School of Education

Laurinda A. Owen, M.A.
Dean
Introduction
The School of Education offers undergraduate elementary, secondary, and all-grade degree programs in addition to special education.

Additionally, Grace College offers online and hybrid degree programs at the undergraduate and graduate levels through the School of Adult and Community Education, which are described in each program’s individual catalog section. Offerings relevant to the field of education include:

- Master of Education
- Master of Arts in Teaching
Teacher Education Department

Faculty:
Laurinda A. Owen, M.A.
Chair
James E. Bowling, Ph.D.
Cheryl L. Bremer, M.A.
Dennis E. Gaerte, Ph.D.
Jeffery W. Peck, Ph.D.
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, having encountered the twelve (12) Institutional Values and its five (5) Competencies, graduate into 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 the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The moral practitioner understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3. The moral practitioner understands how students differ in the approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The moral practitioner understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
5. The moral practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction in the classroom.

6. The moral practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The moral practitioner plans instruction based upon knowledge of subject matter, the community, and curriculum.

8. The moral practitioner understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

9. The moral practitioner is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. The moral practitioner fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

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 and three education majors.

**Accreditation**

The School of Education at Grace College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. The school is approved by the Association of Christian Schools International (ACSI) and the Division of Professional Standards of the Indiana Department of Education (DPS).

**Teaching Licenses**

Since all of the teacher education programs have been approved by the Division of Professional Standards, 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 teacher education program is also approved by the Association of Christian Schools International, making ACSI Certification available to graduates also.
The Indiana Division of Standards (DPS) 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 and Secondary Education majors during a student’s course of study in order to meet the requirements for licensure in the state of Indiana.

**Education Placement**

Graduating seniors in teacher education and alumni seeking positions in both Christian and public schools have an on-campus service to assist them in obtaining such positions through Career Services. Files of both position openings and qualified candidates are maintained for use by employers and by those seeking positions.

**Professional Education Semester**

Each student enrolled in a program leading to a teaching license must plan to include a professional semester during the senior year (typically the fall semester). That entire semester involves the student in full-time, supervised student teaching in an approved public and/or private school. The special education major requires student teaching during the spring semester. Students also have the opportunity to participate in an alternative student teaching placement for the five to seven weeks following the Indiana student teaching placement. These alternative settings may be in an inner-city setting, in another country, or in another approved cross-cultural site.

**Bachelor of Science**

**Elementary Education**

The course requirements are as follows:

- Required Liberal Arts Core courses (18);
- Religion & Philosophy electives (9);
- Natural Science electives (6);
- Social Science electives (9);
- Humanities electives (9);

plus the following:

- ART210 Elementary School Visual Arts
- BSC100/104 Biological Science Survey and Lab
- EDU150 Healthy Lifestyles/Elementary School Child
- EDU327 Methods of Teaching Elementary P.E.
- HIS205 American Journeys
MAT111 Math for Elementary School Teachers
MUE333 School Music for Classroom Teachers
PSY230 Child Psychology
SCI114 Physical Science Survey
SOC110 Introduction to Sociology

**Professional Education Courses:**
EDU110 Foundations of Education
EDU224 Children's Literature
EDU225 Teaching Phonics
EDU233 Emergent Literacy
EDU235 Instructional Methods and Materials
EDU240 Educational Psychology
EDU244 Exceptional Learners
EDU254 Diversity in the Classroom
EDU265 Computer Applications in Education
EDU311 Classroom Management
EDU314 Methods of Teaching Elementary Social Studies
EDU315 Methods of Teaching Elementary Science
EDU316 Methods of Teaching Elementary Mathematics
EDU317 Methods of Teach Elementary Language Arts
EDU332 Professionalism in Teaching
EDU333 Classroom Assessment
EDU334 Developmental/Corrective Reading
EDU430 Philosophy of Education
EDU473 Student Teaching–Elementary
EDU495 Senior Seminar in Education

**Bachelor of Arts**

**Elementary Education**
The course requirements are the same as the B.S. except the student is required to take two semesters of a modern foreign language at the 200 level. A student who has had prior high school foreign language experience could have the language requirements reduced by testing for credit.

**Special Education Major**
The all–grade major in special education meets the licensure requirements of the Division of Professional Standards to teach mild disabilities (learning disabled and mildly mentally handicapped) in all grade levels where special education services are offered. Graduates may also attain employment in agencies and clinics responsible for the education of the handicapped.
The course requirements are as follows:

Required Liberal Arts Core courses (18);
Religion & Philosophy electives (9);
Natural Science electives (6);
Social Science electives (9);
Humanities electives (9);
plus:

One of the following:
PSY230 Child Psychology
PSY234 Adolescent Psychology

Any course with BSC or SCI prefix
EDU150 Healthy Lifestyles/Elementary School Child
MAT111 Math for Elementary School Teachers
HIS205 American Journeys

**Professional Education Courses:**
EDU110 Foundations of Education
EDU225 Teaching Phonics
EDU233 Emergent Literacy
EDU235 Instructional Methods/Materials
EDU244 Exceptional Learners
EDU254 Diversity in the Classroom
EDU265 Computer Applications in Education
EDU316 Methods of Teaching Elementary Math
EDU317 Methods of Teaching Language Arts
EDU332 Professionalism in Teaching
EDU334 Developmental/Corrective Reading
EDU336 Teaching Students w/Emotional Disabilities /Behavioral Disorders
EDU337 Practicum–Intervention Students with ED/BD Elementary Level
EDU338 Practicum–Students with ED/BD Secondary Level
EDU339 Inclusion/Collaborative Teaching
EDU346 Methods for Exceptional Learners
EDU347 Teaching Students with Mild Disabilities
EDU348 Practicum – Elementary Students with Mild Disabilities
EDU349 Practicum – Secondary Teaching Students with Mild Disabilities
EDU362 The Middle School
EDU422 Assessment, Evaluation and Remediation of Students with Special Needs
EDU430 Philosophy of Education
EDU478 Student Teaching–All Grade Special Education
EDU495 Senior Seminar in Education
Non-Teaching Education Minor
For students who expect to work in non–licensed roles, a non–teaching pedagogy minor is available.

Secondary Education
The Secondary Education program offers licensure in Art, Business, English, French, Journalism, Life Science, Mathematics, Spanish, and Social Studies. Students must complete the Liberal Arts 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.

Professional Education Requirements
- EDU110 Foundations of Education
- EDU235 Instructional Methods and Materials
- EDU240 Educational Psychology
- EDU244 Exceptional Learners
- EDU254 Diversity in the Classroom
- EDU265 Computer Applications in Education
- EDU311 Classroom Management
- EDU332 Professionalism in Teaching
- EDU333 Classroom Assessment
- EDU430 Philosophy of Education
- EDU471 Student Teaching
- EDU495 Senior Seminar

Transfer Credits
In order to graduate from Grace College with a major in elementary or secondary education, a student must take at least two methods courses and do student teaching for credit at Grace College.

Transfer students must also take Philosophy of Education for credit at Grace College unless transferring the course from an ACSI–approved teacher education program of higher learning.
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 comprehensive collection of textbooks, tests, and curriculum materials. The collection also includes software, such as games, videos, kits, cassettes, CDs, and study prints. This resource is of particular value while taking methods courses and during student teaching.

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 freshman 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 listed in the Teacher Education Handbook and are available in the School of Education Office. Students with an elementary 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.
COURSES

EDU110 Foundations of Education
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 this profession, e.g., to teach or not, at which level, and in which subject area. Students observe in local schools. Three hours.

EDU224 Children's Literature
A survey of literature for children from preschool through sixth grade, including a study of objective standards or 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. Three hours.

EDU225 Teaching Phonics
A course designed to teach prospective elementary teachers to understand the 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, is presented. Philosophies and strategies for teaching the skills of phonics are included. Prerequisite: EDU110. Two hours.

EDU233 Emergent Literacy
An examination of the recent dramatic changes in the understanding of early literacy development. Course content covers the work of philosophers, educators, psychologists, and researchers who have described how young children learn and how the implications of these works influence instruction and the need for a balanced approach towards literacy development. Emphasis is on development of literacy through language and listening, reading, and writing while integrating skills from the other curriculum content areas. Prerequisites: EDU110. Three hours.

EDU235 Instructional Methods and Materials
Required of all education majors before professional education courses can be taken. Common elements are taught to both elementary or secondary majors with techniques specific to each covered. Students develop a repertoire of methods and strategies appropriate to their major and teaching level. Readings and research reports in current literature supplement the classroom instruction. Field experience and microteaching are required. Sophomore year. Prerequisite: EDU110. Two hours.

EDU240 Educational Psychology
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. Two hours.

**EDU244 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: EDU110. Three hours.

**EDU254 Diversity in the Classroom**
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 child in the classroom setting. Two hours.

**EDU265 Computer Applications in Education**
The student develops an understanding of and an appreciation for the place of the computer in the classroom and develops a repertoire of methods and strategies for using the computer that is appropriate to the major and grade level specialty. Encounters with and application of ISTE standards and the Indiana State Academic Standards are part of the course. Prerequisite: EDU110. Three hours.

**EDU311 Classroom Management**
A survey of strategies, techniques, and skills for managing a classroom to facilitate student learning. This course is taught on campus and in local school settings and, through the use of modern technology, candidates observe P-12 classrooms as they are in session. Time is also spent with local classroom teachers for question-answer sessions. Prerequisite: EDU110. Three hours.

**EDU314 Methods of Teaching Elementary Social Studies**
An evaluation of methods and materials needed for teaching social studies. Individual and group units of study are prepared. Prerequisites: EDU110, EDU235. Two hours.
**EDU315 Methods of Teaching Elementary Science**
This course includes a study of learning theories, various teaching techniques, curriculum materials, the development of process skills and laboratory work. Prerequisites: EDU110, EDU235. Two hours.

**EDU316 Methods of Teaching Elementary Math**
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 instruction in mathematical concepts, skills, and understanding are developed along with the content. Prerequisites: EDU110, EDU235. Three hours.

**EDU317 Methods of Teaching Elementary Language Arts**
A course teaching instructional strategies in the areas of oral and written communication, listening, spelling, and handwriting. There is concentration on collecting ideas and materials. Students observe in local schools. Prerequisites: EDU110, EDU235. Three hours.

**EDU321–323 Practicum in Individualized Instruction**
An opportunity to provide individual instruction. Prerequisites: EDU110, EDU235, sophomore standing and department approval. One to three hours.

**EDU332 Professionalism in Teaching**
Exposure to and experience with professional societies in education, community agencies and legal concerns. Addresses INTASC and DPS standards for the teacher’s professional role. Prerequisite: EDU110. Two hours.

**EDU333 Classroom Assessment**
An investigation of measurement theory and its practical application and limitations in the classroom. A major emphasis is placed upon the construction and analysis of tests and other evaluation tools used by the classroom teacher. Prerequisite: EDU110. Two hours.

**EDU334 Developmental/Corrective Reading**
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. Students participate in teaching and testing in the local schools. Prerequisites: EDU110, EDU235, sophomore or junior standing. Three hours.

**EDU336 Teaching Students with Emotional Disabilities and Behavior Disorders**
This course deals with issues of definition, incidence, and prevalence. Classification systems are identified along with the key conceptual models. Planning procedures and strategies are reviewed for improving behaviors and teaching socialization. Prerequisite: EDU110. Three hours.
EDU337 Practicum—Intervention for Students with ED/BD at the Elementary Level
Practical application of the content in EDU336. Note: All special education field experiences involve assignments for 30–40 hours/semester. Students are assigned to a special education class, resource room, and itinerant teacher or community agency serving exceptional children. Prerequisite: EDU110, EDU336. Two hours.

EDU338 Practicum—Intervention for Students with ED/BD at the Secondary Level
Practical application of the content in EDU336. Prerequisite: EDU110, EDU336. Two hours.

EDU339 Inclusion and Collaborative Teaching
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: EDU110. Three hours.

EDU346 Methods for Exceptional Learners
This course focuses on the educational organization, curricular modifications, materials and techniques of management as dictated by learning and behavioral characteristics, and individualized instruction in the education about the strengths and weaknesses of the learning disabled. Prerequisites: EDU110, EDU347. Three hours.

EDU347 Teaching Students with Mild Disabilities
An in-depth study of children’s learning disabilities: identification, remediation, etiologies, development, assessment, and socio-legal educational implications. Prerequisite: EDU110. Three hours.

EDU348 Practicum—Mild Intervention at the Elementary Level
Practical application of the content in EDU110, EDU346, EDU347. Two hours.

EDU349 Practicum—Mild Intervention at the Secondary Level
Practical application of the content in EDU110, EDU346, EDU347. Two hours.

EDU362 The Middle School
This course is designed to give the student an introduction to middle school theory and practice. Specific characteristics of the middle school are studied with application where appropriate. Topics include middle school philosophy, the role of the students, teachers, and parents, the curriculum, middle school organization, and the structure for activities. Much of the course is dedicated to describing academic effectiveness and developmentally appropriate strategies. Prerequisite: EDU110. Three hours.
EDU364 Middle School Methods and Practicum
Designed to provide the prospective middle school teacher with an in-depth understanding of the principles and practices unique to the middle school. Practical guidelines are presented and implemented by the student. Specific topics include curriculum development, lesson preparation, meeting individual differences, implementing instructional strategies, using aids and resources, classroom management, and evaluation techniques. Field experience is required. Prerequisites: EDU110, EDU235, EDU362. Three hours.

EDU381-383 Readings in Education
Particularized work is assigned in order for the student to investigate topics or problems in-depth. Open to advanced education majors only. One to three hours.
EDU422 Assessment, Evaluation and Remediation of Students with Special Needs
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. Prerequisites: EDU110, EDU336, EDU337, EDU338, EDU339, EDU347, EDU348, EDU349. Three hours.

EDU430 Philosophy of Education
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. An ACSI approved course. Prerequisite: senior standing, and preferably student teaching completed. Two hours.

EDU471 Student Teaching— All Grade
A program of full-time student teaching for an entire semester, including experience at both elementary and secondary levels. Twelve hours.

EDU473 Student Teaching—Elementary
A program of full-time teaching experience for an entire semester. The time is spent primarily at one grade level, but there are experiences at other grade levels. Twelve hours.

EDU475 Student Teaching—Secondary
A program of full-time teaching experience for an entire semester. Twelve hours.

EDU478 Student Teaching—All Grade/ Special Education
A program of full-time teaching experience for an entire semester. Twelve hours.

EDU480 Elementary or Secondary Student Teaching with an Alternative Student Teaching Placement
A program of full-time student teaching, including a placement in both a local school and in a cross cultural setting. Twelve hours.

EDU481–489 Extended Student Teaching
A program of student teaching tailored to meet individual student needs beyond those met in the regular student teaching experience. Prerequisite: at least one of the following: EDU470, EDU471, EDU473, EDU475, EDU478 or EDU480. One to nine hours.

EDU495 Senior Seminar in Education
A seminar for teacher education majors during their student teaching experience. This course deals with a variety of topics and issues especially germane to candidates who are about to enter the teaching profession. The competencies of reading, writing, speaking, critical thinking and worldview development are embedded in this course. Requirement: currently enrolled in student teaching or by permission. Two hours.