

GOSHEN  COLLEGE

Teacher Education Handbook

2020-2021

Office of the Director of Teacher Education

Church-Chapel, Room 115

Goshen College

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I. GENERAL INFORMATION

A. Introduction

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

B. Goshen College Mission Statement and Desired Outcomes

Goshen College transforms local and global communities through courageous, creative and compassionate leaders. Shaped by Anabaptist-Mennonite tradition, we integrate academic excellence and real-world experience with active love for God and neighbor.

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

A life that is CHRIST-CENTERED, with

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

A life of PASSIONATE LEARNING, through

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

A life of SERVANT LEADERSHIP, based on

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

A life of COMPASSIONATE PEACEMAKING with

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

A life of GLOBAL CITIZENSHIP with

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

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

C. Guiding Principles:

The Goshen College Educator Preparation Program uses the following guiding principles to structure curriculum and candidate evaluation. These eight proficiencies blend unique GC values with the InTASC Model Core Teaching Standards. We seek to graduate teachers who interact with their students and the content they teach in order to construct meaning for living responsibly in a changing world. Specifically, we seek to graduate teachers who...

1. Comprehend the content disciplines to be taught in order to draw relationships a) within disciplines, b) between disciplines, and c) to students' lives.
2. Communicate effectively in a variety of sign systems: e.g. oral, nonverbal, written, and media communication.
3. Build a learning community based on the diversity of students' background and their learning styles by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students and c) advocating for all students.
4. Flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.
5. Manage a classroom effectively, incorporating principles of peacemaking and behavioral supports in a wide variety of settings.
6. Sense a strong call to serve and to nurture students from a social justice perspective.
7. Develop a sense of self as an educational facilitator and leader who continually reflect on their own teaching in reference to Goshen College's guiding principles, professional standards, and their own emerging philosophy of education.
8. Establish working and collegial relationships with schools, families and community agencies to strengthen the learning environment.

Candidates' knowledge, skills, and dispositions will be evaluated on the above guiding principles throughout the course of the program.

D. Accreditation

Goshen College is accredited by the North Central Association of Colleges and Secondary Schools and is authorized by the Indiana Office of Educator Effectiveness and Licensing (OEEL) to prepare teachers for elementary and secondary schools. The National Council for Accreditation of Teacher Education (NCATE) has accredited Goshen College's Teacher Education since 1954. In the fall of 2020, we anticipate full accreditation by the Council for the Accreditation of Educator Preparation (CAEP), which has replaced both NCATE and TEAC as the main educator preparation accrediting body.

E. Teacher Education Assessment System

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

1. Checkpoint #1: Admission to Teacher Education

a. General Information

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

Applications are reviewed and acted on by the Teacher Education faculty, with counsel from the Teacher Education Advisory Council. Factors considered in reviewing the application include high school and college academic records, test scores, physical and mental health, dispositions, references, and performance in early field experience.

b. GPA and Testing

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

- Has been out of college two or more years.
- Has a favorable recommendation indicating academic potential, including approval from a faculty member in the department of the content area in which the applicant wants to teach, or in the Education Department if the major is elementary.
- After returning to college maintains a GPA of 2.8 overall and 2.8 in the teaching major.
- Completes the Core Academic Skills Assessment (CASA) in reading, writing and mathematics and meets Indiana minimum requirements or provides evidence of an SAT composite score of 970 or above or an ACT composite score of 18 or above.

All applicants who do not provide evidence of an SAT composite score of 970 or an ACT composite score of 18 or above are to take the CASA as soon as they have completed Educ 201 and are required to have completed it before their junior year. Those beginning in a Teacher Education program after their sophomore year are to take the exams on the first possible date. The Goshen College Teacher Education Department will not act on an application until the applicant completes the CASA or provides proof of exemption. Details of the CASA tests are on page 10.

c. Early Fieldwork Evaluation

All candidates in Educ 201: Foundations of Education will complete an early field experience in their intended developmental level and content area. At the end of this experience, the candidate, professor, and cooperating teacher will complete formal

evaluations based on this fieldwork. Any candidate receiving a mark of “below expectations” must complete an individualized remediation plan prior to admission to the Teacher Education Department.

d. Portfolios

Each candidate is to begin an electronic portfolio in Educ 201: Foundations of Education. Transfer candidates who have taken the equivalent of Educ 201 at another institution must begin a portfolio in their first semester at Goshen College. A workshop will be given in the fall to help facilitate this process for transfer candidates. Candidates are to add artifacts and record activities in their working portfolios throughout the Teacher Education program. The portfolio is reviewed by Education faculty at the end of Educ 201, and at the end of Educ 324 (secondary) or Educ 304/308 (elementary). In the senior seminar immediately after preservice teaching, each candidate submits her/his portfolio for evaluation by the directors of elementary and secondary education.

e. Technology Competence

Professors in education courses make assignments assuming a certain level of technological competence. Proficiency is assumed in the following areas: general terminology, use of e-mail, ability to navigate the internet, ability to edit a word processing document, use of presentation hardware and software (such as document cameras, PowerPoint, projection technology), ability to access course materials online, and creating and manipulating a spreadsheet. If the candidate is not proficient in these areas, s/he may get help from ITS (in the Schertz Computer Lab). Gaining proficiency is the responsibility of the candidate; failure to take initiative will likely result in failure to show more advanced technological proficiency, a part of portfolio assessment.

f. Transfer Credits

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

g. Denial of Admission

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

Admission to Teacher Education is a prerequisite for enrolling in Educ 301 and Educ 303: Curriculum Studies: Math and Literacy I or Educ 321: Curriculum and Instruction I: Middle School.

2. Checkpoint #2: Admission to Preservice Teaching

a. General Information

Students planning to enroll in preservice teaching are required to submit a written application, available in the Teacher Education office. Before an application is approved, the student must (1) complete prerequisite courses, (2) maintain an overall GPA of 2.8 and a GPA of 2.8 in the candidate's content area, (3) have completed all courses in the content area and in education and all key assessments with grades of at least a C, (4) have completed junior-level field work with no evaluation of “below expectations,” (5) have passed the CORE content assessment(s) in their field and the appropriate CORE pedagogy assessment, and (6) be approved by TEAC in light of the Goshen College dispositional form.

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

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

Educ 201	Foundations of Education
Educ 300	Exceptional Learners: Elementary**
Educ 301	Curriculum Studies: Math
Educ 303	Literacy I: Developmental Literacy
Educ 304	Curriculum Studies: Social Studies
Educ 307	Children’s and Adolescent Literature
Educ 308	Curriculum Studies: Science
Educ 310	Educational Psychology: Elementary
Educ 341	Mild Disabilities I*
Educ 343	Mild Disabilities II*
Educ 344	Adaptation and Assessment
Educ 348	Teaching Adolescents/Exceptional Needs ***
Educ 406	Literacy II: Diagnostic Literacy
CORE Content Assessment	CORE content assessments must be passed and scores submitted to the Education office by July 1.
CORE Pedagogy Assessment	CORE pedagogy assessments must be passed and scores submitted to the Education office by July 1.

* Prerequisites for the preservice teaching semester for Special Education K-6, P-12 majors

** Prerequisite for Educ 341/343

***Prerequisite for the preservice teaching semester for Special Education P-12 majors

Secondary (5-12) and all-grade (P-12) education candidates must complete the following courses prior to the preservice teaching semester:

Educ 201	Foundations of Education
Educ 302	Exceptional Learners: Secondary
Educ 309	Educational Psychology: Secondary
Educ 321	Curriculum & Instruction I: Middle School
Educ 324	Curriculum & Instruction II: High School
Educ 325	Content-Specific Methods (5-12 only) <i>or</i> Departmental methods class for art, music, p.e., or TESOL
Educ 401	Child Development Practicum (P-12 only)
CORE Content Assessment	CORE content assessments must be passed and scores submitted to the Education office by July 1.
CORE Pedagogy Assessment	CORE pedagogy assessments must be passed and scores submitted to the Education office by July 1.

Transfer candidates are expected to be in residence one full semester before they are admitted to preservice teaching. As a part of the above courses, all candidates will have completed a case study, a unit plan, a classroom management assignment, and a minimum of 12 evaluated lesson plans from fieldwork.

b. Preservice Teaching Placement

Preservice teaching is the culminating activity in the professional sequence in Teacher Education. This shall consist of a minimum of thirteen weeks of full-time preservice teaching in elementary, middle, or high school. All preservice teaching is arranged through the Teacher Education office in approved schools within a 30-mile radius of Goshen College. Student teachers are placed with a cooperating teacher who has at least five years of experience. The Teacher Education department does not support special requests for long-distance placements, except for Mennonite schools.

The Teacher Education Department will not place candidates in a setting where there is a potential for biased evaluations due to personal or professional relationships. Examples of unacceptable placements include but are not limited to the following scenarios: placing a candidate with a relative; placing a candidate with her/his coach or mentor; placing a candidate in a school where a parent or spouse has supervisory responsibility for the cooperating teacher.

c. CORE Content & Pedagogy Assessments

All candidates must attempt the CORE content and pedagogy assessments by April 1, prior to preservice teaching. All candidates are required to pass the CORE content and pedagogy assessments for their content area and developmental level by July 1, **prior** to preservice teaching. Elementary education candidates who have passed four of their five required tests may petition the education department for a policy waiver.

d. Membership in a Professional Organization

As part of their application to student teaching, candidates will join a professional organization. The Teacher Education Department will provide a list of acceptable organizations, and candidates will join the organization of their choice. Proof of

membership must be submitted to the Education Department prior to student teaching.

3. Checkpoint #3 – Program Completion

a. Completion of Student Teaching

Candidates will pass preservice teaching if they have successfully passed a final performance evaluation, completed collaboratively by their cooperating teacher and college supervisor. Additionally, they must satisfactorily complete all Goshen College student teaching assignments, including journals and written lesson plans. Performance expectations are spelled out more specifically in Goshen College's Student Teaching Guide.

b. Completion of Capstone Assessments

Following student teaching, all candidates submit their Systematic Study of Teaching and Learning (SSTL) to be assessed by external reviewers. The SSTL is an assessment of student learning from one unit carried out during student teaching. More details about the procedure and expectations for the SSTL can be found in the Goshen College Student Teaching Guide.

Following student teaching, all candidates submit their final electronic portfolio to be assessed by two professors. The electronic portfolio contains artifacts and reflections generated throughout the program, including evidence of technological proficiency, cultural competence, content knowledge, professional engagement, and pedagogical knowledge. More details about the procedure and expectations for the electronic portfolio can be found in the Goshen College Student Teaching Guide.

c. Final Grade Check

Candidates are considered program completers when the following conditions are met: (1) The final GPA is a 2.8 both overall and when disaggregated by content area, (2) all education content and pedagogy courses have been passed with a C or better, and (3) a bachelor's degree has been conferred by the registrar. The final grade check is the responsibility of each candidate's education advisor.

4. Checkpoint #4 –Licensure

Candidates who are successful program completers may apply for Indiana licensure. The following is required by the Indiana Department of Education for licensure: (1) successful completion of both CORE content and pedagogy exams, (2) proof of suicide prevention training, and (3) evidence of current CPR training.

F. Academic Advising

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

G. Policies for Participation in Field Experiences

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

1. **Attendance:** Regular and prompt attendance is required. Participants are expected to notify their cooperating teacher and course instructor when they need to miss due to illness or for other unavoidable reasons; they are to arrange to make up the time missed.
2. **Transportation:** Participants are to arrange their own transportation. When sharing rides with others, the primary driver should be compensated for gas.
3. **Professional Dress:** Participants are expected to dress and groom in accordance with standards expected of professional teachers and the host building. When a candidate is unsure about what constitutes professional dress, s/he should consult with an education professor or field placement cooperating teacher.
4. **Professional Relationships:** In most settings formal titles (e.g. Dr., Ms., Mr.) are advised, rather than first names, unless the school culture suggests otherwise. College participants are to be courteous, sensitive, and professional in conversations with students. Repeated unprofessional behavior in classroom settings is cause for removal from the program.
5. **Critiques of Experiences:** Although careful observation and evaluation of teaching and schooling are encouraged, participants' conversation and writing about educators, children and schools are to be professional. College candidates are guests of the school personnel and are therefore expected to relate to them respectfully, even when philosophical or operational differences exist.
6. **Uses of Technology:** Candidates are encouraged to use computers and other technology for instructional purposes whenever possible, but only in consultation with the cooperating teacher. Participants are never to use school computers to access e-mail or the internet for personal use, nor are they to use their cell phones during class times, even if they are just observing and not actively teaching.
7. **Liability Insurance for Field Experiences:** Goshen College's Teacher Education programs include many field experiences in local schools. Such opportunities provide our candidates valuable contacts with children, youth and educators. There are cases where teachers have been sued by parents for negligence (i.e., for failing to take "due care" when there were "foreseeable risks"). Very few preservice teachers or college candidates in other field assignments have been involved in such lawsuits, although the possibility exists. School systems in which we place candidates have insurance policies that adequately insure preservice teachers, just as they insure teachers, in the event of a suit for negligence. Preservice teachers can have additional liability insurance through student membership in the Indiana Student Education Association (ISEA), an affiliate of the National Education Association. Please contact the Teacher Education administrative assistant if you wish further information on student membership in ISEA.

H. **Policy on Substitute Teaching**

The Teacher Education faculty members believe substitute teaching can be a valuable experience for Teacher Education candidates, particularly after preservice teaching. However, faculty take the firm stance that candidates are not to miss college classes to substitute teach. Candidates may not ask professors to make exceptions. Additionally, candidates may not count substitute teaching toward field placement requirements for the education program. The only exception is during student teaching, when candidates may substitute teach in the classroom to which they are assigned.

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

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

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

J. Testing for Licensure

1. CASA: Core Academic Skills Assessment

Indiana requires that candidates for certification take the CASA and CORE content assessment in each teaching area on the original license. Goshen College Teacher Education candidates are expected to take the CASA tests in their sophomore year, or provide evidence of an SAT composite score of 970 or an ACT composite score of 18 or above. Candidates must submit either CASA test scores or qualifying composite SAT or ACT scores before they can be admitted to teacher education. CASA information and registration are available in the teacher education office. Please address questions regarding CASA to the administrative assistant in the Teacher Education office. For Indiana teacher licensing the qualifying scores for all three sections of the CASA are 220.

2. CORE Content Assessment

Following are the CORE content assessments required in Indiana for each teaching area. We require you to take the CORE Subject Assessment test in your content area and the appropriate CORE pedagogy test before April 1 of the year you plan to student teach. You must successfully pass both tests by July 1. **It is the responsibility of each candidate to register and pay for the correct test(s).** Please note that content assessments vary from state to state.

<u>Major</u>	<u>Code</u>	<u>Subject Assessment Test</u>	<u>Indiana Qualifying Scores</u>
Elementary	060	Elementary Education Generalist Subtest 1: Reading/Language Arts K-6	220
	061	Elementary Education Generalist Subtest 2: Mathematics K-6	220
	062	Elementary Education Generalist Subtest 3: Science, Health & P.E. K-6	220
	063	Elementary Education Generalist Subtest 4: Social Studies and Fine Arts K-6	220
Elementary/Special Needs: Mild	025	Exceptional Needs – Mild Intervention	220
Secondary			
Art	030	Fine Arts – Visual Arts P-12	220
Business	008	Business 5-12	220

English	021	Language Arts 5-12	220
English Learners	019	English Learners P-12	220
Health	066	Health	220
Mathematics	035	Mathematics 5-12	220
Music	026	Fine Arts – General Music P-12	220
	027	Fine Arts – Instrumental Music P-12	220
	028	Fine Arts – Vocal Music P-12	220
Physical Education	067	Physical Education	220
Science			
Biology	045	Science – Life Science 5-12	220
Chemistry	043	Science – Chemistry 5-12	220
Physics	047	Science – Physics 5-12	220
Social Studies			
Economics	048	Social Studies – Economics 5-12	220
Geog Persp.	049	Social Studies – Geo Perspectives 5-12	220
Gov/Pol Science	050	Social Studies – Gov and Citizenship 5-12	220
Historical Persp.	051	Social Studies – Hist. Perspectives 5-12	220
Psychology	052	Social Studies – Psychology 5-12	220
Sociology	053	Social Studies – Sociology 5-12	220
Spanish	059	World Languages – Spanish 5-12	220
Theater Arts	029	Fine Arts – Theater Arts P-12	220

2. CORE Pedagogy Assessment

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

K. Placement Services

Graduates of Teacher Education programs may use the services available in the Career Networks Office, Wyse Hall 105. These services include counseling with candidates about securing a position and notifying candidates of vacancies through the on-line *Job Bank*. Teacher Education graduates are to report to the Teacher Education office concerning the position accepted after graduation and any change in position and address following that time.

L. Procedures for Applying for Licenses

Candidates completing an approved program in Teacher Education, including satisfactory preservice teaching, are eligible to apply for teacher licenses. This is not automatic at the awarding of the B.A. degree. **Each candidate must take responsibility to apply for a teaching license.** Candidates who intend to teach in other states should first acquire their Indiana teaching license. Follow these steps:

1. Pick up an instruction form for online application for an Indiana license in the Teacher Education office. Applications for other states may be accessed from the department of education websites in those states; contact the Teacher Education administrative assistant if you need assistance.
2. For most states the application form specifies a fee. For Indiana licensure online, you will need to pay \$35.00 with a credit card.
4. Once you have completed your application online and submitted payment, the Licensing Advisor will check to verify that you have met all certification requirements and will send

all materials to the appropriate state licensing office. You must have a valid CPR certification to apply for Indiana licensure. This CPR certification must remain valid in the state of Indiana. In addition, you will need proof of suicide prevention training.

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

Goshen College's Teacher Education programs are designed to meet Indiana license requirements. Indiana has "reciprocity" with most states, which means that if you want to teach outside of Indiana, you should be able to transfer your license fairly easily. However, not all state requirements are the same, and if you intend to teach outside of Indiana, it is important to familiarize yourself with that state's requirements and processes. The most current information about reciprocity can be found at <https://www.nasdtc.net/page/Interstate>. Please reach out to your academic advisor if you would like help interpreting the information that you find here.

M. Curriculum Library and Royer Reading Room

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

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

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

O. Teacher Education Faculty

Suzanne Ehst, Ph.D.

Professor of Education; Director of Secondary Education; Coordinator of Accreditation
B.A., Eastern Mennonite University 1997
M.A. Goddard College 2005
Ph.D. Western Michigan University, 2017
G.C. 2008 - present
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Brooke Lemmon, M.A.

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B.A., Indiana Wesleyan University
M.A., Ball State University
G.C. 2015 – present
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Kathy Meyer Reimer, Ph.D.

Professor of Education; Director of Elementary Education; Department Chair
B.A., Goshen College, 1983;
M.A., University of Illinois, 1988
Ph.D., University of Illinois, 1991
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B.A., Goshen College, 2003
M.S., University of Wisconsin-Madison, 2008
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B.S., University of Michigan, 1966
M.S., Indiana University, 1989

P. Functional Competencies Requirement

Functional competencies provide guidance to candidates about the skills and abilities required to function successfully in the teacher education program and ultimately in P-12 classrooms. The Goshen College Teacher Education Department requires that all candidates are able to meet these requirements and will ensure that those who may need additional support are connected with the Academic Success Center.

Applicants who require accommodations to meet these functional competencies should contact their advisor to discuss their needs in light of their particular education program. Department faculty will give serious consideration to all academically qualified candidates providing that the functional competencies can be met with mutually agreed upon accommodations. Candidates in the education program must demonstrate the following:

- Sufficient hearing and visual acuity to ensure a safe environment and the ability to respond quickly in the event of an emergency;
- Sufficient verbal ability to express and interpret information and ideas in oral communication with children, adolescents, colleagues, and parents;
- Sufficient writing ability to express and interpret information and ideas in written communication with children, adolescents, colleagues, and parents;
- Sufficient cognitive processing to work with frequent interruptions, to respond appropriately to unexpected situations, and to monitor multiple simultaneous activities;
- Sufficient emotional coping skills to manage frequent deadlines, interpersonal conflicts, difficult student behaviors, and performance evaluations.

II. TEACHER EDUCATION PROGRAMS

These programs address the Indiana Professional Standards Board REPA 3 2015 Rules. Under REPA 3 rules, all candidates for P-6 licenses must have a dual license or must have a content area minor on their transcript.

Elementary Education Grades K-6 / Exceptional Needs: Mild Intervention K-6 or P-12 / Certification: Violence Prevention and Conflict Transformation

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

- A. Received a baccalaureate degree from an institution of higher education accredited to offer programs in Teacher Education
- B. If you are pursuing Special Education you will also need to take CORE Exceptional Needs Mild Intervention (minimum score of 220).
- C. This plan includes a certificate in conflict transformation, which is not required for licensure. As school violence has increased, we have seen the need for teacher candidates to develop skills in conflict mediation. In collaboration with the Peace Justice and Conflict Studies department, we are able to offer a series of three courses that equip our students in being able to help transform conflict peacefully. We strongly recommend that all teacher education candidates complete this sequence, which results in a Goshen College Violence Prevention and Conflict Transformation Certificate.
- D. Completed an undergraduate program consisting of a minimum of 124 semester hours structured as follows:

a. First Year Experience			
CORE 100	Identity, Culture, and Community		3
CORE 104	Learning Community II		1
CORE 110	The Academic Voice		3
CORE 115	Health and Wellness		1
CORE 120	Engaging the Bible		3
Goshen Seminar			3
b. Intercultural Thread			
Foreign Language			8
Intercultural Semester	4 classes (language prerequisite required)		12
Global Issues Seminar			3
c. Perspectives Courses			
Artistic World			3
Natural World	Phys 215 Climate Change		3
Peacemaking	PJCS 210 Transforming Conflict		3
Religious World			3
Social World	Educ 310 Ed Psych		3
d. Professional Education			
Educ 201	Foundations of Education		4
Educ 300	Exceptional Learners: Elementary		3
Educ 301, 304, & 308	Elem Curriculum Studies: Math, Social Studies, & Science		6
Educ 303 and 406	Literacy I and II		6
Educ 307	Children's and Adolescent Literature		
Educ 310	Educational Psychology: Elementary		3
Educ 330	Fine Arts for Children		3
Educ 341	Mild Disabilities I		3
Educ 343	Mild Disabilities II		3
Educ 344	Adaptation & Assessment		3
Educ 346	Issues in Special Education		1

Educ 348	Teaching Adolescents/Exceptional Needs*	3
Educ 401	Child Development Practicum	1
Educ 402	Preservice Teaching: Elementary	12
Educ 409	Elementary Education Seminar	3
Educ 415	Preservice Teaching: Mild Intervention	5
KIN 309	Physical Education for Children	3
Math 131	Math Concepts for Elementary Classrooms I	3
Math 132	Math Concepts for Elementary Classrooms II	3

*For Exceptional Needs P-12 certification

Assessment of content area preparation:

1. Grade point average
To be admitted to a Teacher Education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the elementary education content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C (a C- does not meet requirements).
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, observed instructional methods, and evidence of content knowledge. The final portfolio will be assessed in senior seminar.
3. Approval of the Teacher Education Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the Teacher Education Department will assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. In secondary and P-12 education, the Teacher Education Department will solicit an evaluation from the candidate's home department.
4. CORE Content Elementary Generalist Assessments #60, #61, #62, #63
The candidate is to take these tests and receive a minimum score of 220 on the Reading/Language Arts portion, a 220 on the Mathematics portion, a 220 on the Social Studies portion, and a 220 on the Science portion before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of elementary education. If the candidate is pursuing Special Education they will also need to take the Exceptional Needs Mild Intervention assessment #25 and receive a minimum score of 220.
5. CORE Elementary Education Pedagogy K-6 Assessment #005 (CORE P-12 Education #007 if pursuing P-12 special education licensure) The candidate is to take this test and receive a minimum score of 220 before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of elementary education.

Elementary Grades (K-6) / Exceptional Needs: Mild Intervention K-6 or P-12/ Certificate: Violence Prevention and Conflict Transformation

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

Assumptions:

1. You are only required to take the first Transforming Conflict and Violence course. The other two courses are for those seeking the conflict transformation certificate.
2. Basic technology competence is assumed. Proficiencies required for coursework are listed on page 5. Courses will integrate the use of technology without instruction in the technology itself.

A possible course of study follows: Courses in italics indicate courses required for Special Education licensure and are not required for K-6 licensure only.

FALL	SPRING	MAY
Cr 3 CORE 100 Identity, Culture & Comm 3 CORE 110 Academic Voice 4 Foreign Language 3 +HIST 105 American History I +HIST 217 Geog & Culture 3 PJCS 210 PX Trans Conflict & Viol <hr/> 16	Cr 1 CORE 104 Learning Community II 1 CORE 115 Wellness for Life 3 Goshen Seminar AW or RW 2 KIN 309 PE for Children*** 3 +MATH 131 Math Elem Classrooms I 3 PHYS 215 NW Climate Change <hr/> 13	Cr 3 EDUC 201 Foundations of Educ <hr/> 3
3 CORE AW or RW 3 CORE 120 Engaging the Bible 3 EDUC 300 Ex Learners: Elementary 3 +HIST 105 American History I +HIST 217 Geog & Culture (3) (PJCS 325 Mediation)** <hr/> 12	3 EDUC 307 Child & Adolescent Lit 3 EDUC 310 SW Ed Psych: Elementary 3 EDUC 344 Adaptation & Assessment 4 Foreign Language 3 +MATH 132 Math Elem Classroom II <hr/> 16	13 Study-Service Term (International/Intercultural Education) <hr/> 13
2 Educ 301 Curriculum Studies: Math 3 Educ 303 Literacy I: Developmental 3 EDUC 330 Fine Arts for Children 3 <i>EDUC 341 Mild Disabilities I</i> 1 Educ 401 Child Development Practicum <hr/> 12	2 EDUC 304 Curr Studies: Social Studies 2 EDUC 308 Curr Studies: Science 3 <i>EDUC 343 Mild Disabilities II</i> 3 + <i>EDUC 348 Tchg Adol/Except Needs</i> 3 EDUC 406 Literacy II: Diagnosis <hr/> 13	3 BIOL 340 Field Studies in Environmental Education <hr/> 3
Blocked Semester 12 EDUC 402 Preservice Teaching: Gen Educ 3 Educ 409 Senior Seminar <hr/> 15	3 CORE Global Issues (domestic SST only) 1 <i>EDUC 346 Special Education Issues</i> 5 <i>EDUC 415 Pre-Service Teaching SPED</i> (3) (PJCS 426 Conflict-Healthy Groups)** 3 Elective <hr/> 12	3 Elective (3) (ENGL 204 Expository Writing)* <hr/> 3

KEY:

*Strongly advised

**Required for Conflict Transformation Certificate

*** 3 credit course but education majors take it for 2 credits

+ Offered every other year

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

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

No additional coursework required.

Deletion of the following coursework:

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

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

Refer to the plan of study for Elementary Grades K-6 / Exceptional Needs: Mild Intervention / Certification: Violence Prevention & Conflict Transformation as basis and add or delete courses as indicated. This plan does not include Exceptional Needs: Mild Intervention certification. This plan must also include a minor in a content area from the Goshen College catalog to qualify for Indiana licensure under REPA 3 2015 rules.

No additional coursework required.

Deletion of the following coursework:

Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
Educ 346	Issues in Special Education	1
Educ 348	Teaching Adolescents/Exceptional Needs	3
Educ 415	Preservice Teaching: Exceptional Needs	5

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

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

Addition of the following coursework:

Educ 204	Expository Writing	3
Engl 310	Introduction to Linguistics	3
Engl 315	Global English (every other year)	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Engl 325	TESOL Practicum	3

Deletion of the following coursework:

Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
Educ 346	Issues in Special Education	1
Educ 348	Teaching Adolescents/Exceptional Needs	3
Educ 415	Preservice Teaching: Exceptional Needs	5

Elementary Grades K-6 / English Learners

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

Addition of the following coursework:

Educ 204	Expository Writing	3
Engl 310	Introduction to Linguistics	3
Engl 315	Global English (every other year)	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Engl 325	TESOL Practicum	3

Deletion of the following coursework:

Educ 341	Mild Disabilities I	3
Educ 343	Mild Disabilities II	3
Educ 346	Issues in Special Education	1
Educ 348	Teaching Adolescents/Exceptional Needs	3
Educ 415	Preservice Teaching: Exceptional Needs	5
PJCS 325	Mediation Process	3
PJCS 426	Conflict Healthy Groups	3

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

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

Addition of the following coursework:

Educ 204	Expository Writing	3
Engl 310	Introduction to Linguistics	3
Engl 315	Global English (every other year)	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	TESOL Practicum	3

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

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

Addition of the following coursework:

Educ 204	Expository Writing	3
Engl 310	Introduction to Linguistics	3
Engl 315	Global English (every other year)	3
Engl 319	English Grammar	1
Engl 320	Methods of Teaching English to Speakers of Other Languages	4
Eng 325	TESOL Practicum	3

Deletion of the following coursework:

PJCS 325	Mediation Process	3
PJCS 426	Conflict Healthy Groups	3

Secondary Education

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

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

Certification patterns vary between states. Most states will recognize the senior high, junior high and middle school (5-12) programs as equivalent to grades 7-12. Our all-grade majors in Art, English as a New Language, Music and Physical Education also cover grades P-12 in most other states.

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

Educ 201	4 cr.	Foundations of Education
Educ 302	3 cr.	Exceptional Learners: Secondary
Educ 309	3 cr.	Educational Psychology: Secondary
Educ 321	4 cr.	Curriculum & Instruction I: Middle School Emphasis
Educ 324	4 cr.	Curriculum & Instruction II: High School Emphasis
Educ 325	2 cr.	Content-Specific Methods (5-12 programs only)
Educ 348	3 cr.	Teaching Adolescents/Exceptional Needs *
Educ 401	1 cr.	Child Development Practicum (P-12 programs only)
Educ 403	3 cr.	Secondary Education Seminar
Educ 405	12 cr.	Preservice Teaching: Secondary

*Strongly recommended but not required

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

PJCS 210	3 cr.	Transforming Conflict & Violence
PJCS 325	3 cr.	Mediation: Process, Skills and Theory
PJCS 426	3 cr.	Conflict Healthy Groups

We also recognize that many of our alumni choose to teach in parochial schools and may have the requirement to teach Bible or religion as part of their load. Candidates may also teach religions and religious text in the public schools as part of social studies or language arts curriculum. In collaboration with the Bible, Religion, and Philosophy Department, we have developed an internal certificate in religious education with the following requirements:

CORE 120	3 cr.	Engaging the Bible
CORE RW	3 cr.	Various Options
REL	3 cr.	Upper-Level Course; Emphasis: Bible and Christianity
REL/PHIL	3 cr.	Upper-Level Course; Emphasis: Philosophy and Religion
EDUC 407	1 cr.	Field Studies: Religious Education in the Academic Context

5-12, P-12 Secondary Education
Certificate: Violence Prevention and Conflict Transformation OR Religious Education

Assumptions:

1. You are only required to take the first Transforming Conflict and Violence course. The other two PJCS courses are required for completion of the Conflict Transformation certificate.
2. Basic technology competence is assumed. Proficiencies required for coursework are listed on page 5. Courses will integrate the use of technology without instruction in the technology itself.
3. This is only the professional education and general education part of the plan of study. You must have met the requirements listed on following pages to have that area placed on your teaching license, and you must have completed all requirements for at least one Goshen College major in addition to education.
4. P-12 licensure is available in art, music, physical education and English as a New Language. All other areas are 5-12.

A possible course of study follows:

Cr	FALL	Cr	SPRING	Cr	MAY
3 3 1 <hr/> 7	CORE 100 Identity, Culture & Comm CORE 110 Academic Voice CORE 115 Health & Wellness	1 3 3 3	CORE 104 Learning Community II CORE 120 Engaging the Bible CORE Goshen Sem AW, NW or RW PJCS 210 PX Trans Conflict & Viol *	3 <hr/> 3	Educ 201 Foundations of Education*
3 3 3 4 3 <hr/> 16	CORE AW, NW or RW CORE AW, NW or RW Educ 302 Exceptional Learners: Sec Foreign Language (PJCS 325 Medication Processes) **	3 4 <hr/> 10	Educ 309 Ed Psych (SW Perspective) Foreign Language	13 <hr/> 13	SST (International/Intercultural Education)
3 <hr/> 3	Educ 321 Curr & Instr I: Middle School	3 2 (3) (1)	Educ 324 Curr & Instr II: High School Educ 325 Special Methods (5-12 only) (Educ 348 Tchg Adol/Except Needs)*** Educ 401 Child Devlp Prac (P-12 only)	9 <hr/> 9	
12 3 <hr/> 15	Educ 405 Preservice Teaching Educ 403 Senior Seminar	3 (3)	CORE 300 Global Issues (domestic SST) (PJCS 426 Conflict in Groups)**	6 <hr/> 6	

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

**Required for those completing the Conflict Transformation Certificate

***Optional course for those wanting more experience with adolescent exceptional needs students

Education Major

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

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

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

A. Major in Education

20-22 hours in Education selected from:

	Educ 201 Foundations of Education	4
	Educ 303 Literacy I: Developmental	3
<u>or</u>	Educ 321 Curriculum & Instruction I: Middle School Emphasis	3
	Educ 307 Children and Adolescent Literature	3
	Educ 309/310 Educational Psychology	3
	Educ 300 Exceptional Learners: Elementary	3
<u>or</u>	Educ 302 Exceptional Learners: Secondary	3
	Educ 341 Mild Disabilities I	3
	Educ 342 Mild Disabilities II	3
	Educ 344 Adaptation and Assessment	3
	Educ 406 Literacy II: Diagnostic	3

2-4 hours of Practicum, selected from:

	Educ 301 Curriculum Studies: Math	2
	Educ 304 Curriculum Studies: Social Studies	2
	Educ 308 Curriculum Studies: Science	2
	Educ 324 Curriculum & Instruction II: High School Emphasis	2
	Educ 401 Child Development Practicum	<u>1</u>

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

24 hours

B. Non-Certification

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

Certification of no GC major

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

12 hours

36 Total
hours

American Sign Language (ASL)

Note: To teach American Sign Language to hearing students, you will major in Deaf Studies and select the education concentration. At the end of your program, you will have a double major in Deaf Studies and Secondary Education, and upon passing the state licensure exams you will be licensed to teach American Sign Language to students in grades 5-12. Please note, this is not the same as a Deaf Education license.

Course requirements:

ASL 104	3 cr.	Deaf Culture
ASL 202	4 cr.	American Sign Language 4
ASL 307	4 cr.	American Sign Language 5
ASL 320	3 cr.	Deaf History
ASL 410	1 cr.	Senior Seminar
Engl 310	3 cr.	Linguistics
Two of the following:		
Comm 206	3 cr.	Communication Across Cultures
Educ 341	3 cr.	Mild Disabilities I
Educ 348	3 cr.	Teaching Adolescents with Exceptional Needs
Engl 315	3 cr.	Global English
Psyc 210	3 cr.	Developmental Psychology
Psyc 217	3 cr.	Multicultural Psychology

Semester Immersion Gallaudet University

Other requirements:

An ASL content area candidate must choose a Goshen College major to meet graduation requirements. Although most candidates will choose to major in Deaf Studies, the candidate could also choose Sign Language Interpreting as long as they meet all of the above requirements.

One semester will be spent as a visiting student at Gallaudet University which will provide an intense immersion experience in American Sign Language and Deaf culture. Courses should be chosen with the help of the candidate's academic advisor. A list of recommended classes will be provided.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the American Sign Language content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the American Sign Language Professor
At Teacher Education Checkpoint #2, prior to admission to student teaching, the American Sign Language professor will assess the content competency to decide whether or not to support the candidate's request for a pre-service teaching assignment. This assessment will be part of the review with the Teacher Education Advisory Committee.
4. To be eligible for licensure, all candidates must pass the ASL PI at a level 3 competency. (In 2021, a state content exam may replace the ASL PI).
5. CORE Assessment Secondary Education #006
The candidate is to pass this test prior to preservice teaching. The candidate must receive a score of at least 220 on the test before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of American Sign Language.

English/Language Arts

Course requirements for licensure:

Comm 200	1 cr.	Communication Practice
Comm 202	3 cr.	Oral Communication
Educ 303	3 cr.	Literacy I
Educ 307	3 cr.	Children's & Adolescent Literature
Engl 201	3 cr.	World Literature
Engl 204	3 cr.	Expository Writing
Engl 235	3 cr.	The Graphic Novel
Engl 290	1 cr.	English Publication
Engl 300	3 cr.	Critical Theory and Practice
Engl 301	3 cr.	British Literature I
Engl 302 or Engl 309	3 cr.	British Literature II/American Literature II
Engl 303	3 cr.	American Literature I
Engl 315	3 cr.	Global English (every other year)
Engl 319	1 cr.	English Grammar
English Electives	6 cr.	Any upper-level English department courses
Engl 410	2 cr.	English Senior Seminar

1. Candidates should take Engl 201 World Literature, Engl 204 Expository Writing, and three British/American literature survey courses *before* student teaching.
2. To meet the Comm 200 and Engl 290 requirement, the student will work with the student newspaper, yearbook, English department publishing, theater practice, radio station or other on-campus communication activity to be approved by the English department.

Other requirements:

To be eligible for licensure, the candidate will double major in English and Secondary Education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and/or high school settings.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the English/Language Arts content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. The candidate will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the English Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the English department TEAC representative will consult with the English faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
4. CORE Content Area Assessments in English Language Arts #021 and Secondary Education 5-12 #006
The candidate is to pass these tests prior to preservice teaching. The candidate must receive a minimum score of 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of English/language arts.

English Learners (EL)

Course requirements for licensure in 5-12 or P-12:

Comm 206 or Intl 252	3 cr.	Communication Across Cultures or Intercultural Communication as a part of the overseas Study Service Term
Educ 303	3 cr.	Literacy I
Educ 307	3 cr.	Children's & Adolescent Literature
Educ 401	1 cr.	Child Development Practicum (required for P-12 licensure)
Educ 406	3 cr.	Literacy II
Engl 204	3 cr.	Expository Writing
Engl 310	3 cr.	Introduction to Linguistics
Engl 315	3 cr.	Global English
Engl 319	1 cr.	English Grammar
Engl 320	3 cr.	Methods of TESOL
Engl 325	3 cr.	TESOL Practicum (if seeking P-12 licensure)
Engl 410	2 cr.	English senior seminar

Two intercultural courses selected from the list in the Goshen College catalog.

Additional foreign language beyond the 102 level.

Other requirements:

For either a 5-12 or a P-12 school license, the candidate should choose the GC TESOL major and the secondary education major. Note that a TESOL major on its own does not lead to a US teaching license; it must be coupled with an education major.

Assessment of content area preparation:

1. **Grade point average**
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the English Learners content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. **Electronic portfolio**
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. **Approval of the English Learners Professor**
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, a TESOL/English professor will assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
4. **CORE Content Area Assessments in Teachers of English Learners # 019 and P-12 Education #007**
The candidate is to pass the Teachers of English Learners #019 assessment prior to enrollment in either the Engl 325 Practicum or student teaching. The candidate is to pass both tests prior to preservice teaching. The candidate must receive at least a score of 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of English Learners.

Mathematics

Course requirements for licensure:

CoSc 206 or 216	3-4 cr.	Logic/Language Comp Prog or Programming I
Math 205	3 cr.	Discrete Mathematics
Math 211-213	12 cr.	Calculus I, II, Multivariate Calculus
Math 301	3 cr.	Linear Algebra
Math 302	3 cr.	Abstract Algebra
Math 305	3 cr.	Modern Geometry
Math 323	3 cr.	Probability & Statistics
Math 350/351/360	3 cr.	Adv Game Theory/Math Modeling/ Biomathematics
Math 390	1 cr.	Problem Solving Seminar
Math 409	0-3 cr.	Internship in Elementary Math
Math 411	1 cr.	Seminar: History
Math 412	1 cr.	Seminar: Connections
Math 413	1 cr.	Seminar: Discoveries

Other requirements:

Candidates for math education licensure will double major in mathematics and secondary education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the mathematics content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the Mathematics Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, a mathematics department designee will consult with the mathematics faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
4. CORE Content Area Assessments in Mathematics #035 and Secondary Education #006
The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of mathematics.

Music Education – Vocal and/or Instrumental and General Music (P-12)

Course requirements for licensure:

Mus 201-202	6 cr.	Music Theory I & II
Mus 204	3 cr.	Survey of Music Literature
Mus 210**	3 cr.	Elementary Music Methods
Mus 220	2 cr.	El Sistema
Mus 301-302	6 cr.	History of Music
Mus 303-304	6 cr.	Advanced Music Theory
Mus 305	1 cr.	String Methods & Materials (instrumental licensure only)
Mus 306	1 cr.	Woodwind Methods & Materials (instrumental licensure only)
Mus 307	1 cr.	Brass Methods & Materials (instrumental licensure only)
Mus 308	2 cr.	Vocal Methods & Pedagogy (vocal licensure only)
Mus 309	1 cr.	Percussion Methods & Materials (instrumental licensure only)
Mus 312	2 cr.	Conducting I
Mus 318	2 cr.	Conducting II
Mus 330**	3 cr.	Secondary Music Methods
Mus ___*	12 cr.	Applied Music (Instrumental and/or Vocal) or Piano
Ensemble	0-7 cr.	Core Ensemble

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

**Educ 201 Foundations of Education must be completed before taking this course.

Other requirements:

To be eligible for licensure, candidates complete both the music major and the all-grade education major. A candidate may select instrumental and general licensure only or vocal and general licensure only and would adapt the course requirements according to the notes above.

A combined vocal, instrumental and general music content area candidate is to pass the keyboard proficiency examination, administered by the music department, before preservice teaching. She/he is also required to participate in a large or small faculty-directed ensemble for a minimum of seven semesters. Sophomore and senior recitals are to be arranged through the music faculty

candidate must complete education course requirements to teach in elementary, middle school/junior high, and high school settings.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the vocal, instrumental and general music content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods.
3. Approval of the Music Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the music department chair or designee will consult with the music faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
4. CORE Content Area Assessments in Fine Arts -General Music #026, Fine Arts Instrumental Music #027, Fine Arts Vocal Music #028, and P-12 Education #007
The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on all tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of vocal, instrumental and general music.

Physical Education and Health (P-12)

Course requirements for licensure:

Biol 130 or Biol 203	4 cr.	Organismal Biology with lab or Human Anatomy & Physiology I
CORE 115	1 cr.	Wellness for Life
KIN 102	1 cr.	First Aid & CPR
KIN 103	2 cr.	Basic Athletic Training
KIN 224	1 cr.	International Folk Dance
KIN 206/230/236	1 cr.	Badminton/Racquetball/Tennis
KIN 216	1 cr.	Cycling
KIN 222	1 cr.	Gymnastics: Tumbling
KIN 232	1 cr.	Beginning Swimming
KIN 242	1 cr.	Weight Training
KIN 250	3 cr.	Introduction to Kinesiology
KIN 308	3 cr.	Teaching Sports Skills & Strategies
KIN 309	3 cr.	Physical Education for Children
KIN 310	3 cr.	Introduction to Sport Management
KIN 311	3 cr.	Physical Education Teaching Practicum
KIN 315	3 cr.	Applied Biomechanics
KIN 317	4 cr.	Exercise Physiology
KIN 320	3 cr.	Adaptive Physical Activity and Sport
KIN 330	3 cr.	Motor Learning
KIN 345	3 cr.	Theories and Techniques of Coaching
KIN 410	3 cr.	Kinesiology Senior Seminar

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

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

Optional Health Module

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

Chem 220	3 cr.	Human Nutrition
KIN 360	3 cr.	Teaching Health Concepts
KIN 415	3 cr.	School and Community Health
KIN 420	2 cr.	Health Practicum
Soc 260	3 cr.	Human Sexuality

Other requirements:

Candidates for physical education licensure will double major in physical education and all-grade education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in all developmental levels.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the physical education content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the Kinesiology Department

At Teacher Education Checkpoint #2, prior to admission to pre-service teaching, the kinesiology department chair or designee will consult with the faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.

4. CORE Content Area Assessment in Physical Education #067, Health #066 (if adding), and CORE Content Assessment P-12 Education #007

The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on all tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in physical education and health.

Science Education – Chemistry

Course requirements for licensure:

Chem 111-112	8 cr.	General Chemistry
Chem 200	4 cr.	Analytical Chemistry
Chem 303-304	8 cr.	Organic Chemistry
Chem 310	4 cr.	Thermodynamics
Chem 312	4 cr.	Quantum Mechanics I
Chem 410	3 cr.	Senior Seminar
Chem 415	4 cr.	Inorganic Chemistry
Math 211	4 cr.	Calculus I
Math 213	4 cr.	Multivariate Calculus
Phys 203-204	8 cr.	General Physics I & II

Other requirements:

Candidates for chemistry education licensure will double major in chemistry and secondary education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the chemistry content area. She/he must maintain that GPA to be eligible for student teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the Chemistry Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, a chemistry department designee will consult with the faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
4. CORE Content Area Assessments in Science Chemistry #043 and Secondary Education 5-12 #006
The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of chemistry.

Science Education -- Life Sciences

Course requirements for licensure:

Biol 115 NW	4 cr.	Ecology & Evolution
Biol 120	4 cr.	Cell Biology & Genetics
Biol 130	4 cr.	Organismal Biology
Biol 201	4 cr.	Botany
Biol 207 NW	3 cr.	Roots of Environmental Crisis
Biol 208	4 cr.	Geology, Meteorology, and Climate Science
Biol 300	4 cr.	Microbial Biology
Biol 303	4 cr.	Vertebrate Physiology
Biol 311	4 cr.	Advanced Molecular Genetics
Biol 331	2 cr.	Junior Research Seminar
Biol 410	1 cr.	Biology Senior Seminar
Chem 111-112	8 cr.	General Chemistry I, II
Chem 303	4 cr.	Into to Organic Chemistry
Phys 203	4 cr.	General Physics I

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

Other requirements:

Candidates for life science education licensure will double major in biology and secondary education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the life sciences content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the Biology Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the biology department chair or designee will consult with the biology faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
4. CORE Content Assessment in Science Life Science #045 and Secondary Education 5-12 #006
The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of life science.

Science Education – Physics

Course requirements for licensure:

Chem 111-112	8 cr.	General Chemistry
Math 211, 212, 213	12 cr.	Calculus I, II & Multivariate Calculus
Phys 105	2 cr.	Physics & Engineering (first year seminar)
Phys 203-204	8 cr.	General Physics
Phys 208	2 cr.	Intro to Research
Phys 210	3 cr.	Modern Physics
Phys 302	3 cr.	Analytical Mechanics
Phys 303	3 cr.	Classical Field Theory
Phys 310	4 cr.	Thermodynamics
Phys 313	3 cr.	Quantum Theory
Phys 410	3 cr.	Senior Seminar
Phys Electives	3 cr.	

Other requirements:

Candidates for physics education licensure will double major in physics and secondary education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the physics content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the Physics Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the physics department chair or designee will consult with the physics faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
4. CORE Content Area Assessments in Science Physics #047 and Secondary Education 5-12 #006
The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content areas of physics.

Social Studies

Course requirements for licensure:

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

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

Econ 203	3 cr.	Principles of Microeconomics
Engl 204	3 cr.	Expository Writing
Hist 101 SW	3 cr.	Ancient Roots of Cultures (or World History I)
Hist 105	3 cr.	American History I
Hist 211	3 cr.	Revolution
Hist 217 SW	3 cr.	Geography and Culture
Hist 315	3 cr.	War/Peace 20 th Century Europe
Hist 326	3 cr.	Recent American History
Hist 327	3 cr.	Immigration and Ethnic History
Hist 400	1 cr.	Independent Study – Indiana History
Hist 410	3 cr.	Junior Seminar: Historical Thinking
Hist 411	3 cr.	Senior Seminar: Thesis
PoSc 200	3 cr.	Intro to Political Science
PoSc 210 or PoSc 305	3 cr.	Public Policy or Constitutional Law
Psyc 100	3 cr.	General Psychology
Soc 200	3 cr.	Principles of Sociology

GC CORE Courses:

Phys 215 NW or BIOL 207	3 cr.	Climate Change or Roots of the Environmental Crisis
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Additional course work for licensure in Psychology

Psyc 306 (Required)	3 cr.	Abnormal Psychology
Psyc 200/210/217/319 (Take one)	3 cr.	Social Psychology; Developmental Psychology; Multicultural Psychology; Cognitive Psychology

Other requirements:

A social studies content area candidate will major in history and secondary education. By completing the required courses above, she/he will be eligible for licensure in historical perspectives and government and citizenship. The candidate is also eligible to teach general “social studies” classes typically offered at the middle school level.

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the social studies content area. She/he must maintain that GPA to be eligible for

preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.

2. Electronic portfolio

When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.

3. Approval of the major department

At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the history department designee will consult with the departmental faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.

4. CORE Content Area Assessment in Social Studies – Government and Citizenship #050, Social Studies – Historical Perspective #051, and Secondary Education 5-12 #006.

The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on the secondary education exam and one of the two content exams before the education department recommends her/him for preservice teaching. Candidates will only be licensed in the content areas of the exams that they pass.

Spanish

Course requirements for licensure:

Engl 310	3 cr.	Introduction to Linguistics
Engl 320	3 cr.	Methods of Teaching English to Speakers of Other Languages (TESOL)
Span 101	4 cr.	Elementary Spanish I
Span 102	4 cr.	Elementary Spanish II
Span 201	3 cr.	Intermediate Spanish I
Span 202	3 cr.	Intermediate Spanish II
Span 205	3 cr.	Spanish Conversation & Culture
Span 300	3 cr.	Hispanic Literature
Span 303	3 cr.	Spanish Composition I
Span 305	3 cr.	Culture of Hispanic World
Span 349	3 cr.	Hispanic Short Stories
Span 350	3 cr.	Hispanic Film Studies
Span 400	3 cr.	Special Projects
Jr. Year Abroad		SST and/or Brethren Colleges Abroad
Span 410	1 cr.	Senior Seminar

Other requirements:

Candidates for Spanish education licensure will double major in physics and secondary education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in middle school/junior high and high school settings.

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

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Spanish content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the Modern and Classical Languages and Literatures Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the Spanish TEAC representative will consult with department faculty to verify that the candidate has adequate listening, speaking, reading, and writing skills in Spanish, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines. Approval will happen through the TEAC review process.
4. CORE Content Area Assessments in World Languages – Spanish #059 and Secondary Education #006
The candidate is to pass these tests prior to student teaching. The candidate must receive a score of at least 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of Spanish.

Theater Arts

Course requirements for stand-alone licensure:

Comm 204 or 240	3 cr.	Expository Writing or Communication Research
Thea 201	3 cr.	Theater for Social Change
Thea 225	3 cr.	The Theater Experience
Thea 234	3 cr.	Acting I
Thea 235	3 cr.	The Power of Story
Thea 245	3 cr.	Aesthetics
Thea 236 or Thea 331	3 cr.	Stagecraft or Stage Management
Thea 332	3 cr.	Design for the Theater
Thea 338	3cr.	Directing
Thea 350	2-3 cr.	Playwriting
Thea 386	3 cr.	History of Theater I
Thea 387	3 cr.	History of Theater II
Thea 388 or Educ 330	3 cr.	Themes in Drama or Fine Arts for Children
Thea 410	3 cr.	Senior Seminar
Thea 412	1 cr.	Special Projects (including curriculum and instruction issues in theater)

Course requirements for the theater education minor:

Thea 225 or Thea 235	3 cr.	The Theater Experience or The Power of Story
Thea 234	3 cr.	Acting I
Thea 336 or Thea 387	3 cr.	Contemporary Drama or History of Theater II
Thea 236 or Thea 200	2 cr.	Stagecraft or Theater Practice
Thea 386	3 cr.	History of Theater I
Thea 409	3 cr.	Theater Internship

Other requirements:

There are two paths to licensure in theater. A candidate may double major in theater and secondary education, or s/he may select a different content major and complete the secondary education coursework as well as the requirements for a theater education minor.

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the Theater Arts content area. She/he must maintain that GPA to be eligible for preservice teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
3. Approval of the Theater Department
At Teacher Education Checkpoint #2, prior to admission to preservice teaching, the theater department chair or designee will consult with the department faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment, using a checklist form supplied by the teacher education department. Approval will happen through the TEAC review process.
4. CORE Content Area Assessment Fine Arts Theater Arts #029 and Secondary Education 5-12 #006
The candidate is to take these tests prior to student teaching. The candidate must receive at least a score of 220 on both tests before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in theater arts.

Visual Arts (P-12)

Course requirements for licensure:

Art 101	3 cr.	Drawing
Art 108	3 cr.	Digital Design
Art 202 or Art 203	3 cr.	Painting or Watercolor
Art 204	3 cr.	Ceramics
Art 205	3 cr.	Figure Drawing
Art 241	3 cr.	Art History I
Art 242	3 cr.	Art History II
Art 255	3 cr.	Photography
Art 312	4 cr.	Teaching the Visual Arts
Art 343	3 cr.	Contemporary Art History
Art 410	3 cr.	Senior Seminar
Art 411	1 cr.	Senior Exhibit
Studio Elective	3 cr.	
Thea 245	3 cr.	Aesthetics

Other requirements:

A visual arts content area candidate will double major in art and all-grade education. In addition to meeting content area requirements, each candidate must complete education course requirements to teach in elementary, middle school/junior high, and/or high school settings.

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

Assessment of content area preparation:

1. Grade point average
To be admitted to a teacher education program the candidate is to have a GPA of at least 2.8 in the set of required courses for the visual arts content area. She/he must maintain that GPA to be eligible for pre-service teaching and for licensure. She/he will need to repeat any of the required courses for which she/he receives a grade lower than a C.
2. Electronic portfolio
When candidates enroll in Educ 201 Foundations of Education, they are to organize an electronic portfolio that aligns with several core competencies for teacher preparation. From the time candidates begin their portfolios, they are to document the following: professional engagement, evidence of cultural competence, evidence of technological proficiency, and observed instructional methods. The final portfolio will be assessed in senior seminar.
2. Approval of the Art Department
At Teacher Education checkpoint #2, prior to admission to preservice teaching, the art department chair or designee will consult with the art faculty to assess the content competency to decide whether or not to support the candidate's request for a preservice teaching assignment. Approval will happen through the TEAC review process.
3. CORE Content area assessment in Fine Arts: Visual Arts #030 and P-12 Education #007
The candidate is to pass these tests prior to preservice teaching. The candidate must receive a score of at least 220 on both of them before the Goshen College licensing advisor recommends her/him for preservice teaching and licensure in the content area of visual arts.