

# Cornerstone Christian University

Maitland, FL

Online

School of Christian Education

## Bachelor of Christian Elementary Education (CEd.B)

Field experience may be credited as practicum and PL may also apply as credits

“At my graduation, my son gave me a flower! It was awesome and I took the opportunity to tell him that, for less than a cup of coffee & a bagel per day, I earned my degree at Cornerstone Christian University in Christian Education! **Not having a biblical Training cost me much more than the cost to have it! I was not interested in Regional accredited schools because I own private school.**

**I did it! You can do the same. Have you thought about yours?**

This is an investment of a lifetime with an eternal reward!”



### A price comparison...

✓ **How much this degree cost?**

Ans. At other regionally accredited schools, it would cost you \$40-60,000.00 to get earn a Bachelor degree plus many other fees. At CCU, it's only cost you \$11,000.00 four years

✓ **Why CCU program costs so little?**

Ans. CCU trains for ministry entrepreneurship purposes. We don't want you to be bankrupt after completing your degree.

✓ **What about curriculum?**

Ans. We offer comparable or even better curriculum than many of those expensive schools.

✓ **What can I do with this degree?**

Ans. You can work in your church, own your own daycare, pre-school, or work in any private Christian based schools

✓ **Does CCU offer monthly payment plan?**

Ans. Yes!

### Program Description

Cornerstone Christian University School of Education offers the Bachelor of Science degree with programs of study that prepares candidates to assume responsibilities in teaching and/or leadership in the Christian setting. Such preparation integrates theory and clinical experiences in institutions or agencies,

enabling graduates to function effectively as humane and liberally educated leaders in a variety of settings.

The conceptual framework of the School of Christian Education of Cornerstone Christian University provides a structure and process to prepare candidates for the education profession mostly in the private setting. The School of Christian Education seeks to recruit and support the development of diverse candidates who are dedicated to the pursuit of excellence as scholars, lifelong learners, leaders and reflective professionals.

The vision of the School of Christian Education also incorporates the cross from the shield of Cornerstone Christian University to acknowledge the Mission and Strategic Directions of the University and the Core Values from the founder. Caring, capable and highly qualified faculty personify those attributes in the community of Cornerstone Christian University and in the profession of education, and direct the candidates' progress in the acquisition of the relevant knowledge, skills and dispositions.

### **Programs of Study**

The Cornerstone Christian University School of Education offers the master of arts degree in education through the following areas of concentration: educational administration and supervision, administration and leadership, community counseling, school counseling curriculum and instruction, individualized programs (ESL, science education, educational technology, integrative), multicategorical special education, reading, early childhood education, elementary education, secondary education, and teaching leadership.

### **Models of Program Delivery**

The School of Christian Education employs four models to deliver its bachelor programs: the traditional model, the online model, the cohort model and the extension-based model.

The traditional model, available to candidates in the early childhood education, elementary education, secondary education, community agency counseling, school counseling, and the curriculum and instruction programs, permits candidates to schedule program requirements at a self-selected pace, enrolling in required courses as they are offered in the schedule.

The cohort model is available to candidates in the following degree programs: educational administration and supervision, secondary and elementary education. In this model, candidates begin the program together and progress through the course requirements as a group. Classes meet one evening per week for four hours during the school terms, including six-eight sessions for each course. Candidates in cohort programs have guaranteed course availability each term. Cohort programs offer the additional advantage of tuition reduction and the availability of flexible payment plans. Cohort programs are offered at the Orlando and off-site campuses. Counseling cohort courses are scheduled to meet two nights a week for the duration of the semester and for 10 weeks in summer.

The online model is available to individuals interested in a bachelor degree and who can apply a high level of discipline. Candidates may apply at the beginning of every five weeks' time.

### **Admission to the School of Education**

Individuals seeking admission to the undergraduate program must complete an official application, which is available from the Admission Office. The completed application file is evaluated by an admission counselor, and the file along with an admission recommendation will be forwarded to the School of Christian Education's Dean for approval.

Admitted students will be assigned an advisor in the School of Christian Education who will review program requirements and offer assistance with registration and academic issues. Students are responsible for monitoring their programs of studies to ensure that requirements for graduation are met. Either the associate dean at the Orlando campus or the director of off-campus programs for the School of Education at the off-site campus will be assigned as advisors to students admitted to the cohort programs. The respective associate dean or director will register students in cohort courses each five weeks.

Individuals who have not been denied admission to the School of Education and who do not wish to enroll in a cohort or field-based program may enroll at any convenient extension that offers the desired program.

Courses completed seven or more years prior to admission will not be accepted for degree requirements. Request for transfer of credit must be submitted to the advisors upon admission to the program. All transcripts will be evaluated based on CCU's criteria.

A two-page typed statement describing reasons for wanting to become a Christian professional educator, any relevant experiences in teaching, and examples of important events that have influenced the applicant's desired goals. This statement will also be reviewed as an example of your written communication skills.

Completed recommendations from three persons (former instructors, Pastors, supervisors, or colleagues) who are qualified to evaluate the applicant's academic and professional potential in the field of education.

A cumulative grade-point average of 2.5 ON A 4.0 SCALE.

### **Transfer of Credit**

A maximum of 90 credit hours of earned credit from other approved institutions taken prior to admission to Cornerstone Christian University may be considered for acceptance to the program requirements. The associate dean will evaluate the request based on the following:

level of the coursework

grade in the course

when the course was successfully completed

a review of the course description and/or syllabus

### **Academic Integrity**

A commitment to academic integrity is at the heart of Cornerstone Christian University's mission as a Christian intellectual community, dedicated, in the words of the University Philosophy Statement, to the examination of fundamental questions of human concern, respectful dialogue in the context of diverse

points of view and experience, as well as the search for truth and justice. For faculty and students alike, the scholarly enterprise requires clear and rigorous argument, acknowledging the sources of our ideas, the quality of the evidence that supports them, and taking responsibility for the errors we have made.

The efforts of students to cultivate these academic skills, spiritual, and intellectual virtues in turn requires formative evaluation, accurately and justly assessing student progress. In order to achieve this, instructors must be certain that students' work is their own, and that all records of accomplishment are authentic and reliable. In this context, when students misrepresent their knowledge or abilities, they are more than simply breaking the rules of academic conduct. Such behavior undermines not only the student's own academic progress, but the integrity of academic evaluation itself. For that reason, it may result in failure for the assignment, failure for the course, suspension from the University, or permanent dismissal from the University.

### **Dismissal from the Graduate Programs**

The principles of Christian life and of academic integrity should govern all forms of academic work, from the content of papers, projects and presentations to one's conduct before and during examinations. These principles—and thus the very possibility of honest evaluation -- can be jeopardized by a number of actions, including but not limited to:

Cheating on an examination, including but not limited to using cheat sheets, unauthorized materials, copying from peers, or obtaining copies of tests through unauthorized means;

Unauthorized collaboration with one's peers on assignments, exams, projects or presentations;

Plagiarizing, this may include the following:

copying phrases or sentences word for word from a source without enclosing the copied words in quotation marks and indicating the actual source; or

changing the wording of a source slightly, but still incorporating all the ideas of the source without indicating the source; or

altering the wording significantly but still incorporating the main ideas from other sources without indicating, through standard forms of documentation, which sources have been used, thereby implying that the ideas are one's own;

academic dishonesty; violation of professional dispositions; disrespectful to faculty and or employee; failure to meet the financial obligations; failure to successfully complete program benchmarks;

Unacknowledged and unauthorized resubmission of work completed in other courses;

Using unauthorized or falsified instruments of identification with the intent of academic fraud; supplying false academic records (transcripts, grade reports, etc.) to any official of the university; forging, altering, or making unauthorized use of University records or documents;

Hindering one's peers by removing, misplacing or defacing library or other instructional materials.

Faculty and administrators who discover such violations should compile evidence sufficient to document the incident and may impose penalties appropriate to their purview. When the offense and proposed penalty entail suspension or dismissal from the University, the violation must be addressed in consultation with the appropriate dean and the provost.

Students who believe they have been wrongly accused and penalized may initiate a Course Grade Grievance, as described in the Course Grade Grievance Procedure section of the Catalog.

### **B.S. - Required Courses 123 Hours**

ENG101 English Composition I	3 credits
ENG102 English Composition II	3 credits
HST213 History of the Restoration	3 credits
HST243 Western Civilization I	3 credits
HST243 Western Civilization II	3 credits
HST253 Survey of United States History	3 credits
DCW103 Christian Thinking: Developing a Christian Worldview	3 credits
MAT 163 College Algebra	3 credits
PSY 103 General Psychology	3 credits
COM 173 Fundamentals of Communication	3 credits
SCS 213 Physical Science	3 credits
SCS 233 Principles of Biology	3 credits

### **Choose One: 3**

ENG 333 American Literature	3 credits
ENG 343 Christian Literature	3 credits
LNG 353 Introduction to Linguistics	3 credits

### **Elementary Education Major 56 sem. hrs.**

HRM443 Introduction to Hermeneutics	4 Credits
CED474 Christian Apologetics	4 Credits
BIS354 Introduction to the Bible	3 Credits
BIS364 Christology	3 Credits
CED393 Creative Bible Teaching Methods	3 credits

CED Teaching Cross-cultural	3 credits
CED The Seven Laws of Teaching	3 credits
CED 203 Principles and Problems of Education	3 credits
CED 213 Secondary Education Topics	3 credits
CED 303 Methods of Teaching in Secondary Schools	3 credits
CON 313 Introduction to Christian Counseling	3 credits
CED 323 Physical Activity and Health in the Elementary Classroom	3 credits
CED 333 Teaching Arts in the Classroom	3 credits
CED 343 Creative Bible Teaching	3 credits
CED 353 Foundations of Education	3 credits
CED 363 Instructional Technology	3 credits
CED 373 Educational Psychology	3 credits
CED 383 Teaching Reading and Language Arts	3 credits
ELD 393 Teaching Math and Science	3 credits
CED 403 Children's Literature	3 credits
CED 413 Practicum II in the Elementary Classroom	3 credits
CED 423 Classroom Management	3 credits
CED 443 Principles of Differentiating Instruction	3 credits
CED 453 Special Needs Students	3 credits
CED 463 Curriculum in the Elementary School	3 credits
PHL 464 Philosophy of Christian Education	3 credits
CED 473 Elementary School Literacy	3 credits
CED 439 Student Teaching	9 credits
CED 483 Teaching Reading in the Middle School Curriculum	3 credits
CED321 TESOL Materials and Methods	3 credits

### **Education Course Descriptions**

#### **ENG101. English Composition I**

**3 credits**

First of a two-semester course designed to assist students in the writing of proficient prose. This section of the course emphasizes analysis of such components of rhetorical essays as audience, organization of

evidence, purpose, voice, thesis development, and tone. Focus is on the following rhetorical patterns: process analysis, division and classification, comparison and contrast, cause and effect, and definition.

**ENG102 English Composition II**

**3 credits**

Second semester of a course designed to assist students in the writing of proficient prose. Students may be divided into and taught in two sections on the basis of writing ability. Introduces the rhetorical pattern of argumentation and persuasion and implements the skills mastered in EN 101 through comprehensive research. Prerequisite: EN 101.

**ENG203 American Literature**

**3 credits**

Overview of American literature from the Colonial to the Contemporary periods. Various genres of literature are analyzed within each period including essays, short stories, poetry, novels, slave narratives, and plays. Prerequisites: EN 102.

**ENG213 Christian Literature**

**3 credits**

Overview of selected authors and works from the early church fathers to present-day fiction. Various genres of literature are analyzed, including letters, short stories, allegory, poetry, and novels. Prerequisite: EN 102.

**HST203 History of the Restoration Movement**

**3 credits**

Origin, history, present trends, and prospects of the Restoration Movement that began in the nineteenth century.

**HST213 Western Civilization I**

**3 credits**

A survey of the political, religious, and social history of the Western world from the Roman Republic to the Renaissance, c. AD 1500.

**HST223 Western Civilization II**

**3 credits**

A survey of the political, religious, and social history of Western civilization from the Northern Renaissance, c. AD 1500 to the present.

**MA233 College Algebra**

**3 credits**

College Algebra is designed to help students do practical problem solving using mathematics. It involves solving algebraic equations, plotting graphs, understanding functions, operating with polynomials, and working with roots, logarithms, and exponents. It is a General Studies requirement of the university that contributes to the development of reasoning skills and the use of procedures. Prerequisite: MA 012 or competence.

**PSY203 General Psychology**

**3 credits**

Considers scientific study of human behavior; facility in use of terminology and concepts; emphasis upon personal awareness.

**PSY213 Developmental Psychology**

**3 credits**

A study of human development throughout the lifespan, with an emphasis on how a knowledge of developmental stages is essential for people in a variety of occupations from education and counseling to health care and other areas

**SCS223 Anatomy & Physiology I**

**3 credits**

This course provides a comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cytology, histology, and the integumentary, skeletal, muscular, and nervous systems and special senses. Upon completion, students should be able to demonstrate an in-depth understanding of principles of anatomy and physiology and their interrelationships.

**SCS231 Principles of Biology**

**3 credits**

An introductory study of biological science. This course includes an investigation of the basic principles of the study of life including: molecular biology, cell structure and function, genetics, and ecology. Three hours lecture, and two hours of laboratory

**HRM444 Introduction to Hermeneutics**

**4 Credits**

Description: Since its publication in 1994, *An Introduction to Biblical Hermeneutics* has become a standard text for a generation of students, pastors, and serious lay readers. This second edition has been substantially updated and expanded, allowing the authors to fine-tune and enrich their discussions on fundamental interpretive topics.

**BIS453 Introduction to the Bible**

**3 credits**

Description: *A Literary, Historical, and Contemporary Perspective of the Bible* approaches the Bible by considering it from three different viewpoints: literary, historical, and contemporary. This unique approach underscores the dynamics of each view and the methods scholars have developed to study them.

**BIS463 Christology**

**3 credits**

Description: This book presents one of the most thorough and passionate studies of Christology. It covers all components of the eternal existence of Christ, life of Christ, atoning work of Christ, and future work of Christ, as well as other topics. This book's approach is dispensational and premillennial and he offers cogent defenses of his views. This work is both scholarly reverent, and at times devotional.

**CED464 Christian Apologetics**

**4credits**

Description: This is a study of Christian Apologetics for the purpose of equipping the pastor, minister, or lay leader in the defense of the Truths of God. This study is in three parts: 1) deals with various tests for truth in order to lay a foundation for testing the "truths" of various world views, 2) applies the test for truth to those views, and 3) works within the theistic view to verify the deity of Jesus and the authority of the Bible.

**CED394 Creative Bible Teaching**

**4 credits**

Description: Creative Bible Teaching designed to help those, desiring to teach creatively based on biblical principles can do so effectively. The course is loaded with practical and usable Christian based ideas that will make creative teaching a reality.

**CED223 Physical Activity and Health in the Elementary Classroom**

**3 credits**

This course focuses on teaching healthful living as a way of life. Topics of study will include current issues that affect motivation to learn including movement and nutrition to increase mental energy. This course is for education majors or with permission of the instructor

**CED233 Teaching the Arts in the Classroom**

**3 credits**

Examines the use of music and the visual arts to enhance learning in the elementary classroom.

**CED243 Foundations of Education**

**3 credits**

Presents a comprehensive overview of the foundation of education in the United States. It is an interdisciplinary attempt (incorporating the historical, political, economic, legal, social, philosophical, and curricular foundations) to provide students with a clear understanding of the teaching profession and the issues and controversies confronting American education today. Students will develop personal codes of ethics and conduct. 15 hours of observation in an elementary or Head Start Classroom is required.

**CED253 Teaching Reading in the Middle School Curriculum**

**3 credits**



This course is designed to prepare teacher candidates with theory and methodology for teaching reading at the middle school level. In this course, teacher candidates will also examine research and practice regarding teaching of specialized reading strategies for the various disciplines. Teacher candidates will also evaluate student progress in reading and integrate reading and study skills into content area instruction. This course requires 15 hours of field experience in a middle grades (5-9) reading classroom.

**CED263 Instructional Technology**

**3 credits**

This course focuses on the use of technology in the elementary classroom. Candidates will learn how to incorporate basic Microsoft Suite programs (Excel, PowerPoint, Publisher) in classroom learning and instruction, as well as how to create a web page. Candidates will also explore various commercial

**CPS353 Educational Psychology**

**3 credits**

The study of how students learn. This course addresses student motivation; memory and cognition; and emotional, social, and character development by focusing on the principles of a learner-centered classroom. These principles are coupled with brain-based research to help students develop strategies that meet the individual needs of their learners. 15 hours of observation in an elementary or Head Start classroom is required.

**CED363 Teaching Reading and Language Arts**

**3 credits**

This course provides candidates with an overview of the important aspects of elementary reading instruction. Practical information about the process and content of teaching reading as well as the theoretical background and research base for best practices are explored. The content of this course will prepare candidates to help elementary-aged students develop phonemic awareness, phonics, fluency, vocabulary, and comprehension skills that will enable them to be successful in the classroom and enjoy reading for personal pleasure.

**CED373 Ethics and Law**

**3 credits**

This course examines public and private school law and ethical issues as they affect teachers' rights and legal responsibilities to students, including an examination of students' legal rights and the ethical parameters of education. State, federal, and case law and policy affecting school district management, educators, parents, and students are reviewed.

**CED383 Teaching Math and Science**

**3 credits**

An overview of the concepts, skills, and strategies used to teach elementary math and science. Emphasis is placed on using developmentally appropriate materials and methods that develop inquiry and problem solving strategies, investigation skills, and exploration of phenomena. Candidates receive hands-on experience in planning, implementing, and evaluating instruction through lesson development and the use of technology. Integrating curriculum and cooperative learning are also explored.

**CED393 Children's Literature**

**3 credits**

This course is a study of children's literature including an overview of the history, genres, and topics appropriate for children in pre-school through grade 6. Traditional and modern works are read and critiqued. Emphasis is placed on evaluation and presentation of literature for children across the curriculum so as to instill not only an appreciation of knowledge and value gained from literature but also the aesthetic pleasure gained from reading and sharing literature.

**CED403 Practicum II in the Elementary Classroom**

**3 credits**

Second field experience in private school settings for at least 60 hours. In addition, instruction and follow-up will occur. Lessons will be designed with the cooperating mentor teacher and at least one lesson will be evaluated.

**CED423 Principles of Differentiating Instruction****3 credits**

This course presents an overview of the potential learning differences that exist within the elementary classroom. It focuses on designing instruction that meets the needs of a diverse population including modes of cognitive processing, multiple intelligences, cultural backgrounds, learning disabilities, and gifted learners.

**CED433 Special Needs Students****3 credits**

An introduction to all disabilities in special education. Characteristics and needs of students with disabilities, legislation, litigation, inclusion, and the role of the classroom teacher as a member of the team.

**CED443 Curriculum in the Elementary School****3 credits**

This course will focus on mathematics, science, and social studies. Interdisciplinary units and content appropriate pedagogical approaches will be utilized.

**CED453 Elementary School Literacy****3 credits**

This course focuses on teaching literacy in the elementary school, including reading, writing, speaking, listening, and viewing. Teaching Reading and Language Arts will be applied in the elementary partnership field experience during this course. Reading in the content area and assessing to inform instruction are included...

**DCW463 Christian Thinking: Developing a Christian Worldview.****3 credits**

Students are introduced to the concept of "worldview" and are led to see, from a theological and historical perspective, how different worldviews have arisen and how they continue to structure the modern mind and society. In addition, students learn how to assess cultural influences on human experiences, behavior, and belief systems and develop heightened empathy and respect for individuals from cultures different from their own.

**CED439. Student Teaching Experience****3 credits**

This is the capstone experience for those enrolled in the elementary education major. Candidates will participate in 9 weeks of student teaching in an assigned elementary classroom.

**HST473. Directed Readings & Research****3 credits**

An individualized course that enables a student to study material not in the curriculum or to facilitate an in-depth academic exploration of a particular area of interest.

Prerequisite: permission of instructor.

**CED483 Classroom Management****3 credits**

An examination of classroom management techniques and the development of skills necessary to foster a supportive learning environment as well as examination of system problems and solutions within traditional education settings.

**CED493 TESOL Materials and Methods****3 credits**

Introduction to methods for teaching English to speakers of other languages. Historical perspective and current trends are presented. Specific language skills are addressed, along with assessment methods, and selection of teaching materials. Attention will be placed on sensitivity to cultural diversity and the role it plays in teaching English Language Learners. Observation of ESL classroom activities is required.

Prerequisites: EN 102.

**FM 229. Teaching for Spiritual Transformation. (CIP: 39.0401) 3 hours**

This course will use a hands-on approach to exploring various resources and methods used to present the scripture to students and families. Specific areas of exploration will include resources for teaching, teaching through small

groups, mentoring, and interactive teaching techniques. Guest lecturers who are professionals in family ministry will further cover relevant areas of methodology.