

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

Changes since February Senate meeting (Cir. E22-07) are in italics.

1. Institution: Indiana University East – Richmond, Indiana

2. Proposed Change:

From Elementary K-6 (Rules 2002) to Dual Certification (Elementary K-6 *with* Mild Intervention)

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 without dual certification, provided they complete certification requirements by May 2011. Elementary education students satisfactorily completing initial foundations courses after May 7, 2007 must complete the dual certification program.

4. Major Objectives of the Proposed Change:

The program will provide undergraduate elementary education majors with dual certification in kindergarten through six grade regular education and mild intervention in special education. Graduates will be better prepared to meet the needs of diverse learners, both in the regular education classroom, where most mild intervention students are placed and in special needs resource teaching assignments. Graduates will be more competitive in seeking employment.

The insertion of English W231– 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:

There is a well documented shortage nationally, as well as at the state and local level, of teachers prepared to meet the specific needs of learners with learning disabilities, social and behavioral disabilities and mild mental handicaps – populations served by those

licensed in mild intervention. Mild Intervention is the most frequently requested Emergency Permit issued by the state of Indiana to enable licensed teachers to teach outside of their area of certification. Richmond Community Schools, the largest corporation in the Indiana University East service region, is on the list of the ten school corporations most frequently requesting Emergency Permits. Richmond Community Schools, when contacted regarding the need for this program, enthusiastically endorsed the proposal. Interviews with other regional administrators validate the difficulty area schools face when attempting to appropriately staff classrooms and service students with diverse needs. Graduates report the need for greater depth of preparation to better meet the challenges of special needs students placed in their regular education classrooms.

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. 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, as well as DPS Content and Developmental Standards.

7. Relationship to Existing IU System Programs

Indiana University East is one of two Indiana University campuses not offering certification in mild intervention. Seven Campuses have previously acknowledged the need and provide approved programs. There is no institution of higher education that provides mild intervention certification in the IUE service area. Area teachers, on Emergency Permits, have satisfied permit renewal requirements via distance learning, through IU Bloomington. The applicable program is being terminated due to personnel changes at that campus. Minimizing the number of emergency permits required in the region by providing dually certified undergraduate program completers will alleviate a need which has been difficult to support and is about to become more difficult. IUE entry into special education is a direct response of the Division of Education to needs and circumstances in our service region.

8. Additional Coursework and Assessment: Mild Intervention

- EDUC-K 352 Education of Children with Learning Disorders (3 credits) with EDUC-M 301 Field Experience (.5 credit)

- EDUC-K 344 Education of the Socially and Emotionally Disturbed (3 credits) with EDUC-M 301 Field Experience (.5 credit)
- EDUC-K 361 Assistive Technology for Students with Disabilities (3 credits)
- EDUC-K 362 Team Approaches to the Education of Students with Disabilities (3 credits)
- Students must have a 3.0 grade average in Mild Intervention coursework.
- 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.
- Praxis II – Mild Intervention – Codes 0353 (passing 150) and 0542 (156)

9. Adjustments to Facilitate Additional Courses:

- **HUMANITIES** - Humanities elective, used for remediation, replaced with ENG-W 231 – Writing for Teachers. Reduction of humanities requirement from 24 credits to 21
- **SCIENCE** – Reduction of total credits from 15 (plus methods) to 13 (plus methods) without course reduction. EDUC-Q 200 from 3 credits to 2, PHYS-Q 202 from 4 credits to 3, BIOL-Q 201 and GEOL-Q 203 remain 4 credits.

*Reduction of total credits from 15 (plus methods) to 13 (plus methods) without course reduction. EDUC-Q 200 remains 3 credits, PHYS-Q 202 remains 4 credits, BIOL-Q 201 reduced to 3 credits, with a choice of BIOL-L 108 as an option; and GEOL-Q 203 replaced by a choice of GEOL-G 111(3 cr) **OR** AST-A 100 (3cr)*

- **Math** – No adjustment
- **Social Studies** – From 15 credits (plus methods) to 12 credits (plus methods) – one less elective
- **Foundations** – HPER-H 363 – Personal Health eliminated. Program assessment indicates that key components and standards, addressed in this course, are met in other required courses. Required foundations and methods course review will assure continued coverage of pertinent elements of the course.

10. 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 change is not burdensome; rather it is seen as a professional opportunity that benefits both students and faculty.

11. Innovative Features of the Program:

Undergraduate elementary education students will have increased opportunity to interact, develop curriculum and teach special needs students. Most learners regress or “backslide” during prolonged breaks in instruction, such as the traditional summer break. In cooperation with regional school corporations IUE faculty and students will assist in instructional programs designed to minimize or eliminate regression in special needs learners. Undergraduates will interact and consult with experienced classroom teachers and university faculty specifically to meet the needs of diverse learners. The current undergraduate elementary education program offers a more limited experience relative to planning and teaching children with exceptional needs. Mild Intervention students are generally placed in regular education classrooms. This program will prepare the pre-service teacher to better meet the need of the regular classroom learners with exceptional needs, as well as serve the learning community as a special education resource.

12. Division Approval: