



Goshen College
Traditional Report AY 2015-16
Indiana



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

ADDRESS

1700 S. Main St.

CITY

Goshen

STATE

Indiana

ZIP

46526

SALUTATION

Ms.

FIRST NAME

Suzanne

LAST NAME

Ehst

PHONE

(574) 535-7875

EMAIL

sehst@goshen.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? | Update |
|---|---|--------|
| American Sign Language 5-12 | No | |
| Business 5-12 | No | |
| Chemistry 5-12 | No | |
| Elementary Education K-6 | No | |
| Elementary/English Learners K-6 | No | |
| Elementary/Special Education K-6 | No | |
| English Learners 5-12 | No | |
| English Learners P-12 | No | |
| English/Language Arts 5-12 | No | |
| Journalism 5-12 | No | |
| Life Science & Chemistry 5-12 | No | |
| Life Science/Biology 5-12 | No | |
| Mathematics 5-12 | No | |
| Music Education-Instrumental & General P-12 | No | |
| Music Education-Vocal & General P-12 | No | |

Total number of teacher preparation programs: 28

| Teacher Preparation Programs | Teacher Quality Partnership Grant Member? | Update |
|---|---|--------|
| Music Education-Vocal, Instrumental, & General P-12 | No | |
| Physical Education & Health P-12 | No | |
| Physical Education P-12 | No | |
| Physical Science 5-12 | No | |
| Physics 5-12 | No | |
| Social Studies 5-12: Economics | No | |
| Social Studies 5-12: Geography | No | |
| Social Studies 5-12: Government and Citizenship | No | |
| Social Studies 5-12: Historical Perspectives | No | |
| Social Studies 5-12: Psychology | No | |
| Social Studies 5-12: Sociology | No | |
| Theater Arts 5-12 | No | |
| Visual Arts P-12 | No | |
| Total number of teacher preparation programs: 28 | | |

Program Requirements

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other

If Other, please specify:

After completion of Foundations coursework and application procedure

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<https://www.goshen.edu/academics/elementary-education/handbooks-publications/>

4. Please provide any additional information about or exceptions to the admissions information provided above:

The above link goes to our comprehensive teacher education handbook. Information about admissions is provided on page 4. Candidates not meeting these requirements may re-apply for admission. If all requirements are not met before the spring methods courses during the junior year, candidates are not admitted and an alternate plan is devised (e.g., an additional year to retake coursework, new major, etc.).

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Required for Entry | Required for Exit |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: Field experience: performance assessment | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.8

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

3.65

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.8

5. What was the median GPA of individuals completing the program in academic year 2015-16?

3.53

6. Please provide any additional information about the information provided above:

Candidates are required to meet ONE of these three criteria for entry into the program: ACT composite score of 24, SAT verbal and math combined score of 1100, or passing the Indiana CASA basic skills test.

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
- No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

| Element | Required for Entry | Required for Exit |
|---|--|--|
| Transcript | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Background check | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Interview | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |
| Other Specify: <input style="width: 100%; height: 20px;" type="text"/> | <input type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input type="radio"/> No |

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2015-16?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2015-16?

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

| | |
|---|-----|
| Average number of clock hours of supervised clinical experience required prior to student teaching | 145 |
| Average number of clock hours required for student teaching | 520 |
| Average number of clock hours required for mentoring/induction support | 0 |
| Number of full-time equivalent faculty supervising clinical experience during this academic year | 11 |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff) | 30 |
| Number of students in supervised clinical experience during this academic year | 44 |

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates in the Goshen College Education Program have clinical experiences in nearly every course beginning in the Foundations of Education course. Most field placements require some degree of teaching to individuals, small groups, and the entire class with requirements scaffolded to increase in responsibility through the program. The weight of clinical experience evaluations are heaviest at three key checkpoints: entry into the program, entry into student teaching, and at the completion of student teaching. All clinical experience is doubly supervised and evaluated by a P-12 teacher and a full-time or adjunct faculty member. In the count above, the only P-12 partners that we counted as adjunct faculty were those supervising student teaching. We did not count faculty supervising fieldwork prior to student teaching because of the relatively limited amount of contact that they have with candidates.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

| | |
|--|---------------------------------|
| Total number of students enrolled in 2015-16 | <input type="text" value="20"/> |
| Unduplicated number of males enrolled in 2015-16 | <input type="text" value="4"/> |
| Unduplicated number of females enrolled in 2015-16 | <input type="text" value="16"/> |

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

| 2015-16 | Number Enrolled |
|-----------------------------|--------------------------------|
| <i>Ethnicity</i> | |
| Hispanic/Latino of any race | <input type="text" value="1"/> |
| <i>Race</i> | |

2015-16

Number Enrolled

American Indian or Alaska Native

0

Asian

1

Black or African American

0

Native Hawaiian or Other Pacific Islander

0

White

18

Two or more races

0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2015-16

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.01 | Education - General | <input type="text"/> |
| 13.10 | Teacher Education - Special Education | <input type="text" value="3"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="9"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1205 | Teacher Education - Secondary Education | <input type="text"/> |
| 13.1206 | Teacher Education - Multiple Levels | <input type="text"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | 2 |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | 3 |
| 13.1306 | Teacher Education - Foreign Language | 1 |
| 13.1307 | Teacher Education - Health | <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | 1 |
| 13.1312 | Teacher Education - Music | 3 |
| 13.1314 | Teacher Education - Physical Education and Coaching | 1 |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science Teacher Education/General Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | 2 |
| 13.1319 | Teacher Education - Technical Education | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | 1 |
| 13.1323 | Teacher Education - Chemistry | <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1325 | Teacher Education - French | <input type="text"/> |
| 13.1326 | Teacher Education - German | <input type="text"/> |
| 13.1328 | Teacher Education - History | 2 |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1330 | Teacher Education - Spanish | <input type="text"/> |

| CIP Code | Subject Area | Number Prepared |
|----------|--|--------------------------------|
| 13.1331 | Teacher Education - Speech | <input type="text"/> |
| 13.1332 | Teacher Education - Geography | <input type="text" value="1"/> |
| 13.1333 | Teacher Education - Latin | <input type="text"/> |
| 13.1335 | Teacher Education - Psychology | <input type="text" value="1"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text" value="1"/> |
| 13.02 | Teacher Education - Bilingual, Multilingual, and Multicultural Education | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2015-16. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2015-16

| CIP Code | Academic Major | Number Prepared |
|----------|--|--------------------------------|
| 13.01 | Education - General | <input type="text"/> |
| 13.10 | Teacher Education - Special Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="9"/> |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1205 | Teacher Education - Secondary Education | <input type="text"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1302 | Teacher Education - Art | <input type="text"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |
| 13.1308 | Teacher Education - Family and Consumer Sciences/Home Economics | <input type="text"/> |
| 13.1309 | Teacher Education - Technology Teacher Education/Industrial Arts | <input type="text"/> |
| 13.1311 | Teacher Education - Mathematics | <input type="text"/> |
| 13.1312 | Teacher Education - Music | <input type="text"/> |
| 13.1314 | Teacher Education - Physical Education and Coaching | <input type="text"/> |
| 13.1315 | Teacher Education - Reading | <input type="text"/> |
| 13.1316 | Teacher Education - Science | <input type="text"/> |
| 13.1317 | Teacher Education - Social Science | <input type="text"/> |
| 13.1318 | Teacher Education - Social Studies | <input type="text"/> |
| 13.1319 | Teacher Education - Technical Education | <input type="text"/> |
| 13.1321 | Teacher Education - Computer Science | <input type="text"/> |
| 13.1322 | Teacher Education - Biology | <input type="text"/> |
| 13.1323 | Teacher Education - Chemistry | <input type="text"/> |
| 13.1324 | Teacher Education - Drama and Dance | <input type="text"/> |
| 13.1325 | Teacher Education - French | <input type="text"/> |
| 13.1326 | Teacher Education - German | <input type="text"/> |
| 13.1328 | Teacher Education - History | <input type="text"/> |
| 13.1329 | Teacher Education - Physics | <input type="text"/> |
| 13.1330 | Teacher Education - Spanish | <input type="text"/> |
| 13.1331 | Teacher Education - Speech | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|--|----------------------|
| 13.1332 | Teacher Education - Geography | <input type="text"/> |
| 13.1333 | Teacher Education - Latin | <input type="text"/> |
| 13.1335 | Teacher Education - Psychology | <input type="text"/> |
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | 1 |
| 13.02 | Teacher Education - Bilingual, Multilingual, and Multicultural Education | <input type="text"/> |
| 13.03 | Education - Curriculum and Instruction | <input type="text"/> |
| 13.09 | Education - Social and Philosophical Foundations of Education | <input type="text"/> |
| 24 | Liberal Arts/Humanities | <input type="text"/> |
| 42 | Psychology | <input type="text"/> |
| 45.01 | Social Sciences | <input type="text"/> |
| 45.02 | Anthropology | <input type="text"/> |
| 45.06 | Economics | <input type="text"/> |
| 45.07 | Geography and Cartography | <input type="text"/> |
| 45.10 | Political Science and Government | <input type="text"/> |
| 45.11 | Sociology | <input type="text"/> |
| 50 | Visual and Performing Arts | 5 |
| 54 | History | 2 |
| 16 | Foreign Languages | <input type="text"/> |
| 19 | Family and Consumer Sciences/Human Sciences | <input type="text"/> |
| 23 | English Language/Literature | 3 |
| 38 | Philosophy and Religious Studies | <input type="text"/> |
| 01 | Agriculture | <input type="text"/> |
| 09 | Communication or Journalism | <input type="text"/> |
| 14 | Engineering | <input type="text"/> |

| CIP Code | Academic Major | Number Prepared |
|----------|---|-----------------|
| 26 | Biology | 1 |
| 27 | Mathematics and Statistics | 1 |
| 40.01 | Physical Sciences | |
| 40.02 | Astronomy and Astrophysics | |
| 40.04 | Atmospheric Sciences and Meteorology | |
| 40.05 | Chemistry | |
| 40.06 | Geological and Earth Sciences/Geosciences | |
| 40.08 | Physics | |
| 52 | Business/Business Administration/Accounting | |
| 11 | Computer and Information Sciences | |
| 99 | Other Specify: <input data-bbox="289 926 1260 968" type="text" value="American Sign Language"/> | 1 |

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2015-16 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

| | |
|---------|---------------------------------|
| 2015-16 | <input type="text" value="24"/> |
| 2014-15 | <input type="text" value="21"/> |
| 2013-14 | <input type="text" value="24"/> |

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(§205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in mathematics in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2015-16?

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

Despite a fairly high GPA, this particular candidate struggled to pass the state content exam. After failing it multiple times, we advised her to take the middle school math exam, which she passed, so she was licensed for grades 5-9. Providing intentional support for the state content exam continues to be an important way of supporting math education candidates on the way to licensure.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

7. Is your program preparing teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2016-17?

1

9. Provide any additional comments, exceptions and explanations below:

We continue to work closely with the mathematics department chair to identify math majors who are skilled on-campus tutors. We are also planning a STEM event with the science and math departments to promote teaching as a good professional option.

Academic year 2017-18

10. Will your program prepare teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2017-18?

1

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in science in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2015-16?

1

3. Did your program meet the goal for prospective teachers set in science in 2015-16?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

We are in the process of planning STEM events with the science and math departments on campus. At these events, we plan to bring back recent graduates in math or science education to talk about their experiences in the classroom and to promote the profession.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

We need to continue to lobby state and federal legislators to examine the funding structures and teacher salary. In Indiana, there is no financial incentive to get a master's degree, and salaries stagnate in the mid 30,000 range. We are doing our part to promote the profession, but the fact that teaching is now a low-income job does not help us sell it as a dignified profession.

Academic year 2016-17

7. Is your program preparing teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2016-17?

9. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

10. Will your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2017-18?

12. Provide any additional comments, exceptions and explanations below:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in special education in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2015-16?

3

3. Did your program meet the goal for prospective teachers set in special education in 2015-16?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Our former Director of Special Education resigned two years ago, and the interim director resigned less than one month into last academic year. To cover this gap year, we used adjunct instructors, and program oversight was picked up by our department chair. This significantly weakened our efforts to recruit candidates to special education. At the end of 2014-15, we hired a dynamic and driven special educator to serve as director and professor; she has already made excellent contributions to the quality of the program, which in turn will attract more students to special education as a licensure area. We project that over the course of the next two years, our numbers will return to 2014-15 levels.

Academic year 2016-17

7. Is your program preparing teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2016-17?

4

9. Provide any additional comments, exceptions and explanations below:

We are expanding our licensure areas to include P-12 special education as a way of meeting the demands for licensed special education teachers at all levels.

Academic year 2017-18

10. Will your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2017-18?

4

12. Provide any additional comments, exceptions and explanations below:

Our numbers in all programs remain low. We are planning an "explore education" event for the fall to do some intentional recruiting from area schools, and we also talk with first-year elementary education majors about the benefits of dual licensure in el ed/special ed. However, we can't do it alone. We continue to advocate for education with our state superintendent and legislators. We need them to critically examine the salary structure in Indiana if we are to make teaching a more widely attractive profession.

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2015-16

1. Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

3

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

- Yes
 No
 Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

We prepared one candidate at the secondary level. We had planned to prepare two at the elementary level on a dual license, but these candidates changed their minors and ended up with elementary generalist license only.

Academic year 2016-17

7. Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

9. Provide any additional comments, exceptions and explanations below:

One candidate is graduating with a license in EL, P-12. A second candidate whom we had planned to prepare at the elementary level was removed from student teaching because of the need for further remediation. We hope to support her to finish the program next year.

Academic year 2017-18

10. Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

12. Provide any additional comments, exceptions and explanations below:

We plan to prepare one EL teacher at the secondary level and two at the elementary level.

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
- No
- Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
- No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
- No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
- No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
- No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

1. The Goshen College Teacher Education Department hosts stakeholder meetings annually and invites regional teachers and administrators to attend and to help us evaluate and update our programs in light of the current practices, challenges, and opportunities in our area schools. Some of these stakeholder meetings are specific to limited English proficient students and students with disabilities. 2. Most education courses require field placements, and we align different school systems to different courses so that candidates have broad exposure to various student populations throughout their tenure in the department, including experience in a Title I school and experience in a school with a high LEP population. 3. Knowledge and skills related to differentiation, inclusion, race, and socio-economic status are introduced in lower-level courses in depth, then integrated throughout subsequent methods courses. Our standard lesson plan form requires candidates to reflect on contextual considerations and to articulate a plan for differentiation each time they prepare to teach a lesson in their field work. 4. Candidates keep a cultural competence and social justice log. At the beginning of their program, they set up the electronic log and track their attendance at and participation in various events both on and off campus. This includes campus activities like guest speakers, activism, and participation in anti-racism training. At the end of their program, they reflect on the connections between these experiences and their vocation as a teacher. 5. About 80% of our students spend a full semester in a two-thirds-world country: Peru, Cambodia, Nicaragua, Senegal, China, or Tanzania. They live with families, study language and culture for half of the semester, then engage in a service assignment for the other half of the semester. This intercultural experience greatly develops candidates' abilities to engage, understand, and respect those from different backgrounds. Those who do not complete the international experience take a series of intercultural courses on campus. 6. We survey hiring principals and program completers annually to solicit feedback on how our program prepared candidates for their first year of full-time teaching.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 0133.1 -ART CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 5011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 5033 -ELEM ED MULTI SUBJ MATHEMATICS (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 12 | 180 | 12 | 100 |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 5032 -ELEM ED MULTI SUBJ READINGLANG ARTS (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 12 | 184 | 12 | 100 |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 5035 -ELEM ED MULTI SUBJ SCIENCES (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 12 | 175 | 12 | 100 |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 4 | | | |
| 5034 -ELEM ED MULTI SUBJ SOCIAL STUDIES (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 12 | 174 | 12 | 100 |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 9 | | | |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 9 | | | |
| 005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14 | 12 | 242 | 12 | 100 |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16 | 8 | | | |
| 060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15 | 6 | | | |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16 | 8 | | | |
| 061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15 | 6 | | | |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students | 7 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16 | 8 | | | |
| 062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15 | 6 | | | |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students | 7 | | | |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16 | 8 | | | |
| 063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15 | 6 | | | |
| 5041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 0041.1 -ENG LANG LIT COMP CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |
| 021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |
| 021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 019 -ENGLISH LEARNERS Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 5361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES CD Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 0361 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES II Educational Testing Service (ETS) All program completers, 2013-14 | 2 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2014-15 | 5 | | | |
| 026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16 | 3 | | | |
| 026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15 | 3 | | | |
| 027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 027 -FINE ARTS—INSTRUMENTAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15 | 3 | | | |
| 030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 030 -FINE ARTS—VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 028 -FINE ARTS—VOCAL MUSIC Evaluation Systems group of Pearson All program completers, 2014-15 | 3 | | | |
| 5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| 035 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|---------------------------|-------------------------|----------------------------|---------------------|
| 034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 5113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 0113.1 -MUSIC CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) All program completers, 2013-14 | 1 | | | |
| 007 -P-12 EDUCATION Evaluation Systems group of Pearson Other enrolled students | 2 | | | |
| 007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 7 | | | |
| 007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 6 | | | |
| 007 -P-12 EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14 | 4 | | | |
| 5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15 | 2 | | | |
| 0091.1 -PHYSICAL ED CONTENT KNOWLEDGE.1 Educational Testing Service (ETS) Other enrolled students | 1 | | | |
| 0390 -PSYCHOLOGY Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 0300 -READING SPECIALIST Educational Testing Service (ETS) All program completers, 2014-15 | 1 | | | |
| 045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2015-16 | 1 | | | |
| 0543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14 | 3 | | | |

| Assessment code - Assessment name Test Company Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|---------------------------|-------------------------|----------------------------|---------------------|
| 5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15 | 3 | | | |
| 5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2013-14 | 5 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students | 4 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16 | 8 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15 | 4 | | | |
| 006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14 | 3 | | | |
| 049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |
| 051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16 | 2 | | | |
| 052 -SOCIAL STUDIES—PSYCHOLOGY Evaluation Systems group of Pearson All program completers, 2015-16 | 1 | | | |
| 059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson Other enrolled students | 1 | | | |
| 059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15 | 1 | | | |

Summary Pass Rates

THIS PAGE INCLUDES:

[>> Summary Pass Rates](#)

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2015-16 | 24 | 24 | 100 |
| All program completers, 2014-15 | 21 | 20 | 95 |
| All program completers, 2013-14 | 23 | 23 | 100 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

1. Is your teacher preparation program currently approved or accredited?

- Yes
 No

If yes, please specify the organization(s) that approved or accredited your program:

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- Yes
 No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Last year, the Goshen College Teacher Education Department implemented a new approach to technology instruction and proficiency. Because the actual tools change rapidly and vary depending on discipline, we instruct candidates on principles of effective technology integration in their coursework, then allow the proficiency with particular tools to develop organically through their field work. To track this and ensure comprehensive exposure to a variety of tools, candidates create a technology log in their first education class. Through their tenure in the department, they add to this log as they encounter different tools in their field work and coursework. The log also requires brief reflection on the relative value and potential uses of each particular tool. The final assessment of this log occurs toward the end of their program, using a rubric that is based on ISTE standards. This particular log is part of a larger e-portfolio that candidates begin in their first course and complete at the end of student teaching. We have also made one of our courses--Educational Psychology--a hybrid online/face-to-face class. One component of this course includes candidates reflecting on best practices for teaching and learning in online spaces. Additionally, a capstone project requires candidates to track student learning data over a period of time, to record, aggregate, and disaggregate data, and to use that data to influence instruction. While candidates all use technology to manage learning data, the emphasis in this project is not on the tool itself but on reflective, evidence-based decision-making. Two courses expose general education teachers to universal design for learning and adaptive technologies for inclusion. "Exceptional Learners" is taken by both elementary and secondary education candidates and includes a survey of exceptionalities, interviews with special education collaborators, and exposure to basic adaptive technologies.

"Adaptation and Assessment" is taken by elementary education candidates and goes further in depth with adaptive technologies, student assessments, and strategies for creating an inclusive classroom environment.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Goshen College general education candidates receive training on instructing students with disabilities and those with limited English proficiency in numerous ways. Cultural diversity is infused throughout the Goshen College general education program for teacher educators. In specific courses (e.g., Adaptation and Assessment, Educational Psychology, and Exceptional Learners) general education pre-service teachers practice reading IEPs, modifying instruction, accommodating diverse students, and collaborating with colleagues and families. Specialists (e.g., speech pathologists, occupational therapists, autism consultants) serve as guest speakers and candidates observe and interview special education instructors in field placements. Literacy courses include EL content as a specific area of study. Furthermore, methods courses require candidates to differentiate instruction for all populations and candidates practice such instruction in diverse field placements.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
 No
 Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

In addition to the general education experiences, special education pre-service candidates receive additional extensive training and student teaching placements on effective instruction for both students with disabilities and those with limited English proficiency. Pre-service candidates are required to successfully complete additional coursework in Mild Disabilities I which focuses on Learning Disabilities, Mild Cognitive Disabilities, and Collaboration, as well as Mild Disabilities II including content focused on Emotional Disabilities, Autism, and special education law. Each course contains a practicum experience working with these populations and comprehensive projects that address individualized education plans, collaboration, and use of data. EL candidates complete required coursework commensurate to the special education track (i.e., English Language, Linguistics, etc.). All candidates with the special education certification and/or EL certification are required to teach in additional pre-service placements (200-hour mild disabilities setting and 100-hour EL setting). In conjunction with the Mild Intervention Pre-Service experience, candidates participate in a course titled Issues in Special Education, which serves as a senior seminar including the capstone project and the requirement of creating an IEP and leading a case conference. Due to the high percentage of recent immigrants in this geographical region, all placements have students with limited English proficiency.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Goshen College requires one semester of Study-Service Term (SST). All students can complete this requirement abroad or through a series of on-campus intercultural courses. About 75% of candidates choose to travel internationally to meet this requirement. Students spend six weeks studying the culture and follow with six weeks in some type of service assignment while living with host families. Approximately 60% of these service placements are in the field of education teaching English to students of other languages.

Supporting Files

| | |
|---|--|
| Admission Criteria Report | |
|---|--|

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **20**.

Number of program completers from Section I: Program Information, Program Completers is **24**.

For a total enrollment of **44**.

I certify the total enrollment shown above is correct.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

E. Suzanne Ehst

TITLE:

Associate Professor of Education

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Kathryn Meyer Reimer

TITLE:

Education Department Chair

Comparison with Last Year

| Item | Last Year | This Year | Change |
|---|-----------|-----------|---------|
| Total Enrollment | 42 | 20 | -52.38% |
| Male Enrollment | 11 | 4 | -63.64% |
| Female Enrollment | 31 | 16 | -48.39% |
| Hispanic/Latino Enrollment | 2 | 1 | -50.00% |
| American Indian or Alaska Native Enrollment | 0 | 0 | |
| Asian Enrollment | 1 | 1 | 0.00% |
| Black or African American Enrollment | 0 | 0 | |

| Item | Last Year | This Year | Change |
|---|-----------|-----------|---------|
| Native Hawaiian or Other Pacific Islander Enrollment | 0 | 0 | |
| White Enrollment | 39 | 18 | -53.85% |
| Two or more races Enrollment | 0 | 0 | |
| Average number of clock hours required prior to student teaching | 145 | 145 | 0.00% |
| Average number of clock hours required for student teaching | 520 | 520 | 0.00% |
| Average number of clock hours required for mentoring | 0 | 0 | |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 8 | 11 | 37.50% |
| Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 96 | 30 | -68.75% |
| Number of students in supervised clinical experience during this academic year | 80 | 44 | -45.00% |
| Total completers for current academic year | 21 | 24 | 14.29% |
| Total completers for prior academic year | 24 | 21 | -12.50% |
| Total completers for second prior academic year | 24 | 24 | 0.00% |