title II

higher
education
act

2018 TITLE II REPORTS
National Teacher Preparation Data

IN

Goshen College
Traditional Report AY 2016-17
Indiana

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

1700 S. Main St.

CITY

Goshen

STATE

Indiana ▼

ZIP

46526

SALUTATION

Ms. ▼

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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.

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

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.

THIS PAGE INCLUDES:
>> Admissions
>> Undergraduate Requirements
>> Postgraduate Requirements
>> Supervised Clinical Experience

Admissions

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

Other ▼

If Other, please specify:

After completion of Foundations of Education (introductory 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 admission is provided on page 4. Candidates not meeting these requirements may re-apply for admission. If all requirements are not met before the junior-level instructional methods courses, 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	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	● Yes	○ No	● Yes	○ No
Minimum SAT score	● Yes	○ No	● Yes	○ No
Minimum basic skills test score	● Yes	○ No	● Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	○ Yes	● No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: Field experience: performance assessment	● Yes	○ No	● Yes	○ 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 2016-17?

3.72

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 2016-17?

3.78

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.

Postgraduate 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 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	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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 2016-17?

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 2016-17?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. **(§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	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	18
Number of students in supervised clinical experience during this academic year	70

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

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 2016-17	40
Unduplicated number of males enrolled in 2016-17	5
Unduplicated number of females enrolled in 2016-17	35

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))

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	5
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	0
Asian	2
Black or African American	1
Native Hawaiian or Other Pacific Islander	0
White	32
Two or more races	0

2016-17	Number Enrolled
American Indian or Alaska Native	
Asian	2

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 2016-17. 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 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	0
13.10	Teacher Education - Special Education	3
13.1210	Teacher Education - Early Childhood Education	0
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1205	Teacher Education - Secondary Education	0
13.1206	Teacher Education - Multiple Levels	0

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	0
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1319	Teacher Education - Technical Education	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1325	Teacher Education - French	0
13.1326	Teacher Education - German	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	0
13.1332	Teacher Education - Geography	0
13.1333	Teacher Education - Latin	0
13.1335	Teacher Education - Psychology	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	2
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
13.99	Education - Other Specify:	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. 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 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	3
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	3
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
13.1301	Teacher Education - Agriculture	

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

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

CIP Code	Academic Major	Number Prepared
26	Biology	
27	Mathematics and Statistics	1
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	1
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: TESOL	1

CIP Code	Academic Major	Number Prepared

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 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.

Program Completers

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

2016-17	9
2015-16	24
2014-15	21

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.

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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

1

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

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

We continue to partner with our math department to identify majors who would also be skilled teachers. We also personally call or email prospective students who have expressed an interest in education.

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

With this particular graduate, we learned that she was interested in teaching middle or high school, but had not determined a particular field. We were able to work with her in her introductory class to steer her toward a shortage field. We are learning that sometimes it is useful to steer candidates toward the field of secondary education, and then, once sold on the profession in general, help them assess if their skills align with shortage areas.

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

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

1

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

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ○ Yes
- ● No (leave remaining questions for year blank)

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

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

○ 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:

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

○ Yes
● No (leave remaining questions for year blank)

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

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

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

○ Yes
● No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

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

Annual Goals - Special Education

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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 3

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

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

> We continue to offer special education as a dual licensure program with elementary education. Having both the generalist license and the special education license attracts candidates because of the options that it provides for them.

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 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

7. Is your program preparing teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

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

> 3

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

> Over the past decade, we have seen a decline in special education candidates; however, this mirrors our overall decline in teacher education enrollment and is not disproportionate.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

○ **Yes**

○ **No (leave remaining questions for year blank)**

11. How many prospective teachers does your program plan to add in special education in 2018-19?

| 4 |

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

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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

● **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 2016-17?

| 1 |

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

● **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:

Instead of focusing on our undergraduate students, we have added EL licensure program for certified teachers, which will be documented in our alternative report next year.

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

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ● 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 2017-18?

> 3

9. 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.

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ● 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 2018-19?

> 4

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

These candidates are all taking advantage of dual licensure in Elementary Education and English Learners, Indiana's licensure designation for teaching limited English proficient students.

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 fieldwork. 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 note 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

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 (%)
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			
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			
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			
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			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	11	238	9	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	10	245	9	90
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	3			
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	10	231	6	60
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	3			
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	10	231	8	80
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson Other enrolled students	10	230	8	80
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	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	1			
019 -ENGLISH LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	1			
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			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson Other enrolled students	2			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
026 -FINE ARTS—GENERAL MUSIC Evaluation Systems group of Pearson Other enrolled students	4			
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 Other enrolled students	1			
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, 2016-17	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 Other enrolled students	4			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
035 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
034 -MIDDLE SCHOOL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	1			
007 -P–12 EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
007 -P–12 EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	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			
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			
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			
5543 -SE CK AND MILD TO MODERATE APPL (CD) Educational Testing Service (ETS) All program completers, 2014-15	3			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	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			
049 -SOCIAL STUDIES—GEOGRAPHICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	1			
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 Other enrolled students	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	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	1			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2014-15	1			

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, 2016-17	9		
All program completers, 2015-16	24	24	100
All program completers, 2014-15	21	20	95

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.

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.

   The Goshen College Teacher Education Department does not teach technology as a stand-alone course, but rather integrates technology into other classes and field experiences. 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 both ISTE and CAEP 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

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 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 includes a 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.

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

No files have been provided.

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 **40**.

Number of program completers from Section I: Program Information, Program Completers is **9**.

For a total enrollment of **49**.

☐ **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:

Professor of Education, Department Chair

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	20	40	100.00%
Male Enrollment	4	5	25.00%
Female Enrollment	16	35	118.75%
Hispanic/Latino Enrollment	1	5	400.00%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	1	2	100.00%
Black or African American Enrollment	0	1	

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	0	
White Enrollment	18	32	77.78%
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	11	4	-63.64%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	30	18	-40.00%
Number of students in supervised clinical experience during this academic year	44	70	59.09%
Total completers for current academic year	24	9	-62.50%
Total completers for prior academic year	21	24	14.29%
Total completers for second prior academic year	24	21	-12.50%