

# Education

“In daily class sessions we test, shape, and strengthen our scholarship and beliefs by bringing a myriad of personal experiences into the realm of educational thought. My intention is to build alliances across differences, to rub ideas together, and then watch and learn as the sparks fly.”

*Kerry Bostwick, Professor of Education*

The Cornell College Education Department prepares students for careers in elementary, secondary, and K-12 teaching, and for careers in a variety of education-related fields. Courses are small, interactive, and challenging. Cornell education students come from varied places and backgrounds, and after graduation they work in all types of schools across the country and internationally.

The department offers the following educational pathways:

- A major in elementary education
- Coursework leading to secondary certification for grades 7-12
- Coursework leading to certification in music education, art education, and physical education for grades K-12

Cornell's elementary education majors are prepared for Iowa licensure in grades K-6, and licensure in other states is easily attained after students complete the program. In addition, the department offers an online reading endorsement that students can complete over the course of two summer school sessions. This endorsement is highly recommended as it provides teachers a competitive edge in the job market.

Secondary education students major in the subject area in which they wish to teach, and the program is designed to meet the teacher licensure requirements for the State of Iowa in multiple endorsement areas. In addition, Cornell coursework readily applies to other

states, and education faculty and staff advise students regarding any extra requirements for states other than Iowa.

The education department also prepares students for a wide range of graduate work in education-related fields, such as school counseling, education policy, reading specialists, and instructional design. Students' coursework is grounded in the liberal arts, which is important because the best teachers possess a wide breadth of knowledge and also appreciate learning for learning's sake.

All education students have the opportunity to experience diverse school settings during their methods courses. Student teaching can be completed in local schools (urban or rural), or in one of 14 other countries.

Education staff and faculty provide close supervision and mentorship during student teaching, as well as guidance through the job search process. Graduating students get assistance with resumes, cover letters, and application materials, and the department sponsors a career day where local principals conduct mock interviews on campus.

The State of Iowa is highly regarded for both its public schools and higher education institutions, and this reputation serves Cornell College students well in the job market. Employers actively seek Cornell students, as they have a reputation for content area expertise and professionalism.

#### **BENEFITS OF ONE COURSE AT A TIME**

One Course At A Time allows education students to complete practicums in K-12 classrooms beginning in their first year. These early experiences help students discover the area of study and level at which they would like to teach. By

## Faculty Bios & Courses

### **KERRY BOSTWICK** *Professor of Education*

Taught elementary school classes for nine years and is the recipient of a National Council of Teachers of English grant for teacher research. Her research interests are teachers as researchers, humanistic classroom environment, and preservice teachers. Ph.D. in Educational Psychology, Curriculum, and Instruction, The Union Institute

### **JILL HEINRICH** *Associate Professor of Education*

Taught high school English for 12 years and has taught a variety of education, literature, and composition courses at the secondary through college level. Her research interests are masculinity studies, religious literacy, and separation of church and state in the realm of public education. Ph.D. in English Education, University of Iowa

### **KATE KAUPER** *Assistant Professor of Education*

Taught middle and high school social studies for nine years, as well as courses in mythology, health education, and anthropology. Her research interests include the history of American curriculum theory, educational criticism and connoisseurship, social and emotional learning, civic engagement, and equity and social justice in educational opportunity. Ph.D. in Social Studies Education, University of Iowa



the time they graduate, education students will complete a minimum of 20 weeks in various public school classrooms.

A Cornell practicum is in many ways like a shortened student teaching experience that allows students to feel comfortable and prepared when they begin student teaching in their senior year. Many cooperating teachers request their former practicum students as student teachers because of the relationship that is built during the methods courses.

One Course At A Time is ideal for completing a practicum in the public schools. First, practicum students do not have to negotiate scheduling conflicts with other courses. Consequently, they can spend entire days at their school sites and get connected with their classrooms in a way that is not always possible for those who have only an hour or two to be in the classroom each day. Second, practicum courses are distinctly experiential. Practicum students have opportunities to apply theory to practice in a classroom setting, and they also gain valuable insights back on campus as they discuss what they are learning with their professors and peers.

#### CURRICULUM HIGHLIGHTS

##### STUDY ABROAD

During the course Comparative Education in Belize, students spend a block teaching in Belizean schools while experiencing the local culture. Beyond their classroom experience, students have the opportunity to visit the Lamanai Mayan Ruins and go cave tubing. In 2017-2018 the department will offer a course in Cuba that will explore civic education and literacy movements during the Cuban Revolution. Students will spend time in Havana, Santiago, and Santa Clara.

##### STUDENT TEACHING ABROAD

Students who wish to complete their student teaching in another country first spend two blocks teaching in the United States, and then go abroad for two blocks to student teach. Each year the Cornell Fellows program provides funding for one student teaching placement abroad. Other students may teach internationally if they are approved by the education department faculty and are able to pay their own expenses.

As a result of these international student teaching opportunities, as well as many other Cornell study abroad opportunities, Cornell education graduates can be found teaching in countries such as Switzerland, Honduras, Romania, Russia, China, Kuwait, El Salvador, and New Zealand.

#### AFTER CORNELL

Our graduates have a high placement rate in and beyond the state of Iowa. Here is a small sampling of our alumni:

Girls high-school health and physical education teacher, International Programs School in Al Khobar, Saudi Arabia (Class of 2016)

Physical education teacher, MC School, Santo Domingo, Dominican Republic (Class of 2016)

Middle school health teacher, Washington, Iowa (Class of 2016)

Elementary teacher, Pleasant Valley, Iowa (Class of 2016)

High school math teacher, Lone Tree, Iowa (Class of 2016)

Fulbright English Teaching Assistant Fellowship, Thailand (Class of 2016)

High school Spanish teacher, Fort Dodge, Iowa (Class of 2016)

Sixth-grade teacher, Spoon River Valley, Illinois (Class of 2016)

Elementary teacher in a bilingual school, Torreón, Mexico (Class of 2016)

High school music teacher, Anna, Texas (Class of 2016)

Fourth-grade teacher, Mount Vernon, Iowa (Class of 2016)

Math teacher, Buckeye Local High School, Rayland, Ohio (Class of 2015)

Elementary English teacher, Escuela Americana, San Salvador, El Salvador (Class of 2015)

First-grade teacher, Belinder Elementary School, Prairie Village, Kansas (Class of 2014)

Spanish teacher, Cleveland High School, Portland, Oregon (Class of 2014)

English teacher, Dundee-Crown High School, Lake in The Hills, Illinois (Class of 2013)

First-grade teacher, West Side Summit, St. Paul, Minnesota (Class of 2013)

Sixth-grade teacher, Iowa City Community School District, Iowa City, Iowa (Class of 2012)

Math teacher, Mount Vernon High School, Mount Vernon, Iowa (Class of 2012)

Elementary school teacher, Cartwright School District, Phoenix, Arizona (Class of 2011)

Youth mental counselor, Hillsboro School District, Hillsboro, Oregon (Class of 2008)

Preschool teacher, Gunma Kokusai Academy, Ota-shi, Japan (Class of 2008)

#### MEG JACOBS

*Assistant Professor of Education*

Taught in elementary schools for 15 years, serving in the roles of classroom teacher, literacy coach, and Title 1 reading teacher. Her research interests include culturally responsive pedagogy; classroom discourse; the literacy practices of culturally and linguistically diverse learners underrepresented in schools; and the relationship between literacy, power, and inequality. Ph.D. in Language, Literacy, and Culture, University of Iowa

#### CINDY POSTLER

*Director of Teacher Education*

Taught high school English for three years, and supervised student teachers for four years before joining Cornell in 2008. M.A. in Educational Administration, University of Iowa