



2022 – 2023 Student Handbook



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Hanover College Educator Preparation Program Faculty and Staff

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Hanover College hires highly qualified adjunct instructors for courses and student teaching supervisors as needed based on current enrollment and needs of our students.



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The Hanover College Educator Preparation Program Mission

**A community of teachers and learners at Hanover College prepare
committed, competent, culturally responsive, and critically reflective new educators.**

The Hanover College Educator Preparation Program Vision

The Hanover College Educator Preparation Program is a challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning, and meaningful service which is focused on the ability to share the love of lifelong learning with others within the P-12 school environments. We strive to develop teacher candidates who are professional, competent, and convey high expectations for all learners while promoting a growth mindset. Our candidates have the knowledge, influence, inclusiveness, and dedication needed for changing the world one student at a time. Teacher candidates from Hanover are not only specialists in their content areas but well prepared by their liberal arts background to be critical thinkers with excellent writing and speaking skills. The Hanover College Educator Preparation Program works in collaboration with many professionals in the field to ensure that our program completers are strong candidates for the jobs they seek. This is accomplished by recruiting diverse and multi-talented candidates and supporting them on their quest to share their love of learning to benefit not only the local community but the global community.

History: Five students were in the first graduating class of Hanover College in 1834. Three were ministers and two were teachers. Hanover College has been preparing future teachers for nearly 200 years; and the College has carefully preserved this teacher education legacy. An elementary education or secondary education course of study differs from other academic disciplines on the campus because a teacher certification program requires accreditation by Council for the Accreditation of Educator Preparation (CAEP) and the Indiana Department of Education (IDOE). Hanover's Educator Preparation Program also has Specialized Professional Accreditation (SPA) in the areas of Social Studies, English Language Arts, and Elementary Education. National and Indiana accreditation means that all teacher candidates are prepared to be highly qualified and highly effective as new teachers anywhere in the United States. Hanover College emphasizes preparation of liberal arts future teachers; teacher candidates are particularly articulate across multiple disciplines, engaged in critical thinking, and are required to have a solid academic record. Elementary education candidates complete an elementary education major and a liberal arts minor, as well as student teaching. Secondary education candidates complete a major in the content area they wish to teach, as well as courses in education and student teaching. There is also a secondary education major available. In addition, both elementary and secondary candidates can seek dual certification in Special Education (Mild to Moderate Interventions) during or following their undergraduate certification. Special Education coursework is via summer online courses and fall and winter evening classes. To be certified for a teaching license, teacher candidates must successfully complete student teaching and a culminating Decision Point Three presentation. In order to apply for an Indiana teacher's license, CPR certification, Suicide Prevention training, and passing scores on the content area and pedagogy PRAXIS licensure exams are required. Professional licensing is through the Indiana Department

of Education via the LVIS licensing portal. Indiana licensing is usually required to acquire licensing in another state.

This handbook will serve as a general guide for the education student at Hanover College. It contains an overview of the procedures, policies and expectations for students entering and proceeding through the three Decision Points of the Program. Each Education student must confirm their agreement to the handbook in at each Decision Point Checklist in Standard for Success (SFS). The handbook is available as a link in students' SFS profile. The Program Handbook is also available on the Education Department/EPP website <http://education.hanover.edu> for additional information. The faculty and staff are available to answer your questions about anything in the Handbook.

Admission to the Educator Preparation Program at Hanover College

Hanover teacher certification programs are very selective to ensure that candidates can effectively complete the extra demands of preparing for the teaching profession and for meeting expectations as dictated by national and Indiana teacher standards. Applicants are expected to demonstrate proficient writing skills, scholarship, responsible behavior, and positive recommendations from their professors. The Hanover College Teacher Education Committee (TEC) is composed of professors across several disciplines, Education professors and staff, the Registrar, and two third year teacher candidates. This Committee oversees **Decision Point One** and reviews applications for students who apply to the program and admits candidates into the Program each year. The committee realizes each applicant is unique. If you are an applicant that does not meet all the criteria below, you are encouraged to meet with an education faculty member to help guide you forward. The following is the admission criteria for Hanover College sophomores or higher:

There is one application due date in an academic year – **October 1**. All sophomores (or higher) students who are interested in the Program should apply by this due date. Only qualified applications will move forward to TEC. The Education Program faculty will work with the applicants who have not yet met the requirements. The requirements for admission are:

- Current subscription to **Standard for Success** with completed Decision Point 1 Checklist Requirements (the application includes requests for two faculty recommendations and uploading of the DPT 1 essay)
- Completion of EDU 221 with good dispositional feedback/rubric
- Minimum of C- in EDU coursework
- Minimum career GPA of 2.67
- Clear College judiciary record via Student Life
- Clear College SAAC record
- Formal Decision Point One Interview by members of TEC
- Formal Educator Advisory Panel Dispositional Interview by a panel of practicing teachers

**If the cost of the Standard for Success subscription (\$100) is a concern, student may request funds to pay for this from their financial aid funds by contacting the Business Office. An interest free loan through the*

Chaplain's Office and the Panther Needs Fund might be an option for other students facing a cash flow challenge. Contact the Education Student Services Coordinator for details.

NOTE: Sophomores cannot declare an Elementary Education or a Secondary Education major without formal admission by TEC. Juniors may not take 300 level courses without formal admission to the Program. Methods courses traditionally must be taken in sequence except by appeal. Sophomores who do not meet admission scores by the Application Deadline may continue to attempt to achieve the required GPA and may appeal for late admission. Late admission can result in an additional semester being required for student teaching. Please discuss options with an EDU faculty advisor.

Applicants will receive a formal letter with the decision of TEC. In some cases, TEC will ask for additional or revised documentation to make their decision. All newly admitted teacher candidates are assigned an Education faculty advisor and are expected to meet with that Education advisor to plan a course of study that includes opportunities related to study abroad, varsity sports, additional majors or minors, and service projects. Prospective Hanover College students and first year students who are interested in the Educator Preparation Program are encouraged to take EDU 221 as soon as possible and to communicate with the faculty and staff as early as possible for planning a four-year course of study to meet the student's individual goals.

Standard for Success Program

Standard for Success (SFS) is the cloud-based data management software used by the Hanover College Educator Preparation Program. Education Students will be required to purchase a user subscription to store their Program documents, artifacts, assessments, and other critical pieces for their professional preparation to obtain teacher licensure. Most K-12 school corporations also use SFS for their teacher evaluations.

Students pay **\$100 per academic year for their annual subscription**. Students enrolled in any EDU course and those applying for admission to the Program are required to have active subscriptions as well as all admitted teacher candidates. All course assignments and Decision Point documents are submitted via Standard for Success.

**Non-education track students who take an EDU course to fulfill electives, may apply for a waiver for SFS.*

To log in to Standard for Success, go to <https://edu.sfsed.com>

YOU MUST BE SURE TO GO TO THE CORRECT WEBSITE – A WEB SEARCH WILL PROBABLY TAKE YOU TO THE K12 TEACHER EVALUATION SITE AND NOTHING WILL BE RECOGNIZED! BOOKMARK THE SITE IN YOUR BROWSER.

The first visit, one is required to create their account credentials by

1. Typing in the Hanover College email address and click the link for *I DON'T KNOW MY PASSWORD*.
2. Go to your Hanover email inbox to complete the process of creating the password. This can also be done if the password is forgotten. SFS account are locked after several attempts. Cheryl Torline can unlock a locked account.

3. Students who have not paid for their annual subscriptions will receive a message that the account is locked for non-payment and see the option to pay box. One must make sure pop ups are allowed for SFS in your browser privacy settings. Once that is enabled, give the program several minutes to open the payment portal box and follow instructions for entering payment information. Financial assistance may be available.

Users who encounter technical issues may contact EDU Student Services or may also use the SUPPORT tab in Standard for Success or may email Support at help_he@standardforsuccess.com

4. Please ensure that your profile information is accurate and complete by going to your NAME at the top right corner and choosing ACCOUNT which will take you to the following screen – remember you must always click the green **SAVE** button at the bottom to keep your changes!!

DP1student Sandbox - My Account

Advisor: Dr. Dustin Bailey

First Name	Middle Initial	Last Name	Preferred Name
<input type="text" value="DP1student"/>	<input type="text"/>	<input type="text" value="Sandbox"/>	<input type="text"/>
SSN <input type="text"/>	<small>Please enter with no dashes.</small>	Date of Birth <input type="text" value="01012002"/>	<small>(MMDDYYYY) Please enter with no dashes.</small>
Gender: <input checked="" type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Non-Binary	Ethnicity <input type="text" value="Hispanic or Latino"/>		
College Email <input type="text" value="dp1@sfssandbox.com"/>	Personal Email <input type="text"/>		
Phone <input type="text" value="() -"/>			
Home Address			
Address 1 <input type="text"/>			
Address 2 <input type="text"/>			
City <input type="text"/>	State <input type="text"/>	Zip Code <input type="text"/>	
Campus Address			
Address 1 <input type="text"/>			
Address 2 <input type="text"/>			
City <input type="text"/>	State <input type="text"/>	Zip Code <input type="text"/>	

Save

Teacher Candidate Records

All teacher candidate documentation and electronic records are kept secure and confidential by the College and Department of Education/Educator Preparation Program (EPP) and within Standard for Success. Candidates may review their records at any time.

Appeal

Applicants who do not meet the criteria for admission may appeal to TEC for consideration. Applicants who are not admitted by TEC for other reasons may appeal the decision. Applicants must notify the Chair of TEC with an appeal in writing within one month of a decision by the TEC. The appeal process can result in the ultimate decision being made by the Provost/Vice President of Academic Affairs. The decision of the Provost regarding the appeal is final. *See current College Catalog policy on Appeal of Grades.*

Maintaining Good Standing as a Teacher Candidate

Teacher candidates are expected to remain in good standing in the program, academically, in campus life, and as a representative of the College in their volunteer or required field experiences. The Educator Preparation Program may place a candidate on Probation—including a defined Intervention Plan. If a candidate is unsuccessful during the probationary period, the probation may be extended, or the candidate dismissed from the program. Candidate progress is evaluated based on performance in coursework, disposition in and out of the clinical placements, and criteria defined at three sequential decision points in the teacher certification program. Progress throughout the Decision Points are tracked by the EPP.

Decision Point 1: The College student becomes a teacher candidate via TEC admittance (criteria outlined previously).

Decision Point 2: The teacher candidate is prepared to student teach. Criteria includes a 3.0 GPA in the content major, including successful completion of methods coursework (with a grade of C or above) including meeting required benchmarks for practice teaching in cooperative schools, a successful interview addressing professional dispositions, a portfolio rated as “effective”, and a clear records check. Passing of the Indiana licensing exams (Praxis) is required at Decision Point 2 beginning with the 2025 Cohort and highly advised for all candidates at DPT 2.

Decision Point 3: The student teacher is prepared for teacher certification and a teaching license. Criteria includes a culminating presentation with 90% effective scores on the Finals Student Teaching Evaluations, Decision Point 3 Presentation and Interview by Clinical Educators. Candidates who are not successful in their student teaching placement will not receive licensure certification.

Teacher Licensing

Indiana requires the awarding of the bachelor’s degree, passing scores on both content area and pedagogy licensing exams from ETS Praxis series, Suicide Prevention Training certification, hands-on CPR certification, application to the state Department of Education via LVIS, and approval of program completion certification by the EPP’s Licensing Advisor, who will properly code and approve all qualifying license applications. For any

questions, please contact our Licensing Advisors, Dr. Dustin Bailey, or Mrs. Cheryl Torline. Most states require an initial license in the state that teacher preparation was completed. Licensing is not a requirement for completing the EPP, however, it is most strongly encouraged soon after graduation as the candidate is assured of meeting state requirements at that time. *Students who plan to teach in a specific state should research that state's licensing requirements early in their preparation. The Licensing Advisors are happy to help do that.*

Important Note: At any point in a program, the Education Department professors can intervene with formal interventions to ensure successful completion of criteria for completion or to assist the teacher candidate in determining alternatives in scheduling or teacher certification. Candidates who have not completed the Program have one year from their graduation date to complete all certification requirements.

Clinical Educators and Alumni Involvement

The Hanover College Education Department strives to continue relationships with teacher candidate graduates. Alumni provide valuable feedback about Hanover's teacher preparation program and are a valuable resource. Alumni serve as mentor teachers for our teacher candidates. Alumni serve on the Education Alumni Advisory Committee as well as on the Clinical Educators Advisory Council to help the program stay current on trends and issues and to give feedback on many aspects of the Program. Many alumni also serve as guest evaluators to score Decision Point rubrics for advancement in the Program. The Educator Preparation Program has a social media presence on Facebook, Instagram, Twitter, and Linked In to make communicating and interacting with us as convenient as possible.

The Program annually names an alumnus as our "Exceptional Alumni Educator of the Year" to be our keynote speaker at the Educator Induction Ceremony for our program completers and they are honored on a plaque displayed in Newby Hall.

Academic Advising and Planning

Students seeking teacher certification should be in frequent communication with the EPP faculty for academic advising and planning a four-year course of study. Most first year students with an interest in teacher preparation will be assigned to Dr. Bailey's FY 101 section, but if students are in another section, they can request an additional advisor or change advisors after the end of the first semester. This is highly recommended! At admission, teacher candidates are assigned an education advisor and an academic major advisor, however we recommend this be done as early as possible in the first year. The Education advisor will work with pre-program students to create a four-year plan and is prepared to anticipate course scheduling conflicts, overloading, and co-curricular opportunities related to teacher preparation. As students register for their first term at Hanover College, Education professors and peer advisors are available to help with course selection. This also provides early insight on teacher preparation. Candidate communication with education professors and their faculty advisors is critical. Students may request a Change of Advisor at any time via the form for the Registrar's office in My Hanover>Academic>Main Page> Registrar Forms

https://my.hanover.edu/ICS/Academic/Main_Page.jnz?portlet=Handouts

Curriculum

All Education candidates must complete the Hanover College liberal arts course requirements, the Education program core, cognate, and elective requirements, and meet the additional co-curricular requirements described above. Candidates must take all courses required for either elementary or secondary education certification. Unless other arrangements have been formally reviewed, all education courses (EDU) are to be taken at Hanover College. The requirements for teacher certification programs are included in the Academic Course Catalog. The content area major Advising Sheets with course requirements are available online at education.hanover.edu under *Resources and Documents*.

Timing of Core Courses/Course Sequence

Not every course requirement is offered during every term in the academic year, and all effort is made to ensure that teacher candidates can complete all certification requirements in four years. Careful course planning is needed, and even more so if other considerations are needed for delayed program admission, athletics, study abroad, employment, or off-campus courses. Most EDU courses are required to be taken in sequential order, especially for Elementary Education.

Teacher candidates are expected to make all field experiences and student teaching their highest priority. As a future professional, teacher candidates are responsible for the success and learning of the K-12 students who should benefit from a candidate's practice teaching, tutoring, or mentoring. Experience in cooperating schools and the community is a privilege. Teacher candidates represent the College and create an early professional network and portfolio. Interventions may be enacted if the education faculty has concerns that a teacher candidate shows lack of commitment and problematic personal dispositions for a professional educator. See next section.

Development of Professional Dispositions

Teacher candidates are expected to conduct themselves on campus, with their peers and mentors, and in cooperating schools as professionals. Candidates are expected to confirm agreement to follow professional confidentiality protocol in field experiences. Candidates are expected to meet teacher standards such as being punctual, collaborative, prepared, responsible, professionally dressed, and receptive to feedback. Academic honesty and responsible public behavior are further outlined below. This begins with feedback from the fieldwork in EDU 221 and continues through student teaching. These dispositions are closely monitored and checked each semester by EPP faculty in term data meetings.

Teacher Candidate Representation and Awards

Teacher candidates serve on the Teacher Education Committee and committees of the EPP. Active participation in the *Hanover College Education Association (HCEA)* and the *Indiana State Teachers Association Aspiring Educators*, along with the *National Education Association* is encouraged. Membership is available in the Education honor society Pi Lambda Theta if the student qualifies and pays dues.

The TEC representatives are appointed by the Student Senate following recommendations from the Education faculty and the Vice President of Academic Affairs. Teacher candidates have the opportunity to hold office in

both the HCEA and the ISTA-Aspiring Educators. Membership in the National Education Association is required for both Methods and Student Teaching courses which provides one million dollars of liability insurance for the teacher candidate in their clinical experience/placements. The current cost of membership in all three organizations is currently \$37. Proof of membership is required to be uploaded into Standard for Success for DPT 2 and DPT 3 Candidates and recommended for first year and sophomore education students.

Top education students are named to awards at the Educator Induction Ceremony, the Hanover College Honors Convocation, and at Commencement. The Indiana Association of Colleges for Teacher Education (IACTE) give awards to Outstanding Future Educators from Hanover College at the annual luncheon in Indianapolis which honors top teacher candidates from all over the state. The Hanover College Education gives honor cords to our majors to wear at graduation, and ISTA provides Aspiring Educator stoles to all members to wear at graduation.

Academic Dishonesty Policy

Teacher Candidates are members of a selective program and are expected to hold themselves to a strict ethical code of conduct. As part of this code of conduct, it is assumed that candidates maintain the highest level of academic integrity. A Candidate who engages in any form of academic dishonesty in any College course is subject to dismissal from the program. In accordance with Hanover College policy, any candidate who is suspected of academic dishonesty will be reported to the Chair of the Student Academic Assistance Committee (SAAC) and notified of this report. Other reports of academic dishonesty reported to SAAC will be reported to the Education Program, as well.

Violation of Federal, Indiana, or Local Laws

The Teacher Education Program does not actively seek information regarding violations of Federal, State, or local laws, but does follow the same policy as that of Hanover College. National yearly background checks are required of all education students in courses that have external fieldwork. These are completed online through our EPP Safe Hiring Solutions account. Those with financial hardship can have the cost billed to their student account by contacting our Education Student Services Coordinator. Student teaching candidates are responsible for fulfilling the requirements of the school system where their student teaching assignment will be completed. Proof of having met this requirement should be submitted to the Student Teacher Supervisor and the Education Student Services Office in Newby Hall. Students do benefit from straightforward reporting to their Education advisor of infractions that might appear on their record. Teacher candidates will want to anticipate any barriers to obtaining teacher certification, a teacher license, or employment.

Clinical Experience/Field Work

Classroom fieldwork is an important part of teacher preparation. Beginning with the introductory course, EDU 221 – *Education & the American Culture*, education students participate in a variety of experiences in local classrooms: tutoring, observation, practice teaching, and finally leading classroom instruction. Each clinical experience requires cooperation with a mentor teacher in a K-12 classroom, and an Education professor. As candidates progress through the program, their involvement in the classroom increases and their role as a professional also increases. Dispositions are checked throughout each fieldwork experience with an evaluation by the clinical educator (mentor teacher) for the experience. These are reviewed each semester by

the EPP. Dispositions in early fieldwork experience are reviewed for admission into the program. These dispositions are also discussed and checked at all Decision Points of the Program by a panel of Clinical Educators.

Both the elementary education program and secondary education program requires approximately 120 hours of school fieldwork experience. This includes EDU 221, as well as 20 hours of field experience in EACH methods course. Additional field experience is required for students pursuing Mild Interventions certification.

Elementary Education

EDU 302/305: 20 hours of field experience

EDU 304/308: 20 hours of field experience

EDU 340: 20 hours of field experience

Secondary Education

EDU 314: 20 hours of field experience

EDU 315: 20 hours of field experience

EDU 33X: 20 hours of field experience

All field experiences are arranged by Education professors. Demonstration of the expected level of dispositions is checked at Decision Point 2 which serves as the “gateway” to student teaching. Student Teachers complete *a minimum* of 14 weeks of full-time teaching and can choose a placement in urban schools in or near Louisville, Indianapolis, or Cincinnati.

Required Professional Dispositions in All Field Experiences

Hanover College teacher candidates represent the College and demonstrate their commitment to the teaching profession by signing an agreement with the Educator Preparation Program that Program guidelines will be followed in every field assignment. Candidates will immediately receive feedback for any indication of unprofessional behavior or dress. First impressions and teacher reputation are critical in the teaching profession. Serious concerns may place the candidate on probation with interventions or dismissal from the EPP. Please refer to the dress code and other guidelines at the end of this handbook for more information.

** Education students will show respect for their host school's procedures that could include Pledge of Allegiance, National Anthem, prayer, etc. If the practice is something the teacher candidate is opposed to doing, they are expected to show respect for the host schools' practices. Hanover College teacher candidates are not required to pray, nor recite the Pledge of Allegiance, nor sing the National Anthem - but are required to stand when the classroom does so. Students are not required to kneel during Mass if assigned to a Catholic school but should remain attentive and demonstrate respect. Questions on protocol should be discussed with the course instructor, advisor, and/or student teacher supervisor.*

Advanced Pre-Student Teaching (Methods) Coursework

Admitted students to the program will officially be known as teacher candidates and will start their 300- level methods course sequence. These courses have intensive fieldwork as candidates will be leading instruction on a regular basis in local classrooms. Candidate performance will be observed with regular feedback by clinical educators (mentor teachers) and supervising faculty from the department. It is anticipated that the candidate will transition in their skill and dispositions from “developing” to “effective” as they grow in their teaching

abilities and experiences with K-12 students. This data is tracked to monitor development of skills and dispositions throughout pre-student teaching fieldwork experiences and continuing on through student teaching. Most dispositional areas are considered “non-negotiables” in the EPP. A score of “1” (ineffective) in the evaluation for a fieldwork experience will place the candidate on probation for the sequential course and fieldwork. This probationary status will be monitored carefully with appropriate interventions enacted by the EPP to assist the candidate in growth in these area(s). A candidate with a probationary history will be limited to a local student teaching experience where the supervising faculty can be more accessible for support. If at any time a score of “1” (ineffective) remains, the candidate will be restricted in student teaching placements and if any “1” remains for a consecutive semester, the candidate will be dismissed from the Program. **Non-attendance and/or non-preparation for field experience is a serious dispositional infraction!**

Criminal History/Background Checks

As stated above and mandated by state law and typical of any profession that works with minors, all students enrolled in an education course with required field experience must have an annual Safe Hiring Solutions background check through our account link. EPP students are responsible for the costs of this report - payable by credit or debit card. Students needing financial assistance with this should see the EDU Student Services Coordinator who can run the report for the student and the cost assessed to the student’s account with the College. Contact your education course instructor, education advisor, or the Student Services Coordinator for more information. Directions and links to order the report available at <https://education.hanover.edu/about/background.php>

Student Teaching Policies

A candidate’s culminating work is full time student teaching in a classroom for 14 weeks. Students seeking dual certification in Mild Interventions or in a P-12 Program such as PE and Health, Visual Arts, and World Languages will have an extended student teaching assignment, preferably in the fall semester. Candidates must attend an orientation on student teaching and be placed with mentor teachers that the program’s faculty arranges. Student teachers are not permitted to teach in their alma mater. Other than pre-approved areas (Louisville, Indianapolis, Philadelphia, and Denver) for Urban Student Teaching, the student teaching assignment must be within a 30-mile radius of the College campus. The cooperating school calendar and daily schedule for teachers determine the student teacher’s schedule. Student teachers are expected to participate in their assigned school’s extracurricular activities and school events. There will be several mandatory on-campus Student Teaching Seminars. Student Teachers in Philadelphia are exempt from the seminars. Additional policies and forms pertaining to student teaching are published in the [Student Teaching Handbook](#), including the policy for absence during Student Teaching. Student Teachers are assigned student teaching supervisor employed by Hanover College.

Prerequisites for student teaching are as follows:

- Successful Decision Point 2 interview addressing professional development of dispositions
- Portfolio evaluated as effective (90% of criterion met)
- 3.0 GPA in the candidate’s major
- Effective evaluations from methods fieldwork and practice teaching and successful completion of education methods courses

- Non-probationary status with TEC
- Application to cooperating school as required and signed student teaching agreement.
- Enrollment in **EDU 455** (Secondary ST), **456** (Elementary ST), **458** (Integrated ST with Content and Mild Interventions), or **459** (P-12 areas of PE/Health, World Languages, Art, and Theatre) which are full four-unit courses. Enrollment in the half unit course of **EDU 403** is mandatory for all student teachers as well. No other courses may be taken during the student teaching assignment, except by petition for extremely unique circumstances
- No participation in athletics is allowed during student teaching without a signed agreement between the Coach, Athletic Director, and Student Teaching Supervising Faculty. Students should plan for student teaching in the off season from their sport.
- Special Education Dual Certification candidates must have **completed all SPED** courses prior to their Student Teaching assignment.
- Candidates are strongly encouraged to have completed their Praxis licensure exams by Decision Point 2 – this will be a *requirement beginning with the 2025 Cohort* of teacher candidates.

Student Teaching and Certification/Licensure

Teacher Certification is separate from completion of degree requirements and has additional expectations. Since Student Teaching is a Pass/Fail course, the passing grade for completion of the student teaching course *does not guarantee* teacher certification. Some teacher candidates may require intervention by their education professors or student teaching supervising faculty to ensure success in student teaching. In all cases, teacher candidates meet with mentors and education professors to solve problems, and agreements are written as formal documentation of what interventions are required. An intervention plan including goals will be designed for the candidate for this experience. Teacher candidates who do not pass student teaching may obtain an elementary or secondary education major but no certification. Candidates who successfully complete Decision Point 3 will receive licensing certification. Candidates who do not meet the 90% criterion will not pass student teaching and will not receive the 4 units of credit for this experience. Candidates may retake student teaching in an upcoming semester for one year from graduation.

Student Teaching Placement Process

A preference form will be completed by teacher candidates for the Student Teaching Coordinator (currently, Dr. Debbie Hanson) early in January of the junior year and efforts will be made to accommodate the teacher candidate's preference. The Education professors make the ultimate decision for each candidate's student teaching assignment based on request, best practice, and scheduling for the student teacher supervisor. The Educator Preparation Program negotiates a signed agreement from each cooperating school corporation that ensures the safety and professional treatment of student teachers. All student teaching assignments are made in safe school communities. The Education professors work with each student to ensure the best possible assignment for that individual student teacher. The Educator Preparation Program must prepare candidates for grades K through 6 (elementary) or grades 5-12 (secondary) or grades P-12 (all grades); consequently, student teaching assignments must attempt to guarantee that the teacher candidate has had

the full range of grade-level practice teaching. Student Teacher candidates can live on the College campus and be assigned student teaching within a 30-mile radius of campus. Urban placements are limited to Indianapolis, IN and Louisville, KY metropolitan areas. Additionally, we offer placements in Philadelphia, PA with The Philadelphia Center. Candidate preparation for a student teaching assignment includes:

- 1) Living arrangements on or off campus according to the cooperating school's calendar
- 2) Adjustments in campus meal plans
- 3) Application for a Spicer Phillips scholarship that assists with transportation or rent expenses for either long-term or short-term urban teaching experience
- 4) Completion of a criminal history check according to cooperative school requirements
- 5) Attendance at the Education Program's student teaching orientation and introduction to teacher mentor
- 6) Required student membership of National Education Association (NEA) for liability insurance coverage (see www.nea.org)
- 7) Agreements with the campus Athletic Department, if the student teacher participates in varsity sports during student teaching
- 8) Anticipation of tuition (4 units of credit) and a student teaching fee assessed by the College (a nominal contribution to teacher mentor stipend and supervisor mileage)

Workshops, Events, and Other Professional Development Activities

Candidates are encouraged to participate in other activities and events that will give valuable experience, job search tools, and networking opportunities to round out their teacher preparation experience. Some of these include workshops through the Hanover College Levett Career Center, such as resume writing for teachers, job fairs, and mock interviews.

Hanover teacher candidates typically serve in the larger school community for agencies or initiatives such as: College Mentors for Kids, Casa Amiga, AVID, Englishton Park Summer Camp, Panther Pack, etc. Local schools may also request assistance for special events from Hanover teacher candidates. We believe the combination of academic rigor and real-world experience prepares teacher candidates for a competitive market, for a diverse population of students, and for success in their own classrooms, as well as being strong resume builders.

Education professors will invite teacher candidates to attend and present at area professional conferences such as the Indiana Reading Association, HASTI, and ISEA. While rarely required, candidates are strongly urged to take advantage of such events.

Candidates should anticipate saving documents, letters of recognition, and photos related to these activities for their professional portfolios. Decision Point 3 now includes a Culminating Experience presentation following student teaching. We suggest having all documentation in an electronic format and uploaded to Standard for Success in all cases.

Liability in Field Experience

Hanover College and the Educator Preparation Program, including faculty and staff, do not make assurances, either expressed or implied, regarding field work and student teaching placement and risks involved in such. Any internship or travel carries with it potential risks which are beyond the control of Hanover College. By accepting a field placement, conference attendance, or student teaching assignment, each teacher candidate assumes responsibility for his or her own safety and well-being and releases the College and both the Education Department and the Educator Preparation Program of any liability regarding accident or other hazards encountered in the process of fulfilling the assignment. Hanover College will not knowingly place a teacher candidate at risk. Any concerns with the safety of the candidate should be brought to the immediate attention of the Educator Preparation Program and/or TEC.

In addition, methods candidates (juniors) and student teaching candidates (seniors) are required to demonstrate proof of their student membership in the National Education Association (NEA) which provides liability insurance for the teacher candidate against lawsuits and other forms of legal action up to one million dollars. This membership also includes membership in the state (ISEA) and local chapter HSEA.

Incomplete Teacher Certification at Graduation

Teacher candidates in good standing at graduation have one year from the date of the awarding of their degree to complete all certification requirements. After the one year, candidates will be formally dismissed from the program(s) and would have to apply for reinstatement into the Program for completion.

Probationary Status

The Teacher Education Committee (TEC) or the Education Department may place candidates on probation. Candidates will receive a formal written notification of their probationary status because of GPA or other cause. Probationary status is based upon the candidate's inability to meet Decision Point or course requirements as per page 14 (Appendix A). TEC or The EPP faculty will direct interventions for the candidate as appropriate to the situation.

Dismissal from Teacher Certification Program

Dismissal from a teacher certification program is determined by the Education Department and the Teacher Education Committee. This may occur at any time. Reasons for dismissal are restricted to the candidate's inability to meet Decision Point criteria (see Appendix A). Dismissal is automatic after two consecutive terms of TEC- or department determined probation. All decisions of dismissal can be appealed through College policies as stated in the College Catalog. A formal letter of dismissal will be sent to the candidate.

Withdrawal from the Program or College

If a Candidate decides to voluntarily withdraw from a teacher certification program, a written notice of that intent is requested by the Education Department Student Services Office, the Teacher Education Committee and the College Registrar. There is a form available in Newby Hall; a personal message from the Hanover

College email account is also acceptable. TEC asks that withdrawing candidates complete an exit interview for the purpose of program evaluation. The withdrawing teacher candidate will receive a formal letter from the Head of Educator Preparation to confirm the withdrawal.

If a candidate is dismissed from the College, he or she will also be automatically dismissed from the Educator Preparation Program. Withdrawal from the College likewise translates to withdrawal from the Program. Transfer from one teacher certification program to another institution's comparable program is often not possible. To regain admission to a Hanover College certification program, the student would first need to be re-admitted to the College and then re-apply to TEC. This process could be abbreviated if the re-admitted student originally withdrew in good standing from a Hanover teacher certification program. Program requirements change over time because of Indiana Department of Education revisions in licensing rules or teacher standards; therefore, re-admittance could mean that there are new criteria that the re-admitted candidate would be required to meet.

Leave of Absence

Any candidate taking a leave of absence from Hanover College will also need to obtain approval for the leave from the Head of Educator Preparation to stay in good standing as a teacher candidate. This approval will not be unreasonably withheld.

Hanover College Educator Preparation Programs by Content

Approved by the Indiana Department of Education

- **Elementary Generalist (K-6)**
- **Exceptional Needs (Mild Interventions P-12)** **Dual certification with another teaching area only.*
- **Fine Arts**
 - **Visual Arts (6-12/P-12)**
 - **Theatre Arts (5-12/P-12)**
- **Health Education (5-12/P-12)**
- **Physical Education (5-12/P-12)**
- **English Language Arts (5-12)**
- **Mathematics (5-12)**
- **Science**
 - **Chemistry (5-12)**
 - **Earth/Space Science (5-12)**
 - **Life Science (5-12)**
 - **Physics (5-12)**
- **Social Studies**
 - **Economics (5-12)**
 - **Government and Citizenship (5-12)**
 - **Historical Perspectives (5-12)**
 - **Psychology (5-12)**
 - **Sociology (5-12)**
- **World Languages**
 - **French (5-12/P-12)**
 - **German (5-12/P-12)**
 - **Spanish (5-12/P-12)**

Handbook Appendix A

Hanover Educator Preparation Program (EPP) Decision Points

Decision Point 1

Application and Entry

- Application on My Hanover
- 2.67 GPA minimum
- Two recommendations from Hanover College professors
- Successful essay per rubric
- Clear judicial and SAAC record
- Strong dispositional feedback from EDU 221 and entry level pedagogical courses
- Successful interview with a Teacher Education Committee (TEC) team
- Successful dispositions interview by Clinical Educator Panel of teachers

Decision Point 2

Student Teaching Readiness

- 3.0 GPA minimum in major course of study
- Earning a C or above in methods course sequence.
- Proof of National Education Association (NEA) student membership for liability coverage
- Effective rating on portfolio (at least 90% of criteria met at the effective rating)
- Effective rating on pre-post assessment
- Clear background check through Safe Hiring Solutions
- Level 2 dispositions from mid-level pedagogical courses
- Successful interview/presentation to members of the Clinical Educator Advisory Council members
- Successful completion of the Praxis licensure exam in both Content Area and Pedagogy (plus Mild Interventions for students completing the dual licensure program) is strongly encouraged by DPT 2 and will be required for the 2025 cohort.

Decision Point 3

Program Completion

- Successful completion of a student teaching assignment with 90% ratings effective or highly effective
- Effective rating on the Assessment Plan assignment
- Effective rating on Content Specific Unit plan
- 90% Effective or Highly Effect ratings on DPT # Presentation and Interview
- Effective rating on other documents as required for specific disciplines or listed in the Student Teaching syllabus

Professional Licensure

- Completion of all Hanover College Educator Preparation Program requirements per Decision Point 3
- Successful completion of bachelor's degree in Program area
- Certification in CPR with AED by the American Red Cross or the American Heart Association
- Certificate of completion of an approved Suicide Prevention Training program as listed on the IDOE website and completed in senior seminar for education majors.
- Passing of required PRAXIS licensing exams in Pedagogy and Content Area(s)
- Paid application in Indiana DOE LVIS portal.

Handbook Appendix B

SAMPLE Hanover College Early Fieldwork Evaluation Rubric (EDU221/EDU252)

*All fieldwork evaluations are submitted via **Standard for Success** Effective 8/2020

Criteria	4-highly effective exceeded expectation; more like advanced candidate rather than introductory level	3-effective Appropriate level- met expectation on a consistent basis	2-developing occurred at times but not consistently	1-ineffective Level of Concer
Treats all students fairly with respect				
Expresses an interest in understanding diverse learning needs and talents of students				
Consistently communicates with supervisor/mentor				
Self-control, patience, encourages students to work hard and persist				
Promotes growth mindset communicating high expectations for students				
Appropriate professional appearance				
Presents himself/herself in a professional manner (oral and written communication on regular and frequent basis, ethics, confidentiality)				
Regular in attendance and on-time; well-prepared for each session				
Believes all students can learn by establishing high expectations for students				
Shows initiative to ask questions and seek feedback/ advice/resources for teaching from mentor teacher				
Positive about teaching and learning				
Flexible to adapt to changing circumstances				
Open-minded to new ideas and suggestions				
Actively involved in classroom				
Accepts and responds to feedback and suggestions				
	Recommend highly	Recommend	Reservations/Questions	Do Not Recommend

Handbook Appendix C

Clinical Experiences

Fieldwork and Dress Guidelines

Field work is an important part of the Educator Preparation Program. It is very important to remember you are representing Hanover College and the EPP during your field work time. Please pay close attention to the following guidelines:

Be punctual: Leave for your destination especially early on the first day to allow time for getting lost, locating a parking space, finding the right door into the school building, and locating the classroom. If you are ever unavoidably delayed, do phone the school and leave a message for your cooperating teacher. As a rule of thumb, always plan to arrive ten minutes before you are expected.

- **Sign in:** Sign in at the school office each time you arrive at the school unless otherwise instructed. Wear your name tag/ID at all times.
- **Always show up as expected:** Remember that teachers often have to work when they are not feeling their best; and that they will expect the same dedication from you. So, if you are seriously ill, make sure you contact the cooperating teacher in advance of when you are expected. Make plans with the teacher to make up your time. Keep absences to a minimum. It is the teacher's prerogative or that of the college field supervisor to end the experience if you have as ***few as one unexcused absence***. *You will be missed when you are not present – do not disappoint the teachers or the students in the classroom.*
- **Be aware of the school's calendar and closings:** This is your responsibility. Discuss the calendar with your cooperating teacher and plan for days when the school will be closed. Plan to make up all missed days.
- **Display a professional attitude during the field experience.** Be positive, enthusiastic, outgoing, and supportive of the cooperating teacher. Do not complain about class assignments or other personal matters.
- **This experience is what YOU make it:** Take initiative and become involved in the classroom activities and with the students. Be flexible and accommodate the teacher's schedule when needed; be willing to visit on different days if needed. Earn your cooperating teacher's trust and respect by volunteering in small ways to demonstrate your eagerness and show your ability to follow the teacher's lead. To become a successful participant, you will likely need a combination of patience, gentle persistence, and a positive and respectful attitude.
- **Be discreet:** Be mindful of your conversations and actions. This applies in the school, community, and class. Take care not to use the names of teachers and/or pupils when discussing your observations in class. This is a serious privacy issue. Research FERPA laws. The Educator Preparation Program strongly recommends EDU 252 even for students who are not completing the Mild Interventions Dual Certification
- **Be prepared:** Field experiences are an important piece of your academic course work. Assist the teacher with class activities. If you plan to present a lesson on a particular day – be certain you are there, with a well-prepared, pre-approved (if required) lesson, and all the materials that are needed. ***Do not wait until the day of the lesson to enlist assistance from your teacher, your professor, or the Education Program Student Services Coordinator. (copies, resources, tools, etc.).***
- **Be responsible:** If the teacher lends you materials, be sure to return them and in good condition. Be clear about whether copies of papers are for you to borrow or to keep. Check on the school policy about use of the school copy machine before making copies, however most copies for student use during student teaching should be made at the host school.

- **No visiting:** Hanover students are in classrooms/schools to observe and be helpful and are not there to socialize with peers.
- **No smoking prior to or during field work:** Clothing should not smell of smoke when working with students. School grounds are completely smoke free zones. Being under the influence of any substance is strictly prohibited and grounds for dismissal.
- **Cell phones “OFF” during field work. HARD STOP.**
- **Make sure all communication is professional:** This includes all written and spoken communication as well as email, Facebook, Instagram, Twitter, My Space, Snapchat, Google +, and other forms of electronic communication. DO NOT accept friend requests from underage persons! If unsure, schedule a discussion with your professor or the Student Services Coordinator
- **Evaluation:** Feedback from the cooperating teacher and the Hanover College supervising faculty will be gathered throughout the field work experience. Questionable student performance (low scores on the evaluation rubrics in Standard for Success) will be addressed by the College faculty. This information will be considered at Decision Point 1 (Admission to the Program) or Decision Point 2 (Approval for Student Teaching Assignment).
- **Dress professionally at all times!** Again - first impressions are extremely important in field work. To be seen in a professional, teacher-like role, one must look and act in a professional manner. Your attire is extremely important during field work. The dress code for teachers in Southern Indiana is very conservative. Appropriate attire for women includes dress slacks (not tight leggings), skirts and dresses (not overly short). Men should wear dress pants, dress shirts/collared polo shirts, or sweaters. Teachers are on their feet all day, so wear sensible shoes appropriate to the activities of the classroom, yet still professional in appearance. Except for “spirit days” or other school sanctioned activities like Hat Day, etc. the following should be your guide:
 1. Campus attire such as jeans, sweatpants, leggings except under full-length dresses, tank tops, tee shirts, gym shorts, wrinkled or frayed pants or shirts, sneakers, flip flops, spike heels, etc. are not appropriate attire for the classroom.
 2. All body art/tattoos should be covered. Special make-up should be used to cover any tattoos that cannot be covered by clothing. Please consider this prior to committing to irreversible procedures. And NO HICKIES!
 3. No hats indoors.
 4. Hair styles should be kept conservative and professional.
 5. Remove all jewelry from visible piercings except for traditional earrings. Small bandages can be used to cover pierced jewelry that is not removable.
 6. The midriff of the body should never be exposed.
 7. Clothes should be loose enough to avoid gaps in buttons, panty lines, etc.
 8. Undergarments should not be seen (men and women).
 9. Pants should fit at the waist and be worn with a belt.
 10. Shoulders must be covered – no spaghetti straps or muscle shirts.
 11. No cleavage of any kind should show. Test outfits in a mirror. Can you bend over without revealing cleavage in front or in back?

NOTE: If you wonder if the outfit is OK, you should choose something else...a professional image is so important so err on the side of caution!

NOTE: Good quality professional attire can be obtained at various locations very inexpensively (Goodwill, Salvation Army, thrift stores and consignment shops). Please contact the Education faculty or staff if obtaining appropriate clothing is a problem for you. The Panther Needs fund may be able to assist.

Everything you do as a pre-service teacher affects how you are perceived by the people around you. These perceptions may affect the opportunities you are offered now and in future. Principals often comment that they ruled out some otherwise qualified candidates because they did not present the appearance of a professional educator.

Handbook Appendix D

Standard for Success Student Records Subscriptions and Requirements

Hanover College and the Educator Preparation Program has contracted with Standard for Success for data management for the EPP. This utility will enable our education students to store their valuable data, teaching artifacts, as well to keep accurate details of courses, decision points, documents, and progress in one cloud-based, secure location. This subscription is required for all students in any Education course(s) and necessary for applying to the EPP. The cost for the academic year is \$100 for that year. Standard for Success has a secure, online payment portal to pay right from the student profile. All students must complete every field (address, phone, etc.) in their SFS profile, as well as adding all required uploads of background check reports, proof of vaccination, major/minor declarations, and any other required field.

An annual deadline for acquiring the subscription will be set by the EPP. This will usually be the last day of Drop Add at 5:00PM to give students an opportunity to change their schedules as desired. Students who have not secured their subscription will not be allowed to continue in field placements, decision points, and other program checkpoints until proof of active subscription is provided to the EPP. Additionally, all assignments in every EDU course are scored within SFS rubrics, so students without a SFS subscription will receive a zero on an assignment not entered in SFS. Please contact your Education advisor or course instructor with any questions. Students with financial aid remaining may be able to withdraw funds for this subscription from their student accounts. A loan or grant from the Panther Needs Fund may be available to students via the Chaplain's Office. Please contact the Education Student Services Coordinator to inquire about this.

Appendix E



Connected learning. **Connected world.**

ISTE Nets Education Technology Standards

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes
- b. create original works as a means of personal or group expression
- c. use models and simulations to explore complex systems and issues
- d. identify trends and forecast possibilities

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

- c. develop cultural understanding and global awareness by engaging with learners of other cultures
- d. contribute to project teams to produce original works or solve problems

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. process data and report results

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation
- b. plan and manage activities to develop a solution or complete a project
- c. collect and analyze data to identify solutions and/or make informed decisions
- d. use multiple processes and diverse perspectives to explore alternative solutions

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. demonstrate personal responsibility for lifelong learning
- d. exhibit leadership for digital citizenship

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems
- b. select and use applications effectively and productively
- c. troubleshoot systems and applications
- d. transfer current knowledge to learning of new technologies

Appendix F



A Look at The Model Code of Ethics for Educators (MCEE)

The MCEE serves as a guide for future & current educators faced with the complexities of P-12 education. The code establishes principles for ethical best practice, mindfulness, self-reflection, and decision-making, setting the groundwork for self-regulation & self-accountability. The establishment of this professional code of ethics, by educators and for educators, honors the public trust and upholds the dignity of the profession.

Following are the MCEE principles; the full code with indicators is available at www.nasdtec.net.

Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. The professional educator promotes the health, safety, and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions, with members of the school community, while maintaining professional boundaries.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

The MCEE was developed under the leadership of the National Association of State Directors of Teacher Education and Certification (NASDTEC) and is supported by a number of national education organizations that undergird the profession.

More information, details, and resources are available at: <http://www.nasdtec.net>

Appendix G



Beginning for the 2022-2023 year, admitted teacher candidates have a requirement for certification to participate in the new COACH for Education program. Those in the 2024 and 2023 cohort were required to complete sign up forms by April 22, 2022 or upon admission to the program. Going forward, rising juniors will be required to sign up before they end their sophomore year.

Questions on this requirement may be addressed to Dr. Dustin Bailey, Education Chair at bailey@hanover.edu
Information on the program is found at <https://our.hanover.edu/coach-for-education>

Handbook Appendix H

Privacy and Confidentiality Agreement

EPP Student Handbook: I understand that student school records, Individual Education Plans (IEPs), and conferences involving students, parents, and teachers are all to be considered highly confidential information. I will avoid public conversations about students, their parents, and other teachers. I will discuss student behaviors and performances **only within** the school setting or in an EDU classroom session. My notes for education coursework regarding school or student observations will include my personal impressions and questions without use of full student or teacher names. I understand that my notes will only be read by my cooperating teachers and by Education personnel. In like manner, my records from any field experience will not be made available for public view.

Handbook Appendix I

Student Confirmation of Receipt of Education Program Handbook and Privacy Agreement

Education students are required to verify their agreement to abide by the EPP Handbook and privacy practices as part of each Decision Point checklist in Standard for Success. This confirmation is required to continue in the Educator Preparation Program. This confirmation states the following:

*As a student/participant in any education course, I state that by signing below, I am confirming that I have read, and agree to abide by, all expectations, agreements, rules, requirements, and policies of the Hanover College Educator Preparation Program Handbook throughout my career as a Hanover College Education student. The Program Handbook is updated annually. It is available at www.education.hanover.edu/about/handbook and **MUST be reviewed by students at least once each academic year.** While Education professors will discuss any change or updates as well as specifics as they relate to each Decision Point, it is the student's responsibility to be familiar with all aspects of the Educator Preparation Program. Do ask questions as needed to ensure compliance.*

Incomplete documentation and/or late assignments demonstrates a lack of professionalism which will be reflected in the student's development of dispositions records and scores.

Students without this agreement on file in STANDARD FOR SUCCESS each academic year will not pass their next Decision Point until it has been completed and can be removed from the EPP after multiple reminders to do so

*Hanover College EPP Student Handbook is reviewed/revised annually.
Confirmation of agreement is required at each of the three decision points of the EPP.*