

School of Education

**GRACE COLLEGE & GRACE THEOLOGICAL
SEMINARY CATALOG 2026-2027**



School of Education

INTRODUCTION

The School of Education offers undergraduate elementary (grades K-6), secondary (grades 5-12), and all-grade (grades P-12) degree programs in addition to a dual licensure program in elementary education and special education (grades P-12). Additional licensure in special education at the graduate level is also available.

An alternative program, Transition to Teaching, is a graduate-level, non-degree licensure program aimed at serving 21st-century, post-baccalaureate candidates seeking to expedite their elementary or secondary educator training toward licensure.

Cheryl Bremer, Ed.D., Dean

PURPOSE STATEMENT

The mission and purpose 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. The mission is to develop the *Teacher as Moral Practitioner* as a productive and redemptive educator in the world. 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.

GOALS

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 following goals aligned to the Interstate Teacher Assessment Consortium (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.

ACCREDITATIONS

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 state and/or national recognition from their professional association.

FACULTY

Cheryl L. Bremer, Ed.D., Dean
Rachael L. Hoffert, Ed.D.
Laurie Owen, Ed.D.
Courtney Thrasher, M.Ed.
Kevin Voogt, Ph. D.

Part-Time Instructors

Kylie Hollar, M.Ed.
Nina Lantz, M.Ed.
Ashley Weaver, M Ed

Degrees

UNDERGRADUATE DEGREES

Majors

Elementary Education
Teaching All Learners (Dual licensure in Elementary Education/Mild Intervention)
Secondary Education
 Business Education
 English Education
 French Education
 Life Science Education
 Math Education
 Social Studies Education
 Spanish Education

Minors

Pedagogy