Table of Contents

A Quick Look.................................................................................................................. 3
School of Education Conceptual Framework.............................................................. 3
School of Education Mission Statement................................................................. 4
Faith Based Mission/Micah 6:8.................................................................................. 4
Majors Offered.............................................................................................................. 4
Accreditation and Certification.................................................................................... 4
Organization of the School of Education................................................................. 5
Introduction.................................................................................................................. 6
Dispositions.................................................................................................................. 7
The Education Track.................................................................................................... 9
Academic Records......................................................................................................12
Resources....................................................................................................................12
Field Experience........................................................................................................13
School of Education Etiquette for Field Experience................................................13
Student Teaching.......................................................................................................14
Graduation with an Education Major and Certification Approval..............................15
Licensure.....................................................................................................................16
Outstanding Prospective Teacher Award.....................................................................16
Educational Placement...............................................................................................16
A Quick Look

Grace College, a nationally accredited Christian institution of the liberal arts, has a strong commitment to the preparation of teachers as evidenced by the number of students majoring in teacher education. In recent years, approximately one-third of each graduating class has been composed of teaching majors, all of whom are eligible for the initial Indiana license. The School of Education at Grace College is approved by the Association of Christian Schools International (ACSI), and accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The School of Education is based upon a solid foundation of general studies, including Bible. An education major is added to this, which includes a professional education core as well as a content concentration. The professional sequence usually starts during the student’s first semester and continues through the final semester, which is student teaching. In addition to full-time student teaching for an entire semester, prospective teachers spend many additional hours working with children and young adults through required field and/or clinical experiences.

School of Education Conceptual Framework

The Teacher as Moral Practitioner

Teacher

A teacher is one whose craft is to facilitate learning. If one is called by the title “teacher,” certain characteristics are expected to be possessed. A teacher must be knowledgeable about the content he or she teaches. Those who practice teaching must be knowledgeable about the characteristics of the learners they teach. A thorough understanding of cultural and special needs, diversity, learning styles, interests, developmental needs, and preferences of the learners is necessary. Competence in planning, instructing, and assessing learning is essential. The teacher is then able to assist each learner in reaching his or her full potential.

Moral

Teachers carry heavy responsibility in the context of a democratic society. In fact, wisdom literature of the New Testament states that the craft of teaching should neither be sought after capriciously nor engaged in haphazardly (Book of James, Ch. 3, v. 1). Therefore, teachers must be people of good moral integrity, characterized by pure thoughts, ethical actions, and just living. The moral practitioner is one who respects each learner as unique and valuable, worthy of dignity and care. Providing equal and equitable access to learning for all students is a hallmark of the moral practitioner.

Practitioner

The term “practitioner” brings to mind the one who consistently and skillfully applies skills in a craft. The notion of “practice” being those series of events in which one engages to become superior is rejected in this definition. Rather, the intent of being a practitioner is to be one who meets expectations at a high level of competency, demonstrates in-depth understanding of the profession, applies learned competencies appropriately and consistently, and illustrates significant ability to carry out the tasks of the successful teacher.

The conceptual framework of the unit is intricately entwined with the institution’s mission and values.
School of Education Mission Statement

Preparing teachers of character who are competent in their profession and have a heart of service for others.

Faith Based Mission/Micah 6:8

“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.”

Character – walk humbly
Competence – act justly
Service – love mercy

Majors Offered

Elementary Education  Mathematics Education
Business Education  Science Education
English Education  Social Studies Education
French Education  Spanish Education
TAL (Teaching All Learners) Mild Intervention/Elementary Education

Accreditation and Certification

Grace College is regionally accredited by the North Central Association of Colleges and Schools. The School of Education is state accredited by the Indiana Department of Education, nationally accredited by NCATE, and approved by the Association of Christian Schools International (ACSI). Each graduate of the School of Education of Grace College is eligible to receive the initial Indiana teaching license and the ACSI certificate. In addition, the Grace College Special Education program has earned national recognition through the Council for Exceptional Children.
Organization of the School of Education

The School of Education of Grace College works with other departments on campus to coordinate the majors in various content areas. Students are assigned advisors from the department that has the primary responsibility for the major. The Dean of the School of Education is also available for additional advising when necessary.

The Teacher Education Committee, composed of faculty members representing the various teaching majors and three student representatives, assists the School of Education faculty in making and administering decisions. This committee approves student teaching applications, helps develop the policies and procedures for student teaching, helps evaluate the qualifications for certification, and handles other related matters.

The School of Education Advisory Council, composed of practicing educators and administrators, serves to provide input for the improvement of the School of Education. The members are selected by the Dean and faculty of the School of Education.
Introduction

“Preparing teachers of character who are competent in their profession with a heart of service for others”

Character, competence, service—words that have a wide variety of connotations. But in the field of education, there is an agreed-upon set of values that schools should instill into the curriculum. Throughout the history of education, a common core of moral beliefs has been in existence as cited by various bodies associated with education in America. An examination of the purposes of schooling shows the commonality of many of the values.

Teachers of Character

The act of teaching is a moral activity. The profession is characterized by almost daily actions of deliberation (justice) and choice (judgment). The nature of the work is such that one person engages in some behavior in relationship to some other person. Moral considerations are inherent in the myriad transactions throughout the school day. It is the very nature of the career that those with whom the teacher interacts are profoundly affected by the actions. Teaching must be characterized as a career deeply influenced by moral practice.

Teachers of Competence

Competence denotes a way of thinking and acting in accordance with the ways of one who is wise and knowledgeable.

Planning and Preparation:

• The teacher is sensitive to the composition of the class in planning decisions.
• The teacher prepares lesson plans that include appropriate objectives focused on several student learning styles and preferences.

Instruction:

• The teacher, aware of the need for the development of critical thinking, problem solving, and performance skills, employs strategies that are inclusive of all learners.
• The teacher creates a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Classroom Environment:

• The teacher plans and implements management strategies that encourage cooperation.
• The teacher who accepts personal responsibility for effective classroom processes continually evaluates the effects of his/her choices and actions on all students.

Professional Responsibilities:

• The teacher connects classroom lessons with school, community, state, and federal rulings and laws.
• The teacher solicits and uses information about students’ experiences, needs, and progress from at least two of the following: parents, other colleagues, cumulative files, and the students themselves.
• The teacher seeks at least three sources to assist in continued professional growth.
Teachers of Service

Service denotes the spirit of community and disposition to aid those who are unable to help themselves by giving up something of value to assist someone else. Grace College graduates offer service to others in a spirit of mercy and kindness.

Dispositions

The assessment of dispositions gives one an opportunity to look into the heart of the teacher. We believe that there are important attitudes, feelings, and notions about others that teachers must possess. The following items are just such dispositions. The list is a compilation of ways of thinking about the profession and those persons associated with the profession. These dispositions are generally accepted as common beliefs for all teachers.

A program completer should hold the following beliefs (dispositions) about:

Character

- is truthful in all communications
- can be trusted to do what needs to be done
- keeps confidences
- shows consideration and regard for him/herself
- shows consideration and regard for all others
- chooses to read and study for escalation of knowledge acquisition
- regards all knowledge as important to the craft
- acts and reacts appropriately to the situation
- listens thoughtfully to the opinions of others
- accepts the responsibility for his/her own actions
- shows reliability in attendance
- shows reliability in timeliness
- shows reliability in accountability for expected work

Competence

- is confident about what should be learned and describes ways to get the intended result
- includes adaptations for all learners
- plans in advance and is prepared ahead of time

Instruction

- values flexibility as necessary for adapting instruction based on student responses, ideas, changing circumstances, and needs
- chooses to include standards, goals and outcomes as instructional guides
- values variety in instruction to maintain high interest and high achievement
- appreciates the significance of teaching to all learners
- is committed to using assessment to identify student strengths and to promote student growth rather than to deny students access to learning opportunities
chooses a variety of assessment strategies necessary for monitoring and promoting student learning

Classroom Environment
- acts equitably toward all learners
- acts with consistency toward all learners
- knows when and how to protect the rights of learners
- knows when and how to provide emotional and physical safety of learners
- acts to establish a positive climate in the classroom
- encourages participation by all learners and seeks out reticent students

Professional Responsibilities
- refrains from caustic, sarcastic, and/or demeaning comments in all professional (courses, school settings, parents, colleagues) communications
- recognizes his/her professional responsibility for engaging in and supporting professional practices for self and colleagues.
- is willing to give help to and receive help from colleagues and informed others
- respects the privacy of students and confidentiality of information
- works with other professionals to improve the learning environment for students.
- volunteers for committees and extra-school assignments
- chooses appropriate and professional attire in official settings
- values parental involvement in varied aspects of the students’ lives

Care and Service

Regard for Learners
- values love as an important quality in serving learners
- shows concern for accuracy in grading, assessment, and narrative records
- acts to motivate all learners to high achievement
- gives up something of personal value (typically time) to help learners
- shows unconditional regard for all learners
- addresses unique needs of all learners
The Education Track

Before Candidacy

1. Declare the Major:
   a. To become a declared Education Major, you must do the following as early in your college career as possible:
      i. Complete the Declaration of Curriculum in the Registrar’s office. When a student declares a teaching major, he is assigned an advisor.
      ii. Complete the School of Education Declaration form (green form).

2. Register for and complete SED 1000, Teaching School in America, with a minimum grade of B-.
   a. If the course is not completed with a minimum grade of B-, Basic Skills competency must be displayed and a plan for success must be developed with the instructor.
   b. If these criteria are met, you may repeat SED 1000. (SED 1000 may be repeated only one time.)

3. Display Basic Skills competency:
   a. The education major must do at least one of the following:
      i. Receive a composite score of at least 24 on the ACT and give documentation to the School of Education.
      ii. Receive a composite score of at least 1100 in Critical Reading and Math on the SAT and give documentation to the School of Education.
      iii. Take and receive passing scores for all components (Reading, Writing, and Math) of the Basic Skills Competency test approved by the State of Indiana. You will receive more information regarding the test, if you need to take it, in SED 1000. You may also contact the School of Education office administrator for more information.

4. Transfer Students:
   a. A letter of good standing must be completed by the Teacher Education administration of the school previously attended. This letter must be turned into the School of Education Office before candidacy.
   b. Transfer students must meet with the Dean of the School of Education within two weeks of declaring an education major. Critical information about the program will be discussed in this meeting.

5. The following courses may be taken before applying for and receiving candidacy:
   a. SED 2200 (minimum grade of B- in SED 1000 and before SED 2600)
   b. SED 2400 (minimum grade of B- in SED 1000)
   c. SED 2500 (minimum grade of B- in SED 1000)
   d. SED 2600 (minimum grade of B- in SED 1000 and minimum grade of C in SED 2200)
   e. SED 2410 (minimum grade of B- in SED 1000 and minimum grade of C in SED 2400)
   f. SED 2420 (minimum grade of B- in SED 1000 and minimum grade of C in SED 2400 & 2410)

6. GPA:
   A cumulative GPA of 2.5 or better must be earned before applying for candidacy status.
Candidacy

1. Students will receive notification when they are to apply for candidacy status in the School of Education.
2. Upon receiving this notification, students should:
   a. Have a non-School of Education faculty or staff member at Grace College complete a disposition form to be turned in before signing up for the interview.
   b. Obtain two letters of recommendation, based on academic ability and character, to turn in before signing up for the interview. These letters may be completed by someone who is or is not associated with Grace College (for example, a high school teacher, other professional in an educational setting, or a non-education professor who is familiar with your work).
   c. Sign up for an interview time in the School of Education after you have turned in the disposition form and two letters of recommendation.
   d. Come to your interview in advance of the scheduled time. Dress professionally. Sign in before going to your scheduled room.
   e. Complete the interview and meet with your advisor in the weeks following to discuss the results.
   f. A fine is imposed if a student misses the scheduled interview.
3. If you have a successful candidacy interview, you have met the final requirements for candidacy status and may continue in the education program. If you do not have a successful candidacy interview, your advisor will contact you in order to meet to plan for a successful future interview. A form will be completed during this meeting to assure all steps are taken to be successful. It will be the responsibility of the student to provide evidence of meeting the remediation plan outcomes. The student must re-take the interview.

Maintaining Candidacy Status

In order to remain in the School of Education, a candidate must do the following:

1. Maintain an overall GPA of a minimum of 2.5
2. Earn a minimum grade of C in the remaining SED courses
   If a minimum grade of C is not obtained:
   a. The candidate must meet with the course instructor to determine a plan for correcting any deficiencies before the course may be retaken. It will be the responsibility of the candidate to provide evidence of meeting the remediation plan outcomes.
   b. Education courses may be retaken only once.
3. Continue to display character, competence, and service in and outside the classroom. If these dispositions are not seen, or a negative issue arises, the student will receive an alert form*.
   a. A candidate must meet with his/her academic advisor once an alert form has been received.
   b. If a candidate receives three alert forms, the student will be dismissed from the School of Education.
4. Complete COM 1100, Public Speaking, with a minimum grade of B-.
5. Complete ENG 1100, Effective Writing, with a minimum grade of B-.

*Alert Form Policy
Alert Forms are used to record concerns about a student/candidate in areas such as quality of work, professionalism and dispositions. Alert forms may be issued to a student/candidate by any faculty and or staff member employed by Grace College. Once an Alert Form has been issued, the form is sent to the Dean of the School of Education. The Dean meets with the student/candidate to discuss the concern(s) addressed on the form and to develop a plan for remediation as needed. A copy of the form is kept in the student's/candidate’s file in the School of Education Office.

A student/candidate may receive two Alert Forms and follow the procedures above. If a student/candidate receives a third Alert Form, he/she must appear before the School of Education faculty and staff to discuss all concerns. The School of Education faculty will make a recommendation to the Dean that will lead a the decision to (a) remove the candidate from the program based on patterns and or severity of concerns or (b) allow the candidate to continue in the program as long as a specifically developed plan of remediation is followed.

Course Prerequisites after Candidacy

Information in parentheses explains when the course can/should be taken.

1. **Elementary Education Major with Concentration**
   a. SED 3310, 3320, and 3330 (must be completed sequentially with a minimum grade of C and before SED 4310)
   b. SED 2600 (after 2200 and must be completed with minimum grade of C before the Methods Block)
   c. Methods Block (the semester before student teaching)
   d. SED 4700 and 4900 (after ALL required SED courses have been completed with a minimum grade of C—SED 1000 with a minimum grade of B-)

2. **TAL (Teaching All Learners) Major**
   a. SED 3310, 3320, and 3330 (must be completed in order with a minimum grade of C and before SED 4310)
   b. SED 2600 (after 2200 and must be completed with a minimum grade of C before the Methods Block)
   c. SED 3410 (must be completed with a minimum grade of C before SED 3420 and SED 4420)
   d. SED 3420 (must be completed with a minimum grade of C before SED 4420)
   e. Methods Block (the semester before student teaching)
   f. SED 4700 and 4900 (after ALL required SED courses have been completed with a minimum grade of C—SED 1000 with a minimum grade of B-)

3. **Secondary Education Major (all content areas)**
a. SED 2600 (after 2200 and must be completed with a minimum grade of C before the Methods Block)

b. SED 3600 (Fall A only, after a minimum grade of C in SED 2600 and completed with a minimum grade of C before the methods course)

c. Methods course (Fall B only, the fall semester before student teaching)

d. SED 4700 and 4900 (after ALL required SED courses have been completed with a minimum grade of C—SED 1000 with a minimum grade of B-)

Course Retake Policies

1. SED retakes must be taken only at the regular time the courses are offered, and all classes must be taken and completed with the required grade of B- or C or better BEFORE student teaching.

2. There will be NO independent studies or private tutorials used for retakes if the candidate did not earn the required grade for the original SED course.

3. Before a candidate may retake any SED course, he/she must meet with the instructor of the course and develop a plan for success and complete the associated form. The written plan is reviewed by the Dean of the School and filed in the candidate’s SED file.

4. Candidates may retake an SED course only once.

Additional Policies for all education majors

1. All SED courses will recognize the last class meeting of each session as the scheduled final examination period. There will be no “excused” skip for the last scheduled period. Candidates must follow the policy in the Grace student handbook to request that an absence be excused.

2. Wednesdays are workdays for all education majors. There will be many required hours scheduled for Wednesdays, and all candidates should plan on participating in all required activities. Work and additional activities should not be scheduled on Wednesdays until the candidate has a clear understanding of all course requirements.

3. Transfer Credits Policy: The following courses must be taken at Grace College: Methods courses (including Language Arts SED 4310, Mathematics SED 4210, and Science/Social Studies SED 4220 for elementary and TAL majors and Secondary Methods SED 46xx for all secondary majors). The Moral Practitioner SED 4700 and Student Teaching and Seminar SED 4900 must also be completed at Grace.

4. Students have the right to appeal any policies listed in this handbook following the guidelines in the student handbook.

5. Mandatory Education Majors’ meetings are held once each semester. Unexcused absences from these meetings will result in the issuing of an Alert Form.

Academic Records

Information related to the progress of each teacher education major is kept in three files.

1. Registrar’s File:
   This is a permanent file maintained by the Registrar, containing the transcript for each student. This document lists each course taken and the grade of each. At graduation it also indicates the degree earned. Copies of the transcript are required when applying for a teaching license, a teaching position, and entrance into graduate school.
2. Advisor's File:
   This file is maintained by the academic advisor of the student. It is primarily a record of
   which courses have been taken and which are still needed in order to graduate.

3. School of Education File:
   A candidate's School of Education file becomes a permanent record upon completion of
   student teaching. In it are placed the student teaching evaluations, field experience
   records, professional test(s) reports, records of course grades, and additional materials
   that are needed for School of Education business.

Resources

Teacher education candidates have several valuable resources available to them while taking
education courses and during student teaching.

1. Educational Resource Center (ERC): This facility is located in Mount Memorial 204 and
   houses a collection of professional resources, current state standards resources, and
   equipment for preparing instructional materials.
2. The Learning Center/The Writing Lab: This center, located in the Morgan Library, helps
   students prepare for the professional tests and can help students edit papers.
3. The Morgan Library: The Morgan Library provides databases for research.
4. Computer Labs: Two institutionally-supported computer labs are available to students
   and faculty, as well as computer stations located throughout the campus.

Field Experience

Definition:
"Field Experience" is the term used to identify those activities that involve observation and/or
participation in school activities or other experiences involving children or young adults. These
experiences involve

1. Helping candidates decide if teaching should be their chosen career
2. Assisting candidates in making decisions about preferred grade levels and content area
3. Providing candidates with knowledge about the profession of teaching
4. Providing a necessary foundation for student teaching
5. Observation and/or clinical hours required for SED courses, such as SED 1000
6. Practicum experiences, such as those required for SED 3310 and SED 3420.

Procedures:

1. Candidates are not to contact any local schools or teachers to arrange field experience. 
   Arrangements must be made by the field experience coordinator or the course instructor.
2. Candidates are required to report to the school office upon arrival and wear an
   identification badge while they are at the school.
3. In the event of an emergency that causes the visit to be missed or the candidate to be
   late, the candidate must call the school's office as soon as possible AND notify the
   college instructor.

Records:
It is important that the student has complete records of field experiences. School administrators
are very interested in the type and amount of field experience candidates for teaching positions
have had.
School of Education Etiquette for Field Experience

Do’s and Don’ts:

1. Do carefully observe all instruction given by your college instructor for each assignment.
2. Do remember that you are a guest of each school.
3. Do dress as a professional. If in doubt about what is appropriate, dress as you would for church.
4. Don’t be a no show or show up late.
5. Do keep your eyes and ears open; be alert.
6. Don’t open your mouth too much.
7. Don’t interfere with the normal routine of the school.
8. Do ask questions when and where appropriate.
9. Do use common sense.
10. Do show an interest in the profession and in the students and teacher you are working with. Do show appreciation for the experience.
11. Do make sure to speak professionally with teachers.
12. Do refer to yourself as a professional (i.e. Mr. or Miss Smith).
13. Don’t use your phone or tablet in a classroom unless requested by the teacher.
14. Do seek out volunteer opportunities to work with students.
15. Don’t forget … you are leaving a lasting impression!

Student Teaching

Before Student Teaching
Candidates will be notified to complete a Student Teaching Application during the fall semester of the academic year prior to their student teaching year.

Candidates who are planning to student teach should have:

1. Successfully completed all SED courses except SED 4700, Moral Practitioner.
2. Successfully completed COM 1100, Public Speaking, and ENG 1100, Effective Writing, with a B- or better.
3. Taken the state-approved professional test(s), both the content test(s) and the developmental (pedagogy) test. TAL majors are required to take the professional test(s) required for both elementary education and mild intervention special education licenses. Candidates will not be allowed to be in the classroom until they have taken the content and pedagogy tests. If candidates take the professional test after the student teaching semester begins, they will need to wait until the next semester to student teach.

Alternative Student Teaching:

1. The intent to teach in an alternative placement must be approved in advance by the Director of Student Teaching and included on the student teaching application.
2. The placement must be in a setting that cannot be duplicated locally.
3. The School of Education faculty will approve or deny the placement, based on the candidate’s academic and dispositional records. The placement can be overturned if the candidate displays areas of concern after approval for student teaching.
4. The alternative placement comes only after a successful local placement (at least B-) and a successful senior project (at least C).
5. The placement will consist of ten weeks locally and six weeks in an alternative setting.
6. Alternative student teaching is not an option for TAL majors.
**During Student Teaching**

The single most important component of the School of Education program is student teaching. The purpose of this section is to present an overview of that experience, leaving most of the details to the publication titled, “Student Teaching Handbook.”

The student teaching assignment is made during the year prior to the fall or spring semester of student teaching. Student Teaching is a sixteen-week period during which the student teacher is in one or more classrooms in a public or Christian school in the local area on a full-time basis. During this time, the student teacher is under the supervision of an experienced master teacher, referred to as the classroom supervisor, and is being supervised by one or more college supervisors.

Student teachers are informed of their placements during the spring before their student teaching semester and are required to visit their classroom supervisors at the school of their assignment before leaving for summer break. Student teachers are in the classroom on the first days of school in the fall to see the start-up of the school year. As the weeks pass, student teachers progress from observing to having complete supervision of the class using a co-teaching model. During this time, the student teacher is observed and counseled several times by the college supervisors. Classroom supervisors complete an initial, mid-term, and final evaluation.

Since this sixteen-week period is so important and demanding, the candidate is encouraged to reduce outside activities to a minimum. For most, it will mean not working and having very limited involvement in extra-curricular activities. Students are not permitted to enroll in any other academic courses during this semester unless permission is granted by the School of Education faculty.

Transportation to and from the student teaching location is the responsibility of the candidate. The School of Education does try to place student teachers so that transportation will not be a problem.

Grace College student teachers may act as a substitute teacher in short-term situations (such as a short illness or conference) if the school allows. Student teachers will not student teach for a supervising teacher who has a leave planned during the student teaching semester. Student teachers will not act as long-term substitutes (longer than a week). Student teachers may be reassigned to another classroom if an emergency situation arises.

**Evaluation of Student Teachers**

Following the completion of student teaching, the student teacher has student teaching evaluations placed in his/her permanent file and a letter grade is submitted for the official transcript. The evaluation forms are completed by the student’s classroom supervisor and the college supervisor.

**Senior Project**

The Senior Project is created by the student teacher and presented to evaluators during student teaching. Information is given in the “Senior Project Handbook” at the beginning of student teaching and ongoing discussion and support is embedded in the Senior Seminar curriculum. A minimum grade of C is required to successfully complete the Senior Project. If a minimum grade of C is not earned, the student teacher is required to create a new Senior Project. Senior Projects may not be done during an alternative placement.
After Student Teaching
Candidates take the course SED 4700 Moral Practitioner during and at the end of the student teaching semester. During this class, candidates have the opportunity to reflect on the completion of course work and student teaching. Candidates begin their professional journey through completing job applications and interviews. They also work to formulate their own Christian philosophy of Education.

Candidates also begin the process for state licensing and ACSI certification.

Graduation With an Education Major and Licensure Approval

In order to graduate from Grace College as an education major and/or to be eligible for teacher licensing, the candidate must do the following:

1. Meet all of the curriculum requirements for the major
2. Complete student teaching and seminar with a grade of B- or better
3. Earn a GPA of 2.5 or better
4. Earn a passing score on the Senior Project (C or above)
5. Pass the professional test(s) required by the State of Indiana.
6. Obtain CPR Certification
7. Complete an approved Suicide Prevention training

Licensure

About the state license
In order to teach in the public school, a teacher must hold a valid teaching license. This document asserts that the holder has met certain legal minimum standards as specified by the state. It also indicates the subject(s) and grade level(s) the teacher is qualified to teach.

The School of Education prepares graduates for licensing in the state of Indiana. The Licensing Advisor answers questions about the licensing process and approves the online licensing application for our graduates, based on coursework, GPA, professional test(s), CPR training, and Suicide Prevention training. The license is valid for two years from the date of licensing.

The graduate is referred to the Department of Education of other states for questions regarding licensing in those states. In some cases, the graduate will be required to pass a different professional test, and in a few cases a reciprocal license may be issued while a state requirement is being met. NOTE: It is recommended that you contact additional state(s) of interest early in your college training to obtain its specific requirements. It is recommended that the Indiana license be obtained before applying for a license in another state.

About the ACSI certificate
Christian schools and other private schools may or may not require a teacher to hold a state teaching license. The School of Education at Grace College is approved by ACSI (Association of Christian Schools International), and all education graduates qualify for an ACSI educator certificate. The School of Education office orders ACSI certificates and mails them to the graduates after graduation.

Outstanding Prospective Teacher Award
Each year three seniors are identified as Outstanding Prospective Teachers. One is selected from among the graduating seniors who majored in Elementary Education, one from the TAL major, and one from among those who majored in Secondary Education. The recipients each receive a plaque and have their names added to a composite board which is on display in the School of Education Office. Several honorable mention awards are usually given as well. The selection process follows the completion of student teaching and is handled by the Director of Student Teaching. The awards are given during the annual Awards Chapel.

**Educational Placement**

The Center for Career Connection assists Grace College alumni in obtaining teaching positions and assists schools in meeting their faculty needs with qualified personnel from our pool of graduates. Credential files are created for each graduate in the Center for Career Connection. The School of Education provides copies of the Student Teaching Evaluations, Professional Test scores, and letters of recommendation to be included in the credential files. Graduates should request that potential employers contact the Center for Career Connection to forward the credential files and official transcripts to the employer.

The School of Education uses information about our graduates’ teaching positions in evaluating our program and includes this information in reporting.