Austin Peay State University

Eriksson

College of Education

Middle Grades

2026-2027 Handbook

Austin Peay State University
Welcome Students

Welcome to Austin Peay State University. Austin Peay combines the academic opportunities of a comprehensive university with the supportive environment of a smaller campus. Students can choose from a wide range of associate, bachelor's, master's, and doctoral programs that prepare them for academic success, career opportunities, and lifelong learning.

Learning at Austin Peay extends beyond the classroom through research opportunities, student organizations, leadership experiences, and community engagement. Located in Clarksville, one of Tennessee's fastest-growing cities, the University offers opportunities to connect with the local community while pursuing academic and professional goals.

Faculty and staff are committed to supporting student success and helping students make the most of their Austin Peay experience. We are pleased to welcome you to the Austin Peay community and wish you success in your academic journey.

Austin Peay State University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. The university welcomes and inspires a community of learners to make a positive impact regionally and globally.

Austin Peay State University Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

Austin Peay State University: Strategic Plan

APSU Strategic Plan

University Student Policies

Student Handbook

This handbook contains policies, procedures, and student resources.
Student Handbook

Conduct & Behavioral Standards

Student Code of Conduct and University Policies
Student Handbook Overview
Disciplinary Offenses
Academic and Classroom Misconduct

Corrective Actions
Procedures and Conflict of Interest

Campus Life & Operational Policies

Student Life and Housing
Other Non-Academic Grievances

University Student Resources

Student Life
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Eriksson

College of Education:

Middle Grades Education Program

2026-2027 College Handbook Section

Introduction

The Eriksson College of Education at Austin Peay State University prepares candidates to teach PreK through high school.

The Department of Teaching and Learning, housed in the Martha Dickerson Eriksson College of Education, offers a variety of degree programs at both the undergraduate and graduate level. As you seek a degree in Middle Grades, 6-8 Mathematics or Science, you will have the opportunity to interact in classes with peers who are pursuing similar licenses and with instructors who have had extensive classroom teaching experience.

Vision

Vision Statement

The Eriksson College of Education prepares dynamic teachers and educational leaders to positively impact communities and schools in the 21st century.

Mission

Mission Statement

The mission of the Eriksson College of Education at Austin Peay State University is to prepare educators who are ethical, engaged, and effective leaders. We do so by modeling reflective practice and connecting theory to student-centered learning. We leverage the strengths of our community to foster continuous improvement to reimagine how schools can work.

Commitments

1. **Promote Curiosity through Experiential Learning**
   Our student-centered programs, practices and curricula foster intellectual curiosity, problem-solving, and inquiry based on research and theory.
2. **Support Reflective Practitioners**
   Our faculty and students engage in honest self-reflection and strive to meet the needs of a diverse society.
3. **Empower Change Agents and Ethical Leaders** We are deeply committed to social justice.
4. **Value Diversity and Equity**
   We seek opportunities to learn from multiple perspectives and diverse voices.
5. **Foster Campus and Community Relationships**
   Our partnerships extend within and beyond the campus to build collaborative relationships with school districts and community leaders.

Conceptual Framework

Consistent with the institutional vision and mission and with our heritage as an institution with a major commitment to quality teacher preparation, the vision of the teacher education unit at Austin Peay State University is to prepare highly qualified professionals who are knowledgeable and skilled in standards-based practice. Our goal is to prepare competent, reflective, and caring educators who, while working in collaboration with other professionals, will serve as change agents to foster development and learning in the lives of all learners. Our theme, "Preparing Professionals Through Standards-Based Practices" reflects our vision, mission, and goals, and supports reflective, data-informed planning for continuous improvement. Specifically, these elements address:

Knowledge: Enables professional educators to use their general and subject area knowledge to enable students to learn and communicate effectively with others. Also enables the use of technological knowledge and collaborative techniques to foster active inquiry, problem solving, and performance skills among learners.

Skill: Enables professional educators to use techniques and strategies to create learning environments that foster student intellectual, social, and personal development, use technology and collaborative learning strategies to foster active inquiry, problem solving, and performance skills among learners, and use reflection and outcome assessments to improve learning experiences.

Disposition: Enables professional educators to create a climate of openness, inquiry, and support by using strategies that develop an atmosphere of acceptance and appreciation for diverse individuals and groups in the larger community. Allows for practice of behaviors that meet ethical and professional standards while striving for continual personal improvement.

Policies

Nondiscrimination Policy

*"*APSU shall not engage in practices which would discriminate against any individual or group because of race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, or genetic information. The University specifically finds that diversity of students, faculty, administrators and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels."

APSU Policy 6:003 Equal Opportunity, Affirmative Action and Nondiscrimination – March 25, 2017

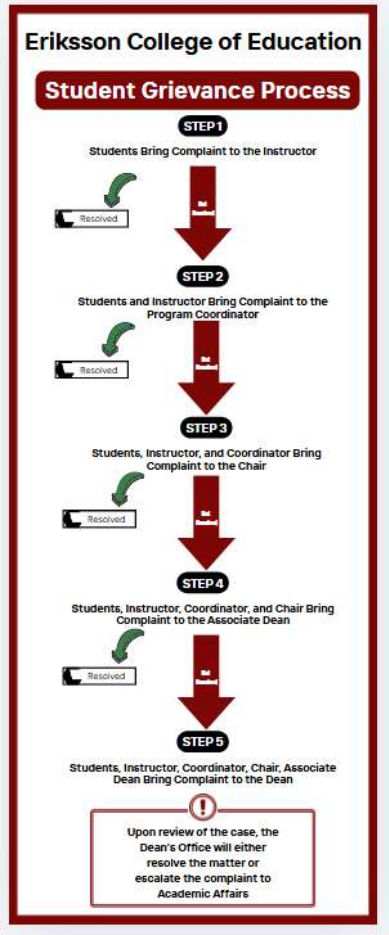
Student Rights

Anyone enrolling at Austin Peay State University is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law. Apart

from those rights and duties enjoyed by nonstudents, enrollment in the University carries with it special privileges and imposes special responsibilities. The University has established regulations and certain due process procedures essential to an atmosphere of mutual respect which is sensitive to the rights of all individuals.
A list of student rights can be found at:
www.apsu.edu/handbook/student-code/student-rights.php
If you have questions, please contact the Office of Student Affairs at 931-221-7341.

Student Grievance Process

https://canva.link/491elcahvr56kc1



Course Syllabus Policy

Students should refer to the syllabus for each individual course for specific information regarding course requirements, assignments, grading policies, attendance expectations, required materials, deadlines, and instructor-specific procedures. While this handbook provides an overview of program requirements and expectations, the course syllabus serves as the official guide for all course-specific information. In the event of any discrepancy, the course syllabus shall take precedence for matters related to that course.

Artificial Intelligence (AI) Use Policy

Austin Peay State University recognizes the growing role of Artificial Intelligence (AI) tools in education and professional practice. Students are expected to use AI responsibly, ethically, and in accordance with university policies, instructor expectations, and academic integrity standards. The use of AI for coursework may vary by program, course, and instructor; therefore, students must review course syllabi carefully for specific guidance regarding permitted or prohibited AI use. To better understand APSU's expectations, policies, and best practices related to AI, students are required to review the official university guidance by accessing the link provided below.

Please review the APSU AI Guidance and Expectations here:
https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true

Accreditation

The Eriksson College of Education at Austin Peay State University has been accredited by the National Council for Accreditation of Teacher Education (NCATE) for over sixty years. Our last accreditation was in
2014; the next accreditation visit, now conducted by the Council for the Accreditation of Educator Preparation (CAEP), will take place in 2021. Accreditation is the seal of approval that verifies quality in educator preparation.

Austin Peay State University

Eriksson

College of Education:

Middle Grades Education Program

Handbook Section

Performance Standards of APSU Educator Preparation Programs

Candidates of the Eriksson College of Education follow a specific degree program, which addresses the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers.

https://ccsso.org/resource-library/intasc-model-core-teaching-standards

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Conduct and Behavior Requirements

Professional Commitments and Dispositions

Students in education courses at Austin Peay State University are expected to demonstrate the following positive professional dispositions. Failure to do so may result in dismissal from the Teacher Education program. These dispositions will be evaluated by university professors and classroom teachers and are aligned with InTASC and CAEP standards.

1. **Collaboration** – Collaborates with others and makes positive contributions toward productive, collaborative work.
2. **Attitude** - Demonstrates a positive attitude in typical and challenging situations.
3. **Relationship with Adults** - Maintains positive relationships with adults at all times.
4. **Communication** – Communicates effectively with all stakeholders and uses verbal, nonverbal, and written communication techniques to
   foster positive interactions and promote learning in the classroom and school environment.
5. **Attendance** – Knows and adheres to university, school, and/or district policies regarding attendance and punctuality.
6. **Relationship with Students** - Interacts appropriately and positively with students and provides instruction that respects and aligns with the intellectual, social, cultural, emotional, and physical needs of the age group.
7. **Initiative** - Initiates and completes responsibilities without prompting.
8. **Professional Appearance** - Is clean and neat and adheres to university, school, and/or district policies for professional appearance.
9. **Legal and Ethical Conduct** - Knowledgeable of and adheres to

university, school, and/or district policies related to legal and ethical standards of behavior.

10. **Diversity** - Listens and responds appropriately to others' opinions and exhibits respect for those of different cultural backgrounds, cognitive and physical abilities, and personal ideologies.
11. **Learning Environment** - Demonstrates a commitment to creating a positive, low-risk learning environment by providing students with choices, making relevant connections, building understanding, and developing relationships that create a sense of belonging between and among learners.
12. **Time Management** - Demonstrates effective use of time through thoughtful planning, thorough preparation, and efficient organization.
13. **Commitment to Student Learning** - Demonstrates commitment to student learning by evaluating student strengths and needs.
14. **Commitment to Continuous Improvement** - Demonstrates commitment to continuous improvement as an educator through intentional use of information and feedback related to professional practice.

The College of Education has a Professional Review Board for the purpose of reviewing professional dispositions of candidates who may have displayed unprofessional dispositions while in the program or in field placements. The Professional Review Board consists of faculty from the College of Education.

Disposition Policy

Eriksson College of Education

The Eriksson College of Education endeavors to prepare candidates who have the ability to become highly competent professionals in education. As a nationally accredited program, the teacher preparation program adheres to the standards and guidelines of the National Council for Accreditation for
Teacher Education (NCATE) and the Tennessee Department of Education (TDOE) program outcomes that are derived from the Interstate New Teacher Assessment and Support Consortium (InTASC). Within these guidelines, the College of Education faculty has the freedom and ultimate responsibility for the selection and evaluation of its candidates; the design, implementation, and evaluations of its curriculum; and the determination of who should be recommended for a degree and teacher licensure. Admission and retention decisions are based not only on prior satisfactory academic performance and on the demonstrations of skills necessary to be a successful teacher but also on a range of factors that serve to ensure that the candidate can demonstrate the dispositions critical to being a successful teacher. These dispositions include the belief that all candidates can learn, an appreciation of the uniqueness of each candidate, belief that every candidate deserves a high-quality education, and a genuine desire to meet the educational needs of all candidates in a caring, nondiscriminatory, and equitable manner. The College of Education faculty have outlined the dispositions expected of candidates in all

programs. Procedures were then developed to ensure the APSU teacher candidate demonstrates those dispositions.
https://www.apsu.edu/education/currentstudents/dispositionpolicy.php

Expectations of Candidate Dispositions
All teacher candidates will be provided with the disposition forms during their coursework in the College of Education. Dispositions expected for those in initial programs will be discussed in EDUC 2100 or equivalent course, published in appropriate teacher education documents, and reinforced throughout the program. Candidates in advanced programs will be provided a form outlining the expected dispositions in their first graduate course. Candidates will be made aware that repeated violations of these dispositions will constitute grounds for the filing of negative disposition forms and the resulting consequences.

Reporting of Candidate Dispositions A dispositions review form will be available in LiveText for each course. At the end of each semester, faculty will review each candidate and submit the review through LiveText. For courses requiring a field experience, the mentor teachers will also complete a disposition form. These forms are to be returned by the mentor teacher to the instructor of each corresponding course.

Reasons for Program Dismissal

Negative Dispositions
The goal of the dispositions policy is to identify candidates displaying negative or inappropriate behavior so they can be counseled and remediation occur. In the case where such efforts fail, a decision will be made about the future of the candidate in the teacher education program. Reports of inappropriate dispositions from course instructors or from the mentor teachers will be entered into Banner. No further action will be taken toward a candidate if one negative report is filed throughout the program. When a candidate receives two negative reports, a candidate's advisor will be notified. The advisor will schedule a meeting with the candidate to discuss specific concerns that need to be addressed and complete a College of Education Dispositional Action Plan, detailing the unacceptable behavior(s) and a plan for remediation. If notification falls at the end of a term, the advisor will schedule the meeting at the beginning of the next full term in which the candidate is enrolled. If a candidate receives a third or subsequent negative report, the Director of Teacher Education will schedule a conference with the candidate. If notification falls at the end of a term, the Director will schedule the meeting after the beginning of the next full term in which the candidate is enrolled. The candidate will be asked to present any information in this meeting he/she wishes regarding the three offenses. If the meeting determines that a dispositional issue does exist, a list of actions that the candidate agrees to follow will be prepared in the College of Education Dispositional Action Plan, and both the candidate and Director will sign the agreed course of action to be taken. A copy of the memo and any additional information the candidate provides will be included in the candidate's record. If the Director determines that remediation is not appropriate or the candidate has failed to address a remediation plan, then the Director may recommend the candidate's dismissal from the Teacher Education Program. The candidate may appeal the Director's decision to the College of Education Appeals Committee. The candidate may then appeal the

committee's decision to the Dean of the College of Education. The Dean will provide a response within 5 business days of receiving the formal appeal. Dispositional problems are part of the candidate's record and will be used as evidence in decisions to advance through the program. **Incidents of Inappropriate Behavior** Incidents of inappropriate behavior differ from dispositions in that they constitute behavior that must be dealt with immediately because the behavior is detrimental to the well-being of the student, a university faculty member, other candidates, or students and faculty in P-12 settings. When incidents occur, a Dispositions Incident Report should be completed and filed by the faculty member. The candidate will be contacted and informed to meet with the Director of Teacher Education and the faculty filing the incident report. The severity of the incident will determine the course of action to follow. If remediation is appropriate, a College of Education Dispositional Action Plan will be completed and signed by the student. A record of the incident report will be recorded in Banner. The original report will be filed in the candidate's file in the Office of Teacher Licensure. If the Director determines that remediation is not appropriate or the candidate has failed to address a remediation plan, then the Director may opt to recommend the candidate's dismissal from the Teacher Education Program. The candidate may appeal the Director's decision to the College of Education Appeals Committee. The candidate may then appeal the committee's decision to the Dean of the College of Education. The Dean will provide a response within 5 business days of receiving the formal appeal. Dispositional problems are part of the candidate's record and will be used as evidence in decisions to advance through the program. **Overview of Process for Negative Dispositions Step 1**: Dispositions will be discussed in EDUC 2100/5500 or equivalent course, and provided to students. Dispositions for Candidates **Step 2**: Dispositions Rubric will be completed by faculty in LiveText in each course. For courses that require a field experience, the Dispositions Rubric will be completed by the Mentor Teacher. **Step 3**: For two negative reports, a candidate's advisor will be notified. The advisor and candidate will meet to discuss specific concerns that need to be addressed and complete a Dispositional Action Plan. **Step 4**: For third negative report, the Director of Teacher Education will meet with the candidate. The Director makes the decision about candidate's future in the program. **Step 5**: Candidate may appeal any negative decision to the College of Education Appeals Committee.

Step 6: Candidate may appeal the committee's decision to the Dean of the College of Education.

Middle Grades Education Program Description

The Middle Grades Education Program of the Eriksson College of Education at Austin Peay State University is designed for candidates who are preparing to teach grades 6-8 in either Mathematics, Science, or Social Studies. For candidates seeking licensure, the program consists of a general education core, a major in education with a concentration in either mathematics, science, or social studies and a minor in Professional Education.

During the first semester of their senior year, candidates are placed in a block of courses known as Practicum. During this semester candidates will be in their student teaching placement for three weeks where they will teach a minimum of five lessons.

Clinical experiences then culminate with a semester of student teaching. Candidates will return to their Practicum placement for 13 weeks. For part of this period candidates will be teaching full time.

During the remaining 2 weeks of the semester the teacher candidate will be assigned by the principal or his/her designee various classrooms to
observe and will complete an observation assignment graded by the University Supervisor.

Total number of credit hours to complete the program varies based on concentration. The four-year program includes a Liberal Arts Core consisting of 42 credit hours, Major in Education with a concentration in either Mathematics or Science, and a Professional Education Minor with 35 credit hours (See Appendix A for the Middle Grades Education Licensure Program sheets).

Purchase of LiveText software is required. This can be obtained at the bookstore or at https://www.livetext.com/

Admissions Requirements

Please follow application process for admission into Austin Peay State University found at http://www.apsu.edu/admissions/applicant/admissionsprocess.php.

Transfer Students

Pre-registration Checklist

Transfer students may use this checklist as a brief summary of what you need to complete your registration.

- Submit an admission application and official transcript(s) from each institution you have attended. A guide to equivalent courses at Tennessee and other area colleges has been compiled to help facilitate your transfer to Austin Peay.
    - Submit ALL transcripts even if no credit is awarded ○ Official transcripts are identified as those sent from institution to Austin Peay State University, Office of Admissions, P.O. Box 4548, Clarksville, TN 37044.
    - Hand carried transcripts are **NOT ACCEPTED**
    - If you are admitted as a transfer student, your cumulative GPA will include hours attempted and quality points earned from all regionally accredited institutions.

- Attend preregistration orientation for Transfer students. Contact the Office of Admission or Transfer Center for information about transfer orientation options. After completing the pre-registration orientation, you will:
    - Be advised and cleared for registration in the appropriate term. ○ Pre-register for classes. You may pre-register for classes online through One Stop.
- Prior to pre-registration, check One Stop for any Registration Holds. All Registration Holds must be removed prior to pre-registration. The types of Holds that can prevent you from pre-registering are (list is not inclusive):
    - Financial Aid debt ○ Graduate maximum hours ○ Health Services fees due ○ Library fines/overdue books ○ Traffic fines
- Access One Stop to register in accordance with your 1st date to register as indicated in your priority pre-registration e-mail.
- After pre-registration, you may make adjustments to your schedule through One Stop.
- Fee Statement/Fee Payment
  Summer term - Fee statements are sent electronically. Notices are sent to the official university email address. ○ Spring/Fall semesters - Fee statements are sent electronically.
  Notices are sent to the official university email address. ○ Several ways to pay fees
    - In person at the Browning Building (Refer to University Academic Calendar for dates)
    - By mail (Refer to University Academic Calendar for dates)
    - By Credit card (American Express, VISA & MasterCard) through OneStop or at cashiers' windows (8:00 a.m. - 4:00 p.m. M-F)
- Confirm Your Classes ○ Confirmation is necessary to prevent your classes from being dropped. Even if your account shows a zero or credit balance, you must complete the confirmation process to retain your classes. See step by step instructions on confirming classes through OneStop.

Health Requirements

Immunization Requirements

It is a State of Tennessee requirement that all international students attending the university provide:

- proof of two immunizations against measles, mumps and rubella (MMR)
- proof of two immunizations against varicella (chickenpox) -- or documented proof from a healthcare provider of having the disease, or documented laboratory evidence of immunity to the disease. (Unless born before January 1, 1980)
- proof of a negative tuberculosis (TB) test based on a chest x-ray or skin test (this is in addition to the BCG vaccine). Must be dated within 30 days of start of classes.
- if less than 22 years old and living on campus, proof of a meningococcal vaccine (MCV4) within the past 5 years.

First time students must also complete a Health History form concerning meningococcal meningitis and hepatitis B.

All of these documents are required at the time of registration. It is strongly encouraged that the student submit these documents with the initial application whenever possible. Failure to submit this documentation may result in denial of admission or termination of student status.

Insurance Requirement

To enroll in the university international student insurance policy, use this website https://coverage2u.com/school/austin-peay-state-university/

- Insurance may be purchased through the university; you may also purchase it separately but it should provide the same coverage, including "medical evacuation and repatriation" coverage should you need to return to your country.

Proof of Insurance: You will need to give a copy of your health insurance policy showing: your name, term of enrollment, confirmation of payment dates and coverage benefits.

- If you do not have appropriate coverage at registration you will be given information on how to enroll in the APSU student insurance program.
- **If you have not enrolled in an insurance program by the end of the first week of classes, you cannot attend classes until this is completed. These missed classes will be counted as unexcused absences, which will affect your attendance record.**

For details on the plan through the university, what it covers, what it does not cover, and how to file a claim, please check the insurance company website at https://coverage2u.com/school/austin-peay-state-university/

APSU Boyd Health Services

ESL Institute students who pay the optional Program Services Fee (PSF) may utilize the APSU Health Services facilities.

- A $75 deposit will be collected at registration and held to offset charges at the Health Services office; any unused portion of the deposit will be returned to the student when they complete the ESL program.
- Students who have not paid the PSF will not have access to university health services; however, there are numerous clinics and health facilities in the Clarksville area from which to obtain needed services.

Frequently Asked Questions about Insurance

- Why do I need health insurance?
    - In the United States, health care costs are extremely expensive. International students are often surprised by how very high a doctor's bill is for what seems to be a very simple treatment. You might also come from a country where healthcare costs are paid by the government, or where there are special rates for students. This is not the case in the U.S. - here, F-1 visa students must pay for their own health care costs.

- What are the rules?
    - The State of Tennessee and Austin Peay State University REQUIRE F- and J-visa students have "adequate medical and hospitalization insurance on themselves and any dependents who are also in the U.S. as a condition of admission before each semester of registration."
- When do I need the insurance?
    - Proof of school insurance is required BEFORE enrollment can be allowed. This means that you must bring proof of adequate insurance to your registration appointment or be prepared to enroll in and pay for the TBR insurance at that time.
    - This insurance must be maintained throughout enrollment.
- What does this insurance cover?
    - The insurance is in place to provide partial coverage for most injuries or illnesses. It is not meant to be a full-coverage healthcare plan.
    - However, it is very useful for reducing the cost of most treatments that the average student may incur during their time in school.
    - Partial coverage generally includes:
    - both inpatient and outpatient coverage for emergency health care, including ambulance, emergency room and laboratory & X-ray coverage, within limits described by the policy.
    - both mental AND physical health coverage, for illness and injury beginning during the insurance coverage, within limits described by the policy.
    - both medical evacuation AND repatriation coverage.
    - while not an illness, pregnancy that begins while the student is insured is covered under the details and limits described by the policy.
    - Remember that this is emergency illness/accident coverage, and it does NOT cover eyeglasses, checkups, immunizations or regular dentistry.
- WHY!? My insurance is better and cheaper!
    - YES, your insurance may be cheaper, and it may cover some things that the school insurance does not; HOWEVER:
    - International student insurance must have a provision that pays for your plane ticket home if you drop out of school due to illness or injury, or if you die. This kind of coverage is called “medical evacuation & repatriation”, and is REQUIRED if you will be a student at Austin Peay State University. This is not a common benefit of other kinds of health insurance.
    - International student insurance must cover from the first day of classes until the last day of exams; and the entire semester of coverage must be proven before registration. Outside insurance usually does not have terms that match the school calendar.
    - If Austin Peay State University is investigated by the TBR, and any student is found to be un-insured at that time, the University would suffer severe penalties. Students may cancel outside insurance after purchase, which would leave them uninsured for part of the semester.

Progression Requirements

Advising

After declaring an education major, you will be assigned an advisor housed in the Eriksson College of Education who is knowledgeable about the program. You will meet with your advisor prior to the beginning of each semester in order to determine your progress and courses to take in order to continue your four-year program. However, if questions arise concerning educational courses please contact the education faculty advisor for clarification. Near the end of each semester you will be entitled to priority advising and can enroll in classes at the earliest possible date based on completed hours. Your major advisor will be available to assist you throughout your program.

Transition Point Assessment and Licensure

Advancement in the program requires achieving a series of transition points(See Appendices for Transition Point Review Criteria Checklist).

Transition Point I - Candidacy Status

Candidates must complete EDUC 2100 with a "C" or better and have completed a minimum of 12 hours of undergraduate credit. A minimum GPA of 2.5 is required for this status. Candidates will have completed a security clearance conducted by the Tennessee Bureau of Investigation (TBI) or the Federal Bureau of Investigation (FBI). Transition Point I also requires evidence of professional dispositions which will be evaluated by the instructor in EDUC 2100. Once this Transition Point is achieved, candidates will be eligible to enroll in additional courses in the Professional Education Minor.

Transition Point II - Provisional Status

Transition Point II allows candidates to continue their progress toward a teaching degree on a provisional status which requires a minimum of 45 hours, GPA of 2.75 or above, and a minimum of "C" in Professional Minor courses. Additionally, candidates must have an ACT score of 21 or greater or a SAT score of 1020 or greater. If scores are lower, candidates must take the Praxis 1 tests and meet these cut scores before continuing with the PrePracticum Block of courses:

Reading 156 Writing 162 Mathematics 150

Candidates will continue to be evaluated on professional dispositions by the instructor in EDUC 3070, clinical teachers during field observations, and incident reports.

Transition Point III - Clinical Status

Attainment of this Transition Point requires completion of all courses in the Middle Grades Education program, a GPA of 2.75 or better, and successful mastery of the InTasc Standards 1 through 10. The Praxis exams vary based on major content area and must be completed with the minimum test score indicated prior to student teaching (See Appendix C for a complete list of Praxis scores)

Candidates must continue to maintain a minimum grade of "C" in all professional education courses, as well as continued evidence of professional dispositions. At this Transition Point, dispositions will be evaluated by the instructor in EDUC 4080, clinical teachers in the field, incident reports, and a review of the university disciplinary record. Once Transition Point III has been approved, candidates will be eligible to begin their clinical placements which consist of 15 weeks of student teaching in two placements. Taking additional courses during student teaching is not allowed.

Transition Point IV - Induction Status

Transition Point IV is the culmination of the Middle Grades Education Program where candidates are approved for licensure based on successful completion of course requirements and the Teaching Performance Assessment (TPA). Continued evidence of professional dispositions is a part of this Transition Point based on evaluations submitted by the university supervisor and the clinical teacher. Praxis II licensure exams have been passed and candidates have successfully completed clinical placements and seminars.

Once candidates have met the requirements for Transition Point IV, they are required to complete and submit the Application for Licensure. This is usually completed during the Student Teaching Mid-Term Seminar. In addition, a complete set of official transcripts must be submitted to the Austin Peay State University Licensure Office, located in the Claxton Building, Room 288. Meeting Tennessee licensure requirements and submitting the application for the Tennessee license are required.

Questions Regarding Licensure

When will I receive my Tennessee Teaching License?
You must complete all the necessary coursework, Praxis II Exams, Clinical Teaching and edTPA to obtain a Tennessee Teaching License. Once your degree is posted to your transcript, the Certification Officer will apply for your teaching license with the State of Tennessee.

Do I fill out paperwork to apply for my License?
Yes. The Certification Officer will work with you during your last semester (Clinical Teaching Semester) to complete all the necessary paperwork to apply for your license.

Is there a fee to obtain my license?
Currently, the State of Tennessee does not charge a fee to process your license.

Will my license transfer to another state?
Yes. Most states require a form to be filled out by the university to verify your training to be a teacher. In some cases, another state may require you to take an additional test or coursework that is specific to that state to complete your license. It is your responsibility to determine what will be required of you in a different state. APSU only prepares you to teach in Tennessee.

Does the education program at APSU prepare me for a Kentucky Teaching License?
No. APSU will only prepare you to teach in Tennessee, however, you may transfer your Tennessee Teaching license to Kentucky. Once again, it is your responsibility to determine what will be required of you in a different state.

How long is my license valid?
Initially, your Practitioners license will be valid for three years. It can be renewed once for an additional three years, or advanced to a Professional License. The Professional License is valid for six years, and can be renewed infinitely during your teaching career.

What if my teaching license expires?
If your license expires, you will have to retake ***all of your Praxis II Exams.*** Don't let your license expire! https://www.tn.gov/education/licensing/educator-licensure/licensed-educators.html

Field Experience Placement Overview

Candidates completing the Middle Grades Education Licensure Program have many opportunities to be in area schools to observe, teach, and reflect. The earliest field experiences begin in Education 2100 and continue in various courses culminating in a semester of student teaching. Candidates have opportunities to teach individuals and small groups of students.

In order to participate in field experiences, a background check and fingerprinting will occur in Education 2100. (*See Appendix C*)

Rules and Responsibilities for All Candidates

Absences: Attendance and full participation in Middle Grades Education Program classes and field experiences is expected, and is required for licensure. Time within any semester is very limited for making up missed hours; repeated absences from classes and field experiences will jeopardize a candidate's Middle Grades Education Program completion and licensure.
Confidentiality: Candidates in the field shall not discuss students outside of school. If a candidate uses classroom-related material in a University course, the students' names must be removed to protect their privacy.

Social Media Statement: Professional conduct demonstrated by the appropriate use of social media by students is expected in the Middle Grades Education program of study. Candidates are expected to model high standards such as confidentiality, fairness, honesty, and professional integrity. Any inappropriate photos, comments, memberships, or posted sites on social media could have a negative impact on the candidate's reputation. Students should make all social media accounts private during the time they represent the university in the field. Postings on social media sites such as Facebook, Twitter, and Instagram considered inappropriate or unprofessional by the College of Education or public school placement site may lead to disciplinary actions. Unprofessional activity, including sharing confidential information or negatively commenting about the mentor teacher, students, or placement site using social media, may result in disciplinary actions.

Internet Acceptable Use Policy: Students will adhere to the Internet Acceptable Use Policy of their placement school site. The schools will require student teachers to read and sign an agreement to the school's policy before internet access is granted. Inappropriate use of the internet in the classroom will expose the school to risks as well as adversely impacting the students. Violation of a school's internet policy may lead to disciplinary actions.

Legal Considerations

Problems and Conflicts: If a candidate encounters a conflict in his/her field experience, it is the candidate's responsibility to discuss the matter first with the supervising teacher in the field. If, after notifying the supervising teacher of the problem, the conflict cannot be resolved, the candidate should contact the University supervisor.

Liability Insurance: Prior to any field experience candidates need to purchase liability insurance through the Student Teacher Education Association (STEA) or the Professional Educator Association https://ims.nea.org/JoinNea/type.do
https://www.proedtn.org/page/LiabilityCoverage

Special Programs and Opportunities

Academic Support

- **Peer Tutoring**: Free group support for undergraduate courses for APSU students. Tutoring is available for most core courses and some upperdivision courses. To schedule sessions with a peer tutor, please stop by MX 124 or call (931) 221-6550.

- **Writing Center:** Free individual assistance with any paper, for any class, in any writing style, for APSU students. To schedule sessions with a writing tutor, please stop by the Writing Center (in the Library) or call (931) 221-6550.

- **Workshops:** GMAT Prep., GRE Prep., TEAS Prep., PRAXIS Core Prep., and more are available.

- Martin Golson, Director, 931 221 6553 http://www.apsu.edu/asc/about/index.php

Student Tennessee Education Association (STEA): The Student Tennessee Education Association offers students the opportunity to participate in a professional association for pre-service teachers affiliated with the National Education Association Student Program (NEA-SP). STEA is part of the 50,000 member Tennessee Education Association (TEA) and the 3.2 million member NEA. Student members are assisted in making a smooth transition from the campus environment to the classroom environment.
https://www.apsu.edu/education/currentstudents/stea.php

Kappa Delta Pi (KDP): Established to foster excellence in education and promote fellowship among those dedicated to teaching as well as to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership and service, the name is derived from Greek words representing “knowledge, duty, and power”. Kappa Delta Pi is nationally comprised of 582 chapters and more than 45,000 members. Undergraduate students must have a GPA of 3.0, have completed 30 credit hours, and have at least 12 credit hours of professional education courses (in process, or completed).
https://www.kdp.org/

The Honors Program at Austin Peay State University: The Honors Program is designed to challenge students and provide opportunities for creative exploration and intellectual development. The program requires motivated students to fulfill 30 Honors credit hours, both in the general education core and in upper-division courses in their majors. Education courses may be adapted to fit the criteria for an honors course.
https://www.apsu.edu/honors/index.php

Dual Enrollment: If you have completed your sophomore year in high school and meet other program requirements, you can start now and earn college credits through dual enrollment at Austin Peay.
http://www.apsu.edu/govnow/

Office of Student Research and Innovation (OSRI): The OSRI supports the incorporation of research training in the areas of Business, Education, Humanities, Social Sciences, and STEM into the APSU experience as a means to engage, retain, and promote students and their success. Undergraduate research is an opportunity available to our Education majors/minors. http://www.apsu.edu/osri/

Study Abroad: The mission of Austin Peay State University's Office of Study Abroad and International Exchange is to support and engage all students with diverse global opportunities. Students will have experiences that will allow them to gain knowledge of the world and grow both academically and personally. These experiences will prepare students to compete in today's globalizing world.
http://www.apsu.edu/study-abroad-exchange/study-abroad/

Service Learning: Academic service learning is experiential learning where students integrate community service with the structured learning in the classroom to enrich their learning. In addition, service learning helps students develop critical reflection, deepens understanding of the causes of social problems, and enhances their skills in working collaboratively.
http://www.apsu.edu/volunteer/service-learning/

Scholarships: Several scholarships are available to education majors at Austin Peay State University. (See Appendix D.)

Graduation Requirements

Graduation requirements from Austin Peay State University can be found at https://www.apsu.edu/commencement/applyforgraduation/requirements.php

Graduation Fees

You should pay the required graduation fee online through your AP OneStop Account during the semester in which you are graduating. The $25.00 fee for Associate degree candidates and the $30.00 fee for Bachelor's degree candidates and the $35.00 fee for Master's and Education Specialist degree candidates covers the processing fee and cost of your cap, gown, tassel, and diploma tube.

Senior Exit Exam & Major Testing

The Senior Exit Exam is required of all students receiving a bachelor's degree in ANY program. There is NO CHARGE for this exam. For more information, go to https://www.apsu.edu/institutional-effectiveness/seniorexam/index.php or call Decision Support and Institutional Research at (931) 221-6184. A Major Field Test is also required of students receiving a bachelor's degree in certain programs. For more information, contact your advisor. **The Praxis or NES required assessments are used as the Major Field Test Requirement.

GPA Requirement for Undergraduates

In order to graduate you must have earned a 2.00 cumulative overall grade point average (excluding developmental course work) for your APSU, major and minor course work.

Transfer of Courses

If you anticipate completing any course(s) at another institution, the course(s) must be specified on a Course Work Approval Form filed with the Office of the Registrar. It must include the selected course(s), dates of enrollment, institution, advisor/department chair

approval and Office of the Registrar approval. An OFFICIAL transcript must be received from the institution immediately upon completion of the course(s).

https://www.apsu.edu/registrar/files/COURSEWORK_APPROVAL.1.pdf **Cancellation**

Please notify the Office of the Registrar in writing of any changes in your graduation plans or address. You will be assessed a cancellation fee if you cancel/revise your application after the deadline.

Eriksson College of Education Key Contacts

Dr. John McConnell, Dean, Dept. of Educational Specialties,
Claxton 304-A, 931.221.7757, mcconnellj@apsu.edu

Dr. Bobette Bouton, Chair, Dept. of Teaching and Learning, Claxton Building Room CX 304B, 931-221-7311, boutonb@apsu.edu

Ms. Anna Ortega, Administrative Assistant to Dept. Chair, College of Education, Claxton 304A, 931-221-7696, ortegaa@apsu.edu

Ms. Dustie Boxx, Administrative Assistant, Dean's Office
Claxton 210-A, 931.221.7511, dezellemt@apsu.edu

Appendices

Appendix A: Interdisciplinary Studies Major: Middle Grades Education Licensure Programs
Appendix B: Transition Point Checklist
Appendix C: Praxis Requirements (Content Specific)
Appendix D: Appeal process
Appendix E: Background check and fingerprinting
Appendix F: Scholarships

Appendix A

Middle Grades Education Licensure Program

Please follow link below for corresponding program https://www.apsu.edu/programs/

Keep in mind that some of these programs may or may not exactly match your four-year program. Contact your advisor each semester to register for courses.

Appendix B

Transition Point Checklist

Transition Point	Date Met	Evaluation Criteria
Transition Point I Pre-Admission Completed in EDUC 2100		Minimum 2.5 GPA (undergraduate)
		Minimum of 12 hours of undergraduate credit or 3 hours of graduate credit
		Completion of EDUC 2100/5500 or equivalent with C or better
		Evidence of Professional Dispositions
		Completion of Security Clearance by TBI/FBI
Transition Point II Admission to Teacher Education **Required prior to Practicum** Completed in EDUC 3070		Minimum 2.75 GPA
		Minimum of "C" in Professional Minor courses
		Minimum of 45 hours if undergraduate or 9 hours if graduate student
		Minimum Praxis I (PPST Reading-174, Mathematics & Writing-173, or ACT-22, SAT-1020)/GRE (Verbal-350 & Quantitative-350) score
		Completion of Transition Point II Application
		Evidence of Professional Disposition
		Completion of Security Clearance by TBI/FBI
Transition Point III Admission to Clinical Teaching **Required prior to Student**		Minimum 2.75 GPA
		Minimum grade of "C" in all professional education courses
		Completion of all courses required for licensure
		Pass all required Praxis II exams

		Successful Mastery of Standards I-X
		Evidence of Professional Dispositions
Teaching Completed in EDUC 4080		Completion of Security Clearance by TBI/FBI
Transition Point IV TPA Licensure		Passing grades in both clinical placements.
Completed in Student Teaching		Successful completion of student teaching seminars.
		Completion of all licensure requirements
		Successful passage of all licensure exams successful completion of Teaching Performance Assessment (TPA)
		Evidence of Professional Dispositions
		Completion of Security Clearance by TBI/FBI

Appendix C:

Praxis Requirements (Concentration Specific)

Endorsement Area			Code	Test Title	Passing Score
	122	Middle School Mathematics 6-8	5203	Teaching Reading: Elementary Education **Must take NES Test 105 in addition to the Teaching Reading	162
	123	Middle School Science 6-8	5440 5203	Middle School Science Teaching Reading: Elementary Education	150 162

Appendix D

Appeal Process for Teacher Education

Students who have not met the requirements for advancing through Transition Points I, II, or III, have the option of appealing for a waiver of the requirement and temporary admission to the program.

To begin the appeal process, each student must submit a letter of explanation, a current transcript, a copy of required test scores (Praxis I or Praxis II), a completed Appeals Application Form, and two letters of support from faculty. In order for an appeal to be considered, it must be turned in at least one week before the first day of classes of any given semester. The completed form, transcript, and letters of support should be turned in to the Office of Teacher Licensing in Claxton 228 by the deadline.
http://www.apsu.edu/education/appeals.php

GPA Appeal Process

Students with a GPA below the minimum (2.5 Transition Point I; 2.75 Transition Points II and III) may appeal to advance in their program by submitting an advisor approved plan for increasing their GPA to the required level.

PRAXIS I (CASE) Appeal Process

Students who have not achieved a passing score on one out of three subtests of the PRAXIS I (CASE) after taking it twice, may appeal for an exception to this provisional admission requirement if all of the following conditions are met:

1. The student must meet the minimum cut-off scores for two of the three subtests.

2. The appealed PRAXIS I (CASE) subtest score cannot vary more than 5 points below the acceptable minimum score, and the student must meet the following criteria:

    a. The student must have a GPA of 2.75; and

    b. The student must have at least a “B” average in English 1010 and 1020 if appealing the Reading and Writing test; and

    c. The student must have at least a “B” average in all required mathematicsematics courses if appealing the Mathematicsematics test; and

    d. All of the above courses must have been taken at an accredited college.

3. All decisions regarding appeals will be made by the Appeals Committee of the College of Education. The student will be notified in writing of the committee’s decision.

Appendix E

Background Checks and Fingerprinting

The State of Tennessee requires a criminal history check for each student wishing to enter a teacher education program. The fingerprinting must be completed and your criminal background report must be on file in the Office of Teacher Licensure before you may enter a K-12 school. Please follow the steps below:

- Complete the fingerprint release form.
- Register online at https://www.identogo.com/• Search by state then follow the online directions.
- Our agency name is: Non-DCS Child Care/Adoption Providers
- Applicant type: Child-Related Worker Volunteer (Private)
- ORI number: TNCC63013
- Enter zip code 37044 for Austin Peay, or choose a zip code closer to you.
- Select your location, date, and time for your appointment.
- Enter the applicant information.
- You must prepay for your fingerprint service online with credit card or eCheck, or bring a money order or cashier's check with you to the appointment. You cannot pay by credit or debit card on site. The cost is $32.65.
- Arrive 15 minutes early, bring your registration ID, a valid form of identification (state issued driver's license), and payment if not paid online.

Appendix F

Scholarships and Financial Aid

This is a list of scholarships available to students majoring in education. A complete description and criteria for each award can be found at the following link:
http://www.apsu.edu/education/scholarships/index.php

Al Williams Memorial Scholarship

Claudell Wootton Art Education Scholarship

Dr. Haskell C. Phillips and Estelle Judd Phillips Scholarship

Eriksson Scholars Program

Fred and Melba Newton Education Memorial Endowment

Gore Early Childhood Scholarship

Hazel Dennis Bryant Memorial Scholarship

Hendon-Stokes Scholarship in Education

Hoppe Leadership Endowment

Hoppe Pace Family Scholarship

Janis and Mark Stedman Memorial Endowed Scholarship in Education

Kathryn Elizabeth Watson Over Scholarship

Ken and Amy Landrum Scholarship of Excellence in Education

Kendrick Rudolph Memorial Scholarship

LaRue V. Pryor Music Scholarship

Leah Elisabeth Special Education Scholarship

Lynda Wilkerson Conner Education Scholarship for Student Teaching

Mary Florence Betts Endowed Scholarship

Neil Ross Memorial Scholarship in Mathematicsematics

Sally & L. M. Ellis Education Scholarship Endowment

Sarah Howser Darnell Scholarship

TEAM Thompson Scott and Blount Counties Scholarship

The Donald B. Lambert Endowed Scholarship

The Mabry Legacy Endowment Scholarship

William and Merle Pedigo Education Endowment

Student Handbook Acknowledgement

I acknowledge that I have received, reviewed, and understand the information contained in this program handbook. I understand that this handbook outlines important policies, procedures, expectations, and program requirements. I recognize that it is my responsibility to remain informed of program and university updates and to review all course syllabi for specific course requirements, assignments, and expectations. After reviewing this handbook, please complete the Student Handbook Acknowledgement form using the link provided below. My submission confirms my understanding and agreement to adhere to the policies and expectations outlined herein.

Please follow the link provided: APSU College of Education: Handbook Acknowledgement – Collaboration