



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Coordinator of Educator Preparation

DATE: April 20, 2015

SUBJECT: New Program Proposal from Hanover College

The Department of Education at Hanover College recently submitted an Exceptional Needs: Mild Intervention Program Proposal to the Indiana Department of Education. The program would be offered as a traditional undergraduate, dual-licensure program with either an elementary or a secondary content area. A copy of their rationale has been included with this memo.

The review team was comprised of one representative from P-12, two from higher education, and one from the IDOE. It is the conclusion of the review team and the recommendation of the IDOE that the Indiana State Board of Education approve the following proposal from Hanover College:

Exceptional Needs (Mild Intervention) Dual- Program (Elementary and Secondary)

It will be necessary for Hanover College to maintain appropriate documentation about the progress of this program through their annual report and regular program reviews.

Standard 1: Rationale

1.1: Program Description

This proposal for teacher certification in Special Education is Hanover College's third teacher certification area (elementary, secondary, special education) and the College's sixteenth teacher preparation program. The College has offered a combination of undergraduate liberal arts degrees (BA) and teacher certification programs since the 1930's. The 2014-15 College enrollment included 1145 students. The College's teacher certification programs had 101 teacher candidates or pre-service teachers (approximately 8.8% of total College enrollment) in good standing. The Hanover teacher certification unit has emphasized the influence of a liberal arts education on its teacher candidates and will continue to do the same for a special education program. Its programs embrace the College's mission to be a "challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning, and meaningful service" (2014-15 Academic Catalog). Furthermore, the proposed special education program would adhere to the same conceptual framework as the other education programs: To send forth teachers who are competent, committed, culturally responsive and critically reflective. All required undergraduate education courses and field experiences address the INTASC Principles, the Indiana Professional Standards for Teachers (developmental and content), and the Indiana Proficiencies for K-12 students. All teacher candidates are required to complete special education coursework and field experience through EDU 230. The purpose of this course is to prepare teacher candidates for schools and classrooms that support and celebrate diverse and multicultural student populations. "Diverse and multicultural" in this course was defined as an array of experiences, cultures, ethnicity, language, intelligence, disability or challenges to learning, socio-economic, and gender perspectives that students bring to their classroom and school. The course encourages teacher candidates to see the complex and challenging classroom context as an opportunity to do good—exemplar—teaching. This undergraduate course reflects the philosophy and perspective that the proposed special education program would embrace. EDU 230, as it exists, would be the entry-level course in the proposed special education program.

The Mild Interventions Program at Hanover College would consist of six seminars, plus student teaching, combined with the professional sequence of courses relative to the student's licensure area: elementary (K-6) or secondary (5-12). Our program proposes to include Mild Interventions as a dual-licensure program, enhancing our already successful general education preparation to include mild interventions needs. Coursework for mild interventions is designed to occur in addition to currently implemented general education-focused work and not to serve as a stand-alone license preparation area independent of an elementary or secondary education preparation sequence.

1.2: Needs Assessment Data

According to the US Department of Education, Office of Postsecondary Education, Mild Interventions has been an area of teacher shortage in Indiana consistently since 1990.

Currently, Jefferson County, Indiana has 2 school districts, employing approximately 25 special education teachers. Of these 25 teachers, approximately 10 are within 5 years of retiring. Being a rural area, the availability of appropriately licensed special education staff is minimal. Thus, there is a significant local need to prepare Special Education teachers, and this need will be urgent over the next 5 years.

Madison Consolidated Schools (MCS) student population is approximately 16% special education, slightly above the state average. Southwestern Jefferson County Consolidated School Corporation (SWJCS) student population is approximately 16.5% special education, also slightly above the state averages. The levels for both local public school districts have remained consistent over the last 5 school years. With the level of instructional intensity needed by this large group of students, the availability of highly qualified special education teachers in our area is crucial.

A Special Education: Mild Disabilities Teacher Certification Undergraduate Program would be attractive to practicing teachers, current teacher candidates, Hanover alumni, and Jefferson County residents.

- Special Education: Mild Disabilities is one of Education's critical need areas.
- A special education program will fill a professional development need for teachers, especially in Jefferson County, for Hanover teacher candidates who look forward to special education certification after graduation, and for the Ohio, Kentucky, and Indiana region.
- This particular degree program - a small, less bureaucratic, personalized, and learner-focused certification program - would be appealing to Hanover undergraduates, currently employed general education teachers, and undergraduates of higher education institutions in this region.
- This program would expand the course of study available to prospective and current undergraduate students in the region.
- Many special education teachers are currently hired with emergency licenses, until they can complete certification requirements.
- Many current special education teachers are found unqualified under the No Child Left Behind mandate, which requires content expertise if a specialist teaches any particular subject such as math, language arts, or science for students with special needs.
- We offer our "distinctive intellectual community," and students can expect the following outcomes - academic and personal growth, enhanced self-respect and self-discipline, the capacity for strong oral and written expression, increased intellectual curiosity and sound judgment, and the ability to make significant contributions to the profession.
- We offer a challenging, yet supportive environment/community.
- We offer a beautiful setting and outstanding resources for study--emphasizing a more personalized setting for learning.
- Instructors are professors with advanced degrees.
- This program would be excellent preparation for graduate studies. Education professors could help students anticipate what terminal degree studies require.

MILD INTERVENTIONS PROGRAM PROPOSAL -- Hanover College

- Despite Indiana legislation that encourages merit pay rather than semester hours or degree work, special education remains highly marketable as an initial degree or as an addition to any teacher license.

The special education program is consistent with our mission, core goals, and strategic plan.

- Hanover's Education Department would continue to emphasize an intensive, personalized course of study provided by highly qualified professors. Consistent with current Hanover teacher certification programs, the special education program would feature interdisciplinary and liberal arts principles.
- At least one current education professor has the expertise to oversee and teach the program. Other department faculty will utilize their expertise in content areas and in general courses to add to the program. The program is designed by professors who are familiar with school community needs and special education programs and who have established a professional network. In all cases, professors would be focused on the importance of teaching, and would be encouraging collaborative inquiry or research alongside their students.