

**Goshen College
Teacher Education
Handbook
2003-2004**



**Office of the Director of Teacher Education
Church-Chapel, Room 115
Goshen College
Goshen, IN 46526
(574) 535-7440**

Table of Contents

I. GENERAL INFORMATION

Introduction	1
Goshen College Mission Statement and Desired Outcomes	1
A Model of Teacher Education at Goshen College	1
Theme	1
Guiding Principles	1
Fig. 1 Two-Dimensional Model.....	2
Fig. 2 Three-Dimensional Model.....	3
Accreditation.....	4
Teacher Education Assessment	4
Checkpoint # 1 – Admission to Teacher Education.....	4
General Information	4
Membership in Professional Education Organizations	5
Portfolios.....	5
Technology Competency.....	6
Checkpoint #2 – Admission to Student Teaching.....	6
General Information	6
Student Teaching Placement.....	7
Checkpoint #3 – Completion of Student Teaching	7
Checkpoint #4 – Licensure.....	7
Academic Advising.....	7
Policies for Participation in Field Experiences	7
Attendance.....	7
Transportation	7
Grooming and Dress	8
Professional Relationships	8
Critiques of Experiences.....	8
Uses of Technology	8
Liability Insurance for Field Experiences	8
Policy on Substitute Teaching	8
Service Placements in Study Service Term (SST).....	8
Testing for Licensure	9
Praxis I: Pre-Professional Skills Test (PPST).....	9
Praxis II: Subject Assessment.....	9
Praxis II: Principles of Learning and Teaching Tests	10
Placement Services.....	10
Procedures for Applying for Licenses	10
Curriculum Library.....	12
Goshen College Laboratory Kindergarten and Campus Center for Young Children.....	12
Teacher Education Faculty	12

II. TEACHER EDUCATION PROGRAMS – Rules 2000

Elementary Education Grades K-6/Exceptional Needs: Mild Intervention/ Certification Violence Prevention and Conflict Transformation.....	13
Elementary Grades (K-6)/Exceptional Needs: Mild Intervention/Certificate: Violence Prevention and Conflict Transformation.....	15
Elementary Grades K-6/Exceptional Needs: Mild Intervention	16
Elementary Grades K-6/Certificate: Violence Prevention and Conflict Transformation	16

Elementary Grades K-6/English as a Second Language/Certificate: Violence Prevention and Conflict Transformation.....	16
Elementary Grades K-6/English as a Second Language.....	17
Elementary Grades K-6/Exceptional Needs: Mild Intervention/English As a Second Language/Certificate: Violence Prevention and Conflict Transformation.....	17
Elementary Grades K-6/Exceptional Needs: Mild Intervention/English As A Second Language.....	17
Secondary Education.....	18
5-12, K-12 Secondary Education Certificate: Violence Prevention and Conflict Transformation.....	19
Business/Technology Education.....	20
English/Language Arts.....	21
English As A New Language (ENL).....	22
Foreign Languages -- French.....	23
Foreign Languages -- German.....	24
Foreign Languages -- Spanish.....	25
Mathematics.....	26
Music Education --Vocal and General Music.....	27
Music Education -- Instrumental and General Music.....	28
Music Education -- Vocal, Instrumental and General Music.....	29
Physical Education.....	30
Science Education -- Chemistry.....	31
Science Education -- Physics.....	32
Science Education -- Physical Sciences.....	33
Science Education -- Life Sciences.....	34
Science Education -- Life Sciences and Chemistry.....	35
Social Studies.....	36
Economics.....	36
Historical Perspectives.....	36
Geographical Perspectives.....	36
Government and Citizenship.....	37
Psychology.....	37
Sociology.....	37
Theater Arts.....	38
Visual Arts.....	39

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 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 and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual and social growth. We view education as a moral activity that produces servant-leaders for the church and world.

At Goshen College we intend to create a community of faith and learning wherein students will be developing...

1. faith that is active and reflective.
2. intercultural openness with the ability to function effectively with people of other world views.
3. the ability to communicate effectively in a variety of sign systems.
4. the ability to think actively and strategically.
5. an understanding of the transcendent reality of aesthetic and spiritual experience.
6. personal integrity that fosters ability to resolve conflict and to promote justice.
7. leadership ability that empowers self and others.
8. an understanding of responsible stewardship for human systems and the environment.
9. a sense of vocational direction.
10. a healthy understanding of self and of others that is reflected in social relationships of interdependence and mutual accountability.

C. A Model of Teacher Education at Goshen College

Figures 1 and 2, along with the theme and guiding principles 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.
- Manage a classroom effectively, incorporating principles of peacemaking, in a wide variety of settings.
- Sense a strong call to serve and to nurture students with patience and humor.
- 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.

Students' professional development will be evaluated on the above guiding principles, along with the ten Indiana Professional Standards Board INTASC Standards.

D. Accreditation

Goshen College is accredited by the North Central Association of Colleges and Secondary Schools and is authorized by the Indiana Professional Standards Board (IPSB) 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 October 2000, 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 Inclusive Schooling. 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 the 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). 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.

Applicants are to take the PPST before June 30 of their sophomore year; those beginning in a teacher education program after their sophomore year are to take the exams on the first possible date (September, November, January, March, April or June). The department of education will not act on an application until the applicant completes the PPST. Details of the PPST tests are on page 8 and 9.

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 2.5 or higher 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 301 Elementary Curriculum Studies 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.

c. Portfolios

Each teacher education student is to begin a “working portfolio”, organized around the 10 INTASC principles Indiana Professional Standards Board standards, in Educ 201 Inclusive Schooling. 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) and Educ 304 (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.

d. Technology Competency

To successfully pass Checkpoint #1 each student must complete a technology competency. If the student has familiarity with technology, they can test out of this requirement by successfully completing a placement test given at the beginning of each fall semester. If not, workshops and courses are offered to assist the student in getting the background needed to pass the proficiency.

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, (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 adviser, 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	Inclusive Schooling
Educ 301	Curriculum Studies I
Educ 303	Literacy I: Developmental
Educ 304	Curriculum Studies II
Educ 307	Children & Adolescent Literature
Educ 310	Educational Psychology
Educ 340	Learning Disorders
Educ 342	Social/Emotional Disorders
Educ 344	Adaptation and Assessment
Educ 406	Literacy II: Diagnostic

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

Educ 201	Inclusive Schooling
Educ 309	Educational Psychology: Secondary

Educ 314	Secondary Curriculum & Instruction
Educ 315	Secondary Curriculum Content Methods
Educ 321	Middle School Curriculum & Instruction

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, an interdisciplinary unit plan, a learning theory project, a classroom management project, assessments of lesson plans and peer observations.

b. Student Teaching Placement

Student teaching is the culminating activity in the professional sequence in teacher education. This shall consist of a minimum of ten weeks of full-time student teaching in the elementary 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 back home or other geographical locations, except for the Urban Life Center in Chicago or Mennonite schools.

3. Checkpoint #3 – Completion of Student Teaching

Students will pass student teaching if they have successfully: (1) met the expectations for all INTASC standards 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 video evaluation/conference of their teaching, and (5) summative evaluation based on INTASC 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 Teacher Education Seminar, which includes a teaching and learning project, 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 Inclusive Schooling. 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. This policy applies to field trips, as well as other field experiences.
4. **Professional Relationships:** In most settings formal titles (e.g. Miss, 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 secretary 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.

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

SST is a 12-week period of 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 and approximately 20 other states require that candidates for certification take the PPST and a 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. Students must submit PPST test 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 secretary in the teacher education office. States have different standards for 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. Indiana qualifying scores tend to be lower than in other states.

<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
	20300	Reading Specialist	370
Secondary			
Art	10133	Art: Content Knowledge	149
Business	10100	Business Education	480
English	10041	English language, Literature & Composition: Content Knowledge	153
French/	20173	French: Content Knowledge	160
French	10171	French: Productive Language Skills	162
German	20181	German	To be determined
Health	20550	Health Education	420
Mathematics	10061	Mathematics: Content Knowledge	136
Music	10113	Music: Content Knowledge	140
Physical Education	10091	Physical Education: Content Knowledge	150
Science:		Two tests, one in primary area and one in supporting area	

Biology	20235	Biology: Content Knowledge	154
Chemistry	20245	Chemistry: Content Knowledge	151
General Science	10430	General Science	450
Physical Science	10430	Physical Science (Same test as General Science)	360
Physics	10265	Physics: Content Knowledge	149
Social Studies	10081	Social Studies	147
Spanish/ Spanish	10191 20192	Spanish: Content Knowledge Spanish: Productive Language Skills	159 162
Speech Communication	10220	Speech Communication	490
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. Specifically these services include counseling with students about securing a position and notifying students of vacancies through the on-line *Job Bank*.

Other services such as mailing out placement credentials to prospective employers; and maintaining the candidate's file for five years for future placement and follow-up will become the responsibility of the teacher education department beginning the summer of 2003. Student teachers are to prepare the first copies of their placement credentials in the Education Seminar. These papers together with a transcript of credits are very useful documents as the candidates seek their first positions and in the future as they seek other opportunities in the profession.

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 application form for an Indiana license in the Teacher Education Office. Applications for other states may be printed from their web sites; contact the Teacher Education Secretary 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. Cash and personal checks are not acceptable. Make money order, certified checks or cashier's checks payable to "State of Indiana (or whatever state). The Indiana fee is \$35.
4. Bring or send the application form, the completed Limited Criminal History form (needed for Indiana) official transcript, (not needed for Indiana) and certification fee to the Goshen College Teacher Education Office for processing. 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.

Applicants for an Indiana license who have been convicted of a felony or of a misdemeanor are required to attach a written statement of this to their 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. Contact the Licensing Advisor if you have questions about license requirements in a specific state. Indiana has Interstate Compact Agreement with the 40 states listed below.

Alabama	Hawaii	Nevada	Rhode Island
Arkansas	Idaho	New Hampshire	South Carolina
Arizona	Illinois	New Jersey	Tennessee
California	Kentucky	New Mexico	Texas
Colorado	Maine	New York	Utah
Connecticut	Maryland	North Carolina	Vermont
Delaware	Massachusetts	Ohio	Virginia
District of Columbia	Michigan	Oklahoma	Washington
Florida	Mississippi	Oregon	West Virginia
Georgia	Montana	Pennsylvania	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
 Alaska: <http://www.eed.state.ak.us/TeacherCertification/Introduction.html>
 Arizona: <http://www.ade.state.az.us/certification/requirements/TeachingCerts/>
 Arkansas: <http://arkedu.state.ar.us/teachers/index.html>
 California: <http://www.ctc.ca.gov/credentialinfo/credinfo.html>
 Colorado: http://www.cde.state.co.us/cdeprof/li_assessmentframework.htm
 Connecticut: <http://www.state.ct.us/sde/dtl/cert/index.htm>
 Delaware: http://www.doe.state.de.us/DPIServices/DOE_Standards.htm
 District of Columbia: <http://www.k12.dc.us/dcps/teachdc/certification.html>
 Florida: <http://www.firn.edu/doe/bin00022/home0022.htm>
 Georgia: <http://www.gapsc.com/TeacherCertification.asp>
 Hawaii: http://www.jccdr.org/grad/documents/state_directory/hawaii.pdf
 Idaho: <http://www.sde.state.id.us/certification/default.htm>
 Illinois: <http://www.academploy.com/cert/certil.htm>
 Indiana: <http://www.IN.gov/psb/licensing/>
 Iowa: <http://www.state.ia.us/boee/require.html>
 Kansas: <http://www.ksbe.state.ks.us/cert/cert.html>
 Kentucky: <http://www.kde.state.ky.us/shared/search/Query.asp>
 Louisiana: <http://www.doe.state.la.us/DOE/asps/home.asp?I=CERTIFICATION>
 Maine: <http://www.state.me.us/education/cert/cert.htm>

Maryland: <http://certification.msde.state.md.us/Certification/Certification.html>
 Massachusetts: http://www.doe.mass.edu/educators/e_license.html
 Michigan: http://www.michigan.gov/mde/1,1607,7-140-5234_5683_14795---,00.html
 Minnesota: <http://www.educ.state.mn.us/licen/license.htm>
 Mississippi: <http://www.mde.k12.ms.us/license/>
 Missouri: <http://www.dese.state.mo.us/divteachqual/teachcert/>
 Montana: <http://www.opi.state.mt.us/pdf/Cert/CertBroc.pdf>
 Nebraska: <http://www.nde.state.ne.us/TCERT/TCERT.html>
 Nevada: <http://www.nde.state.nv.us/licensure/>
 New Hampshire: <http://www.ed.state.nh.us/Certification/teacher.htm>
 New Jersey: <http://www.state.nj.us/njded/educators/license/1111.htm>
 New Mexico: <http://sde.state.nm.us/divisions/ais/licensure/index.html>
 New York: <http://www.highered.nysed.gov/tcert/certificate/nyscertreq.htm>
 North Carolina: <http://www.dpi.state.nc.us/licensure/>
 North Dakota: http://www.jccdr.org/grad/documents/state_directory/northdakota.pdf
 Ohio: http://www.ode.state.oh.us/teaching-profession/Teacher/Certification_Licensure/default.asp
 Oklahoma: <http://sde.state.ok.us/pro/tcert/profstd.html> page 2
 Oregon: http://www.jccdr.org/grad/documents/state_directory/oregon.pdf page 2
 Pennsylvania: <https://www.tcs.ed.state.pa.us/>
 Rhode Island: http://www.rido.net/teacher_cert/Default.htm
 South Carolina: <http://www.scteachers.org/cert/index.cfm>
 South Dakota: <http://www.state.sd.us/deca/OPA/cert.htm>
 Tennessee: http://www.state.tn.us/education/lic_kind.htm
 Texas: <http://www.sbec.state.tx.us/certinfo/becometeacher.htm>
 Utah: <http://www.usoe.k12.ut.us/cert/>
 Vermont: <http://www.state.vt.us/educ/license/index.htm>
 Virginia: <http://www.pen.k12.va.us/go/VDOE/Compliance/TeacherED/licensure.html>
 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://www.k12.wy.us/ptsb/certification.htm>

M. Curriculum Library

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. There is also a file of curriculum guides of local school districts. 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 (room 118) has been an integral part of the division of teacher education since 1959. The Campus Center for Young Children (Rms. 121, 122 and 123) begun in 1997, is a conjoint program of Goshen College and the College Mennonite Church. College students may participate in the kindergarten as the laboratory experience for particular courses, under the supervision of the director of the kindergarten center.

O. Teacher Education Faculty

Marg Mast, Ph.D.

Assistant Professor of Education; Director of Teacher Education, Teacher Licensing Advisor, Director of Elementary Student Teaching, B.A., Goshen College, 1987; M.Ed., Our Lady of the Lake University, 1993; Ph.D. University of Texas at Austin, 2002. G.C., 1995-96 & 2001-present. Office – Church–Chapel 115D. Phone 535-7442.

Michael Nolt, M.Ed.

Assistant Professor of Education; Director of Secondary Student Teaching, B.A., Goshen College, 1994; M.Ed., 2001 Lehigh University, Bethlehem, PA. G.C. 2001-present.
Office – Church-Chapel 115E. Phone 535-7441.

Kathy Meyer Reimer, Ph.D.

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

Barbara Stahly, M.S.

Assistant Professor of Education and Director/Teacher of Laboratory Kindergarten
B.A. Goshen College, 1970; M.S. Indiana University, 1972. G.C., 1996-present.
Office - Church-Chapel Room 119. Phone 535-7444

Teacher Education Adjunct Faculty

John Hutchings, Ph.D.

B.S. Indiana University, 1969; M.S. Indiana University, 1973; Ph.D. Purdue University, 1995.
G.C. 1998-present.

Donald Lanctot, M.A.

B.A. Goshen College 1979, M.A. Notre Dame 1985, G.C., 1998-present.

Teacher Education Office Manager

Marilyn Bayak, International Business College – Ft. Wayne, 1962. G.C., 1973-Present.

II. TEACHER EDUCATION PROGRAMS

These programs fit the Indiana Professional Standards Board Rules 2002 and go into effect in 2003. No licenses for Rules 46/47 will be granted by the state after June 30, 2006.

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

Candidates will be qualified for the standard license in elementary education and 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 143) and Reading Specialist (minimum score of 370).
- 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	3
	Comm 202	Oral Communication	2
	Comm 204	Written Communication (strongly advised, but not required)	3
	Educ 307	Children's 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		
	NaSc 100	The Physical World or alternate	3
	NaSc 101	The Biological World or alternate	3
	NaSc 310	Conservation	
	or Biol 340	Field Experience in Environmental Education	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
	Educ 030	Technology Competency (for those who have not tested out of the technology proficiency)	1
e.	Arts		
	Hum 340	Fine Arts for Children	3

Hum 320-325	Humanities	
f. Physical fitness and health		
PhEd 100	Wellness	1
PhEd 102	First Aid and CPR	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 421	Building Conflict Healthy Systems	3
Bibl 100	Biblical Literature	3
	Bible and Religion Undergraduate Requirement	3
h. Professional Education		
Educ 201	Inclusive Schooling	3
Educ 300	Educating Learners with Exceptional Needs: Mild Intervention	3
Educ 301 and 304	Elementary Curriculum Studies I and II	6
Educ 303 and 406	Literacy I and II	6
Educ 305	Kindergarten Field Experience	1
Educ 306	Learning Disorders	2
Educ 308	Curriculum Adaptations and Assessment	3
Educ 309	Social and Emotional Disorders	2
Educ 310	Educational Psychology: Elementary	3
Educ 402	Student Teaching: Elementary	12
Educ 403	Student Teaching: Mild Intervention	5
Educ 409	Elementary Education Seminar	3
Educ 410	Issues in Special Education	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.
2. Working portfolio
When the candidate enrolls in Educ 201 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio, papers, projects, and other products from course work and extracurricular activities that document her/his level of competence for each of the ten INTASC principles. The final portfolio will be assessed in Educ 403 Education 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: Curriculum, Instruction & Assessment.
The candidate is to take this test and receive a minimum score of 143 before the Goshen College licensing advisor recommends her/him for licensure in the content area of elementary education.

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

Assumptions:

1. You are only required to take the first Violence Prevention and Conflict Transformation course. You are free to choose not to take the others, but then will not receive the certificate.
2. There is a technology prerequisite. Based on the assumption of competence in the prerequisite, courses will integrate the use of technology.

A possible course of study follows:

Cr	FALL	Cr	SPRING	Cr	MAY
3 1 3 3 3 1 <u>1</u> 15	Literature and Writing Colloquium Biblical Literature Physical Science American History Technology Competency*** Wellness	2 3 3 <u>3</u> 11	Oral Communication Written Communication* Biological Science Trans Violence/Conflict	<u>3</u> 3	Inclusive Schooling
4 4 3 1 <u>3</u> 15	Foreign Language Humanities Math Concepts for Elementary Classrooms I CPR/First Aid Mediation Process**	4 2 3 3 <u>3</u> 15	Foreign Language PE for Children Math Concepts for Elementary Classrooms II Child/Adolesc. Literature Exceptional Students	<u>13</u> 13	Study-Service Term (International/Intercultural Education)
Blocked Semester 3 3 2 3 <u>3</u> 14	Literacy I :Development Curriculum Studies I Learning Disorders Fine Arts for Children (Theatre, Music, Art) Educational Psychology	3 3 3 2 <u>1</u> 12	Literacy II: Diagnosis Curriculum Studies II Adapt/Assessment Soc/Emotion Disorders Kindergarten Field Exp.	<u>3</u> 3	Conservation or Field Studies in Environmental Education
Blocked Semester 12 <u>3</u> 15	Student Teaching/Reg. Educ. Senior Seminar	5 3 4 <u>3</u> 15	Student Teaching/Exceptional Needs Special Education Issues Building Conflict Healthy Systems** Bible and Religion	<u>3</u> 3	Elective

*Strongly advised

**Required for those completing the Conflict Transformation Certificate

***Only if placement test is not successfully completed

It is also possible to get:

- TESOL (Teaching English to Speakers of Other Languages) or
- added experience with middle school age students.

Either of these options require more than four years or dropping the exceptional needs certification.

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. This plan does not include the Conflict Transformation Certificate.

No additional coursework required.

Deletion of the following coursework:

PJCS 325	Mediation Process	3
PJCS 421	Building Conflict Healthy Systems	3

Elementary Grades K-6 / 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.

No additional coursework required.

Deletion of the following coursework:

Educ 403	Student Teaching: Mild Intervention	5
Educ 410	Issues in Special Education	3

Elementary Grades K-6 / English As A Second Language / 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.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	English Language Problems	3
Engl 319	English Syntax	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	Field Experience in TESOL	3

Deletion of the following coursework:

Educ 403	Student Teaching: Mild Intervention	5
Educ 410	Issues in Special Education	3

Elementary Grades K-6 / English As A Second Language

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.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	English Language Problems	3
Engl 319	English Syntax	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	Field Experience in TESOL	3

Deletion of the following coursework:

Educ 403	Student Teaching: Mild Intervention	5
Educ 410	Issues in Special Education	3
PJCS 325	Mediation Process	3
PJCS 421	Building Conflict Healthy Systems	3

Elementary Grades K-6 / Exceptional Needs: Mild Intervention / English As A Second Language/ 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.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	English Language Problems	3
Engl 319	English Syntax	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	Field Experience in TESOL	3

Elementary Grades K-6 / Exceptional Needs: Mild Intervention / English As A Second Language

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.

Addition of the following coursework:

Engl 310	Introduction to Linguistics	3
Engl 315	English Language Problems	3
Engl 319	English Syntax	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	Field Experience in TESOL	3

Deletion of the following coursework:

PJCS 325	Mediation Process	3
PJCS 421	Building Conflict Healthy Systems	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 as a new language, 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, music and physical education also cover grades K-12 in most other states. Please contact the director of teacher education if you have questions about specific states.

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

Educ 201	3 cr.	Inclusive Schooling
Educ 309	3 cr.	Educational Psychology
Educ 314	2 cr.	Secondary Curriculum & Instruction
Educ 315	1 cr.	Secondary Curriculum Content Methods
Educ 321	3 cr.	Middle School Curriculum & Instruction
Educ 403	3 cr.	Secondary Education Seminar
Educ 405	3 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 421	3 cr.	Building Conflict Healthy Systems

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

Assumptions:

1. You are only required to take the first Violence Prevention and Conflict Transformation course. You are free to choose not to take the others, but then will not get the certificate.
2. There is a technology prerequisite. Based on the assumption of competence in the prerequisite, courses will integrate the use of technology.
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.

A possible course of study follows:

FALL		SPRING		MAY	
Cr		Cr		Cr	
3	Literature & Writing	2	Oral Communication	<u>3</u>	Inclusive Schooling
1	Colloquium	3	Math/Science	3	
3	Biblical Literature	<u>3</u>	Trans. Conflict / Violence		
3	Math/Science	9			
3	History				
<u>1</u>	Wellness				
14					
4	Language	4	Language	<u>13</u>	SST (International/Intercultural Education)
3	Written Communication**	<u>3</u>	Educational Psychology	13	
1	Technology Competency***	7			
<u>3</u>	Mediation Processes*				
11					
<u>3</u>	Adolescent Exceptional Learners	2	C & I for Adolescent Learners		
3		3	Middle School C & I		
		<u>1</u>	Secondary Methods in Content		
		9			
12	St. Teaching	3	Bible and Religion		
<u>3</u>	Seminar	4	Building Conflict Healthy Systems*		
15		<u>3</u>	Humanities		
		10			

*Required for those completing the Conflict Transformation Certificate

**Strongly advised

***Only if placement test is not successfully completed

It is also possible to get:

- K-12 licensure in art, music, physical education and ENL (English as a New Language)

Business/Technology Education

Course requirements:

Acc 201-2	6 cr.	Principles of Accounting
Bis 220	3 cr.	Knowledge Work Software Toolkit
*Bus 102	0-3 cr.	Advanced Keyboarding
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
Bus 322	3 cr.	Organizational Communication
Bus 328	3 cr.	Entrepreneurship
Bus 403	3 cr.	Management Strategy
Bus 405	1 cr.	Business Career Planning
Bus 410	3 cr.	Management Policy & Social Responsibility
Econ 201-2	6 cr.	Principles of Economics
Econ 207	3 cr.	Introduction to Statistics
Econ 306	3 cr.	International Economics
Math 102/141/205	3 cr.	Pre-Calculus, Finite Mathematics, or Discrete Mathematics

*All candidates are to take an Advanced Keyboarding Test by arrangement through the business department chair; this test will assess skill in voice and keyboarding input. Those who do not pass this test will need to register for an independent study, Bus 102 Advanced Keyboarding for 1-3 credit hours, through the business department chair.

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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the ten business/technology standards. The final portfolio will be assessed in Educ 403 Education 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 and 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 or 207/307	3 cr.	International Literature or Interdisciplinary Literature, e.g. African American Literature or Native American Literature
Comm 202	3 cr.	Oral Communication
Comm 206 or Intl 254	3 cr.	Communication Across Cultures or Intercultural Communication
Engl 204	3 cr.	Expository Writing
Engl 120/330/332/334/ Comm 308/250/260	3 cr.	Creative Writing/ Writing Fiction/Writing Poetry/Writing Creative Nonfiction/Introduction to Reporting/ Writing for Electronic Media
Engl 315	3 cr.	English Language Problems
Engl 319	1 cr.	English Syntax
Engl 300	3 cr.	Introduction to Literary Interpretation
Engl 301	3 cr.	British Literature to 1800
Engl 302	3 cr.	British Literature 1800 to Present
Engl 303	3 cr.	American Literature Survey
Educ 307	3 cr.	Children's Adolescent's Literature
Thea 235/Comm 386/Engl 230	3 cr.	Texts and Performance/Film/Literature & Film

Other requirements:

The candidate must choose a Goshen College major to meet graduation requirements. Many candidates will choose to major in English, 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.

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 English or communication departments. 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 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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the English/language arts standards. The final portfolio will be assessed in Educ 403 Education 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 these tests and 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 life sciences.

English As A New Language (ENL)

Course requirements:

Comm 202	2 cr.	Oral Communication
Engl 204	3 cr.	Expository Writing
Engl 310	3 cr.	Introduction to Linguistics
Engl 315	3 cr.	English Language Problems
Engl 319	1 cr.	English Syntax
Engl 320	4 cr.	Methods of TESOL
Engl 325	3 cr.	Field Experience in TESOL
Comm 306/Intl 252/SoAn 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 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:

Because Goshen College does not offer a major in Teaching English as a New Language, the candidate must choose a Goshen College major to meet graduation requirements. Any major is acceptable, but the education department advises that the candidate consider a Goshen College major in English, French, German, Spanish, or Elementary Education. A Goshen College Interdisciplinary major would also be acceptable, but would limit the candidate to teaching only English as a New Language.

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 ENL in grades K-6. Secondary candidates will complete requirements to be licensed to teach grades 5-12. In addition, K-12 ENL 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 as a New 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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC Principles. In addition each candidate is to be thoroughly familiar with the eight major standards listed in the *Standards for Teachers of English as a New Language*. From the time the candidate begins her/his portfolio she/he is to integrate into the INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the ENL standards. The final portfolio will be assessed in Educ 403 Education Seminar.
3. Approval of the English as a Second Language Professor
At Teacher Education Checkpoint #2, prior to admission to student teaching, the English as a Second 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.
4. Praxis II Subject Area Assessment in Teaching English as a Second Language # 0360

The candidate is to take this test and receive at least a score of (cut-off score yet to be determined) on test #0360 before the Goshen College licensing advisor recommends her/him for licensure in the content area of English as a New Language.

Foreign Language -- French

Course requirements:

French 202 or higher	21 credits	To include course work in French 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 French content area candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in French, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach French 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.

A French content area candidate is to participate in at least one semester of a study-abroad program in country in which French is the primary language.

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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the foreign language standards. The final portfolio will be assessed in Educ 403 Education 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
The candidate is to take these tests, # 20173 French Content Knowledge and # 10171 French: Productive Language Skills, and receive scores of at least 160 on #20173 and 162 on #10171 before the Goshen College licensing advisor recommends her/him for licensure in the content area of French.

Foreign Language -- German

Course requirements:

German 202 or higher	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. Although most candidates will choose to major in German, the candidate may choose any Goshen College major to be eligible for an Indiana license to teach German 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.

A German content area candidate is to participate in at least one semester of a study-abroad program in country in which German is the primary language.

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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the foreign language standards. The final portfolio will be assessed in Educ 403 Education 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**
The candidate is to take these tests, # 20180 German and receive a score of at least 490 before the Goshen College licensing advisor recommends her/him for licensure in the content area of German.

Foreign Language -- 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.

A Spanish content area candidate is to participate in at least one semester of a study-abroad program in country in which Spanish is the primary language.

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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the foreign language standards. The final portfolio will be assessed in Educ 403 Education 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**
The candidate is to take these tests, # 10191 Spanish Content Knowledge and # 20192 Spanish Productive Language Skills, and receive scores of at least 159 on #10191 and 162 on #20192 before the Goshen College licensing advisor recommends her/him for licensure in the content area of Spanish.

Mathematics

Course requirements:

Math 205	3 cr.	Discrete Mathematics
Math 211-213	12 cr.	Calculus I, II, & III
Math 300	3 cr.	Conjecture and Proof
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
CoSc 200	3 cr.	Programming Techniques
NaSc 410 or CoSc 410	3 cr.	Natural Science or Computer 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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the ten standards. The final portfolio will be assessed in Educ 403 Education 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 #10061
The candidate is to take this test and receive a minimum score of 136 before the Goshen College licensing advisor recommends her/him for licensure in the content area of mathematics.

Music Education -- Vocal and General Music

Course requirements:

Mus 201-202	8 cr.	Music Theory
Mus 204	3 cr.	Survey of Music Literature
Mus 210	3 cr.	Learning and Teaching Concepts in Music
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 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)
Art/Mus 423	4 cr.	Upper level humanities
Mus 275, 375	*8-12 cr.	Applied Music (Voice and Piano)
Ensemble	0-1 cr.	Choir, Orchestra, Jazz Combo

*A candidate may need to complete more than 8 credits of applied voice 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 six semesters and in at least two of the annual music department workshops. A senior recital or public demonstration of music teaching skills is 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 the Music Educators National Conference (MENC) or another 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 Inclusive Schooling, she/he is to organize a "working portfolio" around the 10 INTASC Principles. In addition each candidate is to be thoroughly familiar with the seven standards listed in the *Standards for Teachers of Standards for Teachers of Fine Arts*. From the time the candidate begins her/his portfolio, she/he is to integrate into it 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 10 INTASC 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 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 Educ 403 Education 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 #10113

The candidate is to take this test and receive a minimum score of 140 before the Goshen College licensing advisor recommends her/him for licensure in the content area of vocal and general music. Most often it is advisable to take this test the spring before student teaching.

Music Education -- Instrumental and General Music

Course requirements:

Mus 201-202	8 cr.	Music Theory
Mus 204	3 cr.	Survey of Music Literature
Mus 210	3 cr.	Learning & Teaching Concepts in Music
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 Methods & Materials
Mus 312	3 cr.	Conducting
Mus 330	2 cr.	Teaching Secondary School Music
Art/Mus 423	4 cr.	Upper level humanities
Mus ____	*8-12 cr.	Applied Music (Instrumental) and Piano
Ensemble	0-1 cr.	Choir, Orchestra, Jazz Combo

*A candidate may need to complete more than 8 credits of applied instrumental 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 six semesters and in at least two of the annual music department workshops. A senior recital or public demonstration of music teaching skills is 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 the Music Educators National Conference (MENC) or another 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 Inclusive Schooling, she/he is to organize a "working portfolio" around the 10 INTASC Principles. In addition each candidate is to be thoroughly familiar with the seven standards listed in the *Standards for Teachers of Standards for Teachers of Fine Arts*. From the time the candidate begins her/his portfolio, she/he is to integrate into it 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 10 INTASC 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 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 Educ 403 Education 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 #10113.
The candidate is to take this test and receive a minimum score of 140 before the Goshen College licensing advisor recommends her/him for licensure in the content area of instrumental and general music. Most often it is advisable to take this test the spring before student teaching.

Music Education -- Vocal, Instrumental and General Music

Course requirements:

Mus 201-202	8 cr.	Music Theory
Mus 204	3 cr.	Survey of Music Literature
Mus 210	3 cr.	Learning & Teaching Concepts in Music
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 Methods & Materials
Mus 308	2 cr.	Vocal Methods & Pedagogy
Mus 312	3 cr.	Conducting (includes a clinical experience)
Mus 330	2 cr.	Teaching Secondary School Music
Art/Mus 423	4 cr.	Upper level humanities
Mus ____	*8-12 cr.	Applied Music (Instrumental and/or Vocal) and Piano
Ensemble	0-1 cr.	Choir, Orchestra, Jazz Combo

*A candidate may need to complete more than 8 credits of applied music study to meet the senior recital requirement, listed below.

Other requirements:

Candidates who complete the combined vocal, instrumental and general music content areas 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, 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 six semesters and in at least two of the annual music department workshops. A senior recital or public demonstration of music teaching skills is 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 the Music Educators National Conference (MENC) or another 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 Inclusive Schooling, she/he is to organize a "working portfolio" around the 10 INTASC 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 it 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 10 INTASC 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 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 projects

The final portfolio will be assessed in Educ 403 Education 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 and receive a minimum score of 140 before the Goshen College licensing advisor recommends her/him for licensure in the content area of vocal, instrumental and general music. Most often it is advisable to take this test the spring before student teaching.

Physical Education

Course Requirements:

PhEd 100	1 cr.	Wellness
PhEd 102/103	3 cr.	First Aid & CPR & Basic Athletic Training
PhEd 200/224	1 cr.	Aerobic Dance/International Folk Dance
PhEd 206/218 230/236	1 cr.	Badminton/Golf/Racquetball/Tennis
PhEd 210/214/216/228	1 cr.	Canoeing & Backpacking/Cross Country Skiing/Cycling/Outdoor Living
PhEd 220 & 222	2 cr.	Gymnastics: Apparatus & Tumbling
PhEd 226/240	1 cr.	Life Guard Training/Water Safety Instructor/Beginning Swimming
PhEd 242	1 cr.	Weight Training/Selected Sports
PhEd 250	2 cr.	History & Philosophy of Physical Education
PhEd 299	3 cr.	Theory & Technique of Coaching
PhEd 308	3 cr.	Teaching Sports Skills & Strategies
PhEd 309	3 cr.	Physical Education for Children
PhEd 310	3 cr.	Administration of Physical Education
Chem 101/Chem 111	3-4 cr.	Chemistry & Physics of Life/General Chemistry
Biol 203	4 cr.	Human Anatomy & Physiology
PhEd 315	3 cr.	Kinesiology
PhEd 317	3 cr.	Exercise Physiology
PhEd 330	3 cr.	Psychology of Motor Learning

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 health and 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 in the American Alliance 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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the nine health and physical education standards. The final portfolio will be assessed in Educ 403 Education 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 #10091. The candidate is to take this test and receive a minimum score of 150 on the physical education test 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)	4-8 cr.	Organic Chemistry
Chem 310 (& 312)	4-8 cr.	Thermodynamics & 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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the science standards. The final portfolio will be assessed in Educ 403 Education 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 #20245
The candidate is to take test #20245 and receive a score of at least 151 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
NaSc 410	3 cr.	Natural Science Senior Seminar
Phys 101-102	2 cr.	Research Seminar
Phys 203-204	8 cr.	General Physics
Phys 220	2 cr.	Introduction to Research
Phys 230	3 cr.	Modern Physics
Phys 302	3 cr.	Analytical Mechanics
Phys 303	3 cr.	Classical Field Theory
Phys 310	3 cr.	Thermodynamics
Phys 312	3 cr.	Quantum Mechanics

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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the science standards. The final portfolio will be assessed in Educ 403 Education 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 #10265
The candidate is to take test #10265, and a receive at least a score of 149 before the Goshen College licensing advisor recommends her/him for licensure in the content areas of physical science.

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 or Phys 310	3-4 cr.	Physical Chemistry I or Thermodynamics
Chem 313 or Phys 312	3-4 cr.	Physical Chemistry II or Quantum Mechanics
Math 211-212	8 cr.	Calculus I, II (Calculus III recommended)
NaSc 410	3 cr.	Natural Science Senior Seminar
Phys 203-204	8 cr.	General Physics
Phys 230	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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the science standards. The final portfolio will be assessed in Educ 403 Education 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 #20245 and Physics: Content Knowledge #10265. The candidate is to take these tests and receive a minimum score of 151 on test #20245, and a minimum score of 149 on test #10265 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 100-101	8 cr.	Principles of Biology
Biol 200 or 201	4 cr.	General Zoology, Botany of Seed Plants
Biol 203-204 or 302 or 375	3-4 cr.	Human Anatomy & Physiology, Develop Vertebrate Biology or Topics in Biology
Biol 300	4 cr.	Microbial Biology
Biol 301	4 cr.	Genetics
Biol 309 or NaSc 201 or NaSc 310	3 cr.	General Ecology or Introduction to Environmental Science or Conservation
Biol 410 or NaSc 410	3 cr.	Biology or Natural Science Senior Seminar

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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the science standards. The final portfolio will be assessed in Educ 403 Education 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 #20235
The candidate is to take this test and receive a minimum score of 154 on test #20235, Biology: Content Knowledge 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	4-8 cr.	Organic Chemistry
Chem 310 or 350 or 415 or 430 & 431	4 cr.	Physical Chemistry or Environmental Chemistry or Inorganic Chemistry, or Biochemistry & Biochemistry Lab
Biol 100-101	4-8 cr.	Principles of Biology
Biol 200/201	4 cr.	General Zoology, Botany of Seed Plants
Biol 203/204	3-4 cr.	Human Anatomy & Physiology
Biol 300	4 cr.	Microbial Biology
Biol 301	4 cr.	Genetics
Biol 309 or NaSc 201 or NaSc 310	3 cr.	General Ecology or Introduction to Environmental Science or Conservation
Biol 410 or NaSc 410	3 cr.	Biology or Natural Science 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 Inclusive Schooling, she/he is to organize a "working portfolio" around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the science standards. The final portfolio will be assessed in Educ 403 Education 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 #20245, Chemistry Content Knowledge and #20235 Biology Content Knowledge and 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 or U.S. Government
Econ 201/202	3 cr.	Principles of Economics (I or II)
Psyc 100	3 cr.	General Psychology
PJCS 210/312/313	3 cr.	Transforming Conflict & Violence, War, Peace & Nonresistance; or Violence & Nonviolence
SoAn 200	3 cr.	Principle of Sociology
Hist/Psyc/Soc 410	3-6 cr.	Senior Seminar in History, Psychology or Sociology

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 201-2	6 cr.	Principles of Economics
Econ 306/308	3 cr.	International Economics/Economic Development
Econ	3 cr.	Other economics, e.g. Public Sector Economics, Intermediate Public Policy, etc.

Historical Perspectives

Hist 105/202/323/324/325/326	6 cr.	United States history survey courses
Hist 255/327/328/330/ 335	3 cr.	History of Global Poverty, American Immigration and Ethnic History, African-American History, International Women's History, or History of Ethnic Conflict
Hist 101/102/203/255/ 304/315/344/350	6 cr.	World history courses

Geographical Perspectives

Hist 240	3 cr.	World Geography
Hist 255/345/	3 cr.	History of Global Poverty, Environmental History
NaSc 201/310/320	3-4 cr.	Geology or Introduction to Environmental Science or Conservation of Natural Resources
SoAn 319/ Intl 252	3 cr.	Doing Theology Abroad in Conflict Situations or any cross-cultural course applied; Study-Service Term

Government and Citizenship

PoSc 200	3 cr.	Introduction of Political Science
PoSc 305	3 cr.	U. S. Government
PoSc	3 cr.	Other Political Science
PJCS 210/312/313	3 cr.	Transforming Conflict & Violence; War, Peace & Nonresistance; or Violence & Nonviolence

Psychology

Psyc 100	3 cr.	General Psychology
Psyc 313/322	3 cr.	Violence & Nonviolence/Analysis of Racism & Power
Psyc 200/221/308	3 cr.	Social Psychology, Human Behavior or Personality Theory
Educ 309/310	3 cr.	Educational Psychology

Sociology

SoAn 200	3 cr.	Principles of Sociology
SoAn 220/230	4 cr.	Principles of Anthropology or Cultural Anthropology
SoAn 302/330/334	3 cr.	Urban Diversity; Family Systems Across Cultures; or Race & Ethnic Relations
SoAn	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 education 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 Inclusive Schooling, she/he is to organize a “working portfolio” around the 10 INTASC 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 INTASC portfolio the projects, papers and other products from course work and extracurricular activities which document her/his level of competence for each of the 13 social studies standards. 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 Educ 403 Education 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 education department.

4. Praxis II Subject Area Assessment in Social Studies. #10081
The candidate is to take this test and receive a minimum score of 147 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 or 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	3 cr.	Theater Topics: Creative Drama as Process
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 Inclusive Schooling, she/he is to organize a “working portfolio” around the ten INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the seven fine arts standards. 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 Educ 403 Education Seminar.
3. Approval of the Theater Department
At Teacher Education Checkpoint #2, prior to admission to student teaching, the communication and 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 Theatre Education

The candidate is to take this test and 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

Course requirements:

Art 101	3 cr.	Drawing
Art 107	3 cr.	Design
Art 108	3 cr.	Digital Design
Art 202	3 cr.	Painting
Art 205	3 cr.	Figure Drawing
Art 255/315	3 cr.	Photo Communication/Photography
Art ____	6 cr.	Further study in an art medium as preparation for exhibit
Art 311	3 cr.	Secondary School Art (not required of those adding the visual arts content area to an elementary school teaching license)
Art 341 & 342	3 cr.	History of Art I & II
Art 409	1 cr.	Internship (senior exhibit)
Art 410	3 cr.	Senior Seminar
Hum 340	3 cr.	Fine Arts for Children (not required for those adding the visual arts content area to a middle school or high school teaching license)
Theatre 245	3 cr.	Aesthetics

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 Inclusive Schooling, she/he is to organize a "working portfolio" around the 10 INTASC 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 INTASC portfolio papers, projects, and other products from course work and extracurricular activities that document her/his level of competence for each of the seven fine arts standards. The final portfolio will be assessed in Educ 403 Education 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 #10133 Art: Content Knowledge

The candidate is to take this test and receive a minimum score of 149 before the Goshen College licensing advisor recommends her/him for licensure in the content area of visual arts.