Austin Peay State University

Eriksson

College of Education

PreK Early Childhood Education

2026-2027 Handbook

Austin Peay State University
Welcome Students

Welcome to Austin Peay State University, a vibrant community where the expansive resources of a major institution seamlessly blend with the supportive, personal feel of a small college. Dedicated to treating every student as an individual, Austin Peay offers a diverse array of exceptional academic programs—spanning associate, bachelor's, master's, and doctoral levels designed to foster critical thinking and cater to the evolving needs of our regional and global workforce. Beyond the classroom, your university experience is enriched by a thriving campus life, unique undergraduate research initiatives, and dynamic student and community engagement, all set against the backdrop of the innovative and rapidly growing city of Clarksville. Here, you will find a collaborative environment where dedicated faculty mentor you closely, empowering you to explore your passions, achieve your professional goals, and proudly lead the way as an APSU Governor.

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.

The Austin Peay Experience
Strategic Experience Pillars

Rather than separate traditional "academic pillars," APSU structures its entire vision for excellence around four comprehensive foundational pillars that connect the academic experience to holistic success: https://www.apsu.edu/strategic-plan/

- **Pillar 1: The Academic Experience** Focuses on being a premier regional public university known for student-centered teaching excellence, high-quality innovative scholarship, evolving quality academic programs to match workforce needs, and optimizing institutional infrastructure.
- **Pillar 2: The Student Experience (Student Success & Well-being)** Emphasizes cultivating an inclusive, empowering community that supports all student populations with the necessary resources, programming, and spaces to achieve educational and career goals.

- **Pillar 3: The Employee Experience & Development** Aims to empower faculty and staff by fostering a supportive campus culture where employees can grow, flourish, and build a culture of connectedness that ultimately influences student success.
- **Pillar 4: The Community Experience (Engagement & Partnerships)** Concentrates on developing mutually beneficial community partnerships, offering robust regional programming, and fostering a "Gov-for-Life" atmosphere for lifelong student and alumni engagement.

University Student Policies

Academic & Enrollment Policies

- Academic Integrity: Prohibits all forms of academic dishonesty, including plagiarism, cheating, fabrication, and collusion. Violations are processed through the Office of Student Affairs and can result in academic penalties or suspension.
- Class Attendance (Policy 2:035): Mandates regular attendance. Faculty members establish specific attendance guidelines in their syllabi, and excessive unexcused absences can negatively impact financial aid eligibility and final grades.
- Grade Appeal (Policy 2:045): Outlines the formal mechanism and strict timelines for students to contest a final course grade if they believe it was awarded capriciously or arbitrarily.

Conduct & Behavioral Standards

- Student Code of Conduct: Details behavioral expectations both on and off campus. It covers regulations regarding alcohol and drug use, disorderly conduct, property damage, and misuse of university technology.
- Nondiscrimination and Harassment: Aligned with federal regulations, these policies strictly prohibit discrimination, sexual misconduct, and stalking. Compliance is overseen by the Title IX Office.
- Hazing Prevention: Strictly prohibits any initiation actions that endanger the mental or physical health of a student, applying heavily to Greek life, athletic teams, and registered student organizations.
- Academic and Classroom Misconduct: Students are expected to always conduct themselves appropriately. Academic and classroom misconduct will not be tolerated. Students must read the Code of Student Conduct in the Student Handbook to understand what is expected of them in the academic setting. *APSU Policy 3:005* Student Academic and Classroom Misconduct will be followed in reporting any suspected cases of academic misconduct.

Campus Life & Operational Policies

- Housing and Residence Life Rules: Specific regulations governing on-campus living, including visitation rights, quiet hours, room inspections, and safety protocols.
- Expressive Activity (Policy 1:014): Establishes guidelines for student speech, assemblies, and distributions of materials on campus property to balance free expression with orderly university operations.
- Student Grievance Procedure: Provides a non-academic avenue for students to file formal complaints regarding university services, staff treatment, or administrative processes.
- Policy on Minors: Minors accompanying staff, faculty, students, or visitors on campus are not permitted in classrooms. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are participants. See APSU Policy 2:039, Policy on Minors, for more information.
- Service Animals in the Classroom: Students with disabilities who intend to bring a service animal onto campus are encouraged to notify the University of the need for the service animal's presence in advance of bringing the animal to campus by contacting the Disability Student Success Center (DSSC). For more information, see APSUPolicy 3:007, Animals on Campus.
- Students with Disabilities: Austin Peay State University is committed to providing an inclusive and accessible learning environment. The Disability Student Success Center (DSSC) works with students who have experienced disability-related barriers to determine reasonable accommodations. After completing the DSSC process (i.e., application, documentation, and intake meeting), students may request a Letter of Accommodation (LOA), which is shared with both the student and their instructors. Accommodations are not retroactive; students should request their LOA early in the semester and speak privately with instructors about how accommodations will be implemented. More information is available at www.apsu.edu/disability or by contacting DSSC at (931)221-6230 or dssc@apsu.edu.

Note on Compliance: For specialized programs (such as the Graduate Studies or the Eriksson College of Education), students are often required to review program-specific handbooks and submit a signed acknowledgment page confirming their compliance with both university-wide and departmental policies. These program-specific policies are outlined in the next section.
For the full text of individual policies, you can access the APSU Policy Library or consult the current edition of the *Student Handbook & Calendar*.

University Student Resources

Campus Life: https://www.apsu.edu/campus-life/index.php
Felix G. Woodward Library: http://library.apsu.edu Library Hours: 7:00 am-5:00 pm
Phone: 931-221-6186

Boyd Health Services: https://www.apsu.edu/health-and-counseling/boyd-health-services/index.php The mission of Boyd Health Services is to ensure the delivery of high-quality, holistic health care that is accessible, affordable, and that emphasizes and promotes healthy lifestyles and behaviors that lead to lifelong wellness for the APSU community. Hours of Operations Physician Monday, Wednesday, Friday 7:00 a.m. - 8:30 a.m. and Nurse Practitioner Monday – Friday 7:00 a.m. - 4:30 p.m. Phone: (931) 221-7107

Center for Academic Support & Enrichment (CASE): https://www.apsu.edu/case/
We are committed to the success of the students at Austin Peay State University. Our peer tutoring, SI program, and Testing Center provide support for our community as you work hard to achieve your academic goals. Marks Building, Room 124, P.O. Box 4396, Clarksville, TN 37044
Phone: 931-221-6550 Email: case@apsu.edu

International Student Services: https://www.apsu.edu/international/current-students/
APSU Student Counseling Center: counselingservices@apsu.edu For students needing to schedule an initial appointment or explore self-help resources, the Counseling Services Resources page provides direct access to their online scheduling portal and crisis hotline information. **Hours:** Monday – Friday, 8:00 AM – 4:30 PM
Community Belonging and Success:
https://www.google.com/search?q=https://www.apsu.edu/diversity/ This office leads institutional efforts to foster an inclusive campus environment, supporting student retention and success through multicultural programs and community-building initiatives.
Adult, Nontraditional, and Transfer Student Center: https://www.apsu.edu/student-life/ants
APSU Career Services: https: https://www.apsu.edu/careers/ This office assists students with resume building, interview preparation, internship placements, and hosting campus career fairs.
English Language Institute (ELI): https://www.apsu.edu/eli/ The ELI provides intensive English language instruction, cultural immersion resources, and academic preparation for international students and non-native English speakers.
APSU SOS Food Pantry:
https://www.google.com/search?q=https://www.apsu.edu/volunteer/food-pantry/
The Office of Community Engagement & Sustainability manages the APSU food pantry. Here are the quick details if you or a student needs to visit or contact them:

- **Location:** 322 Home Avenue (right next to the Wilbur N. Daniel African American Cultural Center) **Phone:** (931) 221-6590 **Email:** sos@apsu.edu

The pantry is open to any currently enrolled Austin Peay student in need of supplemental food assistance. Students can find current operating hours and fill out the online food request form.

Austin Peay State Student Centers

Adult, Non-Traditional, and Veteran Student Center (ANTVSC):
https://www.apsu.edu/mva/
Located in the MUC, this space is specifically tailored to support adult learners, commuters, and military-affiliated students. It offers a computer lab, a lounge, and tailored programming to help non-traditional students connect.

Wilma Rudolph Cultural Center: https://www.apsu.edu/aacc/ A space dedicated to fostering multicultural awareness, supporting diverse student organizations, and hosting inclusive campus cultural events.
Newton Military Family Resource Center: https://www.apsu.edu/mva/nmfrc/ As Tennessee's largest provider of enrollment for military-affiliated students, this state-of-the-art center provides veterans, active-duty service members, and their families with a dedicated computer lab, study spaces, a lounge, and direct access to veterans' benefits support.
The Wilbur N. Daniel African American Cultural Center (WNDAACC):
https://www.apsu.edu/aacc/ This center provides a welcoming environment that promotes an understanding of African American heritage, culture, and achievements through educational programming, a student computer lab, and leadership development resources.
Latino Cultural Center: https://www.apsu.edu/lcc/ The Latino Cultural Center provides a nurturing environment where all students, staff, faculty, and community members, regardless of race or ethnicity, can gain an appreciation for Latin heritage and experience.

Austin Peay State University

Eriksson

College of Education

PreK Early Childhood Education

2026-2027 College Handbook Section

Introduction

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

The Department of Teaching and Learning, housed in the Eriksson College of Education, offers a variety of degrees in initial licensure programs at both the undergraduate and graduate levels. As you pursue your potential career as a professional educator, please explore what the Department of Teaching and Learning has to offer in support of your career goals. We welcome you to a supportive environment in which you will be encouraged and nurtured as you complete your coursework and activities. We applaud your choice, which reflects your commitment to the human condition and to the welfare of children. You have chosen a vocation that will bring many rewards and much gratification as your teaching career unfolds.

The Integrated Early Childhood Education PreK–3 concentration will prepare you to be a successful classroom teacher in the primary grades. In this concentration, you will receive a broad-based and comprehensive liberal arts education. You will learn the important skills, pedagogical knowledge, and dispositional requirements needed to teach students in the primary classroom. Not only will you learn the knowledge and skills necessary to become an effective teacher of young children, but you will also gain extensive hands-on practical experience in classrooms, with opportunities to teach in individual settings, small groups, and as the lead teacher.

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 2021 and was conducted by the Council for the Accreditation of Educator Preparation (CAEP). Accreditation is the seal of approval that verifies quality in educator preparation.

Mission

Austin Peay is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

The mission of the Eriksson College of Education 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.

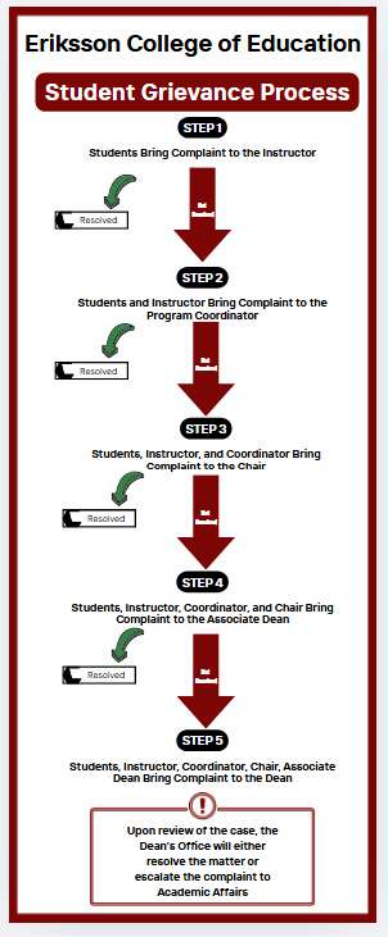
Policies

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



University Policies

APSU policies enhance the University's mission, promote operational efficiencies, reduce institutional risk, and provide an understanding of the University's expectations for operation. Access the numerical or alphabetical policy index by visiting this link: https://www.apsu.edu/policy/. Policies addressing the APSU Code of Conduct for students may be found by visiting this link: https://www.apsu.edu/handbook/student-code/.

Graduate Bulletin

Material presented in the graduate bulletin is for informational purposes only and should not be construed as the basis of a contract between a student and Austin Peay State University. Bulletins may be accessed by visiting this link: https://www.apsu.edu/registrar/bulletins.php

Student Handbook

You may access a digital or hard copy of the student handbook by visiting this link: https://www.apsu.edu/handbook/ The policies, procedures, and programs of APSU are continually reviewed. Every effort is expended to ensure the handbook represents accurate information at the time of publication, but it cannot be guaranteed that information contained herein will not change. The handbook does not constitute a contract between the University and the student. APSU may cancel or revoke any part of this handbook without notice. The University reserves the right to make changes as required or as needed to date, programs, events, policies and regulations, and rules, as well as determine the effective date for such changes. Failure to read the handbook does not exempt students from following regulations, requirements, procedures, and policies described herein.

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

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.

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

Conduct and Behavior Requirements

Professional Commitments and Dispositions

Candidates in initial licensure programs at Austin Peay State University are expected to demonstrate the following positive professional dispositions. Failure to meet the dispositions may result in dismissal from the teacher education program. These dispositions are evaluated by university professors and classroom teachers and are aligned with InTASC and CAEP standards.

1. Collaboration: The Teacher or candidate collaborates with others.

2. Attitude: The teacher or candidate demonstrates a positive attitude.

3. Relationship with Adults: The teacher or candidate maintains positive relationships with adults (parents, colleagues, guardians, staff, administration, etc.).

4. Communication: The teacher or candidate communicates effectively.

5. Attendance: The teacher or candidate adheres to policies regarding attendance and punctuality.

6. Relationship with Students: The teacher or candidate interacts appropriately and positively with others.

7. Initiative: The teacher or candidate demonstrates evidence of initiative.

8. Professional Appearance: The teacher or candidate adheres to good hygiene and follows university, school, and/or district policies for professional appearance.

9. Legal and Ethical Conduct: The teacher or candidate adheres to legal and ethical standards for behavior.

10. Diversity: The teacher or candidate demonstrates respect for and appreciation for a wide variety of individual differences.

11. Learning Environment: The teacher or candidate demonstrates a commitment to creating a positive, low-risk learning environment.

12. Time Management: The teacher or candidate uses time effectively.

13. Commitment to Student Learning: The teacher or candidate demonstrates a commitment to students' learning.

14. Commitment to Continuous Improvement: The teacher or candidate demonstrates a commitment to continuous improvement as an educator.

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, non- discriminatory, 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/dispositions.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 2100/5500 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 for each course. At the end of each semester, faculty will review each candidate and submit the review through WaterMark.

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 can occur. If such efforts fail, a decision will be made regarding the candidate's future in the teacher education program. Reports of inappropriate conduct by course instructors or mentor teachers will be entered into Banner.

No further action will be taken against a candidate if a single negative report is filed throughout the program. When a candidate receives two negative reports, the 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 completed a College of Education Dispositional Action Plan, detailing the unacceptable behavior(s) and a plan for remediation. If the 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 the 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 exists, a list of actions the candidate agrees to follow will be prepared in the College of Education Dispositional Action Plan, and both the candidate and the Director will sign the agreed course of action. 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 respond 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 WaterMark 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.

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.

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

Dr. Bing Xio, Associate Professor, Dept. of Teaching and Learning, xiaob@apsu.edu, 931-221-7749, Claxton Building Room CX 317

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

Mr. Kevin Fee, Coordinator, Certification and Licensure
Claxton 228, 931.221.6182, feek@apsu.edu

Dr. Charles Gonzales, Assistant Professor, Dept. of Teaching and Learning, Claxton Building Room CX 219, gonzalezc@apsu.edu, 931-221-1114

Dr. Charmaine Lowe, Associate Professor, Dept. of Teaching and Learning, Claxton Building CX 221, 931-221-1313, lowec@apsu.edu

Austin Peay State University

Eriksson

College of Education

PreK Early Childhood Education

2026-2027 Program Handbook Section

Integrated Early Childhood Education PreK–3 Program Description

The Integrated Early Childhood Education Program (ECSP) at the Martha Dickerson Eriksson College of Education, Austin Peay State University, is a comprehensive program designed to prepare educators to teach children from preschool to third grade.

This program includes a foundation in general education and an interdisciplinary studies major, culminating in a pathway focused on developing child-centered, inclusive teaching practices. The program is divided into Pre-Professional and Professional phases, beginning with a liberal arts core in the first two years and followed by specialized coursework in early childhood education.

Field experiences are embedded throughout, with students progressing from observation-based assignments in local preschools and elementary schools to more hands-on teaching placements. In the junior year, students participate in guided fieldwork, while the senior year's Practicum introduces a three-week teaching placement, allowing students to deliver lessons under mentor supervision.

The program's capstone, Student Teaching, is a 15-week student teaching experience split between inclusive Early Childhood and Special Education settings.

Throughout the program, ECSP emphasizes evidence-based practices that foster inclusive learning, high-quality instructional materials, and technology integration, with a solid commitment to valuing diversity and engaging with diverse families and communities.

Graduates are prepared to meet all young children's developmental and educational needs and have the professional dispositions necessary to succeed in today's diverse early childhood education environments.

Total credit hours required: 123

The four-year program includes:

- **Liberal Arts Core:** 42 credit hours
- **Interdisciplinary Studies Major:** 81 credit hours

See Appendix A for the Early Childhood Education PreK–3 Licensure Program sheet.

Program information:
https://catalog.apsu.edu/preview_program.php?catoid=52&poid=14769&hl=%22PreK%22&returnto=search

Admissions Requirements

Please follow the application process for admission into Austin Peay State University:

http://catalog.apsu.edu/content.php?catoid=41&navoid=1845

Transfer Students

Pre-Registration Checklist

Transfer students may use this checklist as a summary of registration requirements.

Admission Requirements

- Submit an admission application
- Submit official transcripts from each institution attended
- Submit all transcripts even if no credit is awarded
- Official transcripts must be sent directly to:

Austin Peay State University
Office of Admissions
P.O. Box 4548
Clarksville, TN 37044

Hand-carried transcripts are NOT accepted.

If admitted as a transfer student, your cumulative GPA will include hours attempted and quality points earned from all regionally accredited institutions.

Orientation

Attend pre-registration orientation for transfer students.

After completing orientation:

- Be advised and cleared for registration
- Pre-register for classes through OneStop

Registration Holds

Check OneStop for registration holds.

Possible holds include:

- Financial Aid debt
- Graduate maximum hours
- Health Services fees
- Library fines
- Traffic fines

All holds must be resolved before registration.

Fee Statement / Payment

Fee statements are sent electronically.

Payment options:

- In person at Browning Building
- By mail
- Credit card through OneStop

Accepted cards:

- American Express
- VISA
- MasterCard

Confirm Your Classes

Confirmation is required to prevent classes from being dropped.

Even if your balance is zero, you must confirm enrollment through OneStop.

Health Requirements

Immunization Requirements

State of Tennessee requirements:

- Two MMR immunizations
- Two Varicella immunizations OR proof of immunity
- Negative TB test within 30 days of classes
- Meningococcal vaccine if under 22 and living on campus

First-time students must complete a Health History form concerning:

- Meningococcal meningitis
- Hepatitis B

Failure to submit documentation may result in:

- Denial of admission
- Termination of student status

Insurance Requirement

Insurance enrollment:
https://coverage2u.com/school/austin-peay-state-university/

Insurance must include:

- Medical evacuation
- Repatriation coverage

Proof of insurance must show:

- Student name
- Enrollment term
- Payment confirmation
- Coverage benefits

Failure to enroll by the end of the first week of classes may result in class absence penalties.

APSU Boyd Health Services

Students paying the optional Program Services Fee (PSF) may access APSU Health Services.

- $75 deposit required
- Unused portions refunded after program completion

Students without PSF will not have access.

Progression Requirements

Advising

After declaring an Integrated Early Childhood Education PreK–3 major, students are assigned an advisor.

Students meet with advisors:

- Before each semester
- For progress checks
- Course planning
- Priority registration

Transition Point Assessment and Licensure

Advancement requires completion of Transition Points.

Transition Point I – Pre-Admission to Teacher Education

Evaluation Criteria

- Minimum 2.5 GPA
- Minimum grade of C in EDUC 2100, MUS 2240, or EC 2200
- Minimum grade of C in all EDUC coursework
- Completion of security clearance
- Evidence of professional dispositions
- Clearance by Student Affairs

Transition Point II – Admission to Teacher Education

Required to enroll in Practicum.

Evaluation Criteria

- Minimum 2.75 GPA
- Minimum grade of C in required coursework
- Professional dispositions
- Security clearance maintained
- Student Affairs clearance

Transition Point III – Student Teaching Eligibility

Evaluation Criteria

- Minimum 2.75 GPA
- Completion of all licensure coursework (108 hours minimum)
- Minimum grade of C in EDUC coursework
- Passing Praxis II scores
- Successful key assessments
- Professional dispositions
- Security clearance maintained

Praxis Requirements

Early Child Ed Integrated Early Childhood Education PreK–3

- Test Code 5025 — Passing Score: 156
- Test Code 5692 — Passing Score: 160
- Test Code 5205 — Passing Score: 159

No additional coursework may be taken during student teaching.

Transition Point IV – Licensure

Evaluation Criteria

- Minimum 2.75 GPA
- Passing grades in both student teaching placements
- Minimum grade of C in EDUC 4950
- Completion of licensure requirements
- Passing edTPA
- Professional dispositions
- Security clearance maintained

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.

Can my license be transferred 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 have many opportunities to:

- observe
- teach
- reflect

throughout the program.

Rules and Responsibilities for Candidates

Absences

Attendance and full participation are required for licensure.

Repeated absences may jeopardize:

- program completion
- licensure

Confidentiality

Candidates must not discuss students outside of school.

Names must be removed from classroom materials used in university courses.

Social Media Statement

Students are expected to model:

- confidentiality
- fairness
- honesty
- professional integrity

Inappropriate social media activity may result in disciplinary action.

Students should make social media accounts private while in field placements.

Internet Acceptable Use Policy

Students must follow the internet use policies of their placement schools.

Violations may result in disciplinary action.

Liability Insurance

Required before field experiences.

Options:
https://ims.nea.org/JoinNea/type.do

https://www.proedtn.org/page/LiabilityCoverage

Special Programs and Opportunities

Academic Support

- Peer Tutoring
- Writing Center
- Workshops

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

Professional Organizations

- Student Tennessee Education Association (STEA)
  https://www.apsu.edu/education/currentstudents/stea.php

- Kappa Delta Pi (KDP)
  https://www.kdp.org/

Additional Opportunities

- Honors Program
  https://www.apsu.edu/honors/index.php
- Dual Enrollment
  http://www.apsu.edu/govnow/
- Office of Student Research and Innovation
  http://www.apsu.edu/osri/
- Study Abroad
  http://www.apsu.edu/study-abroad-exchange/study-abroad/
- Service Learning
  http://www.apsu.edu/volunteer/service-learning/
- Scholarships (See Appendix D)

Graduation Requirements

Graduation requirements:
https://www.apsu.edu/commencement/applyforgraduation/requirements.php

Graduation Fees

- Associate Degree: $25
- Bachelor's Degree: $30
- Master's/Education Specialist: $35

Senior Exit Exam & Major Testing

Required for all bachelor's degree students.

https://www.apsu.edu/institutional-effectiveness/senior-exam/index.php

GPA Requirement

Minimum 2.00 cumulative GPA required for graduation.

Transfer of Courses

Coursework approval form:
https://www.apsu.edu/registrar/files/COURSEWORK_APPROVAL.1.pdf

Official transcripts must be submitted after completion.

Cancellation

Notify the Office of the Registrar in writing of any changes to graduation plans or address.

Cancellation fees may apply after the deadline.

Appendices

- Appendix A: Interdisciplinary Studies Major: Integrated Early Childhood Education Prek-3 Licensure Program

- Appendix B: Transition Point Checklist

- Appendix C: Appeal process

- Appendix D: Background check and fingerprinting

- Appendix E: Scholarships

Appendix A

✓	First Year Fall Semester	SCH	✓	First Year Spring Semester	SCH
	Univ 1000-Freshmen Seminar	1		ENGL 1020-English Composition II	3
	ENGL 1010-English Composition I	3		History Core	3
	History Core	3		COMM 2045-Public Speaking	3
	MATH 1410-Structure of Math Systems I	3		MATH 1420-Structure of Math Systems II	3
	Natural Science w/Lab Core	4		Natural Science w/Lab Core	4
	EDUC 2100-Foundations of Education	3			
	Total SCH	**17**		**Total SCH**	**16**
✓	**Second Year Fall Semester**	**SCH**	✓	**Second Year Spring Semester**	**SCH**
	ENGL 2330-Topics in World Literature	3		SPED 2300-Intro to Special Education	3
	Social Behavorial Science Core	3		RDG 3050-Literature for Children	3
	ECSP 2200 -Intro to Early Childhood Education	3		HHP 2020 (Spring)/HHP 3210/3211 (Fall)	3
	MATH 1430-Statistics & Probability for K-8 Teachers	3		Fine Art Core	3
	Fine Art Core	3		EDUC 3000-Educational Psychology	3
	Total SCH	**15**		**Total SCH**	**15**
✓	**Third Year Fall Semester**	**SCH**	✓	**Third Year Spring Semester (Pre-Practicum Semester)**	**SCH**
	ECSP 3010-Early Literacy Development	3		MATH 4100-Teaching Math in K-3	3
	RDG 4005-K-3 Foundational Literacy Skills	3		SPED 4340-Effective Inclusion Strategies	3
	EDUC 4160-Teaching Diverse Students	3		RDG 4010-Teaching Language Arts: K-6	3
	* Social Behavorial Science Core	3		EDUC 4300-Essentials of Teaching ELL Students	3
	ECSP 3000-DAP: Birth to Age 8	3		EDUC 3040-Instructional Technology	3
	Total SCH	**15**		**Total SCH**	**15**
✓	****Fourth Year Fall Semester (Practicum)**	**SCH**	✓	****Fourth Year Spring Semester (Student Teaching)**	**SCH**
	ECSP 4030-Inclusive Early Childhood Assessment	3		EDUC 4310-Student Teaching PK-3	5
	ECSP 4040-Teaching STEM to Young Children	3		EDUC 4410-Student Teaching K-3	5
	ECSP 4050-Integrated Curriculum through Arts & Play	3		EDUC 4950-Teaching Seminar	2
	ECSP 4060-Reading and Language Disabilities	3			
	ECSP 4080-Behavior and Classroom Management	3			
	Total SCH	**15**		**Total SCH**	**12**
				Total Student Credit Hours for Degree	**120**
*	**Recommend to take Soc 2900.**				

Appendix B

Undergraduate Transition Point Checklist
Effective Fall 2023
Transition Point I Pre-Admission to Teacher Education
Evaluation Criteria
Minimum 2.5 GPA
Minimum grade of C in EDUC 2100 or MUS 2240 (music majors) or EC 2200 (early childhood minors)
Minimum grade of C on all EDUC coursework
Completion of APSU COE Security Clearance
Evidence of professional dispositions
Clearance by Student Affairs for no incidents on campus
Transition Point II Admissions to Teacher Education
Evaluation Criteria
Minimum 2.75 GPA
Minimum grade of C in SPED 2300 or HHP 3010 (HHP majors) or MUS 3070 (music majors) SPED 4341 (secondary students)
Evidence of professional dispositions
Minimum grade of C on all EDUC coursework
Maintenance of security clearance by TBI/FBI
Clearance by Student Affairs for no incidents on campus
Transition Point III Required to enroll in Student Teaching
Admission to Teacher Education Evaluation Criteria
Minimum 2.75 GPA
Completion of all courses required for licensure (minimum of 108 credit hours)
Minimum grade of C on all EDUC coursework
Passing scores on all required Praxis II exams
Successful completion of key assessments
Evidence of professional dispositions
Maintenance of security clearance by TBI/FBI
Clearance by Student Affairs for no incidents on campus
Transition Point IV Licensure
Evaluation Criteria
Minimum 2.75 GPA
Passing grades in both student teaching placements
Minimum grade of C in EDUC 4950 (Student Teaching Seminar)
Completion of all licensure requirements
Passing score in edTPA
Evidence of professional dispositions
Maintenance of security clearance by TBI/FBI
Clearance by Student Affairs for no incidents on campus
revised 4/11/2023

Appendix C

Appeal Process for Teacher Education

Students who have not met one of the requirements for advancing through Transition 1 or Transition 2 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 the required Praxis 1 – Case test scores, and a completed Appeals Application Form. It must be turned in at least one week before the first day of classes of any given semester. Please attach all required documents and email Mr. Kevin Fee, feek@apsu.edu. Or you may turn them in to the Office of Teacher Education 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) 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 mathematics courses if appealing the Mathematics 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 D

Background Checks and Fingerprinting

https://www.apsu.edu/education/currentstudents/securitycheck.php

Appendix E

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 Mathematics 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