

REQUEST FOR PROGRAM CHANGE – SUMMARY BACHELOR OF SCIENCE – SECONDARY EDUCATION

1. Institution: Indiana University East – Richmond, Indiana

2. Proposed Change

- Secondary Education majors will be required to complete ENG–W 231 Professional Writing: Writing for Teachers
- Secondary Education Majors will be required to complete EDUC–K 344 Education of the Socially and Emotionally Disturbed. This will be in addition to the introductory course: EDUC–K 306 Teaching Students With Special Needs in the Secondary Classroom.
- Secondary Education majors will no longer be required to take HPER–H 363 Personal Health

3. Proposed Date of Implementation: May 2007

Students enrolled in, and subsequently completing satisfactorily, an initial foundation course (H340 and or M300) prior to May 1, 2007 will retain the option of completing the prior program, provided they complete certification requirements by May 2011. Secondary education students satisfactorily completing initial foundations courses after May 7, 2007 must complete the revised program.

4. Major Objectives of the Proposed Change

Graduates will be better prepared to meet the needs of diverse learners, including those with special education designations. Current program completers have one course which addresses exceptionality as a primary focus. The addition of the second course will provide students with greater versatility managing behavioral issues inherent in emotionally and socially challenged students typically included in the regular education classroom. Content and standards addressed in HPER–H 363 – Personal Health, are met in other required courses. Required foundations and methods course review will assure continued coverage of pertinent elements of the course.

The insertion of English–W 231– Individual Study of Writing: Writing for Teachers, into the program, as a required course, addresses a long standing need. Students, many of whom do well academically, frequently require supplemental assistance with regard to documenting professional performance, student performance and professional reflection. This course requires practice and critical analysis directly applicable to teaching. Students who have taken the course as an elective have

recommended that the course be required, citing increased professional confidence, improved skills, a better understanding of INTASC Standards, and greater ease at expressing themselves for both communications and assessment purposes.

5. Need for the Program Change

Beginning teachers have expressed a need for greater preparation to better assist exceptional students and manage behavior associated with social and emotionally challenged students. This has been a recurring theme in alumni survey, Beginning Teacher Mentor consultations. It is further supported by the needs assessment completed for a new M.S. in Education and the popularity of a graduate course on managing aggressive behavior in the classroom.

The Division of Education has been increasingly aware of writing deficiencies in education majors. Students frequently require supplemental assistance with basic writing skills and skills associated with critical thinking, as evidenced by course work, admission to teacher education writing samples, admission to student teaching and graduation portfolio submissions. The need for remediation is common and recurring.

6. Relationship to Institution and Division Missions

The program extends Indiana University's East's mission to serve the regional community with supportive programs that result in graduates who contribute intellectually and socially to the region, state and world. The Division of Education's conceptual framework and objectives are advanced by providing school children with teachers who accept the challenge to effectively meet the needs of diverse learners. Graduates will be prepared to model professional best practice as instructional leaders (Conceptual Framework theme) and apply a greater understanding of exceptional and high risk students. Effective teaching for diversity is a component of the Global Citizen theme, thus resulting in the augmentation of the skills, attitudes and progress of all students assigned to their professional care. The reflective scholarship theme is a hallmark of individuals well prepared to balance and meet the needs of whole group and individual instruction for benefit of all learners. The revised program will better prepare students to meet the standards and principles articulated in the Division Conceptual Framework, INTASC and NCATE, and DPS Content and Developmental Standards. The revised

program will better prepare students to clearly communicate with a variety of educational constituencies.

7. Relationship to Existing IU System Programs

The changes utilize established Indiana University courses appearing on the Master Course List. These changes should be complimentary with regard to transferability within the system.

8. Additional Coursework and Assessment

No credit hours are added to the overall program requirement. The credit hours required are a direct exchange with the elimination of writing elective and a course in which material is redundant with other courses still required in the program. The changes are in alignment with the Unit Assessment System. Students will demonstrate knowledge, competent application and dispositions via both the Admission to Student Teaching and Graduation Portfolios, per the Division of Education Unit Assessment System.

9. Resources for the Program:

Indiana University East will expand the Division of Education in 2007, adding a faculty member with scholarly expertise and public school experience in special education. This expansion was previously budgeted as IUE prepared for the initiation of a Master of Science in Education. This faculty will expand the breadth of faculty experience and provide students and colleagues with resources as we seek to better meet the needs of IUE students and public school children. Current faculty have applicable experience and expertise, as well. Teaching loads will not be increased. Faculty will have the opportunity to adjust teaching assignments as appropriate to their experience and academic interests.

The writing course specified is currently taught by education faculty. The change is not burdensome; rather it is seen as a professional opportunity that benefits both students and faculty.

10. Division Approval:

The Division of Education has diligently studied, discussed and approved the proposed program revisions. The Division Chair has signed appropriate documents to initiate approval processes for the proposed program revision.