

SAINT
ANSELM
COLLEGE



1889

TEACHER EDUCATION
PROGRAMS HANDBOOK

*“ A teacher affects eternity;
he [she] can never tell where his [her] influence stops.”
(Henry Adams)*

Handbook For The Teacher Education Programs
Education Department
Saint Anselm College
Manchester, NH

Foreword

Whether you have always dreamed of being a teacher or only just recently become interested in teaching as a possible career choice, this publication will introduce you to the Teacher Education Program at Saint Anselm College, explain how the program complements your liberal arts education, and describes in some detail the various program components. It will also provide the guidance you will need in your own process of completing the requirements needed for licensure should you decide to accept the challenge of becoming a teacher.

Table of contents

Philosophy and Mission of Saint Anselm College.....	4
Philosophy and Mission of the Education Department at Saint Anselm College.....	4
Goals of Teacher Education at Saint Anselm College	4
State Approved Teacher Education Program Requirements	5
Teacher Education Sequence of Studies.....	6
Content Major Requirements for Licensure	7
Stepping into the Teaching Profession.....	9
Plan of study.....	13

Philosophy and Mission of Saint Anselm College

Saint Anselm College is a Catholic liberal arts college in the Benedictine tradition. The College offers students access to an educational process which encourages them to lead lives that are both creative and generous. Saint Anselm challenges students to engage in the fullest experience of a liberal arts education, to free themselves from the strictures of ignorance, illiteracy and indecision, and to dedicate themselves to an active and enthusiastic pursuit of truth. It is through an appreciation of the several kinds of truth—scientific, technical, poetic, philosophical, and theological—that students learn to challenge both personal and social problems. Saint Anselm seeks to admit students who are capable of benefiting from the liberal arts education it offers. The College stands open to receive students of every race, national origin, and creed. Indeed, the College seeks to enroll a student body which reflects a variety of racial and cultural backgrounds. As a Catholic, Benedictine institution, Saint Anselm observes and promotes Christian and Catholic standards of value and conduct. The College accepts and retains students on the condition that they respect and observe those standards.

Philosophy and Mission Statements of the Education Department at Saint Anselm College

Saint Anselm College has been educating teachers since 1920. The Education Department believes that teaching is an intellectual and professional endeavor grounded in and a natural outgrowth of the strength and excellence of the Saint Anselm College liberal arts curriculum. We believe teachers have a responsibility to understand the implications of their work not only in regard to classroom practice but also in regard to the ethical, moral, political, and social realities that shape American education. Our program emphasizes a strong theoretical base and practical experience as the most creative and effective way to prepare teachers.

Goals of Teacher Education at Saint Anselm College

1. Offering the various courses designed to provide the highest competence in content knowledge and teaching strategies.
2. Maintaining close communications with the content departments to insure a strong academic program in the student's major field and to give direction to an advisement program designed to guide students in choosing courses.

3. Developing the whole person with special emphasis given in particular to imparting those skills and attitudes which are a strength of the Saint Anselm College liberal arts education: the pursuit of truth, critical thinking, problem solving and commitment to academic excellence and Christian Catholic standards of value and conduct.
4. Providing small classes, which allow personal attention to prospective teachers. The Education Department seeks to promote the spirit of charity, authenticity, and respect for the individual, which characterizes the Catholic Benedictine Community ideal of the college.

State Approved Teacher Education Program Requirements

The Teacher Education Program offered at Saint Anselm College is designed to integrate liberal arts general education, specialized content major and teacher education requirements. In doing so, it is not unusual that most of the student's electives must be utilized. For this reason early career decision and careful program planning is essential.

To obtain licensure in New Hampshire students must successfully complete the Praxis exams. Students are responsible for registering for the Praxis I: Pre-Professional Skills Test (PPST) and Praxis II: Subject Assessments. It is the students' responsibility to find out which tests and subtests are required by the state in which you antecedent he/she are seeking licensure. Praxis I is completed during the spring semester of the junior year. Praxis II is completed during the fall semester of the senior year.

The Education Department at Saint Anselm College stresses the importance of strong ethical and moral conduct of those who will be teaching and influencing the lives of young people. The State of New Hampshire also requires a criminal records check prior to student teaching. Forms for a criminal records check are available in the office of the Director of Teacher Education. These forms need to be filled out during the fall semester of the senior year. A New Hampshire credential shall be denied if the applicant has a criminal record in this or any other state, territory, or country consisting of (1) any felony, including but not limited to: a. homicide; b. child pornography; c. aggravated felonious sexual assault; d. felonious sexual assault; or e. kidnapping; (2) manufacturing, selling administering, dispensing, or distributing a controlled substance on school property in violation of any law; or (3) child abuse.

Teacher Education Sequence of Studies

Freshman Year: Discuss your plans with your advisor. Concentrate on general and major course requirements. Second semester, see the Field Placement Coordinator in the Education Department to arrange for placement in Sophomore Early Field Experience.

Sequence of Courses

Year/Semester	<u>Fall</u>	<u>Spring</u>
Freshman Year		
Sophomore Year	ED130 Intro. to Am. Ed. (fall or spring) <i>*Sophomore Early Field Experience (SEFE) either semester</i>	ED130 Intro. To Am. Ed. (fall or spring) <i>* Apply to Teacher Education Program</i>
Junior Year	ED315 Human Growth (fall or spring) PH323 Philosophy of Ed (fall of junior or senior year)	ED315 Human Growth (fall or spring) HI251 (or HI250 fall of senior year)
	➤ Praxis I Exam <i>*Apply to Student Teaching</i>	
Senior Year	ED322 Intro. Special Ed. (spring of sophomore year or fall of senior year) PH323 Philosophy of Ed (fall of junior or senior year) HI250 (or HI251 spring of junior year)	ED431 Fundamentals of Teaching ED432 Supervised Student Teaching ED440-445 Methods (select one in your content area)
	➤ Praxis II Exam	

- PH323 counts as a philosophy requirement.
- Take HI250 fall of senior year or HI251 spring of junior year. HI250 or HI251 is a requirement for secondary certification for all content majors.
- It is helpful to take ED130 at the same time as SEFE but it is not required. Application materials for SEFE are available from the Field Placement Coordinator in the Education Department.
- It is the student's responsibility to arrange for the Praxis exams, to contact the Director of Teacher Education for application materials in order to apply to the Teacher Education Program and then again for student teaching.
- ED 130 (4 hours), ED 315 (10 hours), and ED 322 (10 hours) require an in- school field placement experience.

Sophomore Early Field Experience (SEFE):

This is a 30-hour non-credit experience, which integrates the students into a local school community as observer, teacher aide, laboratory assistant (where appropriate), and tutor. Its purpose is to assist the Education Department and the student to make a better-informed decision concerning the student's pursuit of a teaching career.

Students are responsible for arranging for their own transportation for both Sophomore Early Field Experience and Supervised Student Teaching. Efforts will be made, however, to make placements that allow for car-pooling.

Content Major Requirements for Licensure

All students choosing to pursue teacher licensure must complete the college's general education requirements as well as the individual department requirements for all majors. Some content majors require specific course work for those seeking teacher licensure. Examples of this include the requirement for English candidates to complete EN 355 Introduction to General Linguistics, and for modern language students to have a language immersion experience. These additional requirements are identified in the appropriate section of the college catalog.

The primary advisor for all students is a member of the content department faculty. When students identify themselves as pursuing licensure in secondary education, they are asked to meet with the Director

of Teacher Education and/or the Coordinator of Field Placements for a SEFE placement. From this point until completion of student teaching, students meet with the Chair of Education a minimum of once a semester to insure they are taking appropriate courses and fulfilling other experience requirements. The content department remains the primary advisor for these students.

In addition to the general requirements for all students in the Teacher Education Program, specific requirements for the various content areas are listed below.

Chemistry:

Students should bear in mind that most chemistry courses have prerequisites. Consequently prospective teachers schedule their calculus and physics courses to be completed by the end of their sophomore year. This action will enable the students to complete the chemistry major and allow for student teaching during the second semester of senior year.

In CH420 the student will plan a research project in chemical education. The project will be implemented in ED432. CH420 Research & Seminar I carries no credit. ED432 fulfills the CH421 requirement for chemistry in the educational track, provided the student fulfills the thesis presentation requirements of CH421.

English:

Students need to take EN 355: Linguistics. Shakespeare, Public Speaking and Classical Mythology are recommended electives.

Latin:

Students need to take Latin 321-322: Prose Composition, Latin 258: Etymology and History 312: Ancient Rome.

Mathematics:

Students need to take MA 360: Modern Geometry. Also, it is highly recommended that students enroll in either CS 115 Discrete Math or MA 390 Combinatorics. Prospective teachers must also either take a computer-programming course or complete a senior project, which exhibits an in-depth familiarity with Mathematica's programming capabilities.

Modern Languages (French and Spanish):

Students plan to spend a summer, semester, or a year abroad to develop linguistic competency. If this is not a viable option, an immersion experience in the target language is required. Information on study abroad opportunities and/ or immersion programs is available in the Department of Modern Languages.

Social Studies (History Major):

To comply with the State's requirement, prospective social studies teachers must be able to show competence in various areas of both history and social studies (geography, civics and economics). It has been helpful to students in the past to use their elective options to take an American government course (PO102, PO212, or PO219) or a basic economics course (EC101). Students are also encouraged to take a course which focuses on the relationship between humans and their environment (Hi 54: New England History or other courses). The department Advisor must be consulted for electives as well as courses within the history department.



Stepping into the Teaching Profession

Saint Anselm College has been approved by the State of New Hampshire to recommend certification in secondary education in the following content areas: Chemistry, Mathematics, Social Studies, English Language Arts, Spanish, French and Latin. The experiences and courses offered in teacher education will introduce students to the profession of teaching and help them acquire a level of competency necessary for certification. Certification in New Hampshire qualifies the student to teach in a specific content area in a secondary school. According to reciprocal agreements with approximately 35 other states, certification eligibility is extended to a considerably larger geographical area. The list of participating states is published yearly and is subject to change. The process leading to recommendation for certification includes application, admission, retention, and completion of requirements. The policies and procedures for going through this process are as follows:

1. Sophomore Early Field Experience (SEFE)

Registration for this non-credit, observation and teacher-aide experience in a local public or parochial school generally takes place during the second semester of the freshman year with placement made for the fall semester of the sophomore year. The program provides an early opportunity to explore the teaching profession and to provide information for the selection of qualified teacher-education candidates.

One segment of SEFE requires two 40-minute lesson presentations, one of which is videotaped. The SEFE coordinator reviews the tape. Referrals are made for a public speaking course when necessary. A reflective journal kept by the student and an evaluation sheet completed by the cooperating teacher(s) document successful completion of SEFE.

If SEFE is completed but with negative reports:

- a) The student must confer with Education Department personnel before continuing the next step of the program.
- b) The student may request, or may be asked by Education Department personnel, to repeat all or parts of SEFE as appropriate.
- c) Taken in conjunction with other negative feedback (e.g. excessive class absence, low grades, etc. in the academic area),

the student will be discouraged from going on or will not be admitted to the next step. In the case of the latter, this decision will be made only after the Director of Teacher Education reviews all evidence with input from the SEFE Coordinator. The student may appeal to the Academic Dean within ten days and present further evidence of qualifications to continue in the program.

2. Advisement:

A faculty member in the major department has been designated as a liaison person to the Education Department. It is his/her responsibility to assist the student either directly or via his/her major advisor in reviewing academic progress and in planning a program to meet all college, content major, and Educational Department requirements. (See the major department chair for the name of the liaison to the Education Department.)

3. Application to Teacher Education Program:

Upon successful completion of the SEFE requirement, formal application is made to enter the Teacher Education Program. (Forms and directives are available from the Education Department.) Applicants may be accepted, accepted conditionally or not accepted. Reason for conditional acceptance or for non-acceptance will be given. The student may appeal a non-acceptance to the Academic Dean within ten days and present further evidence of qualifications.

4. Application to Student Teaching:

Student teaching provides the teacher candidate with the pre-service experience that fulfills essential requirements for state certification in New Hampshire. It is taken during the second semester of the senior year and spans a period of approximately sixteen weeks, depending upon the academic calendar for the current year. Credit earned for student teaching is the equivalent to that of three courses. Two additional courses: Fundamentals of Teaching and Methods of Teaching (content area) complete the course load for the semester.

Application should be made during the student's sixth semester (Forms and directives may be obtained from the Education Department.) To be considered for student teaching, the applicant must submit:

- a) The official application form;
- b) A current unofficial transcript; and,
- c) Recommendations from professors who will attest to the student's competency in basic skills, subject major content, leadership skills, and general fitness for teaching.

An overall cumulative grade point average of 2.5 and a cumulative grade point average of 2.5 in the content area will be required by the end of the seventh semester in order to student teach. A junior student who has not quite reached the required grade point level is considered an applicant and is permitted to remain in the program to work toward the academic averages.

5. Placement and Orientation for Student Teaching:

Applicants for student teaching will be given a tentative placement in a cooperating school during the seventh semester. They will complete several orientation activities in anticipation of doing student teaching second semester.

6. Acceptance into Student Teaching:

The decision to permit or not permit supervised student teaching is made by the Director of Teacher Education during the semester break. Those students not accepted will be informed as early as possible. If the application is not approved and the student wishes to appeal this decision, this appeal must be directed to the Academic Dean during the semester break to allow necessary time for the appeal process and appropriate registration of the student for second semester.

7. Student Teaching Assessment:

The Student Teaching Handbook outlines periodic reviews of the progress of the student teacher by the cooperating teacher(s) and by the college supervisor. Semester grades for Supervised Student Teaching are as follows:

- a) PASS—Designates a quality of performance which meets or surpasses requirements for certification.

- b) Fail—Designates a quality of performance which does not meet requirements for either graduation or certification.
- c) Low Pass—Designates a quality of performance which suffices for graduation but does not meet requirements for certification.

A student who falls below the pass level, or is in danger of doing so, will meet with the cooperating teacher(s) and the college supervisor as soon as this situation becomes evident. The areas where improvement is necessary will be discussed and a remediation plan outlined. Documentation of this conference will be made and copies signed by the participants will be made available to them, to the Director of Teacher Education, and to the Academic Dean of the College. Appeals of grades given for supervised student teaching must be made to the Academic Dean and follow the college policy.



Saint Anselm College

Teacher Education Programs

PLAN OF STUDY

Name: _____

Date: _____

Mailbox #: _____

Home/Cell Phone: _____

e-mail: _____

Major: _____

	SCHEDULED	COMPLETED
Sophomore Year		
ED 130 Introduction to American Education (fall or spring)	_____	_____
Sophomore Early Field Experience (SEFE) Non-credit requirement (fall or spring)	_____	_____
ED 322 Introduction to Special Education (spring of soph. yr. or fall of sr. yr.)	_____	_____
<i>Apply to Teacher Education Programs</i>		_____

Junior Year		
ED 315 Human Growth and Development (fall or spring)	_____	_____
PH 323 Philosophy of Education (fall only, take jr. or sr. yr.)	_____	_____
HI 251 United States History (spring only or HI 250 fall of sr. year)	_____	_____
* PRAXIS I		_____
<i>Apply to Student Teaching</i>		_____

PLAN OF STUDY *(continued)*

	SCHEDULED	COMPLETED
Senior Year Fall Semester		
ED 322 Introduction to Special Education (fall of sr. yr. or spring of sophomore yr.)	_____	_____
ED PH 323 Philosophy of Education (fall only, take jr. or sr. yr.)	_____	_____
HI 250 United States History (take fall or junior year or HI 251 spring of jr. year)	_____	_____
* PRAXIS II	_____	_____
Senior Year Spring Semester		
ED 440-445 Content Methods (select the one in your content area)	_____	_____
ED 432 Supervised Student Teaching	_____	_____
ED 431 Fundamentals of Teaching	_____	_____



Notes
