



Teacher Education

# Handbook

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Office of the Director of Teacher Education  
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## **I. GENERAL INFORMATION**

### **A. Introduction**

This handbook describes the main aspects of teacher education at Goshen College. Students and advisors will find the information helpful in understanding the design, scope and requirements of the teacher education programs.

### **B. Goshen College Mission Statement and Desired Outcomes**

Goshen College is a four-year liberal arts college dedicated to the development of informed, articulate, sensitive, responsible Christians. As a ministry of the Mennonite Church, we seek to integrate Christian values with educational, social and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual and social growth in every person. We view education as a moral activity that produces servant-leaders for the church and the world.

At Goshen College we intend to create a community of faith and learning built on five core values: Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking, and global citizenship. In our academic program and campus life students will develop the knowledge, skills, and values for:

A life that is CHRIST-CENTERED, with

- a reflective faith that nurtures spiritual growth in individual and corporate contexts.
- an active faith that informs an individual's experience and choices in all aspects of life.

A life of PASSIONATE LEARNING, through

- the mastery of a major field of study as the basis for life-long learning, service, relationships, and work in a socially and culturally diverse context.
- an extensive foundation of knowledge, skills, and dispositions derived from a liberal arts curriculum that inform an appreciation for and critical understanding of human experience and cultural variety.

A life of SERVANT LEADERSHIP, based on

- a leadership ability that empowers self and others.
- a healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability.

A life of COMPASSIONATE PEACEMAKING with

- a personal integrity that fosters the ability to resolve conflict and to promote justice.
- a commitment to diversity in all of its forms both conceptually and in practice.

A life of GLOBAL CITIZENSHIP with

- an intercultural openness with the ability to function effectively with people of other worldviews.
- a responsible understanding of stewardship for human systems and the environment in a multicultural world.

Goshen College's academic program is integrated into all aspects of college life, curricular and co-curricular. We encourage students to learn and grow beyond the parameters of their discipline-based training, to recognize the powerful connection between the disciplines, and between the education of the mind, body, and spirit.

**C. A Model of Teacher Education at Goshen College**

Figures 1 and 2, along with the theme, guiding principles and core dispositions below outline the framework for Goshen College's teacher education programs.

**1. Theme: Teachers and Students Constructing Meaning in a Changing World**

**2. Guiding Principles:**

Our teacher education department faculty members seek to graduate teachers who interact with their students and the content they teach in order to construct meaning for living responsibly in a changing world. We therefore invite our teacher education students to...

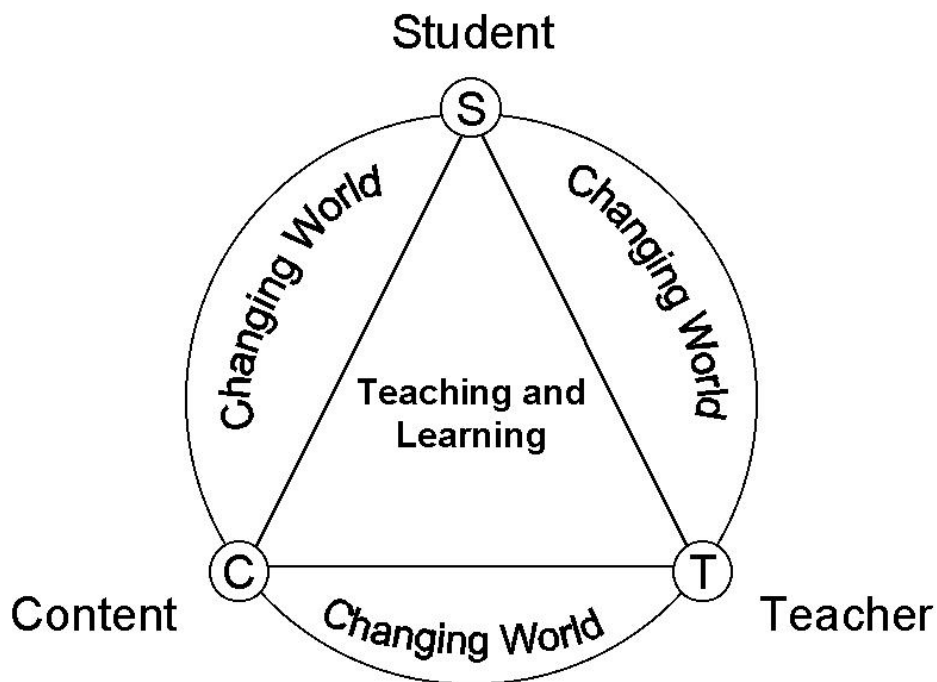
- Comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) across disciplines, and c) to students' lives.
- Communicate effectively in a variety of sign systems: e.g. verbal, nonverbal, written, mathematical and media communication.
- Build a learning community based on the diversity of students' background and the ways in which they learn by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students and c) advocating for alienated and powerless students.
- Flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines and of multiple perspectives.
- Manage a classroom effectively, incorporating principles of peacemaking, in a wide variety of settings.
- Sense a strong call to serve and to nurture students from a social justice perspective.
- Develop a sense of self as an educational facilitator and leader who continually reflects on her/his teaching in reference to her/his guiding principles.
- Establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment and to promote cross-cultural interactions.

Students' professional development will be evaluated on the above guiding principles, which are aligned to the ten INTASC Standards.

**3. 10 Core Dispositions**

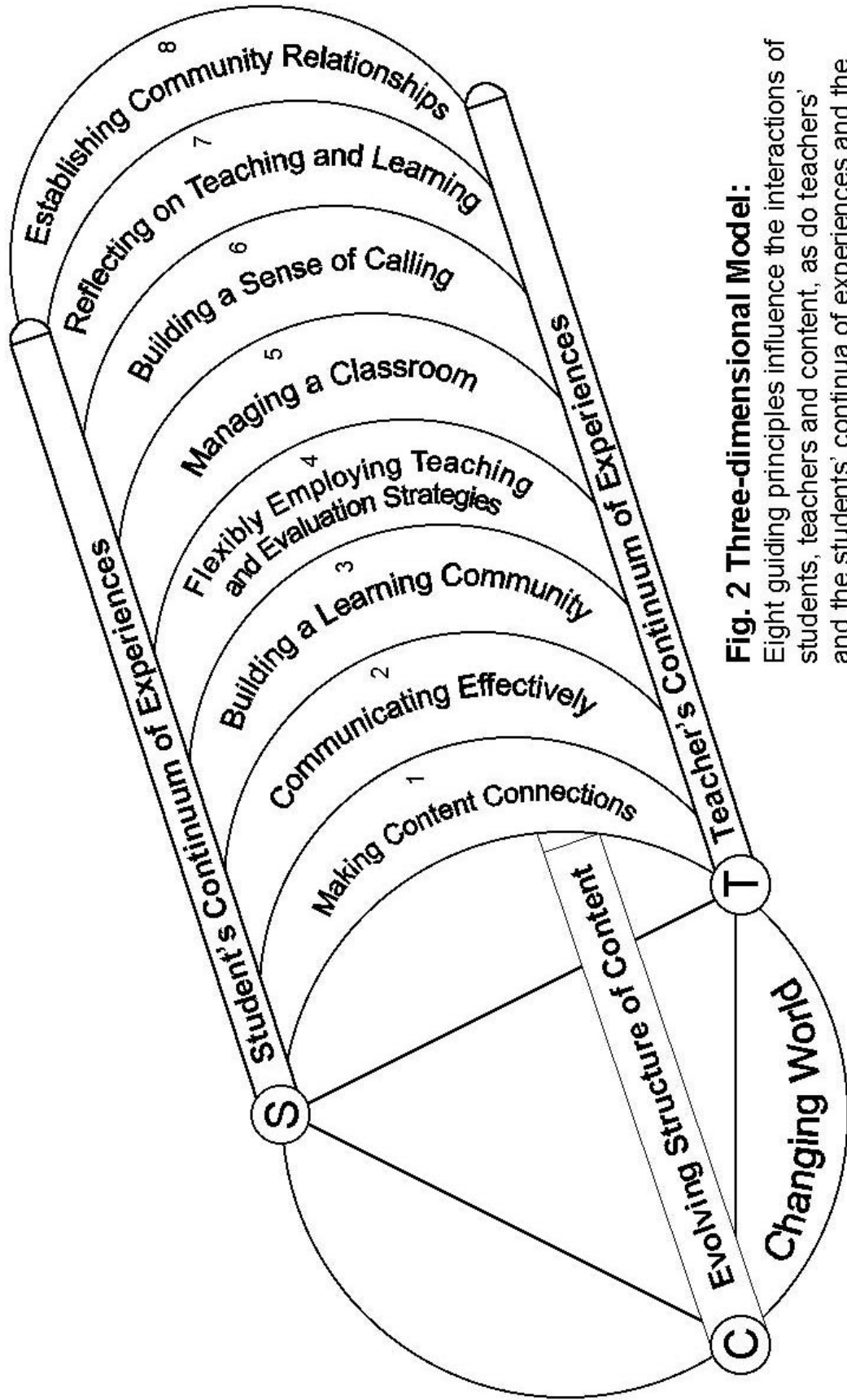
- All students can learn.
- Learning occurs in a variety of ways.
- Professionalism is important and includes self reflection and enthusiasm for learning, as well as establishing strong working relationships with all stakeholders.
- Staying current in knowledge and skills is important for teachers.
- Knowledge about content and developmental stages is important for teachers.
- Teaching responses, plans and assessments are important for each individual student.

- Classrooms should honor cultural diversity and look and feel inviting to all students.
- Open, honest communication is important with everyone in the learning environment fosters relationships with school colleagues.
- Team planning and team learning are important activities
- Students have a right to privacy and confidentiality



**Fig. 1 Two-dimensional Model:**

Teachers and students interact with content in order to construct meaning for living responsibly in a changing world.



**Fig. 2 Three-dimensional Model:**

Eight guiding principles influence the interactions of students, teachers and content, as do teachers' and the students' continua of experiences and the evolving structure of content.

#### **D. Accreditation**

Goshen College is accredited by the North Central Association of Colleges and Secondary Schools and is authorized by the Indiana Office of Educator Licensing and Development (OELD) to prepare teachers for elementary and secondary schools. The National Council for Accreditation of Teacher Education (NCATE) has accredited Goshen College's teacher education since 1954. In February 2005, NCATE re-accredited Goshen's program.

#### **E. Teacher Education Assessment System**

There are four checkpoints in the Goshen College Teacher Education Assessment System. For each checkpoint, there are a number of criteria and a variety of assessment tools. The goal of the Assessment System is to assure clear communication between the Teacher Education Department and students about expectations of each checkpoint. Becoming a teacher is a developmental process and the Teacher Education Department wants to be supportive of students in providing formative and summative assessment along the way to each student. Pre-service teachers need to successfully pass each checkpoint to continue in the Teacher Education program.

#### **1. Checkpoint #1 - Admission to Teacher Education**

##### **a. General Information**

Students seeking admission to a teacher education program are expected to complete an application form, available from the teacher education office, Room 115B, Church-Chapel. Students generally apply for admission when enrolled in Educ 201 Foundations of Education. Transfer students who have taken the equivalent of Educ 201 at another college are to obtain, complete and submit the application form before the end of their first semester at Goshen.

Applications are reviewed and acted on by the teacher education faculty, with counsel from the Teacher Education Advisory Council. Factors considered in reviewing the application include: high school record, test scores, scholarship, performance in early fieldwork (e.g. Educ 201), physical and mental health, social competence, references, experience record with children and youth, and a written statement of why the applicant wants to become a teacher.

To be fully admitted to teacher education the applicant must maintain a grade point average (GPA) of 2.5 or above overall. Students must also maintain a GPA of 2.8 or above in the content area the applicant pursues. Students are expected to earn grades of C or better in all courses in their teaching content areas; when they do not they will be expected to repeat the course(s). Secondary education candidates must pass all general education communication skills requirements with a C or better in addition to content area courses. In a case where a candidate who has a GPA between 2.0 and 2.5 seeks admission to teacher education, she/he may qualify for conditional admission if she/he:

- Has been out of college two or more years.
- Has a favorable recommendation indicating academic potential, including approval from a faculty member in the department of the content area in which the applicant wants to teach, or in the education department if the major is elementary.
- After returning to college maintains a GPA of 2.5 overall and 2.8 in the teaching major.

- Completes the Pre-Professional Skills Tests (PPST) in Reading, Writing and Mathematics and meets Indiana minimum requirements or provides evidence of a composite SAT score of 1100 or above or ACT composite score of 24 or above.

Applicants who do not provide evidence of an SAT composite score of 1100 or above or an ACT composite score of 24 or above are to take the PPST as soon as they have completed Educ 201 and are required to have completed it before their junior year; those beginning in a teacher education program after their sophomore year are to take the exams on the first possible date. The department of education will not act on an application until the applicant completes the PPST. Details of the PPST tests are on page 10 & 11.

When the Teacher Education Department decides that an applicant does not meet admission requirements, s/he may reapply at a later date, if in the meantime s/he takes steps necessary to meet the requirements, e.g. to raise her/his GPA to 2.8 or higher in the content area and to meet PPST cut-off scores of 176 for Reading, 172 for Writing and 175 for Mathematics. An applicant who is denied admission to teacher education may appeal the decision to an ad hoc committee consisting of the director of teacher education, her/his academic adviser, and a third educator of her/his choice. If the ad hoc committee decides the student should be admitted to teacher education, the Education Department will uphold the decision. If the committee upholds the original denial of admission to teacher education, the applicant may appeal the decision through the Goshen College grievance procedure.

Admission to teacher education is a prerequisite for enrolling in Educ 304/308 Elementary Curriculum Studies: Social Studies and Science or Educ 314 Secondary School Curriculum and Instruction.

**b. Membership in Professional Education Organizations**

Each Goshen College student who is admitted to a teacher education program is expected to join one or more professional education organizations before applying for admission to the teacher education program. Most organizations have reduced rates for student members. Membership generally includes subscriptions to professional journals and reduced registration at state, regional and national conventions. After you join an organization please attach a copy of your membership card or receipt to your teacher education application form. Membership in at least one professional organization is expected to be maintained throughout the candidate's teacher preparation program. It is suggested candidates join the professional organization of their content area.

**c. Portfolios**

Each teacher education student is to begin a "working portfolio" organized around the 8 Guiding Principles in Educ 201 Foundations of Education. Transfer students who have taken the equivalent of Educ 201 at another institution must begin a portfolio in their first semester at Goshen College. A workshop will be given in the fall to help facilitate this process for transfer students. Students who do not attend the workshop will still be held accountable for their portfolio development. She/he is to add documents to her/his working portfolio throughout the teacher education program. The portfolio is reviewed by education faculty at the end of Educ 201, and at the end of Educ 314 (secondary) or Educ 304/308 (elementary). In the

Elementary and Secondary Education Seminars immediately after student teaching each student submits her/his portfolio for evaluation by a panel of college faculty and in-service teachers.

**d. Technology Competency**

Professors in education courses make assignments assuming a certain level of technological competence. Proficiency is assumed in the following areas: general terminology, use of e-mail, ability to navigate the internet, ability to edit a word processing document, use of multimedia software (such as digital cameras, scanners, editing digital images, etc.), use of PowerPoint, ability to create and add to a blog, and creating and manipulating a spreadsheet. If the student is not proficient in these areas, s/he may get help from lynda.com or from ITS (in the Schertz Computer Lab). Gaining proficiency is the responsibility of the student.

**e. Transfer Credits**

Because the field of education is continually changing, education courses taken more than 15 years prior to admission to the program will not be accepted for transfer credit.

**2. Checkpoint #2 - Admission to Student Teaching**

**a. General Information**

Students planning to enroll in student teaching are required to submit a written application, available in the teacher education office. Before an application is approved, the student must (1) complete prerequisite courses, (2) maintain an overall GPA of 2.5 and a GPA of 2.8 in the student's content area, (3) have completed all courses in the content area with grades of at least a C (4) obtain approval by the content area department and, (5) complete the cultural diversity workshops or field trips from the curriculum studies courses, (6) have supportive references from field placement courses that would suggest the student has dispositions that would allow her/him to be successful.

Using the above criteria, the directors of student teaching, in consultation with other education faculty approve/deny applications for admission to the student teaching semester. An applicant who is denied admission to student teaching may appeal the decision to an ad hoc committee consisting of the director of student teaching, her/his academic advisor, and a third educator of her/his choice. If the ad hoc committee decides the student should be admitted to student teaching, the Education Department will uphold the decision. If the committee upholds the original denial of admission to teacher education, the applicant may appeal the decision through the Goshen College grievance procedure.

Prerequisites for the student teaching semester for elementary education majors are:

Educ 201	Foundations of Education
Educ 300	Exceptional Learners: Elementary**
Educ 301	Curriculum Studies: Math
Educ 303	Literacy I: Developmental Literacy
Educ 304	Curriculum Studies: Social Studies
Educ 307	Children & Adolescent Literature

Educ 308	Curriculum Studies: Science
Educ 310	Educational Psychology: Elementary
Educ 341	Mild Disabilities I*
Educ 343	Mild Disabilities II*
Educ 344	Adaptation and Assessment
Educ 406	Literacy II: Diagnostic Literacy
Praxis II	Praxis II tests must be taken and scores submitted to the education office by August 1.

\* Pre-requisites for the student teaching semester for Special Education majors

\*\* Pre-requisite for Educ 341/343

Secondary (9-12), senior high/junior high/middle school (5-12) and (K-12) education students must complete the following courses prior to the student teaching semester:

Educ 201	Foundations of Education
Educ 302	Exceptional Learners: Secondary
Educ 309	Educational Psychology: Secondary
Educ 314	Secondary Curriculum & Instruction
Educ 321	Middle School Curriculum & Instruction
Educ 401	Child Development Practicum (K-12)
Praxis II	Praxis II tests must be taken and scores submitted to the education office by August 1.

Transfer students are expected to be in residence one full semester before they are admitted to student teaching. As a part of the above courses, all students will have completed a case study, a thematic unit plan, a classroom management assignment, and assessments of lesson plans.

**b. Student Teaching Placement**

Student teaching is the culminating activity in the professional sequence in teacher education. This shall consist of a minimum of twelve weeks of full-time student teaching in the elementary, middle, or secondary school. All student teaching is arranged through the teacher education office in approved schools within a 30-mile radius of Goshen College and is supervised by qualified classroom teachers and college supervisors. The teacher education department does not support special requests for placement in other geographical locations, except for Mennonite schools or The Chicago Center.

**c. Praxis II Tests**

All candidates are required to take the Praxis II tests for their content area **prior** to student teaching. Scores must be reported prior to the first day of student teaching, therefore, tests must be completed in the spring or early summer.

**3. Checkpoint #3 – Completion of Student Teaching**

Students will pass student teaching if they have successfully: (1) met the expectations for all Guiding Principles through four written observations by their college supervisor (2) completed a three-way portfolio conference with the supervising teacher and the college supervisor, (3) completed a peer observation, (4)

completed a summative evaluation based on Guiding Principles by supervising teacher and college supervisor.

#### **4. Checkpoint #4 – Licensure**

The final checkpoint of the teacher education program is when the candidate applies for an Indiana teaching license. To successfully complete this checkpoint the student must successfully complete the assignments in the Teacher Education Seminar, which includes a teaching and learning project called the Systematic Study of Teaching and Learning, and an evaluation of her/his teaching portfolio by a panel of college faculty. The candidate must also complete all requirements for a bachelor's degree.

#### **F. Academic Advising**

The student, after being admitted to Goshen College, is assigned to an academic advisor. When the student officially declares the intent to pursue a program in teacher education, she/he is assigned to an advisor qualified to advise in that area. All education plans of study are completed by the academic advisor and approved by the licensing advisor. The student has two scheduled conferences with the academic advisor during the school year and is encouraged to make informal contacts at other times.

#### **G. Policies for Participation in Field Experiences**

Education students participate in field experiences throughout their professional program, beginning with Educ 201 Foundations of Education. The following policies apply to all field experiences in schools.

- 1. Attendance:** Regular and prompt attendance is required. Participants are expected to notify their cooperating teacher and course instructor when they need to miss due to illness or for other unavoidable reasons; they are to arrange to make up the time missed.
- 2. Transportation:** Participants are to arrange their own transportation.
- 3. Grooming and Dress:** Participants are expected to dress and groom in accordance with standards expected of professional teachers. All body piercings and tattoos are expected to be covered up or removed during field placements. This policy applies to field trips, as well as other field experiences.
- 4. Professional Relationships:** In most settings formal titles (e.g. Dr., Ms., Mr.) are advised, rather than first names. College participants are to be courteous, sensitive and discrete in conversations with students. Participants are to avoid overly casual language and inappropriate slang.
- 5. Critiques of Experiences:** Although careful observation and evaluation of teaching and schooling are encouraged, participants' conversation and writing about educators, children and schools are to be professional. College students are guests of the school personnel and are therefore expected to relate to them respectfully, even when philosophical or operational differences exist.
- 6. Uses of Technology:** Participants are encouraged to use computers and other technology for instructional purposes whenever possible, but only if approved by the cooperating

teacher. Participants are never to use school computers to access e-mail or the internet for personal use, nor are they to use their cell phones in schools.

7. **Liability Insurance for Field Experiences:** Goshen College's teacher education programs include many field experiences in local schools. Such opportunities provide our students valuable contacts with children, youth and educators. You may know of cases where teachers have been sued by parents for negligence, i.e. for failing to take "due care" when there were "foreseeable risks." Very few student teachers or college students in other field assignments have been involved in such lawsuits, although the possibility exists. School systems in which we place students have insurance policies that adequately insure student participants, just as they insure teachers, in the event of a suit for negligence. Teacher education students can have additional liability insurance through student membership in the Indiana Student Education Association (ISEA), an affiliate of the National Education Association. Please contact the teacher education administrative assistant if you wish further information on student membership in ISEA.

#### H. **Policy on Substitute Teaching**

The teacher education faculty members believe substitute teaching can be a valuable experience for teacher education students, particularly after student teaching. However, faculty take the firm stance that students are not to miss college classes to substitute teach. Missing classes to substitute teach is an unexcused absence. Please do not ask professors to make exceptions. Pre-service teachers are not to substitute teach during student teaching, even in the classroom in which they are student teaching.

#### I. **Service Placements in Study-Service Term (SST)**

SST is a semester study and service abroad for college credit and is an integral part of general education. Because Goshen faculty members believe that students can best acquire desirable attitudes, concepts and skills needed in a pluralistic society by first-hand experience, the college sends units of approximately 20 students to other countries for one term of study.

On SST, students live in the home of nationals, but are supervised in study and work by a Goshen faculty member living in the host country. Students engage in six weeks of study in language, history, government, the arts and education. In the second six weeks of the term, education students are strongly encouraged to request service placements in child care centers, camps, children's homes or schools where they can be involved with children or youth.

#### J. **Testing for Licensure**

##### 1. **Praxis I: Pre-Professional Skills Test (PPST)**

Indiana requires that candidates for certification take the PPST and Subject Assessment tests in each teaching area on the original license. Goshen College teacher education students are expected to take the PPST tests in their sophomore year, or provide evidence of an SAT composite score of 1100 or higher or an ACT composite score of 24 or higher. Students must submit either PPST test scores or qualifying composite SAT or ACT scores before they can be admitted to teacher education. PPST information bulletins and registration forms are available in the teacher education office. Please address questions regarding PPST to the administrative assistant in the teacher education office. States have different minimum scores for the PPST. For Indiana teacher licensing the qualifying scores for the PPST are the following: (Code No. 10710 Reading--176), (Code No. 20720 Writing--172), and (Code No. 10730 Mathematics--175).

**2. Praxis II: Subject Assessment**

Following are the Praxis II subject assessment tests required in Indiana for each teaching area. Subject assessments are usually taken in the April or June prior to student teaching. **It is the responsibility of each student to register and pay for the correct test(s).** Please note that Subject Assessments vary from state to state.

<u>Major</u>	<u>Code No.</u>	<u>Subject Assessment Test</u>	<u>Indiana Qualifying Scores</u>
Elementary	10011	Elementary Education: Curriculum, Instruction & Assessment	165
	0300	Reading Specialist	370
Elementary/Special Needs: Mild	0542	Exceptional Needs: Mild Intervention	156
	0353	Special Education: Core Principles Content Knowledge	150
Secondary			
Art	0133	Art: Content Knowledge	159
Business	0100	Business Education	480
English	10041	English language, Literature & Composition: Content Knowledge	160
English Learners	0361	English to Speakers of Other Languages	149
French	0173	French: Content Knowledge	160
German	0181	German: Content Knowledge	147
Health	20550	Health Education	420
Mathematics	0061	Mathematics: Content Knowledge	136
Music	0113	Music: Content Knowledge	157
Physical Education	0091	Physical Education: Content Knowledge	153
Science:			
Biology	0235	Biology: Content Knowledge	157
Chemistry	0245	Chemistry: Content Knowledge	151
Physics	0265	Physics: Content Knowledge	149
Social Studies	0081	Social Studies: Content Knowledge	156
	0910	Economics	460
	0920	Geography	520
	0930	Government/Political Science	390
	0390	Psychology	480
	0950	Sociology	440
	0941	World & US History: Content Knowledge	149
Spanish	0191	Spanish: Content Knowledge	159
Theater Arts	0640	Theater Education	To be normed

**3. Praxis II: Principles of Learning and Teaching Tests**

Although Indiana does not require these tests, the following states do require them: Arkansas, Hawaii, Kansas, Louisiana, Mississippi, Missouri, Nevada, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, Tennessee and West Virginia.

**K. Placement Services**

Graduates of teacher education programs may use the services available in the Career Services Office, Administration Building 14. These services include counseling with students about securing a position and notifying students of vacancies through the on-line *Job Bank*. Teacher education graduates are to report to the Teacher Education Office concerning the position accepted after graduation and any change in position and address following that time.

**L. Procedures for Applying for Licenses**

Students completing an approved program in Teacher Education, including satisfactory student teaching, are eligible to apply for teacher licenses. This is not automatic at the awarding of the B.A. degree. Each student must take responsibility to apply for a teaching license. Follow these steps:

1. Pick up an instruction form for online application for an Indiana license in the Teacher Education Office. Applications for other states may be printed from their web sites; contact the Teacher Education Administrative Assistant if you need assistance.
2. For all states except Indiana, request a complete transcript from the Registrar's Office; have them send it directly to the Teacher Education Office for a final check and for processing.
3. For most states the application form specifies a fee. For Indiana licensure online you will need to pay \$36.72 with a credit card.
4. Once you have completed your application online and submitted payment, the Licensing Advisor will check to verify that you have met all certification requirements and will send all materials to the appropriate state licensing office. You must have a valid CPR certification to apply for Indiana licensure.

Applicants for an Indiana license who have been convicted of a felony or of a misdemeanor are required to enter additional fields on their online application.

Goshen College's teacher education programs are designed to meet Indiana license requirements. In general, Goshen graduates are eligible for initial or conditional licenses in other states. Indiana has Interstate Compact Agreement with the 40 states listed below.

Alabama	Florida	Massachusetts	New York	Tennessee
Arkansas	Georgia	Michigan	North Carolina	Texas
Arizona	Hawaii	Mississippi	Ohio	Utah
California	Idaho	Montana	Oklahoma	Vermont
Colorado	Illinois	Nevada	Oregon	Virginia
Connecticut	Kentucky	New Hampshire	Pennsylvania	Washington
Delaware	Maine	New Jersey	Rhode Island	West Virginia
District of Columbia	Maryland	New Mexico	South Carolina	Wyoming

Students who are interested in obtaining a teaching license in another state should consult the following, alphabetical by state, certification web sites.

- Alabama: [http://www.alsde.edu/general/General\\_Certification\\_Information.pdf](http://www.alsde.edu/general/General_Certification_Information.pdf)  
Alaska: <http://www.eed.state.ak.us/TeacherCertification/default.cfm>  
Arizona: <http://www.ade.az.gov/certification/generalinfo.pdf>  
Arkansas: <http://arkansased.org/educators/licensure.html>  
California: <http://www.ctc.ca.gov/credentialinfo/credinfo.html>  
Colorado: [http://www.cde.state.co.us/index\\_license.htm](http://www.cde.state.co.us/index_license.htm)  
Connecticut: <http://www.ctcert.org/index.html>  
Delaware: <http://www.doe.k12.de.us/>  
District of Columbia: <http://www.k12.dc.us/dcsea/certification/licensing/licensing.html>  
Florida: <http://www.fldoe.org/edcert/>  
Georgia: <http://www.gapsc.com/TeacherCertification.asp>  
Hawaii: <http://www.htsb.org/>  
Idaho: [http://www.sde.idaho.gov/site/teacher\\_certification/](http://www.sde.idaho.gov/site/teacher_certification/)

Illinois: <http://www.isbe.state.il.us/certification/>  
Indiana: <https://license.doe.in.gov/>  
Iowa: <http://www.state.ia.us/boee/>  
Kansas: <http://www.ksde.org/Default.aspx?tabid=158>  
Kentucky: <http://www.kyepsb.net>  
Louisiana: [http://www.doe.state.la.us/topics/teacher\\_cert\\_copy.html](http://www.doe.state.la.us/topics/teacher_cert_copy.html)  
Maine: <http://www.maine.gov/education/cert/index.html>  
Maryland: <http://www.marylandpublicschools.org/MSDE/divisions/certification/>  
Massachusetts: [http://www.doe.mass.edu/educators/e\\_license.html](http://www.doe.mass.edu/educators/e_license.html)  
Michigan: [http://www.michigan.gov/mde/1,1607,7-140-5234\\_5683\\_14795---,00.html](http://www.michigan.gov/mde/1,1607,7-140-5234_5683_14795---,00.html)  
Minnesota: [http://education.state.mn.us/MDE/Teacher\\_Support/Educator\\_Licensing/index.html](http://education.state.mn.us/MDE/Teacher_Support/Educator_Licensing/index.html)  
Mississippi: [http://www.mde.k12.ms.us/ed\\_licensure/index.html](http://www.mde.k12.ms.us/ed_licensure/index.html)  
Missouri: <http://dese.mo.gov/divteachqual/teachcert/>  
Montana: <http://opi.mt.gov/cert/index.html>  
Nebraska: <http://www.education.ne.gov/tcert/>  
Nevada: [http://nvteachers.doe.nv.gov/TL\\_Forms.htm](http://nvteachers.doe.nv.gov/TL_Forms.htm)  
New Hampshire: <http://www.ed.state.nh.us/education/beEd.htm>  
New Jersey: <http://www.state.nj.us/education/educators/license/>  
New Mexico: <http://www.ped.state.nm.us/licensure/general.html>  
New York: <http://www.highered.nysed.gov/tcert/certificate/>  
North Carolina: <http://www.dpi.state.nc.us/licensure/>  
North Dakota: <http://www.nd.gov/espblicensure/>  
Ohio: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/OEDefaultPage.aspx?page=1>  
Oklahoma: <http://sde.state.ok.us/teacher/ProfStand/default.html>  
Oregon: <http://www.tspc.state.or.us/>  
Pennsylvania: <https://www.tcs.ed.state.pa.us/>  
Rhode Island: <http://www.ride.ri.gov/EducatorQuality/Certification/>  
South Carolina: <http://www.sctechnology.org/cert/index.cfm>  
South Dakota: <http://doe.sd.gov/oatq/teachercert/index.asp>  
Tennessee: <http://www.state.tn.us/education/lic/>  
Texas: <http://www.sbec.state.tx.us>  
Utah: <https://secure.utah.gov/elr/welcome.html>  
Vermont: <http://education.vermont.gov/new/html/maincert.html>  
Virginia: <http://www.doe.virginia.gov/teaching/licensure/index.shtml>  
Washington: <http://www.k12.wa.us/cert/>  
West Virginia: <http://wvde.state.wv.us/certification/>  
Wisconsin: <http://www.dpi.state.wi.us/dpi/dlsis/tel/>  
Wyoming: <http://ptsb.state.wy.us/Licensure/BecomingLicensed/tabid/65/Default.aspx>

**M. Curriculum Library and Royer Reading Room**

The curriculum library is in the basement of the Good Library. This collection of elementary and secondary school texts and manuals is available to students in teacher education. The Royer Reading Room houses an extensive collection of children's literature.

**N. Goshen College Laboratory Kindergarten and Campus Center for Young Children**

The Goshen College Laboratory Kindergarten located in the Church-Chapel Building (CC 118) has been an integral part of the Teacher Education Department since 1959. In 2008 it became a partnership between Goshen Community Schools and Goshen College. College students may participate in the kindergarten as the laboratory experience for particular courses, under the supervision of the director of the kindergarten. The Campus Center for Young Children (CC 121, 122 and 123) begun in 1997, is a conjoint program of Goshen College and the College Mennonite Church.

**O. Teacher Education Faculty**

**Christie Bonfiglio, Ph.D.**

Associate Professor of Education: Director of Special Education; NCATE Coordinator  
B.A., Indiana University, 1996; M.A., Western Michigan University, 2002; Ph. D., Western Michigan University, 2003. G.C. 2006-present  
Office - Church-Chapel 115E. Phone 535-7875

**Kevin Gary, Ph.D.**

Associate Professor of Education, Director of Secondary Education  
B.A., University of Notre Dame, 1992; M.Ed., University of Notre Dame, 1997; Ph.D., Loyola University, 2005. G.C. 2006-present  
Office – Church-chapel 115D, Phone 535-7839

**Gregory Imbur, Ph.D.**

Assistant Professor of Education  
B.A., College of William & Mary, 1993; M.A. Middlebury College, 1998; Ph.D., University of Virginia, 2005. G.C. 2009-present.  
Office - Church-Chapel 115F. Phone 535-7442.

**Kathy Meyer Reimer, Ph.D.**

Professor of Education: Education Department Chair; Director of Elementary Student Teaching  
B.A., Goshen College, 1983; M.A., University of Illinois, 1988; Ph.D. University of Illinois, 1991. G.C. 1990-present  
Office - Church-Chapel 115C. Phone 535-7443.

**P. Functional Competencies Requirement**

Functional competencies have been established to provide guidance to students about the skills and abilities required to function successfully in the program and ultimately in the public and private school classroom as teachers. Goshen College requires that all students meet these requirements. If at any point in the program there is a question about a student meeting the requirement, the department will contact the student and the Academic Resources Center and all will work to help determine the most appropriate process or action.

Applicants who think they may not be able to meet one or more of the functional competencies should contact program faculty members to discuss individual cases. Department faculty will give serious consideration to all academically qualified candidates providing that the functional competencies can be met with reasonable accommodations. Students in the program must have sufficient strength, stamina and motor coordination to perform the following:

- Sufficient hearing and visual acuity to ensure a safe environment and the ability to respond quickly in the event of emergency;
- Sufficient verbal ability to express and exchange information and ideas, as well as to interpret important instructions to children, adolescents, colleagues, and parents;
- Sufficient writing skills to accurately record students' daily progress and milestones, as well as a variety of reports;
- Ability to work with frequent interruptions, to respond appropriately to unexpected situations, and to cope with extreme variations in workload and stress levels.

(Partially excerpted from White Mountain Community College)

## II. TEACHER EDUCATION PROGRAMS

These programs fit the Indiana Professional Standards Board REPA 2010 Rules. Under REPA rules all candidates for K-6 licenses must have a dual license or must have a content area minor on their transcript.

### Elementary Education Grades K-6 / Exceptional Needs: Mild Intervention / Certification: Violence Prevention and Conflict Transformation

Candidates will be qualified for dual licensure in elementary education and exceptional needs: mild when they have:

- A. Received a baccalaureate degree from an institution of higher education accredited to offer programs in teacher education
- B. Successfully passed: Praxis I—Reading (minimum score of 176), Writing (minimum score of 172) and Mathematics (minimum score of 175) and Praxis II—Elementary Education: Curriculum, Instruction & Assessment (minimum score of 165) and Reading Specialist (minimum score of 370). If you are pursuing Special Education you will also need to take Special Education: Core Principles Content Knowledge (minimum score of 150) and Exceptional Needs: Mild Intervention (minimum score of 156). The Praxis I must be completed before the fall of the junior year. You are exempt from taking the Praxis I if you have math and reading SAT scores of 1100 or an ACT of 24.
- C. This plan includes a certificate in conflict transformation, which is not required for licensure. As school violence has increased, we have seen the need for teacher candidates to develop skills in conflict mediation. In collaboration with the Peace Conflict and Justice department, we are able to offer a series of three courses that equip our students in being able to help transform conflict peacefully. We strongly recommend that all teacher education candidates complete this sequence, which results in a Goshen College Violence Prevention and Conflict Transformation Certificate.

- D. Completed an undergraduate program consisting of a minimum of 124 semester hours structured as follows:

a. Language Arts			
	Engl 110	Literature and Writing (or equivalent)	3
	Comm 202	Oral Communication	2
	Comm 204	Expository Writing (strongly advised, but not required)	3
	Educ 307	Children's & Adolescent Literature	3
	Intl 254	SST—Intercultural Communication or alternate	3
	Intl 256	SST—Humanities or alternate	3
	Foreign language proficiency through 102 level or equivalent		0-8
b. Science			
	Phys 100	The Physical World or alternate	3
	Biol 100	The Biological World or alternate	3
	Biol 340	Field Experience in Environmental Ed.	3
	Intl 258	SST—Natural Science or alternate	1
c. Social studies			
	Hist 105, 202	American History I or II or any U.S. History	3
	Intl 252	SST—Social Science or alternate	3
d. Mathematics			
	Math 131	Math Concepts for Elementary Classrooms I	3
	Math 132	Math Concepts for Elementary Classrooms II	3
e. Arts			
	Educ 330	Fine Arts for Children	3
	Hum 220-225	Humanities	3

f.	Physical fitness and health		
	PhEd 100	Wellness	1
	PhEd 309	Physical Education for Children	2
g.	Bible and Peace, Justice and Conflict Studies		
	PJCS 210	Transforming Conflict and Violence	3
	PJCS 325	Mediation Process	3
	PJCS 426	Conflict in Groups	3
	Bibl 100 or Bibl 200	Knowing the Bible or Reading the Bible	3
		Bible and Religion Undergraduate Requirement	3
h.	Professional Education		
	Educ 201	Foundations of Education	3
	Educ 300	Exceptional Learners: Elementary	3
	Educ 301, 304, & 308	Elementary Curriculum Studies: Math, Science, & Social Studies	6
	Educ 303 and 406	Literacy I and II	6
	Educ 310	Educational Psychology: Elementary	3
	Educ 341	Mild Disabilities I	3
	Educ 343	Mild Disabilities II	3
	Educ 344	Adaptation & Assessment	3
	Educ 346	Issues in Special Education	1
	Educ 401	Child Development Practicum	1
	Educ 402	Student Teaching: Elementary	12
	Educ 415	Student Teaching: Mild Intervention	5
	Educ 409	Elementary Education Seminar	3

Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the elementary education content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C (a C- does not meet requirements).
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the elementary content area standards. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio, papers, projects, and other products from course work and extracurricular activities that document her/his level of competence for each of the eight Guiding Principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Teacher Education department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the teacher education department will assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment.
4. Praxis II Subject Area Assessment in Elementary Education: #10011 Curriculum, Instruction & Assessment.  
The candidate is to take this test and receive a minimum score of 165 and #0300 Reading Specialist and receive a minimum core of 370 before the Goshen College licensing advisor recommends her/him for licensure in the content area of elementary education. If the candidate is pursuing Special Education they will also need to take Special Education: Core Principles Content Knowledge # 0353 and receive a minimum score of 150 and Exceptional Needs: Mild Intervention #0542 and receive a minimum score of 156.

**Elementary Grades (K-6) / Exceptional Needs: Mild Intervention / Certificate: Violence Prevention and Conflict Transformation**

Candidates will be qualified for dual licensure in elementary education and exceptional needs: mild.

Assumptions:

1. You are only required to take the first Transforming Conflict and Violence course. You are free to choose not to take the others, but then will not receive the certificate.
2. Basic technology competence is assumed. Proficiencies required for coursework are listed on page 7. Courses will integrate the use of technology without instruction in the technology itself.

A possible course of study follows:

Cr	FALL	Cr	SPRING	Cr	MAY
3 1 3 3 3 1 — 14	Literature and Writing Colloquium Knowing/Reading the Bible Physical Science American History Wellness	2 3 3 4 — 12	Oral Communication Biological Science Trans Violence/Conflict ** Foreign Language	3 — 3	Foundations of Education
3 1 4 3 4 (3) — 15	Ed Psych: Elementary English Grammar *** Humanities Math Concepts Elem Classrm I Foreign Language Mediation Processes **	2-3 3 3 3 3 — 15	PE for Children Child/Adolesc. Literature Adaptation & Assessment Math Concepts Elem Clssrm II Exceptional Learners: Elementary	13 — 13	Study-Service Term (International/Intercultural Education)
3 2 3 3 3 — 14	Literacy I :Development Curriculum Studies: Math Mild Disabilities I Mild Disabilities II Fine Arts for Children	3 2 2 1 3 — 11	Literacy II: Diagnosis Curriculum Studies: Social Studies Curriculum Studies: Science Child Development Practicum Expository Writing	3 — 3	Field Studies in Environmental Education
Blocked Semester 12 3 — 15	Student Teaching/Reg. Education Senior Seminar	5 3 4 3 — 15	Student Teaching/Exceptional Needs Special Education Issues Conflict in Groups ** Bible and Religion	3 — 3	Elective

\*Strongly advised

\*\*Required for those completing the Conflict Transformation Certificate

\*\*\* Required if verbal SAT score is under 550 or verbal ACT score is under 24

**Elementary Grades K-6 / Exceptional Needs: Mild Intervention**

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Certification: Violence Prevention & Conflict Transformation as basis and add or delete courses as indicated. Candidates will qualified for dual licensure in elementary education and exceptional needs: mild. This plan does not include the Conflict Transformation Certificate.

No additional coursework required.

Deletion of the following coursework:

PJCS 325	Mediation Process	3
PJCS 426	Conflict in Groups	3

**Elementary Grades K-6 / Certificate: Violence Prevention and Conflict Transformation with a Goshen College minor.**

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Certification: Violence Prevention & Conflict Transformation as basis and add or delete courses as indicated. This plan does not include Exceptional Needs: Mild Intervention certification. This plan must also include a minor in a content area from the Goshen College catalog to qualify for Indiana licensure under REPA 2010 rules.

No additional coursework required.

Deletion of the following coursework:

Educ 403	Student Teaching: Mild Intervention	5
Educ 346	Issues in Special Education	3
Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3

**Elementary Grades K-6 / English Learners / Certificate: Violence Prevention and Conflict Transformation**

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Certification: Violence Prevention & Conflict Transformation as basis and add or delete courses as indicated. This plan does not include Exceptional Needs: Mild Intervention certification. Candidates will qualify for dual licensure in elementary education and English language learners.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	The English Language	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	TESOL Practicum	3

Deletion of the following coursework:

Educ 403	Student Teaching: Mild Intervention	5
Educ 346	Issues in Special Education	3
Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3

**Elementary Grades K-6 / English Learners**

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Conflict Transformation Certificate as basis and add or delete courses as indicated. This plan does not include Exceptional Needs: Mild Intervention certification or the Conflict Transformation certificate. Candidates are qualified for dual licensure in elementary education and English language learners.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	The English Language	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	TESOL Practicum	3

Deletion of the following coursework:

Educ 403	Student Teaching: Mild Intervention	5
Educ 346	Issues in Special Education	3
Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
PJCS 325	Mediation Process	3
PJCS 426	Conflict in Groups	3

**Elementary Grades K-6 / Exceptional Needs: Mild Intervention / English Learners / Certificate: Violence Prevention And Conflict Transformation**

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Conflict Transformation Certificate as basis and add or delete courses as indicated. Candidates are qualified for triple licensure in elementary education, exceptional needs: mild, and English language learners.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	The English Language	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	TESOL Practicum	3

**Elementary Grades K-6 / Exceptional Needs: Mild Intervention / English Learners**

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Conflict Transformation Certificate as basis and add or delete courses as indicated. This plan does not include the Conflict Transformation certificate. Candidates are qualified for triple licensure in elementary education, exceptional needs: mild, and English language learners.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	The English Language	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	TESOL Practicum	3

Deletion of the following coursework:

PJCS 325	Mediation Process	3
PJCS 426	Conflict in Groups	3

## **Secondary Education**

Goshen College has two different secondary education programs which have been approved by the Indiana State Board of Education:

- A. Senior high, junior high and middle school education: grades 5-12 in departmentalized classrooms. (This does not certify a teacher to teach in self-contained, e.g. non-departmentalized, 5th-8th grade classrooms.)
- B. All grade education: grades K-12. (Available only for art, music, English learners, and physical education.)
- C. This is only the professional education and general education part of the plan of study. You must have met the standards for a content area to have that area placed on your teaching license.

Certification patterns vary between states. Most states will recognize the senior high, junior high and middle school (5-12) programs as equivalent to grades 7-12. Our all-grade majors in art, EL, music and physical education also cover grades K-12 in most other states.

The professional sequence for secondary teacher education students includes the following courses:

Educ 201	3 cr.	Foundations of Education
Educ 302	3 cr.	Exceptional Learners: Secondary
Educ 309	3 cr.	Educational Psychology: Secondary
Educ 314	3 cr.	Secondary Curriculum & Instruction
Educ 321	3 cr.	Middle School Curriculum& Instruction
Educ 403	3 cr.	Secondary Education Seminar
Educ 405	12 cr.	Student Teaching: Secondary

As school violence has increased, we have seen the need for teacher candidates to develop skills in conflict mediation. In collaboration with the Peace Conflict and Justice department, we are able to offer a series of three courses that equip our students in being able to help transform conflict peacefully. We strongly recommend that all teacher education candidates complete this sequence, which results in a Goshen College Violence Prevention and Conflict Transformation Certificate.

PJCS 210	3 cr.	Transforming Conflict & Violence
PJCS 325	3 cr.	Mediation Process
PJCS 426	3 cr.	Conflict in Groups

**5-12, K-12 Secondary Education**  
**Certificate: Violence Prevention and Conflict Transformation**

Assumptions:

1. You are only required to take the first Transforming Conflict and Violence course. You are free to choose not to take the others, but then will not get the certificate.
2. Basic technology competence is assumed. Proficiencies required for coursework are listed on page 7. Courses will integrate the use of technology without instruction in the technology itself.
3. This is only the professional education and general education part of the plan of study. You must have a major to have an area placed on your teaching license—there is no teaching area from a minor in a content area.
4. K-12 licensure is available in art, music, physical education and EL (English Learners). All other areas are 5-12.

A possible course of study follows:

Cr	FALL	Cr	SPRING	Cr	MAY
3 1 3 3 3 <u>1</u> 14	Literature & Writing Colloquium Knowing/Reading the Bible Math/Science History Wellness	2 3 3 <u>—</u> 9	Oral Communication Math/Science Trans. Conflict / Violence*	3 <u>—</u> 3	Foundations of Education
<u>—</u> 13	4 Language 3 Expository Writing** 3 Mediation Processes* 3 Exceptional Learners:Secondary	4 3 1 <u>—</u> 8	Language Educational Psychology: Secondary English Grammar ***	13 <u>—</u> 13	SST (International/Intercultural Education)
<u>3</u> 3	Middle School C & I	3 1 <u>—</u> 4	Secondary Curr & Instr Gen Methods (2 credits for K-12 programs) Child Development Practicum (K-12 only)		
12 3 <u>—</u> 15	St. Teaching Senior Seminar	3 3 <u>4</u> 10	Bible and Religion Conflict in Groups* Humanities		

\*Required for those completing the Conflict Transformation Certificate

\*\*Strongly advised

\*\*\* Required if verbal SAT score is under 550 or verbal ACT score is under 24

**Education Major**

**(Non-Certification Track or Licensure Content Area with No Goshen College Major)**

Goshen College offers a B.A. degree in Education to students who want an education degree but who do not intend to meet requirements for teacher licensing or who meet all licensure requirements for a content area of which Goshen College offers no major.

The following categories of students may benefit from this major: (a) students who for personal reasons choose not to student teach, (b) students who do not qualify for certification because of grade point average or Praxis scores, (c) international students who choose to major in education but do not seek U.S. teacher certification and (d) students who are seeking licensure in French or German.

**A. Major in Education**

20-22 hours in Education selected from:

	Educ 201 Foundations of Education	3
	Educ 303 Literacy I: Developmental	3
<b><u>or</u></b>	Educ 321 Middle School Curriculum & Instruction	3
	Educ 307 Children and Adolescent Literature	3
	Educ 309/310 Educational Psychology	3
	Educ 300 Exceptional Learners: Elementary	3
<b><u>or</u></b>	Educ 302 Exceptional Learners: Secondary	3
	Educ 341 Mild Disabilities I	3
	Educ 342 Mild Disabilities II	3
	Educ 344 Adaptation and Assessment	3
	Educ 406 Literacy II: Diagnostic	3

2-4 hours of Practicum, selected from:

	Educ 301 Curriculum Studies: Math	2
	Educ 304 Curriculum Studies: Social Studies	2
	Educ 308 Curriculum Studies: Science	2
	Educ 314 Secondary Curriculum and Instruction	2
	Educ 401 Child Development Practicum	1

6-8 hours upper level education courses not to include student teaching.

24 hours

**B. Non-Certification**

Related courses – 12 hours (at least 9 upper level) selected from psychology, art, sociology, music, physical education, natural science or religion.

**Certification of no GC major**

Content area courses as outlined in the teacher education handbook, student teaching, and senior seminar.

12 hours

36 Total  
hours

## American Sign Language (ASL)

### **Course requirements:**

ASL 101	4 cr.	Elementary ASL I
ASL 102	4 cr.	Elementary ASL II
ASL 104	3 cr.	American Deaf Culture
ASL 106	2 cr.	Introduction to the Interpreting Profession
ASL 201	4 cr.	Intermediate ASL I
ASL 202	4 cr.	Intermediate ASL II
ASL 205	2 cr.	Advanced Fingerspelling and Numbers
ASL 305	3 cr.	Linguistics of ASL
ASL 306	3 cr.	ASL Literature
Engl 310	3 cr.	Introduction to Linguistics

### Other requirements:

An ASL content area candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in ASL, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach ASL if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a modern language professional education organization that issues a journal.

One semester will be spent as a visiting student at Gallaudet University which would be an intense immersion experience in American Sign Language and deaf culture. Courses recommended to be completed at Gallaudet would be 301 ASL and English: Comparative Analysis for 3 hours; 311 Dynamics of Oppression for 3 hours and 421 Intro to ASL Instruction and electives chosen with the help of the candidate's academic advisor.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the American Sign Language content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the *Standards for Teachers of Foreign Languages*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the American Sign Language Professor  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the American Sign Language professor will assess the content competency to decide whether or not to support the candidate's request for a student teaching assignment, using a checklist form supplied by the teacher education department.

## **Business**

### **Course requirements:**

Acc 201-2	6 cr.	Principles of Accounting
Bus 220	3 cr.	Office Software Productivity
Bus 310	3 cr.	Business Law
Bus 315	3 cr.	Principles of Management
Bus 316	3 cr.	Principles of Marketing
Bus 317	3 cr.	Financial Management
Com 322	3 cr.	Organizational Communication
Bus 403	3 cr.	Management Strategy
Bus 405	1 cr.	Career Planning
Bus 410	3 cr.	Management Policy & Social Responsibility
Econ 203-4	6 cr.	Principles of Economics
Econ 207	3 cr.	Introduction to Statistics
Econ 306 or Bus 350	3 cr.	International Economics or International Business
Math 141	3 cr.	Finite Mathematics

### **Other requirements:**

The candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in business, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach business/technology if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Business Education Association.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### **Assessment of content area preparation:**

- 1. Grade point average**  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the business education content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
- 2. Working portfolio**  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the ten major standards listed in the *Standards for Teachers of Business/Technology Education*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
- 3. Approval of the Business Department**  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the business department chair or designee will consult with the business faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist supplied by the teacher education department.
- 4. Praxis II Subject Area Assessment in Business Education #10100.**  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 480 before the Goshen College licensing advisor recommends her/him for licensure in the content area of business/technology education.

## English/Language Arts

### **Course requirements:**

Engl 201	3 cr.	World Literature
Comm 202	3 cr.	Oral Communication
Comm 206	3 cr.	Communication Across Cultures
Engl 204	3 cr.	Expository Writing
Engl 120/330/332/334/336	3 cr.	Introduction to Creative Writing/ Writing Fiction/Writing Poetry/Writing Creative Nonfiction/ Special Topics in Writing/Feature Writing/Writing for Media / Broadcast Writing /Playwriting
Comm 308/250/260/Thea 350		
Engl 315	3 cr.	The English Language
Engl 319	1 cr.	English Grammar
Engl 300	3 cr.	Critical Theory and Practice
Engl 301/302/303/309	9 cr.	British Literature I/British Literature II/American Literature I/American Literature II
Educ 307	3 cr.	Children's & Adolescent Literature
Thea 235/Comm 386/Engl 230*	3 cr.	Power of Story/Film/Literature & Film
Comm 200**/Engl 290	2 cr.	Communication Practice/English Publication

\*Candidate should take before Student Teaching semester.

\*\*The candidate is to work for a minimum of one semester with the student newspaper, yearbook, GC-TV, WGCS, theater practice or other on-campus communication activity to be approved by the English or communication departments.

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Many candidates will choose to major in English and need to complete all requirements for the English major, but the candidate may choose any Goshen College major to be eligible for an Indiana license to teach English if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Council Teachers of English (NCTE). In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and/or high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the English/Language Arts content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for English and Language Arts*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the English Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the English department chair or designee will consult with the English faculty to assess the content competency to decide whether or not to support the candidate's request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in English Language, Literature & Composition: Content Knowledge #10041.  
The candidate is to take this test prior to student teaching. The candidate must receive a minimum score of 153 on test #10041 before the Goshen College licensing advisor recommends her/him for licensure in the content area of English language arts.

## **English Learners (EL)**

### **Course requirements:**

Comm 202	2-3 cr.	Oral Communication
Engl 204	3 cr.	Expository Writing
Engl 310	3 cr.	Introduction to Linguistics
Engl 315	3 cr.	The English Language
Engl 319	1 cr.	English Grammar
Engl 320	4 cr.	Methods of TESOL
Engl 325	2-3 cr.	TESOL Practicum (or student teaching in EL)
Comm 206/Intl 252/Soc 230	3 cr.	Communication Across Cultures, Intercultural Communication as a part of the Study Service Term, or Cultural Anthropology
Educ 307	3 cr.	Children's & Adolescent Literature
Educ 303	3 cr.	Literacy I
Educ 406	3 cr.	Literacy II

Competence in a second language equivalent to 102-college level

### **Other requirements:**

For a secondary school license, the candidate should choose the GC TESOL major to meet graduation requirements. Although most candidates will choose to major in TESOL, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach EL if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the TESOL (Teachers of English to Speakers of Other Languages, Inc.) professional organization.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary or middle school/junior high or high school settings. Elementary education majors will complete requirements for licensure to teach EL in grades K-6. Secondary candidates will complete requirements to be licensed to teach grades 5-12. In addition, K-12 EL certification is also available. If you are interested in being certified to teach K-12, please make an appointment with the Teacher Education Licensure Advisor for details. K-12 licensure would require ample opportunities to meet all the developmental level standards, as well as the content area standards. This will involve additional coursework and fieldwork.

### **Assessment of content area preparation:**

- 1. Grade point average**  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the English Learners content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
- 2. Working portfolio**  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the eight major standards listed in the *Standards for Teachers of English Language Learners*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
- 3. Approval of the English Learners Professor**  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the English Learners professor will assess the content competency to decide whether or not to support the candidate's request for a student teaching assignment, using a checklist form supplied by the teacher education department.
- 4. Praxis II Subject Area Assessment # 0361: English to Speakers of Other Languages**  
The candidate is to take this test prior to student teaching. The candidate must receive at least a score of 149 on test #0361 before the Goshen College licensing advisor recommends her/him for licensure in the content area of English Learners.

## Journalism

### **Course requirements:**

Comm 190	1 cr.	Introduction to Radio
Comm 200	1-2cr.	Communication Practice
Comm 202	3 cr.	Oral Communication
Comm 204	3 cr.	Expository Writing
Comm 212	3 cr.	Broadcast Media Production I
Comm 240	3 cr.	Communication Research
Comm 250	3 cr.	Writing for Media
Comm 260	3 cr.	Broadcast Writing
Comm 270	3 cr.	Media Law and Ethics
Comm 350	3 cr.	Reporting for the Public Good
Comm 383	3 cr.	Communication and Society
Comm 410	3 cr.	Senior Seminar

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Many candidates will choose to major in English or Communication, but the candidate may choose any Goshen College major to be eligible for an Indiana license to teach Journalism/Mass communication if she/he completes the requirements specified on this page.

The candidate is to work for a minimum of one semester with the student newspaper, yearbook, GC-TV, WGCS, or other on-campus communication activity to be approved by the Communication Department. This work may count for college credit by registering for Comm 200 Communication Practice, 1-2 credits.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Council Teachers of English (NCTE). In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and/or high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Journalism content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the ten major standards listed in the *Standards for Journalism and Mass Communication*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Communication Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the Communication Department chair or designee will consult with the Communication faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessments  
There is no Praxis II Subject Area Assessment test at this time for Journalism.

## Mathematics

### **Course requirements:**

Math 205	3 cr.	Discrete Mathematics
Math 211-213	12 cr.	Calculus I, II, & III
Math 301	3 cr.	Linear Algebra
Math 302	3 cr.	Abstract Algebra
Math 305	3 cr.	Modern Geometry
Math 323	3 cr.	Probability & Statistics
Math 390	1 cr.	Problem Solving Seminar
Math 409	0-3 cr.	Internship in Elementary Math
Math Electives	6 cr.	
Info 230	3 cr.	Programming I
Phys 410 <b>or</b> Math 410	3 cr.	Senior seminar

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Although many candidates will choose to major in mathematics, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach mathematics if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Council of Teachers of Mathematics.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the mathematics content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the ten major standards listed in the *Standards for Teachers of Mathematics*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Mathematics Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the mathematics department chair or designee will consult with the mathematics faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Specialty Area Test in Mathematics: Content Knowledge #0061  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 136 on test #0061 before the Goshen College licensing advisor recommends her/him for licensure in the content area of mathematics.

## **Modern and Classical Languages and Literatures – French**

### **Course requirements:**

French 202	21 credits	To include course work in French conversation, composition, culture and literature
or higher		
Engl 310	3 cr.	Introduction to Linguistics
Engl 320	4 cr.	Methods of Teaching English to Speakers of Other Languages (TESOL)

### **Other requirements:**

A French content area candidate must choose a Goshen College major to meet graduation requirements. Most candidates will need to major in Education.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a modern language professional education organization that issues a journal.

French candidates participate in at least one semester of a study-abroad program in a country where French is the primary language. Since GC does not offer a French major, studying abroad is necessary to be able to complete language requirements.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### **Assessment of content area preparation:**

1. **Grade point average**  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the French content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Teachers of Foreign Languages*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. **Approval of the Modern and Classical Languages and Literatures Department**  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the Modern and Classical Languages and Literatures department chair or designee will consult with the Modern and Classical Languages and Literatures department faculty to verify that the candidate has adequate listening, speaking, reading, and writing skills in French, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The chair will then indicate on a checklist form supplied by the teacher education department whether or not the MCLL department supports the candidate’s request for a student teaching assignment.
4. **Praxis II Subject Area Assessments in # 0173 French Content Knowledge**  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 160 on test #0173 before the Goshen College licensing advisor recommends her/him for licensure in the content area of French.

## **Modern and Classical Languages and Literatures -- German**

### **Course requirements:**

German 202	21 credits	To include course work in German conversation, composition, culture and literature
Engl 310	3 cr.	Introduction to Linguistics
Engl 320	4 cr.	Methods of Teaching English to Speakers of Other Languages (TESOL)

### **Other requirements:**

A German content area candidate must choose a Goshen College major to meet graduation requirements. Most candidates will need to major in Education.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a modern language professional education organization that issues a journal.

German candidates participate in at least one semester of a study-abroad program in a country where German is the primary language. Since GC does not offer a German major, studying abroad is necessary to be able to complete language requirements.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### **Assessment of content area preparation:**

1. **Grade point average**  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the German content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Teachers of Foreign Languages*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. **Approval of the Modern and Classical Languages and Literatures Department**  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the Modern and Classical Languages and Literatures department chair or designee will consult with the Modern and Classical Languages and Literatures department faculty to verify that the candidate has adequate listening, speaking, reading, and writing skills in German, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The chair will then indicate on a checklist form supplied by the teacher education department whether or not the MCLL department supports the candidate’s request for a student teaching assignment.
4. **Praxis II Subject Area Assessments in # 0181 German Content Knowledge**  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 147 on test # 0180 before the Goshen College licensing advisor recommends her/him for licensure in the content area of German.

## **Modern and Classical Languages and Literatures -- Spanish**

### **Course requirements:**

Spanish 202 or higher	21 credits	To include course work in Spanish conversation, composition, culture and literature
Engl 310	3 cr.	Introduction to Linguistics
Engl 320	4 cr.	Methods of Teaching English to Speakers of Other Languages (TESOL)

### **Other requirements:**

A Spanish content area candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in Spanish, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach Spanish if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a modern language professional education organization that issues a journal.

Goshen College requires Spanish majors to participate in at least one semester of a study-abroad program in a country where Spanish is the primary language. This is not required for teacher licensure, but is strongly recommended by the teacher education department.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### **Assessment of content area preparation:**

1. **Grade point average**  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Spanish content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Teachers of Foreign Languages*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. **Approval of the Modern and Classical Languages and Literatures Department**  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the Modern and Classical Languages and Literatures department chair or designee will consult with the Modern and Classical Languages and Literatures department faculty to verify that the candidate has adequate listening, speaking, reading, and writing skills in Spanish, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. The chair will then indicate on a checklist form supplied by the teacher education department whether or not the MCLL department supports the candidate’s request for a student teaching assignment.
4. **Praxis II Subject Area Assessments in # 0191 Spanish Content Knowledge**  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 159 on test # 0191 before the Goshen College licensing advisor recommends her/him for licensure in the content area of Spanish.

## **Music Education -- Vocal and General Music (K-12)**

### **Course requirements:**

Mus 201-202	8 cr.	Music Theory
Mus 204	3 cr.	Survey of Music Literature
Mus 210	3 cr.	Elementary Music Methods
Mus 301-302	6 cr.	History of Music
Mus 303-304	6 cr.	Advanced Music Theory
Mus 308	2 cr.	Vocal Methods and Pedagogy
Mus 311	2 cr.	Topics in Music Literature
Mus 312	3 cr.	Conducting
Mus 330	2 cr.	Teaching Secondary School Music (not required for those adding the vocal and general music content area to an early childhood or elementary school teaching license)
Mus 275, 375	12 cr.	Applied Music (Voice or Piano)
Ensemble	0-7 cr.	Core Ensemble

\*A candidate may need to complete more than 12 credits of applied instruction to meet the senior recital requirement, listed below.

### **Other requirements:**

A vocal and general music content area candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in music, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach vocal and general music if she/he completes the requirements specified on this page.

A vocal and general music content area candidate is to pass the keyboard proficiency examination, administered by the music department, before student teaching. She/he is also required to participate in a large or small faculty-directed ensemble for a minimum of seven semesters. Sophomore and senior recitals are to be arranged through the music faculty. Documentation of successful completion of the above requirements is to be included in the Professional Portfolio (see # 2 below.)

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a professional music education organization that issues a journal.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high, and high school settings.

### **Assessment of content area preparation:**

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the vocal and general music content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the seven standards listed in the *Standards for Teachers of Fine Arts*. From the time the candidate begins her/his portfolio, she/he is to integrate into the portfolio papers, projects, and other products from course work and other professional activities (e.g., ensembles, workshops, fieldwork) which document her/his level of competence for each of the guiding principles. Following are examples of documents to add to the portfolio:
  - Programs and evaluations from sophomore and senior recitals
  - Field notes, teaching materials and evaluations of supervisors from fieldwork
  - Programs, tapes, etc. documenting performance in solos or ensembles
  - Video tape of teaching and synthesis paper for Mus 210 Learning & Teaching Concepts in Music
  - Rehearsal plans and video tape of conducting for Mus 312 Conducting
  - Mus 330 Teaching Secondary School Music projectsThe final portfolio will be assessed in Senior Seminar.
3. Approval of the Music Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the music department chair or designee will consult with the music faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in Music Education #0113  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 140 on test #0113 before the Goshen College licensing advisor recommends her/him for licensure in the content area of vocal and general music.

## **Music Education -- Instrumental and General Music (K-12)**

### **Course requirements:**

Mus 201-202	8 cr.	Music Theory
Mus 204	3 cr.	Survey of Music Literature
Mus 210	3 cr.	Elementary Music Methods
Mus 301-302	6 cr.	History of Music
Mus 303-304	6 cr.	Advanced Music Theory
Mus 305	2 cr.	String Methods & Materials
Mus 306	2 cr.	Woodwind Methods & Materials
Mus 307	2 cr.	Brass & Percussion Methods
Mus 311	2 cr.	Topics in Music Literature
Mus 312	3 cr.	Conducting
Mus 330	2 cr.	Teaching Secondary School Music
Mus ____	12 cr.	Applied Music (Instrumental) or Piano
Ensemble	0-7 cr.	Core Ensemble

\*A candidate may need to complete more than 12 credits of applied instruction to meet the senior recital requirement, listed below.

### **Other requirements:**

An instrumental and general music content area candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in music, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach instrumental and general music if she/he completes the requirements specified on this page.

An instrumental and general music content area candidate is to pass the keyboard proficiency examination, administered by the music department, before student teaching. She/he is also required to participate in a large or small faculty-directed ensemble for a minimum of seven semesters. Sophomore and senior recitals are to be arranged through the music faculty. Documentation of successful completion of the above requirements is to be included in the Professional Portfolio (see # 2 below.)

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a professional music education organization that issues a journal. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high, and high school settings.

### **Assessment of content area preparation:**

1. **Grade point average**  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the instrumental and general music content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the seven standards listed in the *Standards for Teachers of Fine Arts*. From the time the candidate begins her/his portfolio, she/he is to integrate into the portfolio papers, projects, and other products from course work and other professional activities (e.g., ensembles, workshops, fieldwork) which document her/his level of competence for each of the guiding principles. Following are examples of documents to add to the portfolio:
  - Programs and evaluations from sophomore and senior recitals
  - Field notes, teaching materials and evaluations of supervisors from fieldwork
  - Programs, tapes, etc. documenting performance in solos or ensembles
  - Video tape of teaching and synthesis paper for Mus 210 Learning & Teaching Concepts in Music
  - Rehearsal plans and video tape of conducting for Mus 312 Conducting
  - Mus 330 Teaching Secondary School Music projectsThe final portfolio will be assessed in Senior Seminar.
3. **Approval of the Music Department**  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the music department chair or designee will consult with the music faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. **Praxis II Subject Area Assessment in Music Education #0113.**  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 140 on test #0113 before the Goshen College licensing advisor recommends her/him for licensure in the content area of vocal and general music.

## **Music Education -- Vocal, Instrumental and General Music (K-12)**

### **Course requirements:**

Mus 201-202	8 cr.	Music Theory
Mus 204	3 cr.	Survey of Music Literature
Mus 210	3 cr.	Elementary Music Methods
Mus 301-302	6 cr.	History of Music
Mus 303-304	6 cr.	Advanced Music Theory
Mus 305	2 cr.	String Methods & Materials
Mus 306	2 cr.	Woodwind Methods & Materials
Mus 307	2 cr.	Brass & Percussion Methods
Mus 308	2 cr.	Vocal Methods & Pedagogy
Mus 311	2 cr.	Topics in Music Literature
Mus 312	3 cr.	Conducting
Mus 330	2 cr.	Teaching Secondary School Music
Mus ____	12 cr.	Applied Music (Instrumental and/or Vocal) or Piano
Ensemble	0-7 cr.	Core Ensemble

\*A candidate may need to complete more than 12 credits of applied instruction to meet the senior recital requirement, listed below.

### **Other requirements:**

Candidates who complete the combined vocal, instrumental and general music content areas must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in music, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach vocal, instrumental and general music if she/he completes the requirements specified on this page.

A combined vocal, instrumental and general music content area candidate is to pass the keyboard proficiency examination, administered by the music department, before student teaching. She/he is also required to participate in a large or small faculty-directed ensemble for a minimum of seven semesters. Sophomore and senior recitals are to be arranged through the music faculty. Documentation of successful completion of the above requirements is to be included in the Professional Portfolio (see # 2 below.)

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a professional music education organization that issues a journal. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high, and high school settings.

### **Assessment of content area preparation:**

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the vocal, instrumental and general music content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the seven standards listed in the *Standards for Teachers of Fine Arts*. From the time the candidate begins her/his portfolio, she/he is to integrate into the portfolio papers, projects, and other products from course work and other professional activities (e.g., ensembles, workshops, fieldwork) which document her/his level of competence for each of the guiding principles. Following are examples of documents to add to the portfolio:
  - Programs and evaluations from sophomore and senior recitals
  - Field notes, teaching materials and evaluations of supervisors from fieldwork
  - Programs, tapes, etc. documenting performance in solos or ensembles
  - Video tape of teaching and synthesis paper for Mus 210 Learning & Teaching Concepts in Music
  - Rehearsal plans and video tape of conducting for Mus 312 Conducting
  - Music 330 Teaching Secondary School Music projectsThe final portfolio will be assessed in Senior Seminar.
3. Approval of the Music Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the music department chair or designee will consult with the music faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessments in Music Education #10113.  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 140 on test #0113 before the Goshen College licensing advisor recommends her/him for licensure in the content area of vocal and general music.

## **Physical Education (K-12)**

### **Course Requirements:**

PhEd 100	1 cr.	Wellness
PhEd 102/103	3 cr.	First Aid & CPR & Basic Athletic Training
PhEd 200/224	1 cr.	Aérobic Dance/International Folk Dance
PhEd 206/218/ 230/236	1 cr.	Badminton/Golf/Racquetball/Tennis
PhEd 210/214/216	1 cr.	Canoeing & Backpacking/Cross Country Skiing/Cycling
PhEd 222	1 cr.	Gymnastics: Tumbling
PhEd 226/240/232	1 cr.	Life Guard Training/Water Safety Instructor/Beginning Swimming
PhEd 242/200-240, 259-268	1 cr.	Weight Training/Selected Sports
PhEd 250	3 cr.	Introduction to Physical Education
PhEd 308	3 cr.	Teaching Sports Skills & Strategies
PhEd 309	3 cr.	Physical Education for Children
PhEd 310	3 cr.	Sport Management
PhEd 311	3 cr.	Physical Education Teaching Practicum
PhEd 320	3 cr.	Adaptive Physical Activity and Sport
Biol 203 <b>or</b> Bio 154	4 cr.	Human Anatomy & Physiology <b>or</b> Human Biology with 1 hr. depth credit
PhEd 315	3 cr.	Kinesiology
PhEd 317	3 cr.	Exercise Physiology
PhEd 330	3 cr.	Motor Learning
Educ 401	1 cr.	Child Development Practicum
PhEd 410	3 cr.	Physical Education Senior Seminar

### **Physical Education (5-12) All courses listed above except:**

PhEd 311	3 cr.	Physical Education Teaching Practicum
Educ 401	1 cr.	Child Development Practicum

### **Other requirements:**

The candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in physical education, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach physical education if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate IAHPERD, Indiana Association for Health, Physical Education, Recreation, and Dance. At the time of licensure the candidate must hold current Red Cross certifications in first aid and CPR. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high and high school settings.

### **Assessment of content area preparation:**

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the physical education content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Teachers of Health Education and Physical Education*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Physical Education Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the physical education department chair or designee will consult with the physical education faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in Physical Education #0091.  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 150 on test #0091 before the Goshen College licensing advisor recommends her/him for licensure in physical education.

## **Physical Education and Health (K-12)**

### **Course Requirements:**

PhEd 100	1 cr.	Wellness
PhEd 102/103	3 cr.	First Aid & CPR & Basic Athletic Training
PhEd 200/224	1 cr.	Aérobic Dance/International Folk Dance
PhEd 206/218/ 230/236	1 cr.	Badminton/Golf/Racquetball/Tennis
PhEd 210/214/216	1 cr.	Canoeing & Backpacking/Cross Country Skiing/Cycling
PhEd 222	1 cr.	Gymnastics: Tumbling
PhEd 226/240/232	1 cr.	Life Guard Training/Water Safety Instructor/Beginning Swimming
PhEd 242/200-240, 259-268	1 cr.	Weight Training/Selected Sports
PhEd 250	3 cr.	Introduction to Physical Education
PhEd 308	3 cr.	Teaching Sports Skills & Strategies
PhEd 309	3 cr.	Physical Education for Children
PhEd 310	3 cr.	Sport Management
PhEd 311	3 cr.	Physical Education Teaching Practicum
PhEd 320	3 cr.	Adaptive Physical Activity and Sport
Biol 203 <b>or</b> Bio 154	4 cr.	Human Anatomy & Physiology <b>or</b> Human Biology with 1 hr. depth credit
PhEd 315	3 cr.	Kinesiology
PhEd 317	3 cr.	Exercise Physiology
PhEd 330	3 cr.	Motor Learning
Educ 401	1 cr.	Child Development Practicum
PhEd 410	3 cr.	Physical Education Senior Seminar

### **Physical Education (5-12) All courses listed above except:**

PhEd 311	3 cr.	Physical Education Teaching Practicum
Educ 401	1 cr.	Child Development Practicum

### **Optional Health Module**

Physical Education majors interested in preparing to teach health should take the following sequence of courses. This sequence will take an additional semester to complete. (Please note: this is not a stand alone licensure program).

Chem 101	3 cr.	Chem and Physics of Life (Pre-requisite for Human Nutrition)
Chem 220	3 cr.	Human Nutrition
PhEd 360	3 cr.	Teaching Health Concepts
PhEd 415	3 cr.	School and Community Health
PhEd 420	2 cr.	Health Practicum
Soc 260	3 cr.	Human Sexuality

### **Other requirements:**

The candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in physical education, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach physical education if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate IAHPERD, Indiana Association for Health, Physical Education, Recreation, and Dance. At the time of licensure the candidate must hold current Red Cross certifications in first aid and CPR. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high and high school settings.

### **Assessment of content area preparation:**

1. **Grade point average**  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the physical education content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for*

*Teachers of Health Education and Physical Education.* From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.

3. **Approval of the Physical Education Department**  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the physical education department chair or designee will consult with the physical education faculty to assess the content competency to decide whether or not to support the candidate's request for a student teaching assignment, using a checklist form supplied by the teacher education department.
5. **Praxis II Subject Area Assessment in Physical Education #0091.**  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 150 on test #0091 before the Goshen College licensing advisor recommends her/him for licensure in physical education.

## Science Education -- Chemistry

### **Course requirements:**

Chem 111-112	8 cr.	General Chemistry
Chem 200	4 cr.	Analytical Chemistry
Chem 303-304	8 cr.	Organic Chemistry
Chem 310	4 cr.	Thermodynamics
Chem 312	4 cr.	Quantum Mechanics I
Math 211-212	8 cr.	Calculus I & II (Calculus III recommended)
Chem 410	3 cr.	Senior Seminar
Phys 203-204	8 cr.	General Physics

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Although many candidates will choose to major in chemistry, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach chemistry if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Science Teachers Association (NSTA) or the Division of Chemical Education of the American Chemical Society.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the chemistry content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the 10 major standards listed in the *Standards for Teachers of Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Chemistry Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the chemistry department chair or designee will consult with the chemistry faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in Chemistry: Content Knowledge #0245  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 151 on test #0245 before the Goshen College licensing advisor recommends her/him for licensure in the content area of chemistry.

## Science Education -- Physics

### **Course requirements:**

Chem 111-112	8 cr.	General Chemistry
Math 211, 212, 213	12 cr.	Calculus I, II & III
Phys 410	3 cr.	Senior Seminar
Phys 101-102	2 cr.	Research Seminar
Phys 203-204	8 cr.	General Physics
Phys 210	3 cr.	Modern Physics
Phys 302	3 cr.	Analytical Mechanics
Phys 303	3 cr.	Classical Field Theory
Phys 310	4 cr.	Thermodynamics
Phys 312	4 cr.	Quantum Mechanics I

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Although many candidates will choose to major in physics, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach physics if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Science Teachers Association (NSTA) or The American Association of Physics Teachers.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high and high school settings.

Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the physics content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the 10 major standards listed in the *Standards for Teachers of Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Physics Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the physics department chair or designee will consult with the physics faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in Physics: Content Knowledge #0265  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 149 on test #0265 before the Goshen College licensing advisor recommends her/him for licensure in the content areas of physics.

## Science Education -- Physical Sciences

### **Course requirements:**

Chem 111-112	8 cr.	General Chemistry
Chem 200	4 cr.	Analytical Chemistry
Chem 303	4 cr.	Organic Chemistry
Chem 310 <b>or</b> Phys 310	4 cr.	Thermodynamics
Chem 312 <b>or</b> Phys 312	4 cr.	Quantum Mechanics I
Math 211-212	8 cr.	Calculus I, II (Calculus III recommended)
Chem 410/Phys 410	3 cr.	Senior Seminar
Phys 203-204	8 cr.	General Physics
Phys 210	3 cr.	Modern Physics
Phys 302	3 cr.	Analytical Mechanics
Phys 303	3 cr.	Classical Field Theory

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Although many candidates will choose to major in chemistry or physics, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach both physics and chemistry if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Science Teachers Association (NSTA), The American Association of Physics Teachers, or the Division of Chemical Education of the American Chemical Society.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high and/or high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the physical sciences content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the 10 major standards listed in the *Standards for Teachers of Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Chemistry or Physics Departments  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the chemistry or physics department chair or designee will consult with the chemistry or physics faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in Chemistry: Content Knowledge #0245 and Physics: Content Knowledge #0265. The candidate is to take these tests prior to student teaching. The candidate must receive a score of at least 151 on test #0245, and a minimum score of 149 on test #0265 before the Goshen College licensing advisor recommends her/him for licensure in the content areas of physical sciences.

## Science Education -- Life Sciences

### **Course requirements:**

Chem 111-112	8 cr.	General Chemistry
Biol 111-112	8 cr.	Biological Principles
Biol 200 <b>or</b> 201	4 cr.	General Zoology, Botany of Seed Plants
Biol 203-204 <b>or</b> 302 <b>or</b> 375	4 cr.	Human Anatomy & Physiology (4+3), Developmental Vertebrate Biology or Topics in Biology (1-4)
Biol 300	4 cr.	Microbial Biology
Biol 301	4 cr.	Genetics
Biol 309 <b>or</b> Biol 215	3-4 cr.	General Ecology <b>or</b> Introduction to Environmental Science
Biol 410 <b>or</b> Chem 410 <b>or</b> Phys 410	3 cr.	Biology <b>or</b> Chemistry <b>or</b> Physics Senior Seminar

Careful advising and creating a 4 year plan is critical for life science candidates. Educ 321's schedule conflicts with Genetics, Land Management, and other classes. Make sure you scheduled Educ 321 on an alternate year.

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Although many candidates will choose to major in biology or environmental science, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach life sciences if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Science Teachers Association (NSTA) or the National Association of Biology Teachers.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the life sciences content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the 10 major standards listed in the *Standards for Teachers of Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Biology Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the biology department chair or designee will consult with the biology faculty to assess the content competency to decide whether or not to support the candidate's request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in Biology: Content Knowledge #0235  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 154 on test #0235 before the Goshen College licensing advisor recommends her/him for licensure in the content area of life sciences.

## Science Education -- Life Sciences and Chemistry

### **Course requirements:**

Chem 111-112	8 cr.	General Chemistry
Chem 200	4 cr.	Analytical Chemistry
Chem 303-304	8 cr.	Organic Chemistry
Chem 310 <b>or</b> 312 <b>or</b> 415 <b>or</b> 430	4 cr.	Thermodynamics; Quantum Mechanics I; Inorganic Chemistry; <b>or</b> Biochemistry
Biol 111-112	8 cr.	Biological Principles
Biol 200/201	4 cr.	General Zoology, Botany of Seed Plants
Biol 203-204 <b>or</b> Biol 303	3-4 cr.	Human Anatomy & Physiology <b>or</b> Vertebrate Physiology
Biol 300	4 cr.	Microbial Biology
Biol 301	4 cr.	Genetics
Biol 309 <b>or</b> Biol 215	3-4 cr.	General Ecology <b>or</b> Introduction to Environmental Science
Biol 410 <b>or</b> Chem 410 <b>or</b> Phys 410	3 cr.	Biology <b>or</b> Chemistry or Physics Senior Seminar

### Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Although many candidates will choose to major in chemistry or biology, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach chemistry and life sciences if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Science Teachers Association (NSTA) or the Division of Chemical Education of the American Chemical Society or the National Association of Biology Teachers.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the chemistry and life science content areas. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the 10 major standards listed in the *Standards for Teachers of Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Chemistry or Biology Departments  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the biology or chemistry department chair or designee will consult with the other biology or chemistry faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessments in Chemistry and Biology  
The candidate is to take tests #0245, Chemistry Content Knowledge and #0235 Biology Content Knowledge prior to student teaching. The candidate must receive scores of at least 151 and 154, respectively, before the Goshen College licensing advisor recommends her/him for licensure in the two content areas of chemistry and biology.

## **Social Studies**

### **Course requirements:**

All candidates for Social Studies licensure must be prepared in each of nine strands, i.e., civic ideals, current events, economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology, and world cultures. Each candidate is to have concentrated preparation in at least three content areas selected from economics, historical perspectives, geographical perspectives, government and citizenship, psychology, and sociology. Candidates will be licensed to teach in each area of concentration. Civic ideals and practices, current events, and world cultures are to be integral parts of each area of concentration.

### **Core preparation for all social studies candidates:**

Hist	3 cr.	Any United States history
Hist	3 cr.	Any World history
Hist 240/Intl 252	3 cr.	World Geography or Study-Service Term country study
PoSc 200/305	3 cr.	Intro to Political Science <b>or</b> U.S. Government
Econ 203	3 cr.	Principles of Microeconomics
Psyc 100	3 cr.	General Psychology
PJCS 210/312/313	3 cr.	Transforming Conflict & Violence, War, Peace & Nonresistance; <b>or</b> Violence & Nonviolence
Soc 200	3 cr.	Principles of Sociology
Hist/Psyc/Soc 410	3-6 cr.	Senior Seminar in History, Psychology <b>or</b> Sociology Additional hours to complete a major in one area

### **Preparation in areas of concentration:**

Each candidate is to choose at least three areas. Core courses can also count toward requirements in concentration areas.

## **Economics**

Econ 203	3 cr.	Principles of Microeconomics
Econ 306/308	3 cr.	International Economics or Economic Development
Econ 204, 375	6 cr.	Other economics, e.g. Macroeconomics, Topics

## **Historical Perspectives**

Hist 105/202/323/324/326	6 cr.	United States history courses
Hist 255/327/328/330/ 335	3 cr.	History of Global Poverty, American Immigration and Ethnic History, African-American History, Gender in World History, <b>or</b> History of Ethnic Conflict
Hist 101/102/203/304/314/ 315/344/350	6 cr.	World history courses

## **Geographical Perspectives**

Hist 240	3 cr.	World Geography
Hist 255 <b>or</b> 345	3 cr.	History of Global Poverty <b>or</b> Environmental History
Biol 215, 309 <b>or</b> 340	3-4 cr.	Principles of Environmental Science; General Ecology; <b>or</b> Field Experience in Environmental Biology
Intl 250, 350	3 cr.	Any cross-cultural course applied; Study-Service Term <b>or</b> Intercultural Service Learning

### **Government and Citizenship**

PoSc 200	3 cr.	Introduction to Political Science
PoSc 305	3 cr.	U. S. Government
PoSc 210, 308	3 cr.	Other Political Science, Public Policy, International Politics, etc.
PJCS 210/312/313	3 cr.	Transforming Conflict & Violence; War, Peace & Nonresistance; <b>or</b> Violence & Nonviolence

### **Psychology**

Psyc 100	3 cr.	General Psychology
Psyc 305, 306	3 cr.	Other Psychology
Psyc 200/221/308/210	3 cr.	Social Psychology; Human Behavior; Personality Theory; <b>or</b> Developmental Psychology
Educ 309/310	3 cr.	Educational Psychology

### **Sociology**

Soc 200	3 cr.	Principles of Sociology
Soc 220/230/322	3 cr.	Human Origins/Human Nature; Cultural Anthropology; <b>or</b> Social Policy
Soc 210/302/315/334	3 cr.	Sociology of the Family; Urban Diversity; Religion in Culture and Society; <b>or</b> Race/Class & Ethnic Relations
Soc	3 cr.	Other Sociology or Anthropology

### **Other requirements:**

A social studies content area candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in one of her/his areas of concentration, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach social studies if she/he completes the requirements specified above.

From the time of admission into a teacher ed. program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Council for the Social Studies.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the social studies content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the 13 major standards listed in the *Standards for Teachers of Social Studies*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio the projects, papers and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. Those who are history majors will complete a history portfolio, which can be incorporated into the teacher education portfolio. The final portfolio will be assessed in Senior Seminar.
3. Approval of the major department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the major department chair or designee will consult with the departmental faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher ed. department.
4. Praxis II Subject Area Assessment in Social Studies. #10081  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 147 on test #10081 before the Goshen College licensing advisor recommends her/him for licensure in the content area of social studies.

## Theater Arts

### **Course requirements:**

Comm 202	3 cr.	Oral Communication
Comm 204	3 cr.	Expository Writing
Thea 200	2 cr.	Theater Practice
Thea 225	3 cr.	Introduction to Theater
Thea 235/Thea 320	3 cr.	The Power of Story <b>or</b> The Expressive Voice
Thea 245	3 cr.	Aesthetics
Thea 332	3 cr.	Design for the Theater
Thea 334	3 cr.	Acting
Thea 338	3 cr.	Directing
Thea 350	2-3 cr.	Playwriting
Thea 387	3 cr.	History of Theater
Thea 388 <b>or</b> Educ 340	3 cr.	Theater Topics: Creative Drama as Process <b>or</b> Fine Arts for Children
Thea 412	1-3 cr.	Special Projects (including curriculum and instruction issues in theater)

### Other requirements:

A theater arts content area candidate must choose a Goshen College major to meet graduation requirements. Although most will choose to major in theater, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach theater arts if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in a professional theater education organization that issues a journal.

A theater arts content area candidate is required 1) to participate in the main-stage and/or one-act production for a minimum of four semesters, 2) to present a senior recital and 3) to complete a theater portfolio.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

### Assessment of content area preparation:

1. Grade point average  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Theater Arts content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the seven major standards listed in the *Standards for Teachers of Fine Arts*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. Each candidate is to include in the portfolio documentation of successful completion of a senior recital and of participation in theater productions at least 4 semesters. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Theater Department  
At Teacher Education Checkpoint #2, prior to admission to student teaching, the theater department chair or designee will consult with the department faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment #0640 in Theater Education  
The candidate is to take this test prior to student teaching. The candidate must receive at least a score of (minimal score yet to be determined by the state) before the Goshen College licensing advisor recommends her/him for licensure. (This score has not yet been established by the Indiana Professional Standards Board.)

## Visual Arts (K-12)

### **Course requirements:**

Art 101	3 cr.	Drawing
Art 107	3 cr.	Design
Art 108	3 cr.	Digital Design
Art 202	3 cr.	Painting
Art 204, 206 or 217	3 cr.	Ceramics, Sculpture, or Jewelry
Art 205	3 cr.	Figure Drawing
Art 207	3 cr.	Printmaking
Art 255/315	3 cr.	Photo Communication/Photography
Art 312	4 cr.	Teaching the Visual Arts
Art 341 & 342	3 cr./3 cr.	History of Art I & II
Theatre 245	3 cr.	Aesthetics
Educ 401	1 cr.	Child Development Practicum

\*Non-majors – Art 207, Prints and Art 204/206 or 217, Ceramics/Sculpture or Jewelry

### Other requirements:

A visual arts content area candidate must choose a Goshen College major to meet graduation requirements. Although many candidates will choose to major in art, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach visual arts if she/he completes the requirements specified on this page.

From the time of admission into a teacher education program and continuing through the time the candidate applies for licensure she/he is to maintain membership and participate in the National Art Education Association (NAEA) or another professional art education organization that issues a journal.

A visual arts content area candidate is to arrange with the art faculty a senior exhibit or, with consent of the department chair, an approved alternate demonstration of accomplishment in the visual arts.

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high, and/or high school settings.

### Assessment of content area preparation:

1. Grade point average.  
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the visual arts content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio  
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the 8 Guiding Principles. In addition each candidate is to be thoroughly familiar with the seven major standards listed in the *Standards for Teachers of Fine Arts*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities that document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Art Department  
At Teacher Education checkpoint #2, prior to admission to student teaching, the art department chair or designee will consult with the art faculty to assess the content competency to decide whether or not to support the candidate’s request for a student teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II subject area assessment #0133 Art: Content Knowledge  
The candidate is to take this test prior to student teaching. The candidate must receive a score of at least 149 on test #0133 before the Goshen College licensing advisor recommends her/him for licensure in the content area of visual arts.

### **School Nurse Licensure**

We offer School Nurse licensure in conjunction with the Goshen College Nursing Department to those with BSN degrees conferred by Goshen College. If you are interested in licensure, please contact the Director of Teacher Education at Goshen College.