

Departments of Elementary, Secondary & Special Education



GRACE COLLEGE & GRACE THEOLOGICAL
SEMINARY CATALOG 2024-2025

Departments of Elementary, Secondary, Special Education, and Transition to Teaching

FACULTY

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MISSION AND GOAL

The mission of the school is “Preparing teachers of character who are competent in the profession and have a heart of service for others.” The foundation of the mission is based on Micah 6:8, which states, “He has shown you . . . what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.” We apply this in these ways: Character—walk humbly; Competence—act justly; and Service—love mercy. Education students graduate as productive and redemptive educators in the world. They are prepared to transfer that value system and worldview to the citizens of tomorrow. The students are systematically exposed to a biblically grounded, philosophically and educationally consistent set of liberal arts values that are institutionally endorsed.

The primary objective of the School of Education is the development of prospective teachers who possess dispositions, knowledge, and skills to be effective in a career in the field of education. The School of Education has the specific charge to students to provide guidance in recognizing their aptitudes and deficiencies in the areas of communication skills, pedagogy, understanding of the learning process, and human growth and development with respect to effective teaching.

Guidance in the educational components of planning, instruction, classroom management, and professionalism permeate the curriculum. Graduating educators of character who are competent in their content and have a heart for service to others is the desire of the school.

Having completed a teaching major at Grace College, the education graduate will be able to meet the **10 INTASC standards**:

1. The moral practitioner understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. The moral practitioner uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The moral practitioner works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The moral practitioner understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. The moral practitioner understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The moral practitioner understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. The moral practitioner plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The moral practitioner understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The moral practitioner engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The moral practitioner seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The School of Education has the overall responsibility for all of the teacher education programs of Grace College, regardless of the specific teaching field. All teacher education programs are under the guidance of the Dean of the School of Education. The Teacher Education Committee is composed of faculty members who are directly involved in teacher preparation for the Elementary Education, Teaching All Learners, and Secondary Education majors.

PROGRAMS IN THE SCHOOL OF EDUCATION

ELEMENTARY EDUCATION

The focus of the Elementary Education Program is to prepare candidates in the dispositions, knowledge, and skills needed to be effective in the K-6 classroom. Graduates of the program will be teachers of character who are competent in the profession and have a heart for service. The program includes a balance of foundational content and methods courses focused on current, research-based practices and procedures. Course content is designed to provide

guided training in the educational components of planning, instruction, classroom management, and professionalism.

In addition to campus-based coursework, candidates also receive 100+ hours of field experience work in local K-6 classrooms. Faculty members teaching in the program include professors highly skilled and trained in the area of elementary education as well as practicing teachers and building administrators. This combination provides for the perfect blend of theory and applied practice.

SPECIAL EDUCATION

Teaching All Learners (TAL)

Dual licensure program in Elementary Education and Special Education

The Teaching All Learners major is a dual licensure in elementary education (K-6) and mild intervention (P-12) that meets the state of Indiana's exceptional needs licensure requirements to teach students needing mild interventions including those with learning disabilities at all levels, emotional and behavioral disorders, mild cognitive disabilities, autism, and ADHD. Our Special Education program is dedicated to equipping candidates in the dispositions, knowledge, and skills needed to be effective in the inclusive classroom. Graduates of the program will be teachers of character who are competent in the profession and have a heart for service.

The program includes a balance of content and methods courses focused on current, research-based practices and methodology. In addition to campus-based coursework, candidates receive more than 15 hours of field experience in local classrooms.

Intense Intervention

The intense intervention graduate licensure program allows undergraduate students actively pursuing the mild intervention licensure as well as professional educators in the field who already have their mild intervention license to add to their pedagogical repertoire the knowledge and skills in teaching students P-12 who require intense interventions. Candidates who complete this 15-hour program are eligible for exceptional needs: intense intervention licensure through the Indiana Department of Education.

The curriculum for this graduate level licensure program has been intentionally developed by experts in the field of significant disabilities, autism, and communication disorders. The scope of the curriculum is focused on understanding and meeting the intense needs of the learner with exceptionalities.

The online coursework provides opportunities to delve into evidenced-based practices, theoretical applications, legal implications, as well as current trends all while collaborating with a cohort of learners. A variety of instructional tasks and assessments allow candidates the opportunity to demonstrate proficiency in their knowledge and skills.

The clinical experiences are designed with a scaffolded approach that vary in intensity and developmental levels. Experiences range from observations to supervised teaching with a focus on the gradual development of competency in practice. Field and clinical experiences provide teacher candidates opportunities to view the entire scope of teaching students with significant disabilities and to develop the knowledge and skills necessary to be effective practitioners. Each course in the Intense Intervention Licensure Program requires a field or clinical component which allows for authentic connections, applications, and practice during the course of study.

SECONDARY EDUCATION

The Secondary Education program offers licensure in Business, English, French, Life Science, Mathematics, Spanish, Social Studies. See content area corresponding schools for secondary education majors. Students must complete the Grace Core requirements, Professional Education requirements, and a primary area of emphasis. The Secondary Education majors are advised in the department of their primary areas of emphasis.

TRANSITION TO TEACHING

Grace College's Transition to Teaching program is an online graduate-level program that holistically prepares individuals to become effective and well-rounded teachers. There are elementary education (K-6) or secondary education (5-12) licensure options. The program begins with a 5 day in person residency in June, continues with a sequence of online courses, and then culminates with a student teaching experience. The program includes foundational courses in learning theory, the learner, lesson planning, and classroom management. In addition, elementary education students are immersed in the Science of Reading based literacy instruction, as well as research-based methods and strategies for core content areas. Secondary education students are instructed in research-based methods and strategies specific to adolescent learners. Throughout the coursework, students are applying their learning through flexible field experiences. Student teaching combines in person teaching and practicum work, an online seminar, and a culminating capstone project into a robust and relevant student teaching experience. Graduates of the program are prepared to pass Indiana state licensure exams and impact their own communities one student at a time.

Secondary education students may be licensed in Art, Business, Career and Technical Education: Agriculture, Career and Technical Education: Business and Information Technology, Career and Technical Education: Family and Consumer Sciences, Career and Technical Education: Health Science Occupations, Career and Technical Education: Marketing, Chemistry, Chinese, Computer Science, Earth/Space Science, Economics, English Language Arts, French, Geographical Perspectives, German, Government and Citizenship, Health, Historical Perspectives, Japanese, Journalism, Latin, Life Science, Mathematics, Music: Instrumental, Music: Vocal, Physical Education, Physical Science, Physics, Psychology, Sociology, Spanish, Theatre Arts.

ACCREDITATION

The School of Education at Grace College is accredited by the Council for the Accreditation of Educator Preparation (CAEP). All education programs requiring recognition have received national recognition from their professional association.

TEACHING LICENSES

Since all of the teacher education programs have been approved by the Indiana Department of Education, graduates of these programs who have been approved by the Teacher Education Committee and who have met the state regulations are eligible to receive the standard instructional license from the State of Indiana.

The Indiana Department of Education may adopt changes in legislation that impact curriculum for colleges and universities with programs in teacher education. While specific courses may be changed in name, description and hours, a student's overall requirements will be similar to those stated in this catalog. Therefore, Grace College reserves the right to change the required curriculum for all Elementary, All Grade, Dual Licensure, and Secondary Education majors during a student's course of study in order to meet the requirements for licensure in the state of Indiana.

EXPERIENTIAL LEARNING

The 3 hours of required internship experience will be covered through the student teaching semester experience.

EDUCATION PLACEMENT

Graduating seniors in teacher education and alumni seeking positions in various schools have an on-campus service to assist them in obtaining such positions through the Center for Career Connections. Files of both position openings and qualified candidates are maintained for use by employers and by those seeking positions. The School of Education webpage also provides a listing of openings and oversees opportunities.

PROFESSIONAL EDUCATION SEMESTER

Each student enrolled in a program leading to a teaching license must plan to include a professional semester during his/her senior year (typically the spring semester). The majority of that semester involves the student in full-time, supervised student teaching in an approved public and/or private school. Some majors also have the opportunity to participate in an alternative student teaching placement for the five to seven weeks following a successful local student teaching placement. These alternative settings may be in an inner-city setting, in another country, or in another approved cross-cultural site. All candidates will be required to participate in a professional seminar (SED 4700 Moral Practitioner) during the professional semester.

ENTRANCE REQUIREMENTS

Students planning to pursue a program leading to licensure for teaching must declare the major both with the Registrar and in the School of Education Office. This should be done by the end of the first year. Failure to start the necessary sequence of courses early in the student's academic program may require the student to take extra work during the summer or delay graduation.

Requirements for entry into and continuance in teacher education are provided to the candidate when he/she declares and are available in the School of Education office. To attain candidacy status and therefore continue in the School of Education, students must meet a list of criteria. Students must achieve a grade of B- or higher in SED 1000, a grade of C or higher in all other SED courses, and maintain a GPA of 2.5 or higher. Students must **either** pass all sections of the state-approved basic skills test **or** earn a composite ACT score of 20 or higher **or** a combined SAT (reading and math) of 1030 or higher*. Candidacy applicants must also complete a Dispositions Assessment and a Candidacy Interview to continue in the School of Education. Students with an elementary and/or dual-license (TAL) teaching major are assigned an advisor from among the faculty of the School of Education. Students with a secondary or an all-grade teaching major are assigned an advisor from the faculty in their specific content area. The chair of the secondary education department is available for support and advising.

*If a student takes a Praxis Core test (reading, writing or math) to meet basic skills twice and does not pass, he or she may be offered an alternative option from their education advisor.

PROGRAM REQUIREMENTS

BACHELOR OF SCIENCE

Elementary Education

The course requirements are as follows:

Required Grace Core courses;

Natural Science requirements:

SCI 1140 Physical Science Survey
BIO 1010 & 1020 Biological Science Survey and Lab
Social Science requirement:
HIS 2150 American History

Plus, the following:

SED 1110 Foundations of Mathematics
SED 3310 Literacy I (Foundations of Reading)
SED 3320 Literacy II (Literature and Writing)
SED 3330 Literacy III (Diagnosis and Correction)
SED 3331 Literacy III Practicum
SED 4210 Methods of Teaching Mathematics
SED 4230 Methods of Teaching Science, Health, and Physical Education
SED 4240 Methods of Teaching Social Studies and Fine Arts
SED 4310 Methods of Teaching Language Arts
SED 4311 Methods Block Practicum
SED 4900 Student Teaching and Senior Seminar
Content Concentration Courses based on IDOE guidelines

Professional Education Courses:

SED 1000 Teaching School in America
SED 2200 The School Age Child
SED 2210 Responsive and Differentiated Instruction for All Learners
SED 2400 Teaching Exceptional Learners
SED 2500 Teaching in a Pluralistic Society
SED 2600 Teaching and Learning
SED 3800 Classroom Assessment and Environment
SED 4700 The Moral Practitioner
SED 4900 Student Teaching and Seminar

BACHELOR OF ARTS

Elementary Education

The course requirements are the same as the B.S. except the student is required to take 6 additional credits of language. A student who has had prior high school foreign language experience could have the language requirements reduced by testing for credit.

For students who expect to work in non-licensed roles, a non-teaching pedagogy minor is available.

BACHELOR OF SCIENCE

Elementary Education / Special Education Dual Licensure Program

The dual licensure major in elementary and special education meets the licensure requirements of the Indiana Department of Education to teach mild intervention (including learning disabilities, mild cognitive disabilities, emotional and behavioral disorders) in all grade levels where special education services are offered. Graduates may also obtain employment in agencies and clinics responsible for serving individuals with disabilities.

The course requirements are as follows:

Required Grace Core courses;
Natural Science requirements:
SCI 1140 Physical Science Survey
BIO 1010 & 1020 Biological Science Survey and Lab
Social Science requirement:
HIS 2150 American History

Plus, the following:

- SED 1110 Foundations of Mathematics
- SED 3310 Literacy I (Foundations of Reading)
- SED 3320 Literacy II (Literature and Writing)
- SED 3330 Literacy III (Diagnosis and Correction)
- SED 3331 Literacy III Practicum
- SED 4210 Methods of Teaching Mathematics
- SED 4230 Methods of Teaching Science, Health, and Physical Education
- SED 4240 Methods of Teaching Social Studies and Fine Arts
- SED 4310 Methods of Teaching Language Arts
- SED 4311 Methods Block Practicum
- SED 4900 Student Teaching and Senior Seminar
- SED 2410 Policy and Practices in Special Education
- SED 2420 Strategies for Mild Intervention
- SED 2421 Strategies for Mild Intervention Practicum
- SED 3410 Teaching Students with Emotional and Behavioral Problems
- SED 3411 Teaching Students with Emotional and Behavioral Problems Practicum
- SED 3420 Inclusion and Collaboration
- SED 4420 Assessment, Evaluation & Remediation of Students with Exceptional Needs
- SED 4430 Secondary Special Education Seminar
- SED 4431 Secondary Special Education Practicum

Professional Education Courses:

- SED 1000 Teaching School in America
- SED 2200 The School Age Child
- SED 2210 Responsive and Differentiated Instruction for All Learners
- SED 2400 Teaching Exceptional Learners
- SED 2500 Teaching in a Pluralistic Society
- SED 2600 Teaching and Learning
- SED 3800 Classroom Assessment and Environment
- SED 4700 The Moral Practitioner
- SED 4900 Student Teaching and Seminar

BACHELOR OF ARTS

Elementary Education / Special Education Dual Licensure Program

The course requirements are the same as the B.S. except the student is required to take 6 additional credits of language. A student who has had prior high school foreign language experience could have the language requirements reduced by testing for credit.

ADDITIONAL LICENSURE

Licensure in Intense Intervention

The intense intervention graduate licensure program allows undergraduate students actively pursuing the mild intervention licensure as well as professional educators in the field who already have their mild intervention license to add to their pedagogical repertoire the knowledge and skills in teaching students P-12 who require intense interventions. Candidates who complete this 15-hour program are eligible for exceptional needs: intense intervention licensure through the Indiana Department of Education.

Professional Education Requirements:

- SED 5450 Policy & Practices in Intense Intervention
- SED 5460 Assessment, Instruction & Intervention Supports for Significant Disabilities
- SED 5470 Seminar in Intense Intervention: Communication, Behavior & Health
- SED 5480 Collaboration & Transition Across the Lifespan
- SED 5490 Clinical Practice in Intense Intervention

BACHELOR OF SCIENCE

Secondary Education

Professional Education Requirements

- SED 1000 Teaching School in America
 - SED 2200 The School Age Child
 - SED 2210 Responsive and Differentiated Instruction
 - SED 2400 Teaching Exceptional Learners
 - SED 2500 Teaching in a Pluralistic Society
 - SED 2600 Teaching and Learning
 - SED 3330 Literacy III Diagnosis & Correction*
 - SED 3331 Diagnosis & Correction Practicum*
 - SED 3600 Teaching in the Middle and High School Setting
 - SED 3800 Classroom Assessment and Environment
 - SED 46_0 Content Specific Secondary Methods Course
 - SED 4700 The Moral Practitioner
 - SED 4900 Student Teaching and Seminar
- *Required for Secondary English and Secondary Foreign Language**

BACHELOR OF ARTS

***Secondary Foreign Language degree and Secondary English degrees are Bachelor of Arts degrees.**

TRANSITION TO TEACHING LICENSURE PROGRAM

Elementary Education

- SED 5200 Transition to Teaching Residency
- SED 5310 Instructional Planning for All Learners
- SED 5300 Ethics of Teaching and the Learner
- SED 5340 Positive Discipline and Motivation
- SED 5330 Literacy Development
- SED 5335 Methods of Teaching Literacy
- SED 5345 Methods of Teaching STEAM
- SED 5390 Clinical Practice with Student Teaching Seminar

Secondary Education

- SED 5200 Transition to Teaching Residency
- SED 5300 Ethics of Teaching and the Learner
- SED 5310 Instructional Planning for All Learners
- SED 5340 Positive Discipline and Motivation
- SED 5365 Methods of Teaching Adolescent Learners
- SED 5390 Clinical Practice with Student Teaching Seminar

TRANSFER

In order to graduate from Grace College with a major in elementary or secondary education, a student must take all required methods courses and complete student teaching for credit at Grace College.

Transfer students must submit a completed form from the School of Education of their former institution indicating good standing in the School.

EDUCATION RESOURCE CENTER

Teacher Education students have access to an invaluable resource during their years at the college. The Education Resource Center (ERC), located in Mount Memorial Hall, houses a collection of textbooks, tests, children's and adolescent literature, and curriculum materials. The collection also includes manipulatives and instructional tools to aid in developmentally appropriate instruction. This resource is of particular value while taking methods courses and during student teaching.

COURSE DESCRIPTIONS

PROFESSIONAL EDUCATION COURSES

Required for all Elementary, Special Education and Secondary undergraduate degrees. Students must earn a C or higher in all SED courses, unless otherwise noted.

SED 1000 Teaching School in America

An introduction to the profession of teaching. Learning experiences are structured both in and out of the classroom with the purpose of assisting the college student in making career decisions relative to the profession, e.g., to teach or not, at which level, and in which subject area. Students observe in local schools. A grade of B- or better is required to reach candidacy status. Three hours.

SED 2200 The School Age Child

A study of the learner at all grade levels and the many factors affecting learning, including but not limited to, theories of learning, environment, heredity, cultural impact, discipline, classroom management, exceptionalities, and development. The measurement of academic aptitude and achievement is also covered. Practical application is stressed. Prerequisite: SED 1000. Three hours.

SED 2210 Responsive and Differentiated Instruction for All Learners

The purpose of this course is to develop a working knowledge of responsive instruction by applying differentiation strategies and Universal Design for Learning (UDL) principles. Students will learn to promote all students' development, learning, and success through ongoing assessment that informs instruction. Prerequisite: SED 1000, candidacy status. Three hours.

SED 2400 Teaching Exceptional Learners

This course is designed to develop an understanding of children with disabilities, especially in an educational setting. It provides an introduction to the field of special education, but it is also helpful to the regular classroom teacher. Prerequisite: SED 1000. Three hours.

SED 2500 Teaching in a Pluralistic Society

This course develops understanding and skill for working with children and parents who come from diverse backgrounds. Areas of diversity include race, ethnicity, native language, culture, class, gender, age, religion, and ability. The focus is on increasing knowledge and respect for the diverse learner in the classroom setting. Prerequisite: SED 1000. Three hours.

SED 2600 Teaching and Learning

Common elements are taught to both elementary and secondary majors with techniques specific to each covered. Students develop a repertoire of methods and strategies appropriate to their major and teaching level. Students will also survey strategies, techniques and skills for managing a classroom, as well as construct and analyze tests and evaluation tools for

classroom teachers. Field experience is required. Prerequisite: SED 1000, SED 2200. Three hours.

SED 3800 Classroom Assessment and Environment

This course presents best practices in classroom assessment, environment, and behavior management. Topics include relationship development, organization of the classroom learning environment, classroom procedure development, and approaches for managing individual and large group student behaviors. Various strategies to instruction and assessment will be explored. Candidates will develop and teach lessons utilizing formative and summative assessment tools. Candidates will understand how these assessments inform the teaching and learning process. Prerequisites: SED1000, candidacy status. Three hours.

SED 4700 The Moral Practitioner

An examination of the historical and philosophical foundations of American education. Study is made of the relationships between one's philosophy of education and his/her interpretation and analysis of educational aims, problems, and activities. Philosophical systems are applied to classroom scenarios. Exposure to and experience with professional societies in education, community agencies and legal concerns will address INTASC and IDOE standards for the teacher's professional role. Prerequisite: All SED course work completed, additional school requirements met. Three hours.

SED 4900 Student Teaching and Seminar

Includes full-time teaching experience for an entire semester as well as a seminar for majors during the experience. This course deals with a variety of topics and issues especially germane to candidates who are about to enter the teaching profession. Each candidate enrolled in this course will be required to complete a Teacher Work Sample and earn a passing score of C or better. Prerequisites: All SED course work completed, additional school requirements met. Nine hours.

PROFESSIONAL EDUCATION COURSE TOTAL: 33 credits

ELEMENTARY EDUCATION MAJORS (Grades K-6)

Students must earn a grade of C or better in SED courses, unless otherwise noted.

SED 1110 Foundations of Mathematics

This course investigates a variety of topics necessary for future elementary school teachers. Topics covered include numbers, measurement, probability, statistics, geometry, patterns, spatial relationships, and logic. This is not a methods class; it is a mathematics content class. Prerequisites: 12 credit hours; Basic Algebra and SED 1000. Three credit hours

SED 3310 Literacy I (Foundations of Reading)

This course is designed to teach prospective elementary teachers to understand the foundations of reading development grounded in scientifically based reading research. Candidates will comprehend sound-symbol relationships of the English language that will lead to the attainment of independence in reading. The basics of phonemic blending, as well as the basics of decoding written words, are presented. Philosophies and strategies for teaching the skills of phonics are included. There is emphasis on development of literacy through language and listening, reading, and writing while integrating skills from the other curriculum content areas. Prerequisites: SED1000, candidacy status. Three hours.

SED 3320 Literacy II (Literature and Writing)

This course is a survey of literature for children from preschool through sixth grade, including a study of objective standards and evaluation. A wide reading of children’s books, traditional and modern, and the development of an appreciation of prose and poetry suitable for children of different ages is expected. Writing techniques will also be addressed as candidates identify evidence-based practices used to create a literacy-rich classroom environment. Prerequisites: SED 1000, SED 3310, candidacy status. Three hours.

SED 3330 Literacy III (Diagnosis and Correction)

This course is a study of the various approaches to reading, methods of instruction, and foundations for reading in the content areas. Instruction in the use of reading tests and diagnostic procedures for remediation is included. Candidates will understand the components of effective differentiated reading instruction to meet the needs of all learners and recognize the components of and need for evidence-based intervention programs. Students participate in teaching and testing in the local schools. Prerequisites: SED1000, SED 3310, SED 3320, candidacy status. Three hours.

SED 3331 Literacy III Practicum

Candidates spend Wednesday mornings in K-6 classrooms teaching whole and small group lessons. Candidates will foster learning through interactive read aloud, guided reading, and writing lessons. Candidates are supervised by college faculty and K-6 classroom teachers. Credit

SED 4210 Methods of Teaching Mathematics

This course involves an examination of the instructional process appropriate for elementary children in their learning of mathematics. Considerable time is spent with the actual content of the elementary curriculum. Methods that facilitate evidence-based instruction in mathematical concepts, skills, problem solving, and critical thinking are developed along with the content. Candidates will practice strategies and skills for effectively assessing students’ mastery of concepts and skills using Response to Intervention procedures. Prerequisites: SED 1000, SED 1110, SED 2200, SED 2600, candidacy status. Three hours.

SED 4230 Methods of Teaching Science, Health, and Physical Education

This course evaluates methods and materials needed for teaching science, health and physical education. A large emphasis will be placed on STEM and the learning theories, techniques, process skills, and laboratory work in the field of science. Students will observe and teach on the local STEM bus. Integration among health and physical education across the curriculum will be included. Course content is based on the Indiana Academic Standards and Core Standards. Individual and group units of study are prepared. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

SED 4240 Methods of Teaching Social Studies and Fine Arts

This course of study investigates various teaching techniques, learning theories, and curriculum materials necessary to teach social studies. Music, visual arts, dance, and drama will provide the base to create evidence-based methods of teaching and integrating of the arts within the elementary classroom. Course content is based on the Indiana Academic Standards, Core Standards, and Pearson Professional Tests. Individual and group units of study are prepared. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

SED 4310 Methods of Teaching Language Arts

This course involves a broad and comprehensive understanding of the fundamental concepts and processes of expressive and receptive language. The Indiana State and Core Standards are addressed as evidence-based instructional strategies in the areas of oral and written communication, listening, spelling, and handwriting are introduced. There is concentration on collecting ideas and materials. Students observe in local schools. Prerequisites: SED1000, SED 2200, SED2600, candidacy status. Three hours.

SED 4311 Methods Block Practicum

Candidates participate in the analysis, planning, and instruction of language arts curriculum to elementary students with and without exceptional needs. Candidates spend Mondays in K-6 classrooms teaching within a rich literacy framework. Candidates analyze data and teach whole and small group lessons. Candidates are supervised by college faculty and K-6 classroom teachers. Credit

CONTENT CONCENTRATION AREA (Required for Elementary Education)

12-14 hours of coursework in the concentration is required. Elementary majors must choose one of the following content areas.

Inclusive Practices in Mild Intervention

SED 2410 Policy & Practices in Special Education

SED 2420/21 Strategies for Mild Intervention/Practicum

SED 3410/11 Students with Emotional & Behavioral Problems/Practicum

SED 3420 Inclusion & Collaboration

Language: Choose 4 courses with MAT prefix

Science: Choose 4 courses with the following prefixes: BIO, CHM, ENV, PHY, SCI

Social Studies: Choose 4 courses with the following prefixes: GEO, HIS, POS, PSY, BHS, SOC

***See advisor for other content concentration options**

ELEMENTARY EDUCATION COURSE TOTAL: 36-38 credits

ELEMENTARY & SPECIAL EDUCATION

Dual Licensure Program

Students must earn a grade of C or better in SED courses, unless otherwise noted. All elementary education coursework required in addition to the following:

SED 2410 Policy & Practices in Special Education

This course is an introductory study of historical, political, and socio-cultural influences in special education. Students will develop an understanding of the implications of special education policy for learners with exceptional needs. This course also includes an in-depth study of the etiology and characteristics of high-incidence disabilities, including learning disabilities, behavioral disorders, emotional disabilities, and mild cognitive disabilities. Also addressed are identification and eligibility considerations in special education. Practices covered include least restrictive environment, response to intervention, and the IEP process. Membership in CEC is required. Prerequisite: SED 1000 and SED 2400. Three hours.

SED 2420 Strategies for Mild Intervention

This course focuses on providing mild intervention to the K-6 student with learning and behavioral needs. This includes educational organization, curricular modifications, and research-based instructional strategies. Students learn to individualize instruction based on the individualized education plan. Students have the opportunity to apply course knowledge through applied learning experiences. Prerequisite: SED 1000, SED 2400 and SED 2410. Three hours.

SED 2421 Strategies for Mild Intervention Practicum

Clinical practicum for SED 2420. Candidates apply knowledge in authentic experiences supervised by fully licensed teachers in mild intervention. Prerequisite: SED 1000, SED 2400 and SED 2410. Credit

SED 3410 Teaching Students with Emotional and Behavioral Problems

This course deals with issues of definition, incidence, and prevalence of emotional and behavioral disabilities. Students will learn how to implement positive behavior supports and interventions to improve behaviors and socialization. Students apply knowledge through a behavior change project in an applied learning experience. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

SED 3411 Teaching Students with Emotional and Behavioral Problems Practicum

Clinical practicum for SED 3410. Candidates apply knowledge by participating in residential and self-contained settings for students with emotional and behavioral disabilities. These experiences are supervised by fully licensed teachers. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Credit

SED 3420 Inclusion & Collaboration

This course is a study of the integration of special education in the regular classroom setting. Service delivery models for students with special needs are identified and explored. Importance is placed on collaborative procedures, special services and instructional modifications that regular and special education teachers use to meet the learning needs of special needs students in regular education classes. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

SED 4420 Assessment, Evaluation & Remediation of Students with Exceptional Needs

This course is a study of the principles and practices of diagnostic procedures in special education. Formal and informal assessments, standardized tests, test administration, test interpretation and summary writing in the academic areas of reading, math, and written expression are examined. Utilizing assessment as a means for formulating educational goals and instructional objectives are explored. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

SED 4430 Seminar in Secondary Special Education

This course addresses topics in secondary special education. The focus of this course is on transition models, individualized transition plans, assistive technologies, and instructional strategies specific to secondary students with disabilities needing mild intervention. Students will explore inter-agencies, community, and vocational services that support transition into adulthood. 30-36-hour practicum in secondary special education is also required. Prerequisite: SED 1000, SED 2400 and SED 2420, candidacy status. Three hours.

SED 4431 Practicum for Secondary Special Education

Students will participate in a 30-36-hour practicum in secondary special education. This practicum will be integrated into SED 4430. Students will apply their knowledge and skills in a secondary special education setting and will be expected to participate in transition planning, instruction, and typical tasks required of secondary special educators. Credit

ELEMENTARY EDUCATION & SPECIAL EDUCATION DUAL LICENSE COURSE

TOTAL: 39-41 credits

INTENSE INTERVENTION (LICENSURE PROGRAM)

SED 5450 Policy & Practices in Intense Intervention

This course provides an in-depth study of the cognitive, social, communication, and learning characteristics and development of students with intense or complex support needs. These exceptionalities include moderate and severe cognitive disabilities, severe emotional disorders, multiple disabilities, orthopedic impairments, autism, and traumatic brain injury. Academic, communication and functional needs as related to disabilities are explored. Etiology, definitions, and diagnostic criteria as well as federally mandated eligibility requirements are explored. Discussion focuses on implications for instruction, intervention, and related services for individuals with significant disabilities. These implications are studied through significant historical, social, political, cultural and legal perspectives. Also includes application of professional and ethical practice within the field of special education. Three hours.

SED 5460 Assessment, Instruction & Intervention Supports for Significant Disabilities

This course will employ an evidence-based approach to assessment, instruction, and intervention for students with significant disabilities. Students will learn to move from research to practice by developing a broad and comprehensive understanding of formal and informal assessments and interpretation of assessment data with an emphasis on formative assessment and progress monitoring. Application of knowledge and understanding will be expected through individualized program planning and implementation of effective instruction that aligns to alternate academic standards and meets the unique needs of individuals with significant disabilities. Instruction and intervention development with a focus on language and communication needs is an overarching theme in this course. Prerequisite SED 5450. Three hours.

SED 5470 Seminar in Intense Intervention: Communication, Behavior & Health

Designed as an exploration of key components in meeting the complex needs of individuals. Students learn and apply principles of positive behavior interventions and supports, understand the implications of health issues related to significant disabilities, and learn to use augmentative and assistive technology to meet communication needs. Prerequisite SED 5460. Three hours.

SED 5480 Collaboration & Transition Across the Life Span

A study of the transition needs for individuals with significant disabilities and the collaborative strategies necessary to meet those needs as they occur across the life span. This course teaches students how to assess and support the transition needs of students and their families through the federally mandated transition planning process. Students apply these skills through case study, writing a transition plan, and developing curriculum that focuses on postsecondary outcomes. Topics of interagency collaboration, curriculum development, cultural competency, and community-based instruction are explored. Prerequisite SED 5470. Three hours.

SED 5490 Clinical Practice in Intense Intervention

Field-based experience in a school setting that requires intense intervention and supports. Practicum is under the direction of a faculty member. Prerequisite SED 5480. Three hours.

INTENSE INTERVENTION COURSE TOTAL: 15 credits

SECONDARY EDUCATION MAJORS (GRADES 5-12)

Students must earn a grade of C or higher in SED courses, unless otherwise noted.

SED 3600 Teaching in the Middle and High School

This course is designed to give the student an introduction to middle school and high school theory and practice. Specific characteristics of the middle school and high school are studied with application where appropriate. Specific topics include curriculum development, lesson preparation, meeting individual differences, implementing instructional strategies, using aids and resources, classroom management, and evaluation techniques. Much of the course is dedicated to describing academic effectiveness and developmentally appropriate strategies. Field experience is required. Prerequisites: SED 1000, SED 2200, SED 2600, candidacy status. Three hours.

SED 4610 Methods of Teaching Business

This course is a presentation of the principles and techniques used in teaching business courses. Included is the study of various learning theories as well as various curriculum materials available. Field experience is involved. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4620 Methods of Teaching Secondary English

The course is a study of the philosophy, curriculum, and methods of teaching English on the secondary level, concentrating upon skills, knowledge, and dispositions which need to be possessed by the teacher and fostered among students. Tutorial and observational contact with the secondary school is an integral part of the course. Prerequisites:- SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4630 Methods of Teaching Foreign Language

This course is a study of curriculum and methods of teaching a foreign language on both the elementary and secondary level, with special emphasis on performance objectives and methodology with classroom practice. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4650 Methods of Teaching Secondary Mathematics

This course is designed to help prepare the future high school teacher for his or her career in the classroom. We investigate the standard high school math curriculum and study methods of teaching mathematical concepts to students at various levels within the curriculum. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4660 Methods of Teaching Secondary Science

This course is a study of the curriculum and methods of teaching sciences on the secondary level. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4670 Methods of Teaching Secondary Social Studies

This course is a study of practical methods and materials in the broad areas of social studies education. Students will learn many classroom techniques and thus create a repertoire of

methods appropriate for the secondary levels of education. Prerequisites: SED 1000, SED 2200, SED 2600, SED 3600, candidacy status. Three hours.

SECONDARY EDUCATION COURSE TOTAL: 6 credits

TRANSITION TO TEACHING (ALTERNATIVE LICENSURE PROGRAM)

SED 5200 Transition to Teaching Residency

The in-person residency takes place on Grace's campus in June and begins the program for each new cohort. Candidates will build foundational skills for success within the T2T program and for the teaching profession. Candidates have the opportunity to interact with faculty and peers while developing knowledge and skills in teaching, learning, differentiation, assessment, engagement, and professionalism. The first online course, SED 5310 Instructional Planning for All Learners, begins during the residency as the instructor will teach and work with students in person. The residency includes support for those teaching or planning to teach on an Indiana T2T permit.

SED 5300 Ethics of Teaching & the Learner

In this course, candidates will survey the career opportunities of education and discover the role the teacher serves in relation to diverse student populations, parents/caregivers, school, and community along with the principles and theories of educational psychology. Candidates will engage in a study of the learner at all grade levels and abilities with an introduction to the field of special education and the many factors affecting learning, including but not limited to, theories of learning, environment, heredity, cultural impact, discipline, classroom management, exceptionalities, and development. Candidates will develop understanding and skill for working with children and parents who come from diverse backgrounds. Areas of diversity include race, ethnicity, native language, culture, class, gender, age, religion, and ability. The focus is on increasing knowledge and respect for the diverse child in the classroom setting. The measurement of academic aptitude and achievement is also covered. Practical application is stressed.

SED 5310 Instructional Planning for All Learners

In this course, candidates will learn to promote all students' development, learning, and success through ongoing assessment that informs instruction. Candidates develop a repertoire of teaching methods and strategies, techniques and skills for managing a classroom, constructing and analyzing tests and evaluation tools for classroom teachers, and develop a working knowledge of responsive instruction by applying differentiation strategies and Universal Design for Learning (UDL) principles.

SED 5330 Literacy Development (ELE only)

Candidates will examine current methods utilized and supported by the science of reading to promote literacy development among elementary learners (i.e., sound-symbol relationships of the English language that lead to the attainment of independence in reading, basics of phonemic blending, decoding written words, philosophies and strategies for teaching the skills of phonics). There is emphasis on development of literacy through language and listening, reading, and writing while integrating skills from the other curriculum content areas. Candidates will explore how classroom teachers select and administer diagnostic tools to guide targeted interventions for readers performing below readiness levels. Candidates will understand the components of effective differentiated reading instruction to meet the needs of all learners and recognize the components of and need for evidence-based intervention programs.

SED 5335 Methods of Teaching Literacy (ELE only)

This course is a survey of literature for children from preschool through sixth grade, including a study of objective standards and evaluation. A wide reading of children's books, traditional and modern, and the development of an appreciation of prose and poetry suitable for children of different ages is expected. Writing techniques will also be addressed as candidates identify evidence-based practices used to create a literacy- rich classroom environment.

SED 5340 Positive Discipline & Motivation

This course provides evidence-based best practices and strategies, informed by intentional behavior assessments, and aimed toward maintaining and increasing healthy adaptive and social-emotional behaviors among diverse populations of students for optimal learning environments and preventing social, emotional, and behavioral challenges which may impede student learning by helping candidates to adopt instructional approaches and early interventions which incorporate explicit teaching of positive social skills, interpersonal relationship and communication skills, and offering students' multiple opportunities to practice appropriate social skills/behaviors followed by positive and specific feedback and support (e.g., positive discipline). This course presents best practices in classroom assessment, environment, and behavior management. Topics include relationship development, organization of the classroom learning environment, classroom procedure development, and approaches for managing individual and large group student behaviors with positive discipline. Various strategies for instruction and assessment will be explored. Candidates will develop and teach lessons utilizing formative and summative assessment tools. Candidates will understand how these assessments inform the teaching and learning process.

SED 5345 Methods of Teaching STEAM (ELE only)

This course integrates the subject-specific pedagogical methods of teaching in specific domains for elementary education. This course involves an examination of the instructional process appropriate for elementary children in their learning of mathematics, science, health, art, and social studies. Considerable time is spent with the actual content of the elementary curriculum. Methods that facilitate evidence-based instruction in subject area concepts, skills, problem solving, and critical thinking are developed along with the content. Candidates will practice strategies and skills for effectively

SED 5365 Methods of Teaching Adolescent Learners (SEC only)

Understanding unique ways that the disciplines approach reading, writing, and speaking about their disciplines, this course examines scientifically based reading research (SBRR) and its application to the middle and high school classrooms. Candidates consider ways to enact strategies and methods to provide learning opportunities within candidate-specific, targeted disciplines for all adolescent learners.

SED 5390 Clinical Practice; Student Teaching with Seminar (ELE only)

This course includes an online seminar and two clinical experience segments spanning a full semester (16 weeks). The online seminar addresses a variety of topics and issues germane to candidates who are about to enter the teaching profession. The 16-week seminar is paired with a supervised, 5-week, scaffolded application of methods through clinical practice in a K-6 school setting. Following successful completion of the clinical practicum, candidates participate in a supervised, 10-week student teaching experience in a K-6 school setting.

SED 5390 Clinical Practice; Student Teaching with Seminar (SEC only)

This 10 week course includes an online seminar and in the classroom student teaching. The online seminar addresses a variety of topics and issues germane to candidates who are about to enter the teaching profession and includes a Teacher Work Sample culminating project

connected to the candidate's work in the classroom. During student teaching, the candidate will be supported by a classroom supervisor and college supervisor to coach, assess, and guide the candidate as they hone their teaching practice and meet the requirements needed to obtain an Indiana teaching license.

ELEMENTARY EDUCATION TRANSITION TO TEACHING TOTAL PROGRAM
HOURS – 24

SECONDARY EDUCATION TRANSITION TO TEACHING TOTAL PROGRAM
HOURS – 18