



# 2024 - 2025 Student Handbook



*Revised March 2024*

**Hanover College Educator Preparation Program Full Time Faculty and Staff**

Dr. Dustin Bailey, Head of Educator Preparation  
Associate Professor of Education

Pr. Quinten Hizy  
Visiting Professor Of Education

Mrs. Cheryl Torline  
Education Student Services Coordinator & Teacher Licensing Advisor

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

EDU 172: Exploring the Arts – Mrs. Jane Stormer, MFA  
EDU 203: Intro to Assessment – Mr. Quinten Hizy, JD  
EDU 206/207: Assessment in Special Education - Mrs. Lydia Reardon, MA  
EDU 221: Education and the American Culture – Mr. Quinten Hizy, JD  
EDU 226: Educational Technology – Dr. Dustin Bailey, Ed. D.  
EDU 310/312- Elementary/Secondary Urban Teaching Experiences  
EDU 231: Education Law and Ethics – Dr. Dustin Bailey, Ed. D.  
EDU 240: Children’s Literature - Mr. Quinten Hizy, JD  
EDU 241: The Science of Reading - Dr. Debbie Hanson, Ed. D.  
EDU 252: Professional Collaboration – Dr. Dustin Bailey, Ed. D.  
EDU 254: Special Education Law and Policy – Dr. Dustin Bailey, Ed.D  
EDU 255: Classroom Management and PBIS - Dr. Dustin Bailey, Ed. D.  
EDU 302/305: Elementary Methods Language Arts/Social Studies - Mrs. Ann Motenko, MA  
EDU 304/308: Elementary Methods in Math/Science & Engineering - TBA  
EDU 314: Teaching Junior High – Mr. Quentin Hizy, JD  
EDU 315 – Teaching High School -Dr. Dustin Bailey, Ed. D.  
EDU 332: Secondary Methods in Art – TBA  
EDU 333: Secondary Methods in Language Arts – Mr. Quentin Hizy, JD  
EDU 335: Secondary Methods in Mathematics – Mrs. Jennifer Sterk, MA  
EDU 336: Secondary Methods in PE & Health - Mrs. Stephanie Nussbaum, MS  
EDU 337: Secondary Methods in Science – Mr. Thomas Everett, MS  
EDU 338: Secondary Methods in Social Studies Ms. Stephanie Courtney, MA  
EDU 341: Phonics and Phonological Awareness – Dr. Debbie Hanson, Ed.D.  
EDU 403: Assessment in a Cultural Context - assigned  
EDU 455: Student Teaching in the Secondary School - assigned  
EDU 456: Student Teaching in the Elementary School - assigned  
EDU 458: Integrated Student Teaching (General Ed + Special Education) - assigned  
EDU 459: Student Teaching in the P-12 Environment ( Arts, PE & Health, World Languages) - assigned  
EDU 461: Senior Seminar: Dr. Dustin Bailey, Ed. D.



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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 1827. 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 Tevera. The Program Handbook is emailed to all students and is available on the Education Department/EPP website <http://education.hanover.edu>. The faculty and staff are available to answer your questions about anything in the Handbook, which is updated at least annually.

## Admission to the Educator Preparation Program at Hanover College

The first step toward being admitted to the Hanover College Educator Preparation Program is to enroll in EDU 221 “Education and the American Culture”. This introductory course is a prerequisite for Program application and is offered both Fall and Winter terms. It should be taken in the first year at Hanover if at all possible, but is open to sophomores as well. There is a difference in Education in that it is both an academic department with three majors of Elementary Education, Secondary Education, and Education Studies; but is also a Program with selective requirements for admission 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 the admission process, reviews applications to the program, and formally admits candidates into the Program each year. Please see additional information under the Education Decision Points section.

## Decision Points

Educator Preparation Decision Points are the benchmarks for progressing through the Program to achieve licensure certification from Hanover College. Hanover College EPP is accredited by the Indiana Department of Education for state accreditation as well as the Council for Accreditation of Educator Preparation (CAEP) for national accreditation.

### Decision Point 1

Decision Point 1 is the process for Program application and admission. There are two application deadlines in an academic year – **October 1 and March 1**. All sophomores or above should apply by the October 1 date. First year students who meet the requirements for admission and delayed sophomores may apply at the March 1 date. The Education Program faculty will work with the applicants who have not yet met the requirements. The requirements for admission are:

- Subscription to Tevera with completed Decision Point 1 Assignments (the application includes the names of two Hanover College professors who have agreed to complete the student recommendation, and the uploading of the unofficial transcript)
- Completion of EDU 221 with a minimum of C- and good dispositional feedback from field assignment.
- 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 conducted by members of Hanover College Teacher Education Committee (TEC)
- Formal Dispositional interview conducted by a panel of practicing teachers

**NOTE: Education students cannot declare an Elementary Education or a Secondary Education major without formal admission by TEC, nor enroll in 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 October 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. Those who do not meet admission requirements may declare a major in Education Studies and achieve licensing certification via an alternative licensure path. Please discuss options with an EDU faculty advisor and/or our Teacher Licensing 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.

*\*Non-education track students who take an EDU course to fulfill electives, may apply for a waiver for a Tevera subscription – contact the instructor or the Education Student Services Coordinator for assistance*

**Training for the use of Tevera will be communicated to you at the beginning of each semester and throughout the year. Specific course requirements in each Education course will be discussed by the instructor.**

### **Decision Point 2**

Decision Point 2 documents and determines readiness for a student teaching assignment. Criteria includes:

- 3.0 minimum GPA in the content major as evidenced by the upload of current unofficial transcript.
- Successful completion of methods coursework (with a grade of C or above) including meeting required benchmarks for practice teaching in cooperative schools via Methods Candidate Evaluation in Tevera
- A narrated portfolio/presentation PowerPoint and a successful interview by a panel of three professional educators that meets the requirements to be scored with 80% effectiveness score and no dispositional criteria ranked as “ineffective”.
- For **the 2026 cohort and beyond**, students must upload PASSING score reports to Tevera's DP 2 assignments for the appropriate content area Indiana Praxis Licensure exam(s).

*NOTE: For Elementary Education and Special Education, this will include the Science of Reading (Praxis #5205)*

## **Decision Point 3**

Decision Point 3 occurs at the end of the student teaching assignment to document and determine that the candidate is prepared for teacher certification and licensing for their own classroom. Criteria includes:

- Final candidate evaluation rubric in Tevera with 90% effectiveness scores on the Final Student Teaching Evaluation.
- Passing grade in EDU 403 and PASS status in Student Teaching.
- Decision Point 3 narrated PowerPoint Presentation on the student teaching experience with an Interview by a panel of professional educators.
- Beginning **with the 2025 cohort**, candidates must upload the passing score report for the appropriate Praxis “Principles of Learning and Teaching” pedagogy exam to their DP 3 assignments.
- Completion of all other major requirements and awarding of bachelor’s degree.

Some items for Decision Point 3 may have remedial options given to pass and student teachers may be required to complete additional time in a student teaching placement with an additional candidate evaluation to meet the required benchmarks for successful completion.

## **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 Tevera. Students give permission to share necessary data with the appropriate entities on the application form. These entities include the Indiana Department of Education, the United States Department of Education (Title II) and the Council for the Accreditation of Educator Preparation (CAEP).

## **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.*

Admitted Teacher Candidates who do not pass Decision Point 2 or Decision Point 3 may appeal to 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.

### **Teacher Licensing**

Indiana requires the following for initial educator licensure:

- awarding of the bachelor's degree with a major in the teaching content area
- passing scores on both Praxis content area and pedagogy licensing exams from ETS  
\*including passing scores on the Praxis Science of Reading exam for the 2026 cohort and beyond in El Ed and Special Ed
- Proof of Suicide Prevention Training certification
- Proof of hands-on CPR certification
- Application to the state Department of Education via LVIS 360 with fee paid
- Approval and certification by one of the EPP's Licensing Advisors, who will properly code and approve all qualifying license applications. For any questions, please contact our Licensing Advisors, Mrs. Cheryl Torline and/or Dr. Dustin Bailey.

Licensing is not a requirement for graduation or program completion however, it is most strongly encouraged soon after graduation as the candidate is assured of meeting state requirements at that time. An example is the recent legislation that requires instruction in the Science of Reading for all new teaching licenses as well as passing a new Science of Reading Praxis exam after June 30, 2025. Those not licensed by that date, from any cohort of program completers will be required to complete a literacy program to obtain an endorsement in literacy prior to the renewal of the license in Elementary Education or Special Education.

### **Out of State Teacher Licensing (Outside Indiana)**

Most states require teacher licensing in the state in which the applicant was prepared. Some states may require additional licensure exams or other requirements, but it is easier and more expedient to go to any other state as a licensed teacher. For this reason, Indiana exams are required for our Decision Points and after graduation, it is a very simple matter to apply for licensure with passing test score plus suicide prevention training certification and CPR certification. Indiana's licensure fee is only \$35 currently! Applicants receive an email with Indiana licensing the same day as it is approved so that the license can be sent with your application for out of state licensure.

Our licensing advisors will work with you to figure out what another state's requirements may be by your request and of course, will complete any documentation needed such as a letter of eligibility. Again, this process is quicker and easier with an Indiana license.



# Science of Reading Overview

## What do the new Indiana Science of Reading Teacher Preparation Requirements Mean for YOU?

In 2023, the Indiana General Assembly passed House Bill 1558 which requires all Educator Preparation Programs to have specific Science of Reading curriculum in place for the 2024-2025 academic year. Our 2026 and future cohorts will be required to complete our new major requirements in Elementary Education, Secondary Education, and Mild Interventions. In addition, all K-6 and Special Education license applications after July 1, 2025 must have completed this coursework as well as passing the Science of Reading Praxis Licensure Exam

**What does this mean for previous graduates including the 2024 cohort?**

For our previous year and including the 2024 program completers, it is important that Elementary Education (K-5) and Mild Interventions graduates complete all licensure requirements (including Praxis exams, CPR, and Suicide Prevention Training) and **obtain Indiana licensing prior to June 30, 2025**. New licensing requirements beginning July 1, 2025 includes requirement for an additional Science Of Reading program as well as passing a new Praxis exam for the reading endorsement.

**What does this mean for our 2025 cohort?**

The 2025 cohort will complete the program listed on their Elementary Education Major Declarations, but are very strongly encouraged to take the Science of Reading courses as electives, if at all possible. These 2025 completers must also have attained licensure before June 30, 2025 or they will also need to meet all Science of Reading endorsement program and testing as outlined above. Secondary candidates seeking dual Mild Interventions certification will need two Science of Reading courses to meet the requirements while at Hanover

**What does this mean for our 2026 and future cohorts?**

Elementary Education and Secondary Education major declarations have been updated to include all coursework for Science of Reading. Secondary Education candidates seeking dual Mild Interventions certification must take an additional EDU course for licensure in Special Education. Both Elementary Education and Mild Interventions licensure will require the Praxis exam in the Science of Reading (the exam number has not been announced).

**Timeline:**

**JUNE 30, 2025** Last day for Elementary Education licensure without Science of Reading coursework and licensure testing

**JULY 1, 2025** Licensing applications must include all courses in Science of Reading AND passing scores in Science of Reading Praxis Exam.

**Critical information:** At any point in a program, the Education Department professors and Program Head can determine that formal interventions are needed 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 and pass Decision Point 3.

### **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 annual graduates 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](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 at Hanover College. Some liberal arts requirements may be taken at Ivy Tech and transferred in per the Ivy Tech/Hanover College agreement. Unless other arrangements have been formally reviewed, all **education (EDU prefix) courses with fieldwork must be completed through Hanover College including the field assignment itself.** The requirements for teacher certification programs are included in the Academic Course Catalog. Secondary Education content area majors should seek courses in that major that best prepare them for their licensure exams and for teaching a broad survey of classes in the content area.

### **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.

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 or body of work. 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 end of term data meetings and reviews of Program data from Tevera and Moodle LMS.

### **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 for all students and required for admitted candidates. Membership is available in the Education honor society Pi Lambda Theta if the student qualifies and pays dues.

The TEC student members/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 Tevera for DPT 2 and DPT 3 Candidates and highly recommended for first year and sophomore education students.

### **Awards**

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 Department 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. *Please note the addendum at the end of this handbook for the EPP policy on the use of artificial intelligence.*

### **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/cooperating 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 plus 14 weeks of a student teaching assignment. Additional field experience is required for students pursuing Mild Interventions dual certification.

### Field Work in Elementary Education

EDU 302/305: 20 hours of field experience

EDU 304/308: 20 hours of field experience

EDU 241 and EDU 341 (Science of Reading) Field hours to be determined but at least 20 hours are expected in each course – refer to syllabi.

### Field Work in Secondary Education

EDU 314: 20 hours of field experience

EDU 315: 20 hours of field experience

EDU 33X: 20 hours of field experience

### Field Work in Mild Interventions Courses

EDU 206: approximately 15-20 hours

EDU 207: approximately 15-20 hours

EDU 458 (Integrated Student Teaching) will have an extended assignment to gain experience in General Education and Special Education settings.

All field experiences are arranged by Education professors for that course. Again, your enthusiasm and reliability in the field is a monitored disposition even at entry level. In-depth demonstration of the expected level of teacher 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. Additionally, candidates seeking licensure certification are required to complete fieldwork in EDU 310/312 which is offered during Spring term each May. This course



will alternate a larger travel course (i.e. Great Britain, Boston and New York, etc.) with a shorter travel course within driving distance of campus (Jeffersonville, Indianapolis, etc.).

### 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 the cooperating teacher or administrator.*

### 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 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. The background report must be uploaded to each Tevera course assignments with field <https://education.hanover.edu/about/background.php>

### NEA Membership Requirement for Liability Insurance

Students enrolled in Methods (300 level courses) and Student Teaching (400 level courses) are required to prove that they have the current year membership in the National Education Association because they give them very low-cost liability insurance coverage for the time they are in the schools. The host school's insurance does not apply to students visiting classrooms. Students must upload proof into each course's Tevera assignments so the instructor can confirm membership.

### 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, so it is preferable to do in the fall semester since it is slightly longer. Candidates should have some field experience in multiple grade levels.

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, Cincinnati) for Urban Student Teaching, the student teaching assignment usually must be within a 30-mile radius of the College campus for supervisory reasons.

The cooperating school calendar and daily schedule for teachers determine the student teacher's schedule. Student teachers observe their school's breaks rather than Hanover College breaks. Student teachers are expected to participate in their assigned school's extracurricular activities and school events.

There will be several mandatory Student Teaching Seminars which may be in person or via Zoom/Teams.

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 to a student teaching faculty instructor employed by Hanover College.

Prerequisites for student teaching are as follows:

- Student Teaching Preference form and documentation uploaded to Tevera group assignments.
- Completion of any additional requirements by the host school corporation and their Human Resources department.
- Enrollment in **EDU 455** (Secondary ST), **456** (Elementary ST), **458** (Integrated ST with General Ed in Content area AND IN Special Education), 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.
- 2026 and beyond cohorts are required to have passed their **Content Area Praxis exams** by Decision Point 2. The student teaching assignment may be postponed until the candidate achieves a passing score.

### **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 from Hanover College. Licensure may be achieved by completing an alternative pathway.

Candidates who successfully complete Decision Point 3 will receive licensing certification. Candidates who do not meet the 90% effectiveness rating on the Final Evaluation 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 within a year from graduation, but this is not part of the four-year guarantee.

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 specific expenses for an urban teaching experience
- 4) Completion of a criminal history check according to cooperative school requirements or HC.
- 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](http://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 (4.5 units of credit) and a student teaching fee assessed by the College (partial contribution to the cooperating teacher's stipend).



### **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. The COACH for Education Mentorship program is highly recommended.

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 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 Tevera and Hanover One Drive.

### **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.

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 one year, candidates will be formally dismissed from the program(s) and would have to apply for reinstatement into the Program for completion or attain certification via an alternative pathway. An example would be passing scores on the pedagogy exam.

### **Probationary Status**

The Education Department may place candidates on probation for various issues with progress or performance. 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. 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 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. Transfers 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 and coursework 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
- 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)

- Clear background check through Safe Hiring Solutions
- Level 2 dispositions from mid-level pedagogical courses
- Successful portfolio/presentation/interview scored by a panel of professional educators
- All Decision Point 2 candidates in the 2026 cohort and beyond must pass their Praxis licensure exam(s) in their Content Area (plus Mild Interventions for students completing the dual licensure program). It also includes the Science of Reading content exam.

### 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 3 Presentation and Interview
- Effective rating on other documents as required for specific disciplines or listed in the Student Teaching syllabus

**NOTE: Passing scores are required on the Praxis pedagogy exam (Principles of Learning and Teaching) beginning with the 2025 and future cohorts to pass Decision Point 3.**

### 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 hands on 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.
- Passing of required PRAXIS licensing exams in Pedagogy and Content Area(s)
- Elementary Education and Special Education candidates must also pass Praxis Science of Reading (#5205) after June 30, 2025. Previously licensed teachers have until 2027 to add this test to their licensing at time of license renewal.
- Paid application in Indiana DOE LVIS portal.

**Indiana allows for the addition of content areas to an initial license by passing the Praxis content area exam with the exception of Elementary Education, Special Education, and in the Arts (Visual, Theatre, and Music). Not all states recognize test only additions.**

## Handbook Appendix B

### 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. All teacher candidates receive a name badge shortly after admission to the EPP.
- **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 Tevera) will be addressed by the College faculty. This information will be considered at Decision Point 1 (Admission to the Program), Decision Point 2 (Approval for Student Teaching Assignment) and Decision Point 3 (approval for licensing certification).
- **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. Unnatural hair colors are usually inappropriate.
  5. Remove all jewelry from visible piercings except for earrings. Consult your instructor and cooperating teacher about what is acceptable regarding piercings and tatoos.
  6. The midriff/torso 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, tank tops, 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, choose something else...a professional image is so important!**

*NOTE: Good quality professional attire can be obtained at various locations very inexpensively (HSEA Office in Newby, HC Free Store, 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 C**

#### **Tevera Student Records and Requirements**

EDU 221 students purchase a lifetime Tevera subscription except for those who are not Education majors taking the course as an elective or for general ed requirements. Contact EDU Student Services for a waiver. Education students who have not completed assignments in Tevera will be stopped from moving forward until they do so. Examples are adding all required uploads of background check reports, major/minor declarations, NEA membership for liability coverage, score reports, timesheets, and any required data field.

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 for options.

## Appendix D



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:

- apply existing knowledge to generate new ideas, products, or processes
- create original works as a means of personal or group expression
- use models and simulations to explore complex systems and issues
- 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:

- interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- communicate information and ideas effectively to multiple audiences using a variety of media and formats
- develop cultural understanding and global awareness by engaging with learners of other cultures
- 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:

- plan strategies to guide inquiry
- locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- 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:

- identify and define authentic problems and significant questions for investigation
- plan and manage activities to develop a solution or complete a project
- collect and analyze data to identify solutions and/or make informed decisions
- 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:

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

#### 6. Technology Operations and Concepts

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

- understand and use technology systems
- select and use applications effectively and productively
- troubleshoot systems and applications
- transfer current knowledge to learning of new technologies

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## Appendix E



### ***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](http://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 F



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](mailto:bailey@hanover.edu)  
Information on the program is found at <https://our.hanover.edu/coach-for-education>

## Handbook Appendix G

### **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.

Students are required to confirm their agreement each year.

## Handbook Appendix H

### **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 Tevera. 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](http://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 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.*

## Handbook Appendix I

### Senate Education Amendment 486

**The following required instruction will be embedded within the Hanover College EPP's current curriculum for 2024-2025 and beyond to include additional instruction regarding criminal gang awareness, awareness of homelessness in K-12 student populations as well as training in epilepsy and other seizure related responses for teachers**

SECTION 8. IC 20-28-3-5.5 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2023]: Sec. 5.5. Not later than July 1, 2024, a teacher preparation program shall include content within the curriculum on the following: (1) Information on criminal gang organizations awareness. (2) Information regarding homeless students, including: (A) the definition of homelessness; (B) signs of homelessness; and (C) steps to take when a homeless student is identified. (3) Information on recognizing the signs and symptoms of seizures and the appropriate steps to be taken to respond to these symptoms.

**Training Course** [Epilepsy Foundation Training Course for School Staff](#)

### Handouts

- [Seizure and Epilepsy Overview](#)
- [Managing Seizure Medicines and Triggers](#)
- [Seizure First Aid](#)
- [Tips for Seizure Observation](#)
- [Importance of Recording Seizures](#)
- [Seizure Observation Record](#)

## **Hanover College Educator Preparation Program Policy on Use of Artificial Intelligence (A-I)**

**August 26, 2024**

The use of generative AI tools (e.g. ChatGPT, etc.) **is permitted** in the Hanover College Educator Preparation Program for the following activities:

- Brainstorming and refining your ideas.
- Fine tuning your research questions.
- Obtaining ideas for a lesson or unit plan.
- Finding information on your topic.
- Drafting an outline to organize your thoughts.
- Checking grammar and style.

The use of generative AI tools is **not permitted** in the Hanover College Educator Preparation Program for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose LMS discussion board prompts assigned to you or content that you put into a Zoom or Teams chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment or lesson plan.
- Writing entire sentences, paragraphs, lesson plans, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within Hanover College policies on academic honesty. When in doubt about permitted usage, please ask for clarification from your instructor or the Head of Educator Preparation.