Education

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Hanover College is accredited by the Indiana Professional Standards Board to offer courses leading to secondary (early adolescent and young adult) and elementary (early and middle childhood) teaching certificates.

The teacher certification programs of Hanover College are developed within the liberal arts framework of the College and are guided by the mission of preparing competent, committed, culturally responsive, and critically reflective new teachers. Students completing the certification programs will be able to perform successfully in teaching situations because of their foundation in the liberal arts, which stress problem solving and communication skills, ability in making value judgments, and subject-matter mastery.

In both secondary and elementary programs, the student chooses a liberal arts major. Major and certification program requirements can sometimes be complicated, and in combination will most likely exceed the 37 units required for graduation. Students interested in teacher certification must consult with the Education Department during their first academic year. Completion of an academic major or minor does not by itself satisfy teacher licensing requirements for the State of Indiana, but must be supplemented with required courses or experiences in professional education (Edu). Details of certification criteria may be obtained from the Education Department. Transfer students planning to enter teacher education programs should consult with the College Registrar and the Licensing Officer prior to registering for courses.

Policies for admission and retention in teacher education are established through the Teacher Education Committee (TEC). Application forms and guidelines are available in the Education Department. Applications are normally submitted in the Fall Term of the sophomore year. The TEC reviews all applications for students’ demonstrated academic competence, faculty references, quality of written essays, and background of experiences related to teaching. In accordance with the National Council for Accreditation of Teacher Education (NCATE) and Hanover College guidelines, students must have a cumulative 2.5 or above grade point average or better to be considered for certification programs. Students must show passing scores on the PRAXIS I, PPST teacher placement test at the time of application. A cumulative GPA of 2.67, both overall and in the major, must be maintained after acceptance into a program. The choice of a major must be approved/assessed by the Department of Education, preferably before or as a student applies to Teacher Education and declares a major. A list of recommended or approved majors and supporting areas for programs leading to secondary education certification is available. Students in teacher certification programs have an academic advisor and an Education Department mentor.

Students may take Edu 101 (Inquiry in Education), Edu 221 (Foundations of Education), and Edu 230 (Critical Issues in Education) prior to admittance into the program. All other teacher education courses, activities, or field experiences require Edu 221 and admittance into any certification program. Certification requirements can be satisfied by courses which also satisfy general degree or first year requirements.

Programs Leading to Teacher Certification
in Early and Middle Childhood (K-6)

A. First-Year Experience—Requisites
All students who pursue teaching certification must follow the First-Year Experience of Liberal Arts Degree Requirements (LADRs). The requirements for elementary teacher certification within the LADR sequence and curriculum are: Writing, public speaking, and communication theory; interdisciplinary perspectives; great works of art (theater, music, visual), literature, and composition processes (or ID 216 or GW 117/118); modern language and world culture; unifying concepts in science, including life science; fundamental concepts and reasoning processes in mathematics (or MAT 212); developmental influences in learning and basic principles of measurement theory (Psy 111 and Psy 244); movement and healthy life-style experiences (and HF 105); and integrated study of history, geography, and social sciences (and an American History course).

B. Academic Major requirements. 9-13 units are required.

Course requirements for a Hanover academic major or minor are outlined in the Catalog. All candidates must have an academic major as well as an approved teaching area. Elementary teacher certification does not specify courses in an academic major or minor.

C. Teacher Certification Requirements. 10.5 units are required.

**Year 1 and 2**

- HF 101 (see “A” above) **
- Mat 212 (see “A” above) **
- His (American History) 1
- GW (Communication) **
- Edu 101, 201, and 301 (Inquiry in Education) .75
- Edu 221 (Foundations of Education) 1
- Edu 230 (Critical Issues) 1

**Year 3**

- Edu 302 (Social Studies & Inquiry) .5
- Edu 303 (Science Teaching & Inquiry) .5
- Edu 304 (Mathematics Teaching & Inquiry) .5
- Edu 305 (Language Arts & Inquiry) .5
- Edu 340 (Early Childhood Learning and Social Theory) .5

**Year 3 or 4**

- Edu 401 (Senior Education Inquiry) .25
- Edu 456 (Student Teaching and Seminar) 4

Programs Leading to Teacher Certification in Early Adolescence and Young Adult (grades 5-12)

A. Requisites: GW (Communication), Psy 111 and Psy 244 are required.
B. Teaching major. Course requirements for each of the following programs may not be the equivalent of courses required for a Hanover academic major.

Programs leading to teacher certification have been approved by the Indiana Professional Standards Board. The list of courses for these approved programs, as well as for supporting areas, are available through the Department of Education. Programs leading to teacher certification in Early Adolescent and Young Adult include teaching majors in:

Arts: Visual
Biology
Chemistry
Earth Science
English/Mass Communication/Journalism
French
German
Mathematics
Physical Education and Health (K-12)
Physics
Social Studies (Historical Perspectives, Government)
Spanish

C. Certification requirements. 9 certification units are required.

Year 1 and 2

Edu 101, 201, and 301 (Education Inquiry) .75
Edu 221 (Foundations of Education) 1
Edu 230 (Critical Issues) 1

Year 3

Edu 316 (Curriculum, Planning, and Assessment in the Middle/Junior/Senior High School) 1
Edu 33X (Methods in Middle/Junior/Senior High School Content Area) 1

Year 3 or 4

Edu 401 (Senior Education Inquiry) .25
Edu 455 (Student Teaching in the Secondary School and Seminar 4

Explanation of Prerequisites

Students proceed through a course of study toward teacher certification contingent upon successfully meeting criteria at each sequential (prerequisite) decision point. The three decision points are:

1. Application and entry into Teacher Education
2. Completion of methods and student assessment criteria
3. Completion of student teaching, portfolio, and licensing requirements
Teaching License Requirements:

The PPST (PRAXIS I) and specialty tests (PRAXIS II) are required for candidates seeking a State of Indiana teaching license. A specialty test must be taken for each teaching area that appears on a teaching license. The Elementary Education: Curriculum, Instruction and Assessments (PRAXIS II) and Reading Specialist exams are required for Early Childhood and Middle Childhood licenses. Successful completion of a student teaching assignment and a police records check are also required. Indiana State licensing applications are approved and forwarded to the Indiana Professional Standards Board by the licensing officer on campus. Applications may be submitted through the licensing officer any time after student teaching and graduation with a Bachelor of Arts degree. Information regarding exams is available in the Career Center.

Edu 101, 201, 301. Inquiry in Education. Seminar courses providing a framework for integrating pedagogical development issues with other elements of Hanover liberal arts education. Delineates standards for teacher licensing and develops critical reflection on the philosophy and practice of teaching. .25 units each.

Edu 160. Special Topics.

Edu 221. Foundations of Education. A survey of the historical, philosophical, and societal influences on the profession of teaching and assessment of the effectiveness of school reform in relation to the curriculum, student diversity, school governance, and funding. Open only to freshmen and sophomores considering teaching as a profession. Includes field experience.

Edu 230. Critical Issues. Literature review, case-study development, and required field experience in inclusive classroom settings, all focusing on effective teaching strategies or interventions for students who have exceptional needs in school. Models for multicultural curriculum and studies of cultures are explored.

Edu 260. Special Topics.

Edu 302. Social Studies Teaching and Inquiry. Prerequisite: 221. .50 unit.

Edu 303. Science and Health Teaching and Inquiry. Prerequisite: 221. .50 unit.

Edu 304. Mathematics Teaching and Inquiry. Prerequisite: 221. .50 unit.

Edu 305. Language Arts Teaching and Inquiry. Prerequisite: 221. .50 unit.

These courses address the theory and practice of teaching the indicated subjects at the early childhood and middle childhood level. Problem-solving, hands-on, holistic, and multi-intelligence instructional approaches are emphasized. Content specific and interdisciplinary lesson plans and student assessments are developed in accordance with student and teacher standards. Mentoring relationships are established in community classrooms, in the Education program, and in the liberal arts major. Field experience required.

Edu 306. Integrating Technologies in Instruction. A course designed for elementary and secondary teacher certification. Addresses use of technology to support instruction, assessment, different student configurations in the classroom, and diverse student needs. Prerequisite: Edu 221, Edu 230, or permission of instructor. 0.50 unit.

Edu 316. Curriculum, Planning and Assessment in the Middle/Junior/Senior High School. Addresses careful design and planning of instruction that clearly defines (1) what the teacher wants students to be able to do; and (2) what evidence of student learning the teacher will accept. The course is based on the assumption that all students should be assessed in multiple ways
in order that they explain, interpret, apply, have a perspective, empathize, and have self-knowledge. Field experience required. Prerequisite: 221.

**Edu 332. Methods in Junior High/Middle School and High School: Art.** An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as well as the integration of specific methods related to the teaching of art. Includes field experience. Prerequisite: 316.

**Edu 333. Methods in Junior High/Middle School and High School: English.** An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as well as the integration of specific methods related to the teaching of English. Includes field experience. Prerequisite: 316.

**Edu 334. Methods in Junior High/Middle School and High School: Foreign Language.** An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as well as the integration of specific methods related to the teaching of foreign language. Includes field experience. Prerequisite: 316.

**Edu 335. Methods in Junior High/Middle School and High School: Mathematics.** An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as well as the integration of specific methods related to the teaching of mathematics. Includes field experience. Prerequisite: 316.

**Edu 336. Methods in Junior High/Middle School and High School: Physical Education and Health.** An analysis of the general topics of testing, curriculum and organization, and legal aspects of teaching as well as the integration of specific methods related to the teaching of physical education and health. Includes field experience. Prerequisite: 316.

**Edu 337. Methods in Junior High/Middle School and High School: Science.** An analysis of the general topics of evaluation, curriculum and organization, as well as integration of specific methods and materials related to the teaching of science. Includes field experience. Prerequisite: 316.

**Edu 338. Methods in Junior High/Middle School and High School: Social Studies.** An analysis of the general topics of evaluation, curriculum and organization, as well as the integration of specific methods related to the teaching of social studies. Includes field experience. Prerequisite: 316.

**Edu 339. Methods in Junior High/Middle School and High School: Mass Communication and Journalism.** An analysis of the general topics of evaluation, curriculum and organization, as well as integration of specific methods and materials related to the teaching of mass communication and journalism. Includes field experience. Prerequisite: 316.

**Edu 340. Early Childhood (K – 2) Learning and Social Theory.** Investigates approaches to studying young children; the physical-motor, psychosocial, cognitive, language, and literacy development; and the home, school and community influences on a child's life. Field experience required. Prerequisite: 221. .50 unit.

**Edu 360. Special Topics.**

**Edu 401. Senior Seminar.** Integrates the liberal arts, pedagogical and instructional practices, and the student teaching experience in preparing teacher candidates for licensing. .25 unit.

**Edu 455. Student Teaching in the Secondary School.** Supervised student teaching experiences and observations in secondary school classrooms approved by the College. Campus seminars with the department. Fourteen weeks of full-time experience. 4 units. Graded on a Pass/Fail basis. Fee charged. Prerequisites: 2.67 GPA, Edu 33X, Edu 316.

**Edu 456. Student Teaching in the Elementary School.** Supervised teaching experiences in an elementary classroom approved by the College, the public school, and the Education Department. Includes conferences and seminars arranged by the College supervisor. Prerequisites: 221, 230, 302,
304, 305. Fourteen weeks of full-time experience, beginning in August on the first scheduled day for the cooperating teacher. Senior culminating experience. 4 units. Graded on a Pass/Fail basis. Fee charged.

**Edu 457. Internship in Elementary Education.** Internship to be completed in a specialized area of teaching or at a grade level opposite that of student teaching.

**Edu 471. Independent Study.**