



Hanover College
Traditional Report AY 2016-17
Indiana



REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

ADDRESS

517 Ball Drive

CITY

Hanover

STATE

Indiana

ZIP

47243

SALUTATION

Dr.

FIRST NAME

Dustin

LAST NAME

Bailey

PHONE

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Bailey@hanover.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

(<https://www2.ed.gov/programs/tqpartnership/awards.html>)

☐ Yes
☒ No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- ☐ Residency
- ☐ Pre-baccalaureate
- ☐ Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year’s report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Chemistry	No	
Elementary Education Generalist	No	
English language arts	No	
Health Education	No	
Life Sciences	No	
Mathematics	No	
Physical education	No	
Social Studies: Economics	No	
Social Studies: Government	No	
Social Studies: Historical perspectives	No	
Special Education Mild Interventions	No	
Visual arts	No	
World Language: French	No	
World Language: Spanish	No	

Total number of teacher preparation programs: 14

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- ☒ Yes
- ☐ No

3. Provide a link to your website where additional information about admissions requirements can be found:

http://education.hanover.edu/prospects/applying.php

4. Please provide any additional information about or exceptions to the admissions information provided above:

Under the element of “minimum basic skills test score,” the Hanover College Teacher Education Program requires passing score of 220 for each subtest of the Pearson CASA, or at least a score of 1100 on the SAT, or at least a score of 24 on the ACT for candidacy. The Hanover College Teacher Education Committee-which includes EDU faculty, liberal arts faculty, one secondary and one elementary teacher candidate, and the Registrar-reviews all applications and makes decisions about admission to the elementary or secondary teacher education programs based upon the criteria designated above.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <div>Interview is required before student teaching approval</div>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.14

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.67

5. What was the median GPA of individuals completing the program in academic year 2016-17?

2.96

6. Please provide any additional information about the information provided above:

Students may submit ACT score > 24 or SAT scores (math and verbal) > 1100 in lieu of passing the basic skills test (CASA). Subject matter verification is demonstrated through the GPA in the coursework required for the major. Subject matter tests are required for licensure, but not for completion of the program. Starting in Fall 2016, student applicants were interviewed during our Decision Point 1 admissions process, along with interviews continuing through Decision Point 2, and culminating with a new Decision Point 3 interview/defense post student teaching and prior to program completion.

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

1. Are there initial teacher certification programs at the postgraduate level?

- ☐ Yes
- ☒ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

5. What was the median GPA of individuals completing the program in academic year 2016-17?

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	490
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	3
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	41

Please provide any additional information about or descriptions of the supervised clinical experiences:

Early field experiences are located near the Hanover College campus to minimize travel time and cost of transportation for pre-service candidates. Each of these early field experiences are arranged and supervised by an EDU faculty member in addition to a mentor relationship with the K-12 teacher. Candidates must have a Comprehensive Background Check to observe or work in the schools. Candidates who work alongside special educators and who observe students in special education classes sign a confidentiality agreement. All candidates sign a professional disposition agreement as a part of any of these field experiences. Teacher candidates might interact with p-12 students in classrooms, as volunteer tutors or as College mentors. All clinical field experience (CFE) supervisors are faculty members specializing in the content of the teacher candidate’s anticipated licensing area by the time of their second methods course. All CFE supervisors must have obtained at the minimum a master’s degree by the time of their supervision and have taught in the public school system under the licensure they are planning on supervising. Each secondary teacher candidate also has a content area specialist assigned for each CFE, which is prearranged by an Education Department professor. In other words, by the time a candidate reaches the mid-level assessment, he or she is supervised by a Department of Education supervisor along with a content area specialist in the various school corporations. Supervisors are familiar and could be employed with the local school corporations used for CFEs and provide multiple opportunities for feedback based on a candidate’s performance in the school setting. All field experience locations are carefully picked through a process of contacting the administration to discuss needs and retrieving referrals from public teachers, administrators, and former students on certain CFE classrooms. Contact is then made with the CFE teacher candidate mentor and a relationship is forged. The culminating field experience is the 14 consecutive weeks of student teaching that typically occurs in the undergraduate’s senior year. All students can choose between local assignments, greater Indianapolis, Louisville, Philadelphia, or Cincinnati student teaching placements. Jennings County, Scott District 2, Greater Clark County, and Switzerland County schools are also options for student teachers. Student teachers participate in or lead parent-teacher conferences as well. Some student teachers offer before or after school homework sessions for p-12 students. Student teachers are expected to keep the same school hours, professional development days, and holiday breaks as expected of mentor teachers. All teacher candidates reported here had at least one supervised clinical experience by the time of candidacy. All candidates are assigned an Education advisor—one of the Education professors.

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Enrollment](#)

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2016-17	45
Unduplicated number of males enrolled in 2016-17	15
Unduplicated number of females enrolled in 2016-17	30

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. [\(§205\(a\)\(1\)\(C\)\(ii\)\(H\)\)](#)

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	0
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	<input type="text" value="0"/>
Asian	<input type="text" value="0"/>
Black or African American	<input type="text" value="3"/>
Native Hawaiian or Other Pacific Islander	<input type="text" value="1"/>
White	<input type="text" value="40"/>
Two or more races	<input type="text" value="1"/>

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

[Additional guidance on reporting teachers prepared by subject area.](#)

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="7"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="10"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	1
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	4
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

☐ No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	7 <input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	1 <input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	3 <input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	2 <input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<div>2</div>
27	Mathematics and Statistics	<div></div>
40.01	Physical Sciences	<div></div>
40.02	Astronomy and Astrophysics	<div></div>
40.04	Atmospheric Sciences and Meteorology	<div></div>
40.05	Chemistry	<div></div>
40.06	Geological and Earth Sciences/Geosciences	<div></div>
40.08	Physics	<div></div>
52	Business/Business Administration/Accounting	<div></div>
11	Computer and Information Sciences	<div></div>
99	Other Specify: <div></div>	<div></div>

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	<div>17</div>
2015-16	<div>25</div>
2014-15	<div>11</div>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Annual Goals - Mathematics](#)

>> [Annual Goals - Science](#)

>> [Annual Goals - Special Education](#)

>> [Annual Goals - Instruction of Limited English Proficient Students](#)

>> [Assurances](#)

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. [\(\\$205\(a\)\(1\)\(A\)\(ii\). \\$206\(a\)\)](#)

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ☐ Yes
- ☐ No
- ☒ Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

1

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

2

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

2

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ☒ Yes
☐ No
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

Continued collaboration with our Biology Department. Improved admissions and marketing.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Strategies worked! We hope to continue employing them in the future.

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

1

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

1

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ☒ Yes
☐ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

2

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ☒ Yes
☐ No
☐ Not applicable

4. Description of strategies used to achieve goal, if applicable:

New program.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

8

9. Provide any additional comments, exceptions and explanations below:

Prospective student interest, along with current enrolled students appear interested.

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

8

12. Provide any additional comments, exceptions and explanations below:

Maintain a level enrollment, improve marketing and outreach to the local community.

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ☐ Yes
- ☐ No
- ☒ Not applicable

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ☐ Yes
- ☒ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

12. Provide any additional comments, exceptions and explanations below:

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ☒ Yes
- ☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ☒ Yes
- ☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ☒ Yes
- ☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ☒ Yes
- ☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ☒ Yes
- ☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

8. Describe your institution's most successful strategies in meeting the assurances listed above:

Addressing hiring and recruitment trends: The number of candidates admitted per cohort since 2009-10 has declined for this EPP, and the rate of withdrawals from candidacy has increased, especially for secondary candidates. It was an anomaly for this EPP to have six graduate and then complete student teaching in the following Fall term of 2013. The EPP Advisory Board suggests that this trend reflects numerous transitions and changes in the State of Indiana. Mentor teachers and schools were stressed, and preparation for licensing has been confusing. Candidates viewed changes as more hoops to jump through. A key strategy for the EPP was to ensure consistent advising and communication for all candidates. 100% of Hanover College's 2017 program completers were tracked into their first year of education-related employment; Sixteen of 17 program completers have full-time employment as a teacher. The remaining student is spending time in the peace corps. Needs of schools and instructional decisions new teachers face: Teacher evaluation and evidence of student learning continue to be two key factors that drive instructional decisions. The Education Department organizes an alumni panel of teachers and school administrators for a student teaching seminar to talk about current issues in schools, teacher evaluation, teacher union/association membership, contracts, and mandated testing. Foundations of Education course requirements include tours of New Tech, charter, magnet, or urban schools—different from most rural high schools that teacher candidates attended. The Indiana Department of Education (IDOE) has recommended new teacher evaluation rubrics; the EPP marked its student teaching rubric to indicate IDOE expectations. The EPP's Department Advisory Board represents community school teachers, administrators, and College faculty who are interested in p-12 education and school issues. This Advisory keeps the EPP informed of school needs and current instructional decisions including those associated with integrating technologies. The EPP recently received a \$50,000 alumni gift to renovate the Education facility and equip its classrooms with Promethian boards, document camera, an I-Pad bank, and flat-screen television. Online course requirement for Indiana high school students and face-to-face online mentoring are now a part of the EPP's teacher preparation. The College's ISEA chapter has offered to host IDOE webinars and campaign talks as a reason to gather candidates outside of class time. Student teachers are required to participate in their host school's workshops and teacher training regarding I-STEM, Response to Intervention and mandated testing. A \$5000 additional gift to the Education Department's Cullie Brooks Spicer Phillips endowment, which funds scholarships for student teaching assignments in urban settings, continues to ensure that student teachers increase their sense of what kind of school they wanted to teach in and perspective about urban as well as rural school cultures as a result of this scholarship. The endowment ensures that all student teachers have at least a three-day urban school experience. An EDU professor facilitates teacher shadowing and practice teaching in Chicago Public Schools. Training in providing instruction to children with disabilities: EDU 230 Teaching Diverse Learners is a required teacher certification course that requires candidates to shadow (20 hours) a special educator in a local middle school (grades 6-8), to pass an exam over Indiana's Title 511 special education rules, and to complete case study based on observations and work with a student who has an IEP. EDU 230 candidates also study Response to Intervention, focusing on Tier 1 strategies in an inclusive classroom. Candidates role play being school data team members and problem-solve strategies for low-achieving p-12 students. EDU 230 field experience included observing special needs students in several classes including physical education and art, and consequently considered RTI across a student's daily schedule. EDU 230 candidates were also able to observe case conferences. All formal lesson plans and analysis of teaching must include adaptations anticipated or used in practice teaching, especially given IEP requirements. All junior candidates are required to construct annotated seating charts to indicate student strengths and weaknesses, IEP requirements, after-school employment, or extra-curricular activity. Secondary candidates employ researched-based Marzano (2007) instructional strategies. A required, secondary education, introductory course, Inquiry in Education, includes studying the adolescent identity related to being disabled. The elementary senior seminar requires tutoring of k-6 students who have been identified as having reading difficulties. All practice teaching is in classrooms presumed to be inclusive. All student teachers must prepare analysis of student learning that includes identification of curricular or instructional adjustments need for students with special needs (Response to Intervention/Instruction). Training in providing instruction to English Language Learners (ELLs): Teaching Diverse Learners, a required education course, requires candidates to revise a lesson in order to include students who are learning English. Scaffolding language instruction (Gibbons, 2002), multicultural curriculum (Banks), and culturally responsive (conceptual framework) instruction are emphasized. Candidates can receive credit for volunteering at the county's Casa Amiga, a service agency for immigrant or refugee families learning English. All candidates apply research-based, Marzano strategies, related to tier 1 of RTI. 19% of schools hosting our student teachers since 2010 have at least 7% of their current school population identified as ELL. Student teachers are encouraged to choose to student teach in Louisville, Cincinnati, Philadelphia, or Indianapolis in order to work with a culturally diverse student population. Three elementary schools in these cities are magnets for language immersion or ELLs. Elementary education senior seminar candidates research best practice for ELLs. Training in providing instruction to children from low income families: The certification-required course, Inquiry in Education, requires a study and critique of Ruby Payne, Jawanza Kunjufu, Lisa Delpit, and Jonathan Kozol, all of whom offer perspectives about families living in poverty. Schools that host our candidates before student teaching have 31-60% of their students on free and reduced lunch. Candidates in Foundations of Education are required to tutor in an after school program for k-6 students who have been identified as at-risk because of low-income and family need for food. This is the first academic year for teacher candidates enrolled in the required Inquiry in Education course to use Skype with p-12 students who live in high poverty areas in Kentucky through the Gear Up-Connecting the Dots collaboration with Berea College. Host schools in Philadelphia (student teaching assignments) report 88% student population on free or reduced lunch. Training on how to effectively teach in urban and rural schools: A significant portion of our student teachers choose a 14-week student teaching assignment in Louisville, Cincinnati, or Indianapolis, and all explore a culture different from their own and experience a 3-day clinical in Cincinnati elementary or secondary schools. All local pre-student teaching assignments are in low-income, low tax base rural schools. The EPP works in schools where teacher mentors (5) and principals (4) of color are able to work with teacher candidates.

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
004 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	7			
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	18	241	18	100
005 -ELEMENTARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	6			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	18	235	18	100
060 -ELEMENTARY EDUCATION GENERALIST SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	6			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	6			
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	18	237	16	89
061 -ELEMENTARY EDUCATION GENERALIST SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	6			
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2015-16	18	244	18	100
062 -ELEMENTARY EDUCATION GENERALIST SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2014-15	6			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2016-17	6			
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2015-16	18	237	17	94
063 -ELEMENTARY EDUCATION GENERALIST SUBTEST 4 Evaluation Systems group of Pearson All program completers, 2014-15	6			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	3			
021 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
025 -EXCEPTIONAL NEEDS—MILD INTERVENTION Evaluation Systems group of Pearson All program completers, 2016-17	1			
043 -SCIENCE—CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
045 -SCIENCE—LIFE SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	1			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	6			
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
006 -SECONDARY EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	3			
050 -SOCIAL STUDIES—GOVERNMENT AND CITIZENSHIP Evaluation Systems group of Pearson All program completers, 2014-15	1			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson Other enrolled students	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2016-17	2			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2015-16	3			
051 -SOCIAL STUDIES—HISTORICAL PERSPECTIVES Evaluation Systems group of Pearson All program completers, 2014-15	2			
059 -WORLD LANGUAGES—SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	1			

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	13	10	77
All program completers, 2015-16	23	19	83
All program completers, 2014-15	10	9	90

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. [\(\\$205\(a\)\(1\)\(D\), \\$205\(a\)\(1\)\(E\)\)](#)

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ NCATE
- ☐ TEAC
- ☐ CAEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ☐ Yes
- ☒ No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

b. use technology effectively to collect data to improve teaching and learning

- ☒ Yes
- ☐ No

c. use technology effectively to manage data to improve teaching and learning

- ☒ Yes
- ☐ No

d. use technology effectively to analyze data to improve teaching and learning

- ☒ Yes
- ☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

How program prepares teachers to effectively integrate technology into curricula and instruction: As noted earlier in this report, the Department of Education received a generous gift from a College alumnus for the purpose of renovating the Education facility classrooms and technologies. As a result, teacher candidates now have access to Promethean boards and ActivInspire software to design interactive lessons. Candidates can also use I-Pads to experience face-to-face interaction with p-12 students online. All candidates are required to design at least one lesson using the Promethean board. When planning lessons, our candidates are required to include the necessary National Educational Technology Standards, and ISTE standards for both professors and candidates in their lesson plans. Our candidates also have the opportunity to use and develop lessons on iPads, iMacs and PCs. Candidates have the opportunity to review, analyze and critique a number of technology resources including production websites, interactive websites, and iPad applications. Education courses welcome candidate use of laptops and cell phones as part of course instruction. Of course, the EPP works with some schools that also encourage the same kind of integrated instruction. Two local school corporations have incorporated flipped k-12 classrooms and instruction; every 6-12 student has an electronic notebook and most text are online. Candidates experience 6-12 e-learning days, where 6-12 students are encouraged to stay at home or in a wireless connection to study online with their teachers. Teachers use e-learning days to monitor their 6-12 student work, tutor, or for professional development in their schools. The State of Indiana now requires that all high school graduate must have at least one online course credit on their transcripts for high school graduation. All candidates generate pre and post assessment analysis in

their methods courses and during student teaching. The analysis of student learning must include a data spreadsheet and disaggregated data per group of p-12 students. This analysis is shared with teacher mentors, faculty supervisors, and peers. Student teachers learn to use the school corporation's online grading system, which exists in most schools that the EPP works with. This analysis of data is part of the EPPs focus on a circular model of instruction (rather than a linear process) where analysis of student data contributes to instructional decisions and curriculum. Student teachers also attend teacher work sessions and workshops that require the organization and analysis of student assessment data to determine Response to Intervention strategies. Most candidates become familiar with Acuity, STAR, or other State-sanctioned testing program How program prepares teachers to use principles of universal design for learning: The EPP's required EDU 221 Foundations and the secondary methods course EDU 316 Curriculum, Instruction and Assessment ask candidates to consider principles of universal design (NC State University, The Center for Universal Design) in their required observations and practice teaching in local schools and specifically related to differentiating instruction for students with special needs, including learning English. The Education Department can now offer video conferencing, use of Skype, and online text without logistical issues. Education professors are asking candidates to use their i-phones or other devices during face-to-face instruction. Hanover College has hired a dedicated Instructional Technologist to work with increasing faculty competence with the newest technologies to support teaching and learning. The Education Department has actively sought her input and ideas, and will be incorporating Moodle, electronic portfolios, Microsoft OneDrive, and Office Mix into education courses. We began offering Summer online (Moodle) courses in special education during the 16-17 year.

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year’s report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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>> [Teacher Training](#)

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(§205\(a\)\(1\)\(G\)\)](#)

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

☒ Yes

☐ No

b. participate as a member of individualized education program teams

☒ Yes

☐ No

c. teach students who are limited English proficient effectively

☒ Yes

☐ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

How program prepares general education teachers to teach students with disabilities effectively and related to being a member of the case conference: The required Introduction to Diverse Learners course requires candidates to write a case study based upon a 20 hour shadowing of a special education teacher and experience teaching or tutoring a student identified as having a disability. Candidates also must pass an exam about Title 511 Indiana Rules for Special Education and Section 504 of the Americans with Disabilities Act. Candidates also present their understanding of Response to Intervention. In some cases, these candidates are allowed to observe case conferences and read IEPs. All candidates sign a confidentiality agreement as this course begins. The same course also requires a study of strategies and universal design related to English language learners (ELLs). All candidates are required to revise a standard lesson plan in a way that will increase an ELL’s participation and learning. Models for instruction are based upon Rothenberg & Fisher’s (2007) Teaching English Language Learners: A Differentiated Approach. In most cases, student teachers participate or observe IEP team sessions and work cooperatively with special educators in the general education classrooms. Most student teachers also experience working with an ELL. How program prepares general education teachers to teach English language learners effectively: As noted earlier in this report, the required Teaching Diverse Learners course requires candidates to study ELL language acquisition and inclusive strategies (Rothenberg & Fisher, 2007) for general education instruction. Candidates revise a traditional lesson plan to better address ELL language acquisition and participation in the general education classroom. For example, lesson design should include a focus on the identification of critical words and phrases in context especially in an effort to connect new vocabulary to what an ELL already knows. Student teachers typically will work with at least one ELL in fourteen weeks of student teaching. Because there is a limited school population of ELL students in the College region, candidates are encouraged as student teachers to shadow the school corporation's ESL specialist or to observe in a school where there is an active ESL program. All candidates must prepare lesson and unit plans with ELLs in mind.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ☒ Yes
- ☐ No
- ☐ Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Hanover College started a new program to prepare special education teachers starting in the Fall of 2015 and has received state approval to begin issuing licenses. Once program completer numbers increase, we will seek SPA accreditation.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The EPP currently has 16 Indiana state approved secondary programs and a state approved elementary education generalist programs. 2 SPA approved nationally recognized programs (Social Studies and English Language arts). Programs listed in section 1.a of this report are those programs that have had candidates in the program in more recent times. The EPP has stronger candidate assessments and alignment with national as well as IDOE teacher standards as a result of SPA program evaluations. Helpful feedback from SPAs motivated this EPP to examine validity and utility of data especially related to the student teaching rubric. Validity and reliability of rubric scores has increased because numeric scores are more specifically defined. Indiscriminate use of "n/a" in rubric scoring (all levels) has been eliminated. Pass/fail determination is now based on all candidates meeting 80% of all indicators in a rubric. The EPP uses mostly program-specific rubrics now as compared to the use of mostly generic/general rubrics for all candidates. The EPP completed its onsite NCATE (legacy) evaluation on April 8, 2014. The six examiners recommended that the EPP met all six NCATE standards. The EPP has been nationally accredited. Our next CAEP visit will be in 2021. This EPP has also submitted its second CAEP annual report. This CAEP report, and this Title II reporting prompts this EPP to study the different "counts" required across two reports. A link to most electronic exhibit files posted on the College website is indicated below in this report. The link to all this EPP's electronic exhibits is <http://education.hanover.edu>

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **45**.

Number of program completers from Section I: Program Information, Program Completers is **17**.

For a total enrollment of **62**.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Dustin Bailey

TITLE:

Department Chair

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Dr. Dustin Bailey

TITLE:

Department Chair

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	53	45	-15.09%
Male Enrollment	11	15	36.36%
Female Enrollment	42	30	-28.57%
Hispanic/Latino Enrollment	0	0	
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	0	0	
Black or African American Enrollment	3	3	0.00%
Native Hawaiian or Other Pacific Islander Enrollment	1	1	0.00%

Item	Last Year	This Year	Change
White Enrollment	47	40	-14.89%
Two or more races Enrollment	0	1	
Average number of clock hours required prior to student teaching	100	100	0.00%
Average number of clock hours required for student teaching	490	490	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	5	3	-40.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	53	1	-98.11%
Number of students in supervised clinical experience during this academic year	76	41	-46.05%
Total completers for current academic year	25	17	-32.00%
Total completers for prior academic year	11	25	127.27%
Total completers for second prior academic year	20	11	-45.00%