

Departments of Elementary, Secondary & Special Education

GRACE COLLEGE & GRACE THEOLOGICAL
SEMINARY CATALOG 2026-2027



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

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

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 Practioner* 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.

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.

PROGRAM LEARNING OUTCOMES

To reflect the unique preparation of the Teacher as Moral Practitioner and align with national accreditation standards, all departments in the School of Education strive to meet the following program learning outcomes:

1. **Understanding the Learner:** The Teacher as Moral Practitioner identifies and responds to individual social, emotional, and learning needs by designing a differentiated unit plan using the UDL framework.
2. **Knowing Content:** When given the CORE Professional Tests, the Teacher as Moral Practitioner demonstrates relevant content and pedagogical knowledge by earning a passing score on all subtests.
3. **Designing, Implementing, & Interpreting Assessments:** When given an authentic classroom profile that includes student data and contextual factors, the Teacher as Moral Practitioner designs and implements formative and summative assessments that are aligned with the standards, differentiated for student differences, and informed by student data.
4. **Planning for Instruction:** The Teacher as Moral Practitioner designs instruction that is aligned to state standards, incorporates formative and summative assessments, and includes a teaching sequence that leads to successful independent practice.
5. **Impacting Student Learning:** The Teacher as Moral Practitioner provides authentic credible evidence of his/her ability to facilitate student learning by designing and implementing an instructional unit that includes standard-aligned learning goals, an assessment plan, a sequence of instructional plans as well as analysis and interpretation of learning.
6. **Demonstrating Professionalism and Collaboration:** The Teacher as Moral practitioner demonstrates professionalism and collaboration within the student teaching experience through reflective practice, contributions in collaborative planning, and adherence to professional expectations of the classroom and college supervisor.
7. **Reflecting a Moral Practitioner:** The Teacher as Moral Practitioner consistently demonstrates patterns of behavior that reflect Character, Competence and Service throughout his/her candidacy in the School of Education.
8. **Embodying a Moral Practitioner:** The Teacher as Moral Practitioner articulates biblical principles and patterns of thoughts and behavior that reflect key Academic Faith Integration themes addressed throughout the teacher education program.

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 150+ 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 150 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 with additional support from the Secondary Chair.

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 consists of 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 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 fulfilled 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. 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 pass 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 I

SED 1120 Foundations of Mathematics II

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 I

SED 1120 Foundations of Mathematics II

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 1110 Foundations of Mathematics II*
- 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 4600 Methods of Secondary Content
- SED 4700 The Moral Practitioner
- SED 4900 Student Teaching and Seminar
- *Required for Secondary Mathematics**
- **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 5300 Ethics of Teaching and the Learner
- SED 5310 Instructional Planning for All Learners
- 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 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 5395 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 at the candidacy level 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. Both content and field experiences are aligned with the missions of Grace College and the School of Education. A grade of B- or better is required to continue on toward 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. Multi-tiered systems within the general education setting will be explored. Students will learn technology skills and culturally responsive teaching to enhance student learning. Prerequisites: SED 2600, and candidacy status. Three hours.

SED 2400 Teaching Exceptional Learners

This course is designed for prospective teachers, elementary or secondary, and any interested persons working with children at home or in social agencies. The intent is to develop an introduction to children with exceptionalities and practical strategies to assist these children, especially in an educational setting. This course will examine the types of exceptionalities, the laws that apply to them, as well as adaptations and special services that are provided to them in a regular classroom setting and in alternative educational settings. Prerequisite: SED 1000. Three hours.

SED 2500 Teaching in a Pluralistic Society

The course consists of cooperative teaching and learning. The instructor's role is that of a facilitator, rather than a "giver" of knowledge. There are lectures, small and large group discussions of readings and related information, writing, and research focusing on issues of diversity in schools. To better appreciate the influence of culture on behavior and values, students explore their own diversity through written and/or group discussions and inquire into the cultural diversity of school populations in Indiana and surrounding regions. Among the topics included in this study are multicultural education, social classes and socioeconomic status, ethnicity and race, gender, religion, language, community involvement, curriculum, justice, privilege, and other relevant topics that relate to multicultural concerns. Prerequisite: SED 1000. Three hours.

SED 2600 Teaching and Learning

This course provides you with a theoretical, research-based background for classroom instructional and assessment strategies you will be implementing in your teaching. Key issues discussed will include how people learn, instructional planning, how we successfully assess student learning, and how our instruction and assessment strategies can lead to improved student learning and increased motivation to learn. 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 lessons utilizing formative and summative assessment tools. Candidates will understand how these assessments inform the teaching and learning process. Prerequisites: candidacy status. Three hours.

SED 4700 The Moral Practitioner

This course is an introduction to critical thinking 1 as a fundamental process instrumental in applying philosophy to the craft of teaching. Various topics that deal with classroom concerns, student teaching experiences are discussed each week. Topics include: school law, interviewing, résumé construction, best practices, and classroom management. Candidates will complete the TWS designed to help the teacher education candidates continue their development as reflective practitioners by systematically documenting and analyzing student learning. This course is an introduction to critical thinking2 as a fundamental process instrumental in applying philosophy to the craft of teaching. The course is a systematic study of the philosophy of education and the ethics that undergird the profession. Both secular and Christian philosophical views are examined. Candidates also integrate elements of a chosen set of philosophical beliefs to sharpen their competence as a professional. Candidates interact with key stakeholders associated with the craft of teaching. Describing the work of moral practice is part of the activities of the course. 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 higher. 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 I

The first of two courses investigating a variety of topics necessary for future elementary school teachers. Topics covered focus on numbers and operations, including place value, algorithms for whole numbers, decimals, and fractions with a focus on children's mathematical thinking. Three hours.

SED 1110 Foundations of Mathematics II

This is a continuation of SED 1110. Topics include measurement, geometry and algebraic thinking, with a focus on children's mathematical thinking. Three hours.

SED 3310 Literacy I (Foundations of Reading)

This course begins by introducing candidates to the definition of the Science of Reading (SoR) using the Reading League's SoR Defining Guide. Candidates analyze the National Reading Panel Report and reflect on how the five main components of reading recognized in the report relate to the reading process. Candidates are introduced to the language centers in the brain and how language and visual regions are utilized throughout the reading process. This course emphasizes phonological awareness, the alphabetic principle, phonics, and fluency. Code-emphasis instruction is understood and practiced. A structured literacy plan is utilized to apply knowledge in a clinical tutoring format supervised by the course professor. Prerequisites: candidacy status. Three hours.

SED 3320 Literacy II (Literature and Writing)

The content of this course builds on previous learning from SED 3310. This course includes an understanding of the Simple View of Reading and Scarborough's Reading Rope. Connections between fluency, listening comprehension, vocabulary and reading comprehension are understood. Interactive read alouds are utilized in fieldwork as an evidence-based practice for increasing the language comprehension strand of reading. The second half of the course focuses on developmental writing instruction. Sedita's (2019) Writing Rope and Ehri's Phases of Reading and Spelling Development anchor writing instruction coursework. Prerequisites: SED 3310 and candidacy status. Three hours.

SED 3330 Literacy III (Diagnosis and Correction)

The content of this course builds from previous learning in SED 3310 and SED 3320. Candidates will understand reading difficulties and how the difficulties relate to the four-part processor for word recognition. The MTSS process is introduced with the

study and practice of explicit and systematic interventions utilizing encoding and decoding strategies. Candidates analyze data from Curriculum Based Measures and write a structured intervention plan aligned to the Science of Reading. Candidates will also grow in their understanding of explicit vocabulary and comprehension instruction. Candidates will apply knowledge through tutoring and in the elementary classroom setting. In addition, there are fifteen hours of clinical work in an elementary classroom. Candidates will teach whole class and small group literacy lessons. Prerequisites: 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 exposes students to philosophies and instructional strategies used to teaching math to elementary students. There will be a concentration on collecting ideas, activities, materials, and resources for teaching math. Opportunities to teach math in an elementary school setting will also be provided. Prerequisites: SED 1110, SED 2200, SED 2600, candidacy status. Three hours.

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

This course dives into the unique world of elementary science, health, and physical education. Each content area poses unique challenges for teachers in today's classrooms. An educator's unique role allows them to pique interest and foster curiosity in these often-overlooked content areas. As a part of this class, candidates will explore the learning process and student achievement in each specific content area. Focus on inquiry-based instructional planning and delivery will develop the candidates' ability to plan and deliver standards based, data driven differentiated instruction that engages ALL students in the science, health and physical education curricula. Candidates will dig into resources including technology as they apply to driving content and process learning. The classroom environment, management system, and assessment tools specific to each content field will be identified and applied. K-6 content standards for science, health and physical education will be reviewed. Candidates will be engaged in focused instruction and application of STEM based educational practices. Prerequisites: SED 2200, SED 2600, 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

Methods of Language Arts is considered the literacy application capstone course. This course reviews knowledge from SED 3310, 3320, and 3330. The course includes an understanding of Core Reading Programs. Candidates review samples of Core Reading Programs using a SoR lens. Candidates learn how to strengthen lessons using explicit instruction strategies. Candidates showcase their learning in a Core Curriculum project. Candidates spend one full day a week in a clinical setting planning and teaching reading, writing and word work plans in an elementary classroom. Prerequisites: SED 2200, SED 2600, candidacy status. Three hours.

SED 4311 Language Arts 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 higher in SED courses, unless otherwise noted. All elementary education coursework required in addition to the following:

SED 2410 Policy & Practices in Special Education

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. Practices covered include least restrictive environment, response to intervention, and the IEP process. Prerequisite 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 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 2400 and SED 2410. Credit

SED 3410 Teaching Students with Emotional and Behavioral Problems

This course deals with issues of definition, incidence, and prevalence. Classification systems are identified along with key conceptual models. Planning procedures and strategies are identified for student behavior management. Prerequisite: SED 2400, 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 2400 and SED 2420, candidacy status. Credit

SED 3420 Inclusion & Collaboration

The purpose of this course is to teach prospective teachers the skills necessary to work collaboratively with other school professionals to support students with special needs within the general education setting. This course provides a study of the integration of special education in the regular classroom setting. Service delivery models are identified and explored. Collaborative procedures, inclusionary practices, special services, and instructional modifications are discussed to support and meet the needs of students with special needs in general education classes. Prerequisite: SED 2420. Three hours.

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

This course is designed to focus upon the practical application of various types of assessment tools used in schools along with first-hand knowledge about administering tests, interpreting test results, writing comprehensive reports, making recommendations from the data gathered, and presenting those results to parents/case conference committee members in a clear, concise, and understandable manner. This course has two components. The first component presents an overview of the most important concepts, statistics, and terms one needs to know to understand the assessment process. The second component takes a candidate step-by-step through the assessment process as it occurs with the school setting. Candidates will be required to administer a battery of achievement tests to an elementary (no lower than Grade 2), school age student which will include scoring tests, interpreting results, writing a comprehensive report of test results, and recommending accommodations, modifications, and/or “scientific, research-based” interventions for the teacher and/or

parent based upon the child's test results. The candidate must also meet with the instructor to provide feedback results, as if giving them to a parent. Prerequisite: SED 2400, 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 will be 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. 36-hour practicum in secondary special education is also required. Prerequisite SED 2420. 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 offered to help the preservice teacher understand the special characteristics of early adolescents and adolescents and their school settings (middle and high school). Prerequisites SED 2200, SED 2600, candidacy status. Three hours. Topics to be covered may include:

1. Adolescent development and issues faced by early adolescents and adolescents
2. Concepts in the middle and high school, and the secondary school curriculum
3. Planning, instruction, assessment, and other strategies used at the secondary school level
4. Classroom leadership and management in middle and high schools
5. Involving the community as resources
6. Understanding the counseling aspects of teachers and counselors

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 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 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 2200, SED 2600, SED 3600, candidacy status. Three hours.

SED 4650 Teaching Methods of Secondary Mathematics

This course is designed to address the needs and concerns of students preparing to teach mathematics in grades 5-12. The structure of this methods course is organized around Standards for IDOE Developmental Secondary Educators and NCATE/NCTM Standards for Initial Preparation for Mathematics Teachers. Though the course does not promote a particular methodology, it presents principles of learning from which teachers can draw as they make decisions about instruction. Students will discover practical ideas for teaching mathematics, as well as background information to help formulate their own hypotheses about student learning and retention, in an effort to stimulate a desire to further research the field and contribute to the theory building process. In today's classroom with diverse learners and varied curricular options, teachers must have a repertoire of teaching practices grounded in their research and knowledge base. Mathematics teachers serve as facilitators to develop students' problem-solving skills and can create classroom environments of collaboration, cooperation and inquiry through social interactions, technology usage, multiple representations, and a variety of appropriate instructional strategies. Prerequisites: 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 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 2200, SED 2600, SED 3600, candidacy status. Three hours.

SECONDARY EDUCATION COURSE TOTAL: 6 credits

TRANSITION TO TEACHING (ALTERNATIVE LICENSURE PROGRAM)

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 Elementary Clinical Practices; Student Teaching with Seminar

This 15-week course prepares teacher candidates for entry into the profession through a combination of online seminar and clinical experiences. The online seminar addresses a variety of relevant topics and issues, providing a theoretical foundation for practical application in the classroom. These topics include effective teaching strategies, classroom management techniques, curriculum development and assessment, legal and ethical responsibilities of teachers, engaging with families, and teacher mental health within the elementary school setting. There are two clinical experiences: a 5-week field-based practicum in a K-6 school setting, and a 10-week field-based full-time student teaching experience. If the candidate is teaching in their own classroom, both clinical experiences may be fulfilled in the candidate's classroom. Additionally, a Teacher Work Sample (TWS) with a passing grade of C or better is required for successful completion of the course. Six credit hours.

SED 5395 Secondary Clinical Practices; Student Teaching with Seminar

This 10-week course prepares teacher candidates for entry into the profession through a combination of online seminar and clinical experience. The online seminar addresses a variety of relevant topics and issues, providing a theoretical foundation for practical application in the classroom. These topics include effective teaching strategies, classroom management techniques, curriculum development and assessment, legal and ethical responsibilities of teachers, engaging with families, and teacher mental

health within the secondary school setting. The clinical experience is comprised of a 10-week field-based full-time student teaching experience. If the candidate is teaching in their own classroom, the clinical experience may be fulfilled in the candidate's classroom. Additionally, a Teacher Work Sample (TWS) with a passing grade of C or better is required for successful completion of the course. Six credit hours.

**ELEMENTARY EDUCATION TRANSITION TO TEACHING TOTAL PROGRAM
HOURS – 24**

**SECONDARY EDUCATION TRANSITION TO TEACHING TOTAL PROGRAM
HOURS – 18**