**Table 2: Initial Teacher Preparation Programs and Their Review Status (February, 2014)**

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| **Program Name**  ElEd: Elementary Education Major/Degree  SecEd  Secondary Education and Liberal Arts Major/Degree | **Award Level**  Undergraduate only, BA | **Number of Current Candidates Enrolled or Admitted** | **2012 and 2013 Program Completers** | **2012 to Current Candidate Voluntary Withdrawals** | **Agency or Association Reviewing Programs** | **Program Report Submitted for National Review** | **State Approval Status** | **Status of National Recognition of Programs by NCATE**  Date of national recognition with conditions |
| ElEd | BA | 33 | 28 | 4 | ACEI | Yes | Yes | 8/1/13 |
| SecEd: History | BA | 7 | 2 | 5 | NCSS | Yes | Yes | 2/1/13 |
| SecEd: Health and Movement Studies | BA | 2 | 3 | 1 | AAHE (health)  NASPE (physical education) | Yes | Yes | 2/1/13 |
| SecEd: Mathematics | BA | 1 | 2 | 0 | NCTM | Yes | Yes | 8/1/12 |
| SecEd: English | BA | 5 | 5 | 6 | NCTE | Yes | Yes | 2/1/13 |
| SecEd: Art Studio | BA | 3 | 4 | 0 | IDOE | No | Yes | 2/15/12 |
| SecEd: Political Science | BA | 1 | 1 | 0 | NCSS | No | Yes | Low enrollment |
| SecEd: Economics | BA | 1 | 0 | 0 | NCSS | No | Yes | Dormant (no graduates in last 3 years) |
| SecEd: Biology | BA | 0 | 0 | 2 | NSTA | No | Yes | Dormant (no graduates in last 3 years) |
| SecEd: Chemistry | BA | 0 | 1 | 0 | NSTA | No | Yes | Low enrollment |
| SecEd:  Spanish | BA | 0 | 0 | 1 | ACTFL | No | Yes | Dormant (no graduates in last 3 years) |
| SecEd:  German | BA | 0 | 0 | 1 | ACTFL | No | Yes | Dormant (no graduates in last 3 years) |

**What do the data tell the EPP about its initial teacher preparation programs?**

The number of elementary education candidates has increased by 18% in the last two academic years, which seems to resist current concern about attrition in teacher preparation. The number of secondary candidates who major in history and who want to teach historical perspectives has also increased by 250%, which perhaps coincides with the notion that there has been an over-population of social studies teachers. Furthermore, there are almost as many history majors who withdrew from candidacy in the last three years. The EPP’s history certification program has also been very difficult to design given the NCSS teacher standards which are broader in scope than the College history major. The previous social studies teacher license that included a primary content area and two supporting areas seemed to be more appealing. The EPP is in the process of proposing a different course of study, given NCSS teacher standards and the interests of the College history department. The current NCSS program approved with conditions will requires time beyond a 4-year course of study. This is inconsistent with the interests of the College, teacher candidates, and Indiana Department of Education. Most secondary programs seem to have relatively stable enrollment. Secondary education for economics and biology have only more recently had enrollment; both programs had been dormant since 2004. The EPP has five dormant programs that should be submitted for SPA or Indiana program review. The government program (political science major) has had one candidate in the program in the past three years. The current secondary program has 20 candidates in good standing; the 2012-13 cohort totaled 18. Both elementary and secondary program enrollments at Hanover College have remained stable; the elementary education major has recently experiences a notable increase in number of candidates. The EPP’s Title II goals have included increasing the number of mathematics and science candidates. Number of teacher candidates in these STEM-related programs has decreased in the current cohort.

The number of voluntary withdrawals between 2012 and now are significant for English and history majors. Each of these former candidates are interviewed by a member of the Teacher Education Committee who is not an Education professor. Candidates’ reasons for withdrawal tend to be varied; 10 of 20 or 50% of candidates withdrawing since 2012 were men. Eight of 20 or 40% needed some kind of intervention for difficulties that they had as they progressed through Decision Points in their program. All eight were coached by an Education professor. Three of 20 candidates withdrawing or 15% had grade-average problems in their majors; they could not meet the 2.67 gpa requirement for student teaching. Five of 20 or 25% of candidates withdrawing had difficulty teaching (performance) in the classroom.