



Teacher Education

Handbook

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

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I. GENERAL INFORMATION

A. Introduction

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

B. Goshen College Mission Statement and Desired Outcomes

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

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

A life that is CHRIST-CENTERED, with

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

A life of PASSIONATE LEARNING, through

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

A life of SERVANT LEADERSHIP, based on

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

A life of COMPASSIONATE PEACEMAKING with

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

A life of GLOBAL CITIZENSHIP with

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

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

C. A Model of Teacher Education at Goshen College

The figure on the following page, along with the theme, guiding principles and core dispositions below outline the framework for Goshen College's Teacher Education programs.

1. Theme: Integrative Learning For Intercultural, Research-Driven Practice

2. Guiding Principles:

The Goshen College Professional Education Unit 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 in order to draw relationships a) within disciplines, b) between disciplines, and c) to students' lives.
- Communicate effectively in a variety of sign systems: e.g. oral, nonverbal, written, and media communication.
- Build a learning community based on the diversity of students' background and their learning styles 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 all 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 and behavioral supports in a wide variety of settings.
- Sense a strong call to serve and to nurture students from a social justice perspective.
- Develop a sense of self as an educational facilitator and leader who continually reflects on their own teaching in reference to Goshen College's guiding principles and their own emerging philosophy of education.
- Establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

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

Goshen College Professional Educational Unit Conceptual Frame



D. Accreditation

Goshen College is accredited by the North Central Association of Colleges and Secondary Schools and is authorized by the Indiana Office of Educator Licensing and Development to prepare teachers for elementary and secondary schools. The National Council for Accreditation of Teacher Education (NCATE) has accredited Goshen College's Teacher Education since 1954. In February 2013, 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 candidates about expectations of each checkpoint. Becoming a teacher is a developmental process and the Teacher Education Department wants to be supportive of candidates 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

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

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

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

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

- Completes the Core Academic Skills Assessment (CASA) in Reading, Writing and Mathematics and meets Indiana minimum requirements or provides evidence of a composite SAT score of 1100 or above or ACT composite score of 24 or above.

Applicants who do not provide evidence of an SAT composite score of 1100 or above or an ACT composite score of 24 or above are to take the CASA as soon as they have completed Educ 201 and are required to have completed it before their junior year; those beginning in a Teacher Education program after their sophomore year are to take the exams on the first possible date. The Goshen College Department of Education will not act on an application until the applicant completes the CASA or provides proof of exemption. Details of the CASA tests are on page 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 2.8 or higher in the content area and to meet CASA cut-off scores of 220 for Reading, 220 for Writing, and 220 for Mathematics). An applicant who is denied admission to Teacher Education may appeal the decision to an ad hoc committee consisting of the director of Teacher Education, her/his academic adviser, and a third educator of her/his choice. If the ad hoc committee decides the student should be admitted to Teacher Education, the Education Department will uphold the decision. If the committee upholds the original denial of admission to Teacher Education, the applicant may appeal the decision through the Goshen College grievance procedure.

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

b. Membership in Professional Education Organizations

Each Goshen College candidate 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 submit a copy of your membership card or receipt to the Teacher Education department. Membership in at least one professional organization is expected to be maintained throughout the candidate's teacher preparation program. It is suggested candidates join the professional organization of their content area.

c. Portfolios

Each Teacher Education candidate is to begin a "working portfolio" organized around the eight Guiding Principles in Educ 201, Foundations of Education. Transfer candidates 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 candidates. Candidates who do not attend the workshop will still be held accountable for their portfolio development. She/he is to add documents to her/his working portfolio throughout the Teacher Education program. The portfolio is reviewed by Education faculty at the end of Educ 201, and at the end of Educ 314 (secondary) or Educ 304/308 (elementary). In the Elementary and Secondary Education Seminars immediately

after pre-service teaching, each candidate submits her/his portfolio for evaluation by a panel of college faculty and in-service teachers.

d. Technology Competency

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

e. Transfer Credits

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

2. Checkpoint #2 - Admission to Pre-Service Teaching

a. General Information

Students planning to enroll in pre-service 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 candidate'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, (5) complete the cultural diversity workshops or field trips from the curriculum studies courses, (6) have supportive references from field placement courses that would suggest the candidate has dispositions that would allow her/him to be successful, and (7) have passed the CORE content assessment in their field and the appropriate CORE pedagogy assessment.

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

Prerequisites for the pre-service teaching semester for elementary education majors are:

Educ 201	Foundations of Education
Educ 300	Exceptional Learners: Elementary**
Educ 301	Curriculum Studies: Math
Educ 303	Literacy I: Developmental Literacy
Educ 304	Curriculum Studies: Social Studies
Educ 307	Children & Adolescent Literature
Educ 308	Curriculum Studies: Science

Educ 310	Educational Psychology: Elementary
Educ 341	Mild Disabilities I*
Educ 343	Mild Disabilities II*
Educ 344	Adaptation and Assessment
Educ 406	Literacy II: Diagnostic Literacy
CORE Content Assessment	CORE content assessments must be passed and scores submitted to the Education office by August 1.
CORE Pedagogy Assessment	CORE pedagogy assessments must be passed and scores submitted to the Education office by August 1.

* Pre-requisites for the pre-service teaching semester for Special Education majors

** Pre-requisite for Educ 341/343

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

Educ 201	Foundations of Education
Educ 302	Exceptional Learners: Secondary
Educ 309	Educational Psychology: Secondary
Educ 314	Secondary Curriculum & Instruction
Educ 321	Middle School Curriculum & Instruction
Educ 401	Child Development Practicum (K-12)
CORE Content Assessment	CORE content assessments must be passed and scores submitted to the Education office by August 1.
CORE Pedagogy Assessment	CORE pedagogy assessments must be passed and scores submitted to the Education office by August 1.

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

b. Pre-Service Teaching Placement

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

c. CORE Content & Pedagogy Assessments

All candidates are required to pass the CORE content and pedagogy assessments for their content area **prior** to pre-service teaching. Scores must be reported by August 1; therefore, tests must be completed in the spring or early summer. There is no CORE content test at this time for Physical Education majors. Physical Education majors must pass the Praxis II content tests in health and physical education, in

addition to the CORE pedagogy P-12 assessment prior to pre-service teaching. Scores must be reported by August 1.

3. Checkpoint #3 – Completion of Pre-Service Teaching

Candidates will pass pre-service teaching if they have successfully: (1) met the expectations for all Guiding Principles through four written observations by their college supervisor (2) completed a three-way portfolio conference with the supervising teacher and the college supervisor, (3) completed a peer observation, (4) completed a summative evaluation based on Guiding Principles and dispositions by supervising teacher and college supervisor, and completed the exit survey.

4. Checkpoint #4 – Application for 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 candidate must successfully complete the assignments in the Teacher Education Seminar, which includes a teaching and learning project called the Systematic Study of Teaching and Learning, and an evaluation of her/his teaching portfolio by a panel of college faculty. The candidate must also complete all requirements for a bachelor's degree.

F. Academic Advising

The candidate, after being admitted to Goshen College, is assigned to an academic advisor. When the candidate 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 candidate 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 candidates participate in field experiences throughout their professional program, beginning with Educ 201, Foundations of Education. The following policies apply to all field experiences in schools.

- 1. Attendance:** Regular and prompt attendance is required. Participants are expected to notify their cooperating teacher and course instructor when they need to miss due to illness or for other unavoidable reasons; they are to arrange to make up the time missed.
- 2. Transportation:** Participants are to arrange their own transportation.
- 3. Professional Dress:** Participants are expected to dress and groom in accordance with standards expected of professional teachers. All body piercings and tattoos are expected to be covered up or removed during field placements. This policy applies to field trips, as well as other field experiences.
- 4. Professional Relationships:** In most settings formal titles (e.g. Dr., Ms., Mr.) are advised, rather than first names. College participants are to be courteous, sensitive and discrete in conversations with students. Participants are to avoid overly casual language and inappropriate slang.

5. **Critiques of Experiences:** Although careful observation and evaluation of teaching and schooling are encouraged, participants' conversation and writing about educators, children and schools are to be professional. College candidates 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 candidates 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 pre-service teachers or college candidates in other field assignments have been involved in such lawsuits, although the possibility exists. School systems in which we place candidates have insurance policies that adequately insure pre-service teachers, just as they insure teachers, in the event of a suit for negligence. Pre-service teachers can have additional liability insurance through student membership in the Indiana Student Education Association (ISEA), an affiliate of the National Education Association. Please contact the Teacher Education administrative assistant if you wish further information on student membership in ISEA.

H. Policy on Substitute Teaching

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

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

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

On SST, candidates live in the home of nationals, but are supervised in study and work by a Goshen faculty member living in the host country. Candidates engage in six weeks of study in language, history, government, the arts and education. In the second six weeks of the term, education candidates 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. CASA: Core Academic Skills Assessment

Indiana requires that candidates for certification take the CASA and CORE content assessment in each teaching area on the original license. Goshen College Teacher Education candidates are expected to take the CASA tests in their sophomore year, or

provide evidence of an SAT composite score of 1100 or higher or an ACT composite score of 24 or higher. Candidates must submit either CASA test scores or qualifying composite SAT or ACT scores before they can be admitted to teacher education. CASA information and registration are available in the teacher education office. Please address questions regarding CASA to the administrative assistant in the Teacher Education office. For Indiana teacher licensing the qualifying scores for the CASA are the following: (Reading--220), (Writing multiple choice--220), , and (Mathematics--220).

2. CORE Content Assessment

Following are the CORE content assessments required in Indiana for each teaching area. There is no CORE assessment for Physical Education majors. P.E. majors must take the Praxis II test in Health and Physical Education. Subject assessments are usually taken in April or June prior to student teaching. **It is the responsibility of each candidate to register and pay for the correct test(s).** Please note that content assessments vary from state to state.

<u>Major</u>	<u>Code No.</u>	<u>Subject Assessment Test</u>	<u>Indiana Qualifying Scores</u>
Elementary	060	Elementary Education Generalist Subtest 1:Reading/Language Arts K-6	220
	061	Elementary Education Generalist Subtest 2: Mathematics K-6	220
	062	Elementary Education Generalist Subtest 3: Science, Health & P.E. K-6	220
	063	Elementary Education Generalist Subtest 4: Social Studies and Fine Arts K-6	220
Elementary/Special Needs: Mild	025	Exceptional Needs – Mild Intervention	220
Secondary			
Art	030	Fine Arts – Visual Arts P-12	220
Business	008	Business 5-12	220
English	021	Language Arts 5-12	220
English Learners	019	English Learners P-12	220
Health (Praxis II)	0550	Health Education	650
Mathematics	035	Mathematics 5-12	220
Music	026	Fine Arts – General Music P-12	220
	027	Fine Arts – Instrumental Music P-12	220
	028	Fine Arts – Vocal Music P-12	220
Physical Education (Praxis II)	0091	Physical Education: Content Knowledge	153
Science			
Biology	045	Science – Life Science 5-12	220
Chemistry	043	Science – Chemistry 5-12	220
Physics	047	Science – Physics 5-12	220
Social Studies			
Economics	048	Social Studies – Economics 5-12	220
Geog Persp.	049	Social Studies – Geog Perspectives 5-12	220
Gov/Pol Science	050	Social Studies – Gov and Citizenship 5-12	220
Historical Persp.	051	Social Studies – Hist. Perspectives 5-12	220
Psychology	052	Social Studies – Psychology 5-12	220
Sociology	053	Social Studies – Sociology 5-12	220
Spanish	059	World Languages – Spanish 5-12	220
Theater Arts	029	Fine Arts – Theater Arts P-12	220

3. **CORE Pedagogy Assessment**

Elementary School	005	Elementary Education K-5	220
Secondary School	006	Secondary Education 5-12	220
Preschool – Grade 12	007	P-12 Education P-12	220

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

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

K. Placement Services

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

L. Procedures for Applying for Licenses

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

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

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

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

Alabama	Florida	Massachusetts	New York	Tennessee
Arkansas	Georgia	Michigan	North Carolina	Texas
Arizona	Hawaii	Mississippi	Ohio	Utah

California	Idaho	Montana	Oklahoma	Vermont
Colorado	Illinois	Nevada	Oregon	Virginia
Connecticut	Kentucky	New Hampshire	Pennsylvania	Washington
Delaware	Maine	New Jersey	Rhode Island	West Virginia
District of Columbia	Maryland	New Mexico	South Carolina	Wyoming

Candidates 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/sec/tc/pages/home.aspx>
Alaska: <http://www.eed.state.ak.us/TeacherCertification/default.cfm>
Arizona: <http://www.azed.gov/educator-certification/>
Arkansas: <http://www.arkansased.org/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit>
California: <http://www.cde.ca.gov/pd/bt/gc/>
Colorado: http://www.cde.state.co.us/index_license.htm
Connecticut: http://www.sde.ct.gov/sde/taxonomy/v4_taxonomy.asp?DLN=45423&sdeNav=|45423|
Delaware: <https://deeds.doe.k12.de.us/default.aspx>
District of Columbia: <http://osse.dc.gov/service/educator-licensure-services>
Florida: <http://www.fldoe.org/edcert/>
Georgia: <http://www.gapsc.com/>
Hawaii: <http://www.htsb.org/>
Idaho: http://www.sde.idaho.gov/site/teacher_certification/
Illinois: <http://www.isbe.state.il.us/certification/>
Indiana: <http://www.doe.in.gov/student-services/licensing>
Iowa: <http://www.state.ia.us/boee/>
Kansas: <http://www.ksde.org/Default.aspx?tabid=158>
Kentucky: <http://www.kyepsb.net>
Louisiana: <https://www.teachlouisiana.net/>
Maine: <http://www.maine.gov/education/cert/index.html>
Maryland: <http://www.marylandpublicschools.org/MSDE/divisions/certification/>
Massachusetts: http://www.doe.mass.edu/educators/e_license.html
Michigan: http://www.michigan.gov/mde/1,1607,7-140-5234_5683_14795---,00.html
Minnesota: <http://education.state.mn.us/MDE/EdExc/Licen/index.html>
Mississippi: <http://www.mde.k12.ms.us/educator-licensure>
Missouri: <http://dese.mo.gov/educator-quality/certification>
Montana: <http://opi.mt.gov/cert/index.html>
Nebraska: <http://www.education.ne.gov/tcert/>
Nevada: http://teachers.nv.gov/Getting_Started/Getting_Started/
New Hampshire: <http://www.education.nh.gov/certification/index.htm>
New Jersey: <http://www.state.nj.us/education/educators/license/>
New Mexico: <http://www.ped.state.nm.us/licensure/general.html>
New York: <http://www.highered.nysed.gov/tcert/certificate/>
North Carolina: <http://www.dpi.state.nc.us/licensure/>
North Dakota: <http://www.nd.gov/espblicensure/>
Ohio: <http://education.ohio.gov/Teachers>
Oklahoma: <http://www.ok.gov/sde/teacher-certification>
Oregon: <http://www.oregon.gov/tspc>
Pennsylvania: http://www.education.state.pa.us/portal/server.pt/community/teachers%2C_administrators_and_certifications/7199
Rhode Island: <http://www.ride.ri.gov/TeachersAdministrators/Overview.aspx>
South Carolina: <http://ed.sc.gov/agency/se/Educator-Services/Licensure/>
South Dakota: <http://doe.sd.gov/oatq/teachercert.aspx>
Tennessee: <http://www.state.tn.us/education/lic/>
Texas: http://www.tea.state.tx.us/index2.aspx?id=5830&menu_id=865&menu_id2=794
Utah: <https://secure.utah.gov/elr/welcome.html>
Vermont: <http://education.vermont.gov/new/html/maincert.html>
Virginia: <http://www.doe.virginia.gov/teaching/licensure/index.shtml>
Washington: <http://www.k12.wa.us/certification/TeacherMain.aspx>
West Virginia: <http://wvde.state.wv.us/certification/>
Wisconsin: <http://tepd.dpi.wi.gov/licensing/educator-licensing>
Wyoming: <http://ptsb.state.wy.us/Licensure/BecomingLicensed/tabid/65/Default.aspx>

M. Curriculum Library and Royer Reading Room

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

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

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

O. Teacher Education Faculty

Suzanne Ehst, M.A.

Associate Professor of Education, Director of Secondary Education, Coordinator of Accreditation
B.A., Eastern Mennonite University 1997
M.A. Goddard College 2005
A.B.D. Western Michigan University
G.C. 2008 - present
Office – Church Chapel 115D, Phone 535-7875

Kathy Meyer Reimer, Ph.D.

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

P. Functional Competencies Requirement (Partially excerpted from White Mountain Community College)

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

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

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

II. TEACHER EDUCATION PROGRAMS

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

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

Candidates will be qualified for dual licensure in Elementary Education and Exceptional Needs: Mild Intervention when they have:

- A. Received a baccalaureate degree from an institution of higher education accredited to offer programs in Teacher Education
- B. Successfully passed: CASA—Reading (minimum score of 220), Writing (minimum score of 220), and Mathematics (minimum score of 220) and CORE —Elementary Education Generalist (Reading minimum score of 220), (Mathematics minimum score of 220), (Social Studies minimum score of 220), and (Science minimum score of 220). If you are pursuing Special Education you will also need to take CORE Exceptional Needs Mild Intervention (minimum score of 220). The CASA must be completed and passed before the fall of the junior year. Candidates are exempt from taking the CASA if they have a composite math and reading SAT score of at least 1100 or an ACT composite score of at least 24.
- C. This plan includes a certificate in conflict transformation, which is not required for licensure. As school violence has increased, we have seen the need for teacher candidates to develop skills in conflict mediation. In collaboration with the Peace Conflict and Justice department, we are able to offer a series of three courses that equip our students in being able to help transform conflict peacefully. We strongly recommend that all teacher education candidates complete this sequence, which results in a Goshen College Violence Prevention and Conflict Transformation Certificate.
- D. Completed an undergraduate program consisting of a minimum of 124 semester hours structured as follows:

a.	First Year Experience		
	CORE 100	Identity and Culture	3
	CORE 102	Learning Community I	1
	CORE 104	Learning Community II	1
	CORE 110	The Academic Voice	3
	CORE 115	Health and Wellness	1
	CORE 120	Engaging the Bible	3
	Goshen Seminar		3
b.	Intercultural Thread		
	Foreign Language		8
	Intercultural Semester	4 classes (language prerequisite required)	12
	Global Issues Seminar		3
c.	Perspectives Courses		
	Artistic World		3
	Natural World	Phys 215 Climate Change	3
	Peacemaking	PJCS 210 Transforming Conflict	3
	Religious World		3
	Social World	Educ 310 Ed Psych	3
h.	Professional Education		

Educ 201	Foundations of Education	3
Educ 300	Exceptional Learners: Elementary	3
Educ 301, 304, & 308	Elementary Curriculum Studies: Math, Social Studies, & Science	6
Educ 303 and 406	Literacy I and II	6
Educ 310	Educational Psychology: Elementary	3
Educ 330	Fine Arts for Children	3
Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
Educ 344	Adaptation & Assessment	3
Educ 346	Issues in Special Education	1
Educ 401	Child Development Practicum	1
Educ 402	Pre-Service Teaching: Elementary	12
Educ 409	Elementary Education Seminar	5
Educ 415	Pre-Service Teaching: Mild Intervention	3
KIN 309	Physical Education for Children	3
Math 131	Math Concepts for Elementary Classrooms I	3
Math 132	Math Concepts for Elementary Classrooms II	3

Assessment of content area preparation:

- 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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C (a C- does not meet requirements).
- Working portfolio

When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition, each candidate is to be thoroughly familiar with the elementary content area standards. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities that document her/his level of competence for each of the eight Guiding Principles. The final portfolio will be assessed in Senior Seminar.
- Approval of the Teacher Education Department

At Teacher Education Checkpoint #2, prior to admission to pre-service teaching, the Teacher Education department will assess the content competency to decide whether or not to support the candidate’s request for a pre-service teaching assignment.
- CORE Content Elementary Generalist Assessments #60, #61, #62, #63

The candidate is to take these tests and receive a minimum score of 220 on the Reading/Language Arts portion, a 220 on the Mathematics portion, a 220 on the Social Studies portion, and a 220 on the Science portion before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of elementary education. If the candidate is pursuing Special Education they will also need to take the Exceptional Needs Mild Intervention assessment #25 and receive a minimum score of 220.
- CORE Elementary Education Pedagogy K-6 Assessment #005

The candidate is to take this test and receive a minimum score of 220 before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of elementary education.

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

Candidates will be qualified for dual licensure in Elementary Education and Exceptional Needs: Mild.

Assumptions:

1. You are only required to take the first Transforming Conflict and Violence course. You are free to choose not to take the others, but then will not receive the certificate.
2. Basic technology competence is assumed. Proficiencies required for coursework are listed on page 6. Courses will integrate the use of technology without instruction in the technology itself.

A possible course of study follows:

Cr	FALL	Cr	SPRING	Cr	MAY
3 3 1 3 3 3	CORE 100 Identity, Culture & Comm CORE 110 Academic Voice CORE 115 Health & Wellness HIST 105 Am History I PJCS 210-PX Trans Conflict & Viol ** CORE 120 Engaging the Bible	1 3 3 3 2 3	CORE 104 Learning Community II CORE RW Religious World Goshen Seminar AW Artistic World HIST 240 World Geography KIN 309 PE for Children PHYS 215 NW Climate Change	3	Educ 201 Foundations of Education
— 16		— 15		— 3	
3 3 4 3 (3)	EDUC 300 Ex Learners: Elementary EDUC 330 Fine Arts for Children Foreign Language MATH 131 Math Elem Classrooms I (PJCS 325 Mediation)**	3 3 3 3 4	Educ 307 Child & Adolescent Lit Educ 310 SW Ed Psych: Elementary Educ 344 Adaptation & Assessment Math 132 Math Cnepts Elem Clssrm II Foreign Language	13	Study-Service Term (International/Intercultural Education)
— 16		— 16		— 13	
2 3 3 3 1 3	Educ 301 Curriculum Studies Math Educ 303 Literacy I Developmental <i>Educ 341 Mild Disabilities I</i> <i>Educ 343 Mild Disabilities II</i> Educ 401 Child Development Practicum CORE Global Issues	2 2 3 (3) (3)	Educ 304 Curr Studies Social Studies Educ 308 Curriculum Studies: Science Educ 406 Literacy II Diagnosis (ENGL 204 Expository Writing)* (PJCS 426 Conflict Healthy Groups)**	3	Biol 340 Field Studies in Environmental Education
— 15		— 13		— 3	
Blocked Semester 12 3	Educ 402 Pre-Service Tchg/Reg. Ed Educ 409 Senior Seminar	1 5 3 3	<i>Educ 346 Special Education Issues</i> <i>Educ 415 Pre-Srv.Tchg Excep Needs</i> Elective Elective	3	Elective
— 15		— 12		— 3	

*Strongly advised

**Required for those completing the Conflict Transformation Certificate

Courses in italics indicate courses required for Special Education licensure and are not required for K-6 licensure only.

Elementary Grades K-6 / Exceptional Needs: Mild Intervention

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

No additional coursework required.

Deletion of the following coursework:

PJCS 325	Mediation: Process, Skills, Theory	3
PJCS 426	Conflict - Healthy Groups	3

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

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

No additional coursework required.

Deletion of the following coursework:

Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
Educ 346	Issues in Special Education	1
Educ 415	Pre-Service Teaching: Exceptional Needs	5

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

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

Addition of the following coursework:

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

Deletion of the following coursework:

Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
Educ 346	Issues in Special Education	1
Educ 415	Pre-Service Teaching: Exceptional Needs	5

Elementary Grades K-6 / English Learners

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

Addition of the following coursework:

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

Deletion of the following coursework:

Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
Educ 346	Issues in Special Education	1
Educ 415	Pre-Service Teaching: Exceptional Needs	5
PJCS 325	Mediation Process	3
PJCS 426	Conflict Healthy Groups	3

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

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Conflict Transformation Certificate as basis and add or delete courses as indicated. Candidates are qualified for triple licensure in Elementary Education, Exceptional Needs: Mild, and English as a New Language. It is important to note that it is difficult to complete this in four years due to scheduling logistics.

Addition of the following coursework:

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

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

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Conflict Transformation Certificate as basis and add or delete courses as indicated. This plan does not include the Conflict Transformation certificate. Candidates are qualified for triple licensure in Elementary Education, Exceptional Needs: Mild, and English as a New Language. It is important to note that it is difficult to complete this in four years due to scheduling logistics.

Addition of the following coursework:

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

Deletion of the following coursework:

PJCS 325	Mediation Process	3
PJCS 426	Conflict Healthy Groups	3

Secondary Education

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

- A. Senior high, junior high and middle school education: grades 5-12 in departmentalized classrooms. (This does not certify a teacher to teach in self-contained, e.g. non-departmentalized, 5th-8th grade classrooms.)
- B. All grade education: grades K-12. (Available only for Art, Music, English 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, English as a New Language, Music and Physical Education also cover grades K-12 in most other states.

The professional sequence for secondary Teacher Education students includes the following courses:

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

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

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

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

Assumptions:

1. You are only required to take the first Transforming Conflict and Violence course. You are free to choose not to take the others, but then will not get the certificate.
2. Basic technology competence is assumed. Proficiencies required for coursework are listed on page 6. Courses will integrate the use of technology without instruction in the technology itself.
3. This is only the professional education and general education part of the plan of study. You must have a major to have an area placed on your teaching license—there is no teaching area from a minor in a content area.
4. K-12 licensure is available in art, music, physical education and English as a New Language. All other areas are 5-12.

A possible course of study follows:

Cr	FALL	Cr	SPRING	Cr	MAY
3 3 1 3 — 10	CORE 100 Identity, Culture & Comm CORE 110 Academic Voice CORE 115 Health & Wellness CORE 120 Engaging the Bible	1 3 3 — 7	CORE 104 Learning Community II CORE NW Natural World PJCS 210 PX Trans Conflict & Viol *	3 — 3	Educ 201 Foundations of Education
3 4 3 3 3 — 16	Educ 302 Exceptional Learners Sec Foreign Language (PJCS 3225 Medication Processes) * CORE Goshen Sem RW Religious World CORE AW Artistic World	3 4 (3) — 10	Educ 309 Ed Psych (SW Perspective) Foreign Language (Engl 204: Expository Writing) **	13 — 13	SST (International/Intercultural Education)
3 3 — 6	Educ 321 Middle School Curr & Instr CORE Global Issues	3 1 1 — 5	Educ 314 Secondary Curr & Instr Educ 315 Content Pedagogy Educ 401 Child Development Practicum (K-12 only)		
12 3 — 15	Educ 405 Pre-Service Teaching Educ 403 Senior Seminar	(3) — 9	(PJCS 426 Conflict in Groups)*		

*Required for those completing the Conflict Transformation Certificate

**Strongly advised

Educ 201 Foundations of Education is also offered in the fall semester

Education Major

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

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

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

A. Major in Education

20-22 hours in Education selected from:

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

2-4 hours of Practicum, selected from:

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

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

24 hours

B. Non-Certification

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

Certification of no GC major

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

12 hours

36 Total
hours

Business

Course requirements:

Acc 201-2	6 cr.	Principles of Accounting
Bus 220	3 cr.	Office Software Productivity
Bus 307	3 cr.	Career Planning
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 403	3 cr.	Management Strategy
Bus 410	3 cr.	Business Capstone
Comm 322	3 cr.	Organizational Communication
Econ 203-4	6 cr.	Principles of Economics
Econ 306 or Bus 350	3 cr.	International Economics or International Business
Econ 380	3 cr.	Statistics in Research
Math requirement	0-6 cr.	*

*For students entering GC with SAT math score below 480 or ACT math score below 20: Math 105, then either Math 115 or Math 141. For students entering GC with SAT Math score of 480-540 or ACT Math score of 20-23: Math 115 or Math 141. For students entering GC with SAT Math scores above 540 or ACT Math score above 23, requirement is met in one of the following ways: minimum AP Calculus score of 4 (AB level) or 3 (BC level); minimum IB score of 5 in Mathematics or Mathematical Studies; college credit in 100-level or higher mathematics course.

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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
- 2. Working portfolio**
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the *Indiana Teacher Standards: Business*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
- 3. Approval of the Business Department**
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist supplied by the teacher education department.
- 4. CORE Content Area Assessments in Business #008 and Secondary Education 5-12 #006**
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of business education.

English/Language Arts

Course requirements:

Engl 201	3 cr.	World Literature
Engl 203	3 cr.	Introduction to Creative Writing
Engl 204	3 cr.	Expository Writing
Engl 230	3 cr.	Literature and Popular Culture
Engl 315	3 cr.	The English Language
Engl 319	1 cr.	English Grammar
Engl 300	3 cr.	Critical Theory and Practice
Engl 301	3 cr.	British Literature I
Engl 303	3 cr.	American Literature I
Engl 302 or Engl 309	3 cr.	British Literature II/American Literature I/American Literature II
Engl 306	3 cr.	Shakespeare
English Electives	6 cr.	Any upper-level English department courses
Engl 410	2 cr.	English Senior Seminar
Educ 307	3 cr.	Children's & Adolescent Literature
Comm 202	3 cr.	Oral Communication
Comm 250	3 cr.	Writing for Media
Comm 200/Engl 290	2 cr.	Communication Practice/English Publication

1. Candidate should take Engl 201 World Literature, Engl 204 Expository Writing, and three surveys before Pre-Service Teaching semester.
2. Candidate may substitute Shakespeare and Film (ENG 213-AW or ENG 230) for the Shakespeare and Literature and Popular Culture requirement, and replace Engl 306 with an additional Upper Level literature elective.
3. The candidate should work for a minimum of one semester with the student newspaper, yearbook, English department publishing, theater practice or other on-campus communication activity to be approved by the English department.

Other requirements:

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the English/Language Arts content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the eight major standards listed in the *Indiana Teacher Standards: English/Language Arts*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Education Senior Seminar and become the basis for a major-specific portfolio in the English Senior Seminar.
3. Approval of the English Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.

4. CORE Content Area Assessments in English Language Arts #021 and Secondary Education 5-12 #006
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a minimum score of 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of English/language arts.

English Learners (EL)

Course requirements:

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

Competence in a second language equivalent to 102-college level

Other requirements:

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

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

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

Assessment of content area preparation:

- 1. Grade point average**
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the English Learners content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
- 2. Working portfolio**
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with standards listed in the Indiana *Teacher Standards: English Learners*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
- 3. Approval of the English Learners Professor**
At Teacher Education Checkpoint #2, prior to admission to pre-service teaching, the TESOL professor will assess the content competency to decide whether or not to support the candidate's request for a pre-service teaching assignment, using a checklist form supplied by the teacher education department.
- 4. CORE Content Area Assessments in Teachers of English Learners # 019 and P-12 Education #007**
The candidate is to pass the Teachers of English Learners #019 assessment prior to enrollment in Engl 325 TESOL Practicum. The candidate is to pass both tests prior to pre-service teaching. The candidate must receive at least a score of 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of English Learners.

Journalism

Course requirements:

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

Other requirements:

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

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Journalism content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Journalism*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Communication Department
At Teacher Education Checkpoint #2, prior to admission to pre-service teaching, the Communication Department chair or designee will consult with the Communication faculty to assess the content competency to decide whether or not to support the candidate’s request for a pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessments Journalism #033 and Secondary Education #006
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive at least a score of 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of journalism.

Mathematics

Course requirements:

Info 230	3 cr.	Programming I
Math 205	3 cr.	Discrete Mathematics
Math 211-213	12 cr.	Calculus I, II, Multivariate Calculus
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 350/351/360	3 cr.	Adv Game Theory/Math Modeling/ Biomathematics
Math 390	1 cr.	Problem Solving Seminar
Math 409	0-3 cr.	Internship in Elementary Math
Math Electives	3 cr.	
Math 411	1 cr.	Seminar: History
Math 412	1 cr.	Seminar: Connections
Math 413	1 cr.	Seminar: Discoveries

Other requirements:

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

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the mathematics content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the eight major standards listed in the *Standards for Teachers of Mathematics*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Mathematics Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessments in Mathematics #035 and Secondary Education #006
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of mathematics.

Modern and Classical Languages and Literatures -- Spanish

Course requirements:

Engl 310	3 cr.	Introduction to Linguistics
Engl 320	4 cr.	Methods of Teaching English to Speakers of Other Languages (TESOL)
Span 101	4 cr.	Elementary Spanish I
Span 102	4 cr.	Elementary Spanish II
Span 201	3 cr.	Intermediate Spanish I
Span 202	3 cr.	Intermediate Spanish II
Span 205	3 cr.	Spanish Conversation & Culture
Span 300	3 cr.	Hispanic Literature
Span 303	3 cr.	Spanish Composition I
Span 305	3 cr.	Culture of Hispanic World
Span 349	3 cr.	Hispanic Short Stories
Span 350	3 cr.	Hispanic Film Studies
Jr. Year Abroad		SST and/or Brethren Colleges Abroad
MCLL 410	1 cr.	Senior Integrating Seminar

Other requirements:

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

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

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Spanish content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the six major standards listed in the *Standards for World Languages*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Modern and Classical Languages and Literatures Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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. CORE Content Area Assessments in World Languages – Spanish #059 and Secondary Education #006
The candidate is to pass these tests prior to student teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of Spanish.

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

Course requirements:

Mus 201-202	8 cr.	Music Theory
Mus 204	3 cr.	Survey of Music Literature
Mus 210	3 cr.	Elementary Music Methods
Mus 301-302	6 cr.	History of Music
Mus 303-304	6 cr.	Advanced Music Theory
Mus 308	2 cr.	Vocal Methods and Pedagogy
Mus 311	2 cr.	Topics in Music Literature
Mus 312	3 cr.	Conducting
Mus 330	2 cr.	Teaching Secondary School Music (not required for those adding the vocal and general music content area to an early childhood or elementary school teaching license)
Mus 272/275, 372/375	12 cr.	Applied Music (Voice or Piano)
Ensemble	0-7 cr.	Core Ensemble

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

Other requirements:

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

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the vocal and general music content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the Indiana *Teacher Standards for Fine Arts: Vocal and General Music*. From the time the candidate begins her/his portfolio, she/he is to integrate into the portfolio papers, projects, and other products from course work and other professional activities (e.g., ensembles, workshops, fieldwork) which document her/his level of competence for each of the guiding principles. Following are examples of documents to add to the portfolio:
 - Programs and evaluations from sophomore and senior recitals
 - Field notes, teaching materials and evaluations of supervisors from fieldwork
 - Programs, tapes, etc. documenting performance in solos or ensembles
 - Video tape of teaching and synthesis paper for Mus 210 Elementary Music Methods
 - Rehearsal plans and video tape of conducting for Mus 312 Conducting
 - Mus 330 Teaching Secondary School Music projectsThe final portfolio will be assessed in Education Senior Seminar.
3. Approval of the Music Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service student teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessments in Fine Arts General Music #026, Fine Arts Vocal Music #028, P-12 Education #007
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on all tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of vocal and general music.

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

Course requirements:

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

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

Other requirements:

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

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

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

Assessment of content area preparation:

1. **Grade point average**
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the instrumental and general music content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the *Indiana Teacher Standards for Fine Arts: Instrumental and General Music*. From the time the candidate begins her/his portfolio, she/he is to integrate into the portfolio papers, projects, and other products from course work and other professional activities (e.g., ensembles, workshops, fieldwork) which document her/his level of competence for each of the guiding principles. Following are examples of documents to add to the portfolio:
 - Programs and evaluations from sophomore and senior recitals
 - Field notes, teaching materials and evaluations of supervisors from fieldwork
 - Programs, tapes, etc. documenting performance in solos or ensembles
 - Video tape of teaching and synthesis paper for Mus 210 Elementary Music Methods
 - Rehearsal plans and video tape of conducting for Mus 312 Conducting
 - Mus 330 Teaching Secondary School Music projectsThe final portfolio will be assessed in Senior Seminar.
3. **Approval of the Music Department**
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. **CORE Content Area Assessments in Fine Arts General Music #026, Fine Arts Instrumental Music #027, and P-12 Education #007**
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on all tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of instrumental and general music.

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

Course requirements:

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

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

Other requirements:

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

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the vocal, instrumental and general music content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the Indiana *Teacher Standards for Fine Arts: Vocal/Instrumental and General Music*. From the time the candidate begins her/his portfolio, she/he is to integrate into the portfolio papers, projects, and other products from course work and other professional activities (e.g., ensembles, workshops, fieldwork) which document her/his level of competence for each of the guiding principles. Following are examples of documents to add to the portfolio:
 - Programs and evaluations from sophomore and senior recitals
 - Field notes, teaching materials and evaluations of supervisors from fieldwork
 - Programs, tapes, etc. documenting performance in solos or ensembles
 - Video tape of teaching and synthesis paper for Mus 210 Elementary Music Methods
 - Rehearsal plans and video tape of conducting for Mus 312 Conducting
 - Music 330 Teaching Secondary School Music projectsThe final portfolio will be assessed in Senior Seminar.
3. Approval of the Music Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessments in Fine Arts -General Music #026 , Fine Arts Instrumental Music #027, Fine Arts Vocal Music #028, and P-12 Education #007
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on all tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of vocal, instrumental and general music.

Physical Education (K-12)

Course Requirements:

Biol 130	4 cr.	Organismal Biology with lab
CORE 115	1 cr.	Wellness for Life
Educ 401	1 cr.	Child Development Practicum
KIN 102	1 cr.	First Aid & CPR
KIN 103	2 cr.	Basic Athletic Training
KIN 206/230/236	1 cr.	Badminton/Racquetball/Tennis
KIN 216	1 cr.	Cycling
KIN 222	1 cr.	Gymnastics: Tumbling
KIN 224	1 cr.	International Folk Dance
KIN 232	1 cr.	Beginning Swimming
KIN 242	1 cr.	Weight Training
KIN 250	3 cr.	Introduction to Kinesiology
KIN 308	3 cr.	Teaching Sports Skills & Strategies
KIN 309	3 cr.	Physical Education for Children
KIN 310	3 cr.	Sport Management
KIN 311	3 cr.	Physical Education Teaching Practicum
KIN 315	3 cr.	Applied Biomechanics
KIN 317	3 cr.	Exercise Physiology
KIN 320	3 cr.	Adaptive Physical Activity and Sport
KIN 330	3 cr.	Motor Learning
KIN 410	3 cr.	Kinesiology Senior Seminar

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

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

Other requirements:

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the physical education content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a "working portfolio" around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the ten major standards listed in the *Standards for Teachers of Physical Education*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Kinesiology Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. Praxis II Subject Area Assessment in Physical Education #0091 and CORE Content Assessment in P-12 Education #007
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 153 on the Praxis II test #0091 and a score of at least 220 on the CORE assessment #007 before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in physical education.

Physical Education and Health (K-12)

Course Requirements:

Biol 130	4 cr.	Organismal Biology with lab
CORE 115	1 cr.	Wellness for Life
Educ 401	1 cr.	Child Development Practicum
KIN 102	1 cr.	First Aid & CPR
KIN 103	2 cr.	Basic Athletic Training
KIN 224	1 cr.	International Folk Dance
KIN 206/230/236	1 cr.	Badminton/Racquetball/Tennis
KIN 216	1 cr.	Cycling
KIN 222	1 cr.	Gymnastics: Tumbling
KIN 232	1 cr.	Beginning Swimming
KIN 242	1 cr.	Weight Training
KIN 250	3 cr.	Introduction to Kinesiology
KIN 308	3 cr.	Teaching Sports Skills & Strategies
KIN 309	3 cr.	Physical Education for Children
KIN 310	3 cr.	Sport Management
KIN 311	3 cr.	Physical Education Teaching Practicum
KIN 320	3 cr.	Adaptive Physical Activity and Sport
KIN 315	3 cr.	Applied Biomechanics
KIN 317	3 cr.	Exercise Physiology
KIN 330	3 cr.	Motor Learning
KIN 410	3 cr.	Kinesiology Senior Seminar

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

KIN311	3 cr.	Physical Education Teaching Practicum
Educ 401	1 cr.	Child Development Practicum

Optional Health Module

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

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

Other requirements:

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

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

Assessment of content area preparation:

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

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

3. Approval of the Kinesiology Department
At Teacher Education Checkpoint #2, prior to admission to pre-ervice 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
5. Praxis II Subject Area Assessment in Physical Education: Content Knowledge #5091, # Health Education #5551, and CORE Content Assessment P-12 Education #007
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 153 on test #5091, 158 on test #5551, and 220 on test #007 before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in physical education and health.

Science Education -- Chemistry

Course requirements:

Chem 111-112	8 cr.	General Chemistry
Chem 200	4 cr.	Analytical Chemistry
Chem 303-304	8 cr.	Organic Chemistry
Chem 310	4 cr.	Thermodynamics
Chem 312	4 cr.	Quantum Mechanics I
Chem 410	3 cr.	Senior Seminar
Math 211-212	8 cr.	Calculus I & II (Multivariate Calculus recommended)
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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Science: Chemistry*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Chemistry Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessments in Science Chemistry #043 and Secondary Education 5-12 #006
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of chemistry.

Science Education -- Life Science

Course requirements:

Chem 111-112	8 cr.	General Chemistry I, II
Biol 110 NW	4 cr.	Ecology & Evolution
Biol 120	4 cr.	Cell Biology & Genetics
Biol 201	4 cr.	Botany
Biol 207 NW	3 cr.	Roots of Environmental Crisis
Biol 300	4 cr.	Microbial Biology
Biol 303	4 cr.	Vertebrate Physiology
Biol 311	4 cr.	Advanced Molecular Genetics
Biol 331	2 cr.	Junior Research Seminar
Biol 410	1 cr.	Biology Senior Seminar

Careful advising and creating a 4 year plan is critical for life science candidates.

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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the eight major standards listed in the *Standards for Science: Life Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. **Approval of the Biology Department**
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. **CORE Content Assessment in Science Life Science #045 and Secondary Education 5-12 #006**
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of life science.

Science Education -- Life Science and Chemistry

Course requirements:

Chem 111-112	8 cr.	General Chemistry I, II
Chem 200	4 cr.	Analytical Chemistry
Chem 303-304	8 cr.	Organic Chemistry
Chem 312	4 cr.	Quantum Mechanics I
Biol 110 NW	4 cr.	Ecology & Evolution
Biol 120	4 cr.	Cell Biology & Genetics
Biol 201	4 cr.	Botany
Biol 207 NW	3 cr.	Roots of Environmental Crisis
Biol 300	4 cr.	Microbial Biology
Biol 303	4 cr.	Vertebrate Physiology
Biol 311	4 cr.	Advanced Molecular Genetics
Biol 331	2 cr.	Junior Research Seminar
Biol 410	1 cr.	Biology 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 science 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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Science: Chemistry* and the eight major standards listed in the *Standards for Science: Life Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Chemistry or Biology Departments
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessments in Science Chemistry #043, Science Life Science # 045, and Secondary Education 5-12 #006
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive scores of at least 220 on all tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the two content areas of chemistry and life sciences.

Science Education -- Physics

Course requirements:

Chem 111-112	8 cr.	General Chemistry
Math 211, 212, 213	12 cr.	Calculus I, II & Multivariate Calculus
Phys 410	3 cr.	Senior Seminar
Phys 101	1 cr.	Research Seminar
Phys 203-204	8 cr.	General Physics
Phys 210	3 cr.	Modern Physics
Phys 302	3 cr.	Analytical Mechanics
Phys 303	3 cr.	Classical Field Theory
Phys 310	4 cr.	Thermodynamics
Phys 313	3 cr.	Quantum Theory

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 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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the nine major standards listed in the *Standards for Science: Physics*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Physics Department
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessments in Science Physics #047 and Secondary Education 5-12 #006
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content areas of physics.

Science Education -- Physical Science

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	4 cr.	Thermodynamics
Chem 312 or Phys 312	4 cr.	Quantum Mechanics I
Math 211-212	8 cr.	Calculus I, II (Multivariate Calculus recommended)
Chem 410/Phys 410	3 cr.	Senior Seminar
Phys 203-204	8 cr.	General Physics
Phys 210	3 cr.	Modern Physics
Phys 302	3 cr.	Analytical Mechanics
Phys 303	3 cr.	Classical Field Theory

Other requirements:

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

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

In addition to meeting content area requirements, each candidate must complete education course requirements to teach in 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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the ten major standards listed in the *Standards for Science: Physical Science*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. **Approval of the Chemistry or Physics Departments**
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. **CORE Content Area Assessment in Science Chemistry #043, Science Physics #047, and Secondary Education 5-12 #006**
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on all tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of physical science.

Social Studies

Course requirements:

The Social Studies—Secondary Education curriculum provides six strands of potential licensure from the state of Indiana. They include historical perspectives, geographical perspectives, government and citizenship, economics, psychology, and sociology. Each strand may be taken independently and requirements for licensure would include successful completion of course content equal to the Goshen College major and a pass rate on the PRAXIS II content exam in specified strand. Goshen College has packaged the two areas of highest demand in social studies in our program: historical perspectives and geographical perspectives requiring both exams to be completed successfully for licensure. In some instances, a candidate may add government and citizenship within the four-year degree depending on scheduling demands. It is also a possibility to add economics, psychology, or sociology on the Indiana license after initial licensure, as the state of Indiana only requires successful completion of the Praxis II in that area to add it to an already established license. It is recommended that candidates take some course content as electives in a particular area to allow for successful exam completion.

Core preparation for all social studies candidates for licensure in Geographical Perspectives and Historical Perspectives:

Econ 203	3 cr.	Principles of Microeconomics
Engl 204	3 cr.	Expository Writing
Hist 101	3 cr.	Ancient Roots of Cultures or World History I
Hist 105	3 cr.	American History I
Hist 217	3 cr.	Geography and Culture
Hist 315	3 cr.	War/Peace 20 th Century Europe
Hist 326	3 cr.	Recent American History
Hist 345	3 cr.	Environmental History
Hist 375	3 cr.	Public History (or transfer credit with Indiana History)
Hist 410	3 cr.	Senior Seminar: Analysis
Hist 411	3 cr.	Senior Seminar: Synthesis
PoSc 200	3 cr.	Intro to Political Science
Psyc 100	3 cr.	General Psychology
Soc 200	3 cr.	Principles of Sociology

GC CORE Courses:

Hist 211 SW or CORE 300	3 cr.	Revolution! (World History II) or History of Global Poverty
Phys 215 NW or BIOL 207	3 cr.	Climate Change or Roots of the Environmental Crisis

Additional course work for licensure in Government and Citizenship

PoSc 200	3 cr.	Introduction to Political Science
PoSc 305	3 cr.	U. S. Government or US Constitutional Law
PoSc 210	3 cr.	Public Policy
PoSc 308	3 cr.	International Politics

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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Working portfolio**
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the *Teacher Standards for Social Studies: Geographical Perspectives*, *Social Studies: Historical Perspectives*, and *Social Studies: Government and Citizenship*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio the projects, papers and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. Those who are history majors will complete a history portfolio, which can be incorporated into the teacher education portfolio. The final portfolio will be assessed in Senior Seminar.
3. **Approval of the major department**
At Teacher Education Checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher ed. department.
4. **CORE Content Area Assessment in Social Studies - Geographical Perspective #049, Social Studies – Historical Perspective #051, and Secondary Education 5-12 #006.**
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on these tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of geographical perspective, historical perspectives.
5. **CORE Content Area Assessment in Government and Citizenship #050.**
The candidate is to pass this test prior to pre-service teaching if seeking additional licensure in this strand. The candidate must receive a minimum score of 220 to be recommended for pre-service teaching and licensure in government and citizenship.

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 or Educ 340	3 cr.	Theater Topics: Creative Drama as Process or Fine Arts for Children
Thea 412	1-3 cr.	Special Projects (including curriculum and instruction issues in theater)

Other requirements:

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

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

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Theater Arts content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the *Teacher Standards for Fine Arts: Theater*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities which document her/his level of competence for each of the guiding principles. Each candidate is to include in the portfolio documentation of successful completion of a senior recital and of participation in theater productions at least 4 semesters. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Theater Department
At Teacher Education Checkpoint #2, prior to admission to pre-service teaching, the theater department chair or designee will consult with the department faculty to assess the content competency to decide whether or not to support the candidate’s request for a pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content Area Assessment Fine Arts Theater Arts #029 and Secondary Education 5-12 #006
The candidate is to take these tests prior to student teaching. The candidate must receive at least a score of 220 on both tests before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in theater arts.

Visual Arts (K-12)

Course requirements:

Art 101	3 cr.	Drawing
Art 107	3 cr.	Design
Art 202 or Art 203	3 cr.	Painting Watercolor
Art 204	3 cr.	Ceramics
Art 205	3 cr.	Figure Drawing
Art 241 & 242	3 cr./3 cr.	History of Art I & II
Art 312	4 cr.	Teaching the Visual Arts
Theatre 245 or Art 343	3 cr.	Aesthetics Contemporary Art History
Educ 401	1 cr.	Child Development Practicum

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 seminar and 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 pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Working portfolio
When the candidate enrolls in Educ 201 Foundations of Education, she/he is to organize a “working portfolio” around the eight Guiding Principles. In addition each candidate is to be thoroughly familiar with the standards listed in the *Indiana Teacher Standards for Fine Arts: Visual Arts*. From the time the candidate begins her/his portfolio she/he is to integrate into the portfolio papers, projects, and other products from course work and extracurricular activities that document her/his level of competence for each of the guiding principles. The final portfolio will be assessed in Senior Seminar.
3. Approval of the Art Department
At Teacher Education checkpoint #2, prior to admission to pre-service 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 pre-service teaching assignment, using a checklist form supplied by the teacher education department.
4. CORE Content area assessment in Fine Arts: Visual Arts #030 and P-12 Education #007
The candidate is to pass these tests prior to pre-service teaching. The candidate must receive a score of at least 220 on both of them before the Goshen College licensing advisor recommends her/him for pre-service teaching and licensure in the content area of visual arts.