with children/adolescents. Students will also participate in a one-hour weekly seminar where experiences, case studies, ethical challenges and other practicum experiences will be discussed and debriefed. CAS students must complete this course before applying for their internship.

*Prerequisite:* None

**PSY-380 INTERNSHIP (1-6 Credits)**

Each psychology major will complete a minimum of 120 hours in an approved internship setting, under the supervision of a qualified professional. Students will work with both faculty and field supervisors to develop and work toward learning objectives relevant to the psychology disciplines and to their chosen career path.

*Prerequisite:* Junior or Senior status required

**PSY-400 CAPSTONE SEMINAR: PSYCHOLOGY (3 Credits)**

This required capstone seminar provides senior psychology majors the opportunity to explore and critically discuss seminal research in psychology, the integration of psychology and the Christian worldview, ethical responsibilities of psychologists, and current trends in research and practice. Attention will also be given to preparation for graduate school and professional employment. Students will prepare a comprehensive portfolio and discuss key issues related to interviewing and applying for jobs and graduate school admission. Each senior seminar group will also work collaboratively in a service learning project to emphasize the importance of ministry and outreach in the psychological profession. Course fee applied.

*Prerequisite:* Senior status required

**PSY-421 THEORIES OF COUNSELING (3 Credits)**

This course offers an overview of current approaches to psychological counseling, including psychodynamic, person centered, behavior, cognitive and reality therapy. Major Christian approaches to counseling are also examined with emphasis on theory and practical application.

*Prerequisite:* PSY-111

**PSY-423 ABNORMAL PSYCHOLOGY (3 Credits)**

An examination of the causes, dynamics, classifications and treatment of major psychological disorders. Utilizing the Diagnostic and Statistical Manual of Mental Disorders to classify abnormal behavior by identifying the incidence, frequency and various types of dysfunctions that occur, as well as the classification of these disorders, theories used and potential treatments.

*Prerequisite:* TAKE PSY-241

**PSY-424 INTRODUCTION TO COUNSELING (3 Credits)**

An introduction to counseling psychology theory and techniques. Topics include a specific emphasis on the practical application of counseling theory and techniques from a Christ-centered worldview, along with a consideration of the required professional and ethical standards of counseling.

*Prerequisite:* None

**PSY-425 ORGANIZATIONAL PSYCHOLOGY (3 Credits)**

A study of human behavior within organizations and the workplace. Topics include leadership styles and development, the evaluation, management and development of employees, job satisfaction and motivation, organizational culture and change management.

*Prerequisite:* None

**PSY-441 PHYSIOLOGICAL PSYCH (3 Credits)**

An exploration of the complex interplay between physiological structures/processes and human behavior. Focus topics include the neurological basis of psychological disorders, motor function, language, memory, learning and emotion. Emphasis will be given to gaining a basic understanding of neurological disorders.

*Prerequisite:* PSY-111 (or PSY-232 for education students), Junior or Senior status required

**PSY-443 CREATIVE THERAPY: PLAY & STORY (3 Credits)**

This experiential learning seminar investigates the historical development, theoretical grounding, empirical research, and practical techniques of play therapy with children, adolescents, adults, families and groups. Emphasis is given to exposing students to a broad range of specific therapeutic techniques with various populations. Creative therapies including art therapy, bibliotherapy, and animal-assisted therapy will also be addressed. Course fee applied.

*Prerequisite:* PSY-111 OR PSY-232

**PSY-444 CREATIVE THERAPY:ART & MUSIC (3 Credits)**

This advanced psychology seminar examines the history, theory, individuals and techniques within the realm of art therapy and music-based therapies. This course strongly emphasizes experiential learning, with each student engaging actively in a variety of creative art-based projects and activities. This seminar is designed both to enhance academic knowledge, as well as to encourage personal growth and development. Course fee applied.

*Prerequisite:* PSY-111 or PSY-232

**PSY-446 INTRO TO RELATIONSHIPS IN PSYCHOLOGY (3 Credits)**

A study of the formation, maintenance and termination of relationships. Topics include friendship, courtship and marriage across cultures with an emphasis on currently changing values and cultural, social, cognitive and emotional bases of intimacy, commitment and family roles.

*Prerequisite:* None

**PSY-447 CURRENT TRENDS & SPECIALTIES IN PSYCH (3 Credits)**

An exploration of current trends and specialties in psychology including personal life coaching, art therapy, music therapy, play therapy, sports and exercise. Focus is on the investigation of careers and competencies needed to practice psychology in various fields.

*Prerequisite:* None

**PSY-448 CROSS-CULTURAL PSYCHOLOGY (3 Credits)**

A study of the multicultural components of human behavior, mental processes, and spirituality. Special attention will be given to research on cross-cultural aspects of critical thinking, perception, emotional states and expression, psychological disorders, cross-cultural social interaction, and spirituality. Applications to cross-cultural service will be discussed.

*Prerequisite:* None

**PSY-452 TECH OF COUNSELING (3 Credits)**

An advanced course designed to acquaint students intending to become counselors with biblically and psychologically sound techniques. Required reading and learning activities fulfill both practical and theoretical requirements.

*Prerequisite:* TAKE PSY-421

**PSY-455 PSYCHOLOGY CAPSTONE (3 Credits)**

A psychology capstone course integrating Christ-centered worldview, theory and real-life application. Students explore an area of their choosing, compiling resources for later use, sharing their findings with the class for mutual benefit, and celebrating completion of the bachelor's program.

*Prerequisite:* Take IDS-402, PSY-332, 354, 421, 452

**PSY-456 MARRIAGE & FAMILY COUNSELING (3 Credits)**

This course provides an overview of the fields of premarital, marital and family counseling. Students are introduced to the unique contributions of the major theoretical approaches, with the intent to help the beginning counselor to develop basic skills necessary for clinical work.

*Prerequisite:* PSY-211

**PSY-470 READINGS IN PSYCHOLOGY (1-3 Credits)**

*Prerequisite:* None

**PSY-480 ADVANCED TOPICS SEMINAR (3 Credits)**

*Prerequisite:* None

**PSY-490 INDEPENDENT STUDY (1-3 Credits)**

*Prerequisite:* None

## Sociology (SOC)

**SOC-101 INTRO TO HUMAN SERVICES (3 Credits)**

An introduction to the field of human services and the conditions in modern society that impact the health of individuals, families and communities. Topics include identification of populations served by human service workers, principles of human services and essential helping skills. Special emphasis is given to Christian involvement in human services and the role of faith-based social service agencies in American society.

*Prerequisite:* None

**SOC-111 INTRO TO SOCIOLOGY (3 Credits)**

Introduction to the general field of sociology. This course includes an overview of several subfields of sociology. Basic theoretical perspectives of sociology are used to provide an explanation of basic institutions and social processes.

*Prerequisite:* None

**SOC-201 INTERCULTURAL RELATIONS (3 Credits)**

An examination of minority and ethnic groups' social issues, cultural beliefs, values, communication styles, learning styles and cultural influences and contributions. The course explores roles within families and society, surveys, demographics and their impact on individuals and society and introduces concepts of gender diversity and women's issues.

*Prerequisite:* None

**SOC-211 CURRENT SOCIAL ISSUES (3 Credits)**

An examination of current social issues in light of classical and contemporary theories. Emphasis is placed on the implications of these issues for American society.

*Prerequisite:* None

**SOC-229 FIELD EXPERIENCE (3 Credits)**

A capstone course requiring students to gain field experience through interviews (10) and a supervised work experience (20 hours) with an appropriate agency that is related to the student's area of interest.

*Prerequisite:* TAKE SOC-101, SOC-111, SOC-201 AND PSY-221.

**SOC-232 MARRIAGE AND FAMILY (3 Credits)**

An examination of the structure and function of marriage and family life from a biblical perspective. Topics include mate selection, parenting, divorce, transitions in relationships and the family life cycle. Students are exposed to difficult family issues such as blended families, spousal infidelity, midlife crisis and grief and loss in the home.

*Prerequisite:* None

**SOC-243 SOCIAL PROBLEMS (3 Credits)**

The study of social problems that are institutional in nature and of policies implemented to alleviate the problems. The course includes a discussion of causes, consequences, and intervention strategies used by private and governmental agencies.

*Prerequisite:* SOC-111

**SOC-261 GRIEF & LOSS, DEATH & DYING (3 Credits)**

An exploration of the physical, emotional, and spiritual dimensions of death and dying and the process of bereavement in the context of psychology and human services. Students will explore issues related to dying and bereaved persons, and develop their own psycho-social framework for understanding and facing death, terminal illness, life-threatening violence, grief and loss. Issues of worldview as well as beliefs about evil, suffering and life after death will be considered.

*Prerequisite:* None

**SOC-344 SUBSTANCE ABUSE (3 Credits)**

The impact of substances including alcohol, marijuana, and cocaine upon individuals, families, and communities is studied. The causes, scope, policy issues, and methods of preventing chemical dependence are investigated. Places emphasis upon developing assessment and treatment skills.

*Prerequisite:* PSY-111 or SOC-111

**SOC-346 CHILD WELFARE (3 Credits)**

The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services.

*Prerequisite:* SOC-111 or PSY-111

**SOC-351 SOCIOLOGY OF SMALL GROUPS (3 Credits)**

A study of general and specific group communication theories and their relationship to communication in a variety of settings. Topics include group formation, cohesiveness, groupthink, norms, leadership, decision making and conflict. Students become better leaders and participants through a variety of experiential learning opportunities.

*Prerequisite:* SOC-111

**SOC-352 INTER-CULTURAL COMMUNICATION (3 Credits)**

A study of the programs of oral and written communication in world areas where cultural or linguistic boundaries must be crossed.

*Prerequisite:* SOC-111

**SOC-353 SOCIAL PSYCHOLOGY (3 Credits)**

An examination of how individual behavior is shaped by the situation in which the behavior is emitted. This course addresses the impact of one's physical and social environment upon behavior. Behavior is broadly defined and includes cognitive processing, attitudes, decision-making, and prosocial and deviant actions.

*Prerequisite:* SOC-111 or PSY-111

**SOC-417 HUMAN DIVERSITY (3 Credits)**

This course explores the social construction of race, ethnicity, gender and social class, the history of majority-minority relationships and the current status of minorities. The course examines prejudice, discrimination, oppression, racism, and implicit bias in addressing multi-level change. Students learn to develop an appreciation for diversity and difference as well as explore the implications of those differences in multicultural practice settings. The course emphasizes a biblical foundation for cultural competency.

*Prerequisite:* SOC-111, PSY-111 or CMI-223

**SOC-432 SOCIOLOGY OF THE FAMILY (3 Credits)**

An examination of the institution of the family. Issues confronting the family, changes the family is undergoing, and the family life cycle are discussed.

*Prerequisite:* SOC-111

**SOC-441 GERONTOLOGY (3 Credits)**

An interdisciplinary approach to the study of aging. This course provides a comprehensive view of the physiological, social, and psychological dimensions of the aging process.

*Prerequisite:* SOC-111 or PSY-111

**SOC-470 READINGS IN SOCIOLOGY (1 Credit)**

*Prerequisite:* None

**SOC-480 ADVANCED TOPICS (3 Credits)**

*Prerequisite:* None

**SOC-490 INDEPENDENT STUDY (1-3 Credits)**

*Prerequisite:* None

## Social Work (SWK)

**SWK-111 INTRODUCTION TO SOCIAL WORK (3 Credits)**

An introduction to the history of social work as a profession from its Judeo-Christian origins to current trends and influences. An overview of professional social work education including an introduction to social work values and ethics, generalist practice theory, social welfare policy, populations at-risk, social work roles and various practice settings.

*Prerequisite:* None

**SWK-221 HUMAN BEHAVIOR AND SOCIAL ENVIRON I (3 Credits)**

The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from birth to young adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, race, ethnicity, social class, gender and sexual orientation in human development and behavior. Course fee applied.

*Prerequisite:* Take SWK-111 and PSY-111 or SOC-111, Take BIO-151, 161, 241 or 242 previously or concurrently

**SWK-222 HUMAN BEHAV AND SOC ENV II (3 Credits)**

The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from middle to late adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, ethnicity, social class, race, gender and sexual orientation in human development and behavior.

*Prerequisite:* Take SWK-111 and PSY-111 or SOC-111, Take BIO=151, 161, 241 or 242 previously or concurrently

**SWK-280 TOPICS IN SOCIAL WORK (1-3 Credits)**

*Prerequisite:* None

**SWK-311 SOCIAL WELFARE POLICY (3 Credits)**

A survey and analysis of the political, social, cultural and economic forces that influence the development of welfare policies in the United States. The impact of these policies on various populations at risk (including but not limited to those distinguished by age, ethnicity, culture, class, religion and physical or mental ability) is examined. Students develop and articulate their own perspectives on social welfare and the implications for generalist social work practice. Course fee applied.

*Prerequisite:* SWK-111, SOC-243, SSC-211, ECN-231

**SWK-331 SOCIAL WORK PRACTICE I: INDIV/FAMILIES (3 Credits)**

Direct practice skills essential for the generalist social worker. Interviewing and assessment skills, case management, crisis intervention, ethical decision making methods are applied to case situations. Students are introduced to the generalist Intervention Model with considerations for practice with diverse and vulnerable client populations. Course fee applied.

*Prerequisite:* Take SWK-111 and admission to the social work program, SWK-221

**SWK-332 SOCIAL WORK PRACTICE II: GROUPS (3 Credits)**

This course builds on the first practice course emphasizing social work practice with individuals and families and provides greater focus on the application of generalist practice knowledge, values, and skills in service delivery to groups. Students review the origins of group work as a social work intervention method; stages of group development; and the group dynamics likely present during those stages. Additionally, students study and practice techniques for the implementation and facilitation of various types of groups at varying stages. This also includes discussion of knowledge and skills related to effective group work with diverse client populations.

*Prerequisite:* SWK-331 and SWK program approval

**SWK-333 SOCIAL WORK PRACTICE III: COMM/ORGAN (3 Credits)**

Indirect practice and intervention skills essential for the generalist social worker: community organization and development, social planning, social action and social administration. Focuses on the interplay between the individual and the macro environment and viewed from the perspective of the direct service provider seeking resources for vulnerable or oppressed client populations. Course fee applied.

*Prerequisite:* SWK-332 and SWK program approval

**SWK-344 SUBSTANCE ABUSE (3 Credits)**

The impact of substances including alcohol, marijuana, and cocaine upon individuals, families, and communities is studied. The causes, scope, policy issues, and methods of preventing chemical dependence are investigated. Places emphasis upon developing assessment and treatment skills.

*Prerequisite:* PSY-111 or SOC-111

**SWK-346 CHILD WELFARE (3 Credits)**

The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services.

*Prerequisite:* PSY-111 or SOC-111

**SWK-411 ETHICAL DECISION-MAKING IN SOCIAL WORK (3 Credits)**

This course provides a more in-depth analysis of the Social Work Code of Ethics and overviews frameworks for ethical decision-making. The emphasis is on improving students' ability to more readily identify ethical problems and thoughtfully work through these issues through the use of case studies.

*Prerequisite:* PHI-211, Junior or Senior status required

**SWK-417 HUMAN DIVERSITY (3 Credits)**

This course explores the social construction of race, ethnicity, gender and social class, the history of majority-minority relationships and the current status of minorities. The course examines prejudice, discrimination, oppression, racism, and implicit bias in addressing multi-level change. Students learn to develop an appreciation for diversity and difference as well as explore the implications of those differences in multicultural practice settings. The course emphasizes a biblical foundation for cultural competency.

*Prerequisite:* SOC-111, PSY-111 or CMI-223

**SWK-441 GERONTOLOGY (3 Credits)**

An interdisciplinary approach to the study of aging. This course provides a comprehensive view of the physiological, social and psychological dimensions of the aging process.

*Prerequisite:* SOC-111 or PSY-111

**SWK-450 FIELD PRACTICUM I (5 Credits)**

Students are placed in a community agency (minimum of 200 hours) under the supervision of a professional social worker. Opportunities are provided to integrate the knowledge, values, and skills of generalist practice in the field setting with client systems that may include: individuals, families, small groups, organizations and communities. Emphasis is on the enhancement and well being of diverse and vulnerable populations and working towards the amelioration of environmental conditions that affect people adversely.

*Prerequisite:* Approval into Social Work department, SWK-451

**SWK-451 FIELD PRACTICUM SEMINAR I (1 Credit)**

A seminar, held on campus, in which students may share practicum experiences, integrate theoretical knowledge, consider ethical and value issues, and practice mutual support and supervision. Emphasis is on the understanding of oneself in the helping role and developing cultural sensitivity in working with diverse individuals, families, groups, and communities. Course fee applied.

*Prerequisite:* Approval into social work department, SWK-450

**SWK-460 FIELD PRACTICUM II (5 Credits)**

Students are placed in a community agency (minimum of 200 hours) under the supervision of a professional social worker. Opportunities are provided to integrate the knowledge, values, and skills of generalist practice in the field setting with client systems that may include: individuals, families, small groups, organizations and communities. Emphasis is on the enhancement and well being of diverse and vulnerable populations and working towards the amelioration of environmental conditions that affect people adversely.

*Prerequisite:* Approval into Social Work department, SWK-461

**SWK-461 FIELD PRACTICUM SEMINAR II (1 Credit)**

A seminar, held on campus, in which students may share practicum experiences, integrate theoretical knowledge, consider ethical and value issues, and practice mutual support and supervision. Emphasis is on the understanding of oneself in the helping role and developing cultural sensitivity in working with diverse individuals, families, groups, and communities.

*Prerequisite:* Approval into Social Work Program, Take SWK-460 concurrently

**SWK-462 CAPSTONE SEMINAR: SOCIAL WORK (3 Credits)**

This course serves as the capstone to the Social Work Program. Its primary emphasis is on professional development and self-evaluation in the context of the social work competencies. Students complete a social work portfolio, capstone paper and project to demonstrate proficiency in all the social work competencies and their readiness to enter into professional social work practice at the undergraduate level or graduate school. Content related to Christian worldview and social work practice is infused throughout the full semester in order to encourage professional development. Course fee applied.

*Prerequisite:* Approval into Social Work department, Senior status required

**SWK-470 DIRECTED READINGS (1-3 Credits)**

*Prerequisite:* None

**SWK-480 ADVANCED TOPICS (3 Credits)**

An elective course on a selected topic related to social work generalist practice. May include current issues or trends, special populations or advanced practice skills.

*Prerequisite:* None

**SWK-490 INDEPENDENT STUDY (1-3 Credits)**

An elective course requiring student research and a written report on a specific area of interest related to social work practice. The topic is selected by the student with final approval and supervision by Social Work faculty.

*Prerequisite:* None

**Burgess, Laurie** (<https://www.cornerstone.edu/faculty/laurie-burgess/>), Associate Professor of Education

**Carew, Nola** (<https://www.cornerstone.edu/faculty/nola-carew/>), Professor of Social Work and Program Director

**da Silva, Sérgio** (<https://www.cornerstone.edu/faculty/sergio-da-silva/>), Professor of Psychology

**Doane, Becky** (<https://www.cornerstone.edu/faculty/becky-doane/>), Assistant Professor of Social Work, Director of Field Education

**George, Pamela** (<https://www.cornerstone.edu/faculty/pamela-george/>), Assistant Professor of Special Education

**Hofstra, Kim** (<https://www.cornerstone.edu/faculty/kim-hofstra/>), (Dean) Assistant Professor of Education

**Hong, Eunice** (<https://www.cornerstone.edu/faculty/eunice-hong/>), Assistant Professor of Intercultural Studies

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**Wallace, Matt**, Assistant Professor of Teacher Education, Accreditation Coordinator