

***Master of Arts in Teaching
(MAT) Program
Program Handbook***

Eriksson College of Education

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Introduction

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

The Department of Teaching and Learning, housed in the Eriksson College of Education, offers a variety of degree programs at both the undergraduate and graduate levels. Those who hold an undergraduate degree that are seeking teaching licensure 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 Statement

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

Mission

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.

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

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, non-verbal, 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.

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/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 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 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 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.

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.

MAT Program Description

The MAT Education Program of the Eriksson College of Education at Austin Peay State University is designed for candidates who hold a Bachelor's degree and who are seeking licensure in Early Childhood Education (PreK-3), Elementary Education (K-5), Middle Grades Education (6-8 Math or Science), Secondary Education (6-12), or Special Education (K-8 Interventionist or K-12 Comprehensive).

Candidates have multiple opportunities for field and clinical experiences in schools within the designated licensure areas. These field and clinical experiences are provided to the student by the Office of Clinical Teaching, then culminate with a full semester of student teaching. Job-embedded candidates will complete coursework and assessment requirements while they are employed as the teacher of record with a school district. Job-embedded candidates will enroll in the edTPA seminar course during their final semester.

The total number of credit hours to complete each program are located in Program Finder. <https://www.apsu.edu/programs/>

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

The following licensure and/or degree pathways are available to students:

Licensure Pathway		Non-Licensure Pathway	
<i>Job-Embedded</i>		<i>Not Job-Embedded</i>	
<u>Seeking MAT</u>	<u>Not Seeking MAT</u>		
<p>The Candidate will:</p> <ul style="list-style-type: none"> • Successfully complete all credit hours associated with their chosen concentration. • Maintain full-time employment with a school district as a teacher of record for a course connected to a valid state course code for the duration of the program. • Successfully complete all required PRAXIS exams in the applicable concentration. • Successfully complete edTPA (Teacher Performance Assessment). 	<p>The Candidate will:</p> <ul style="list-style-type: none"> • Successfully complete a 21 credit hour education focused program. • Maintain full-time employment with a school district as a teacher of record for a course connected to a valid state course code for the duration of the program. • Successfully complete all required PRAXIS exams in the applicable concentration. • Successfully complete edTPA (Teacher Performance Assessment). 	<p>The Candidate will:</p> <ul style="list-style-type: none"> • Successfully complete all credit hours associated with their chosen concentration. • Successfully complete a semester of student teaching. • Successfully complete all required PRAXIS exams in the applicable concentration. • Successfully complete edTPA (Teacher Performance Assessment). 	<p>The Candidate will:</p> <ul style="list-style-type: none"> • Successfully complete all credit hours associated with their chosen concentration. • Successfully complete a comprehensive examination.
<p><i>After all requirements are completed:</i></p> <p><i>The candidate will be recommended for initial licensure.</i></p> <p><i>The candidate will be recommended for confirmation of the MAT degree.</i></p>	<p><i>After all requirements are completed:</i></p> <p><i>The candidate will be recommended for initial licensure.</i></p> <p><i>The candidate will NOT be eligible for confirmation of the MAT degree.</i></p>	<p><i>After all requirements are completed:</i></p> <p><i>The candidate will be recommended for initial licensure.</i></p> <p><i>The candidate will be recommended for confirmation of the MAT degree.</i></p>	<p><i>After all requirements are completed:</i></p> <p><i>The candidate will NOT be recommended for initial licensure.</i></p> <p><i>The candidate will be recommended for confirmation of the MAT degree.</i></p>

Admissions Requirements

Please follow the application process for graduate admission to Austin Peay State University found at <https://www.apsu.edu/grad-studies/apply-admission.php>

Candidates may be admitted with a conditional status. The terms of conditional admission will be communicated to applicants.

Advising

The MAT Graduate Coordinator is the initial advisor for students in the MAT program. Please schedule an appointment with the Graduate Coordinator immediately upon being accepted into the MAT program. In addition, schedule appointments with your assigned advisor prior to the beginning of each semester to determine your progress toward licensure and/or graduation.

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.
- After your admission is approved, you will:
 - Be advised and cleared for registration in the appropriate term.
- All Registration Holds must be removed prior to registration. The types of Holds that can prevent you from 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. 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 un-insured for part of the semester.

Progression Requirements

Transition Points and Licensure

Advancement in the program requires achieving a series of Transition Points (See *Appendix B*).

Transition Point I

Candidates must successfully complete EDUC 5500 with a grade of “C” or better. A minimum GPA of 2.75 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 5500. Once this transition point is achieved, candidates will be eligible to enroll in additional courses in their selected program.

Transition Point II

Prerequisite of EDUC 5500, successfully complete EDUC 5540. As part of this course (EDUC 5540), candidates will complete an application for admission to the Eriksson College of Education. A cumulative GPA of 3.0 or above is required. Candidates will be evaluated on professional dispositions by the instructor in EDUC 5540.

Transition Point III

Prerequisite of EDUC 5540, successfully complete EDUC 5080. Cumulative 3.0 GPA is required. The PRAXIS II exams must be completed with the minimum test score requirements prior to student teaching (See *Appendix A*).

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

Successful completion of EDUC 5940 (Teaching Seminar). Refer to Transition Point criteria for other requirements (See *Appendix B*).

Transition Point IV is the culmination of the MAT Program where candidates are approved for licensure based on successful completion of

course requirements and the Teaching Performance Assessment (edTPA). 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/Job-embedded 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/Job-Embedded) 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 MAT program have many opportunities to be in area schools to observe, teach, and reflect. The earliest field experiences begin in EDUC 5500 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 EDUC 5500. (See *Appendix D*)

Rules and Responsibilities for All Candidates

Absences: Attendance and full participation in MAT 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 MAT 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 MAT 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

- **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>

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/graduate research is an opportunity available to our MAT majors. <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/>

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

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.

GPA Requirement for Graduate Candidates

In order to graduate you must have earned a 3.0 cumulative overall grade point average for your APSU 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. Prentice Chandler, Dean
 Claxton 210-B, 931.221.7511, chandlerp@apsu.edu

Assistant: Ms. Theresa Dezelle, Dean's Office
 Claxton 210-A, 931.221.7511, dezellemt@apsu.edu

Department of Teaching and Learning Dr. Benita Bruster, Chair Claxton 304-B, 931.221.6491 brusterb@apsu.edu			
Assistant: Ana Ortega, Claxton 304, 931-221-7696, ortegaa@apsu.edu			
Name	Location	Telephone	Email
Dr. Lori Allen Assistant Professor	Claxton 218	931.221.7536	morrisl@apsu.edu
Dr. Adam Attwood Assistant Professor	Claxton 207	931.221.6468	attwooda@apsu.edu
Dr. Zach Barnes Assistant Professor	Claxton 215	931-221-6469	barnesz@apsu.edu
Dr. Bobette Bouton Associate Professor	Claxton 327	931.221.7311	boutonb@apsu.edu
Dr. Catherine Gatewood-Keim Assistant Professor	Claxton 101-E	931.221.7767	gatewoodkeimc@apsu.edu
Dr. Moniqueka Gold Professor	Claxton 225	931.221.7518	goldm@apsu.edu
Dr. Cheryl Lambert Graduate Coordinator MAT	Claxton 209	931.221.6195	lambertc@apsu.edu
Dr. Charmaine Lowe Associate Professor	Claxton 221	931.221.1313	lowec@apsu.edu
Dr. Donna Short Assistant Professor	Claxton 219	931.221.7055	shortd@apsu.edu
Dr. Philip Short Assistant Professor	Claxton 101-C	931.221.7513	shortp@apsu.edu
Mrs. Angela Stone Instructor	Claxton 321	931.221.7534	stoneak@apsu.edu
Dr. Amy Tondreau Assistant Professor	Claxton 319	931.221.7649	tondreaua@apsu.edu

Dr. Ling Wang Associate Professor	Claxton 315	931.221.1249	wangl@apsu.edu
Dr. Bing Xiao Assistant Professor	Claxton 317	931.221.7749	xiaob@apsu.edu

Department of Educational Specialties
 Dr. Tom Buttery, Chair
 Claxton 304-A,
 931.221.7542
butteryb@apsu.edu

Assistant: Ana Ortega, Claxton 304, 931-221-7696, ortegaa@apsu.edu

Name	Location	Telephone	Email
Dr. Tara Alvey Assistant Professor	Claxton 313	931-221-7593	alveyt@apsu.edu
Dr. Lisa Barron Director of Teacher Education and Partnerships	Claxton 228	931.221.7190	barronl@apsu.edu
Dr. Dana Christman Assistant Professor	Claxton 213	931.221.7515	christmand@apsu.edu
Ms. Jana Hatcher Coordinator, Certification and Licensure	Claxton 208	931.221.6182	hatcherj@apsu.edu
Dr. John McConnell Associate Dean of Assessment and Accreditation Assistant Professor	Claxton 112-B	931.221.7757	mconnellj@apsu.edu
Dr. Sherri Prosser Assistant Professor	Claxton 309	931-221-7516	prossers@apsu.edu
Dr. Anthony Sanders Graduate Coordinator, Educational Leadership and Academic Partnerships	Claxton 307	931.221.7368	sandersa@apsu.edu
Dr. Gary Stewart Graduate and Doctoral Program Coordinator	Claxton 323	931.221.6782	stewartg@apsu.edu
Dr. Anne Wall Professor	Claxton 231	931.221.7509	walla@apsu.edu

Dr. Joanna Zimmerle Assistant Professor	Claxton 101-A	931.221.7553	zimmerlej@apsu.edu
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Clinical Teaching Office

Name	Location	Telephone	Email
Dr. Lisa Barron Director of Teacher Education and Partnerships	Claxton 228	931.221.7190	barronl@apsu.edu
Ms. Jana Hatcher Coordinator, Certification and Licensure	Claxton 208	931.221.6182	hatcherj@apsu.edu
Mrs. Judith Castleberry Master Clinician	Claxton 302B	931.221.7520	castleberryj@apsu.edu
Ms. Carol Nesbitt Master Clinician	Claxton 302D	931.221.7522	nesbittc@apsu.edu
Mrs. Amy Barrett, Certification Analyst	Claxton 228	931.221.7441	barrettam@apsu.edu

Appendices

- **Appendix A:** PRAXIS II Exam Requirements
- **Appendix B:** Transition Points Checklist
- **Appendix C:** Appeal process
- **Appendix D:** Background check and fingerprinting
- **Appendix E:** Scholarships

Appendix A

Praxis Series and National Evaluation Series Test Requirements 2019-2020

Admission to Teacher Education Milestone 2

Undergraduate Requirements Core Academic Skills for Educators (CASE)

Test Code		Passing Score
5713	Reading	156
5723	Writing	162
5733	Mathematics	150
<i>OR</i>		
ACT	Composite Score of 21 or	
SAT	Combined Score of 1020	

Graduate requirements GRE

	Passing Score
Verbal Score	143
Quantitative Score	140
Analytic Writing	Required
Required: MAT Admission	

Admission to Student Teaching Milestone 3

Endorsement Area	Code	Test Title	Passing Score
427 Visual Arts K-12	5135	Art: Content and Analysis	161
126 Biology 6-12	5235	Biology: Content Knowledge	148
127 Chemistry 6-12	5245	Chemistry: Content Knowledge	152
467 Early Child Ed PreK-3	5018	Elementary Education: Content Knowledge**	163
	5024	Education of Young Children	160
	5203	Teaching Reading: Elementary Education	162
130 Economics 6-12	5911	Economics	150
120 Elementary K-5	5001	Elementary Education: Multiple Subjects*	
		5002: Reading and Language Arts Subtest	157
		5003: Mathematics Subtest	157
		5004: Social Studies Subtest	155
		5005: Science Subtest	159
5203	Teaching Reading: Elementary Education	162	
159 English 6-12	5038	English Language Arts: Content Knowledge	167
490 English as Second Language	5362	English to Speakers of Other Languages	155
163 French 6-12	5174	French: World Language	160
131 Geography 6-12	5921	Geography	149
164 German 6-12	5183	German: World Language	163
132 Government 6-12	5931	Government/Political Science	149
419 Health K-12	5551	Health Education	144
133 History 6-12	5941	World and U.S. History	157
167 Latin 6-12	5601	Latin	148
122 Middle School Mathematics 6-8	5203	Teaching Reading: Elementary Education	162
		**Must take NES Test 105 in addition to the Teaching Reading	
123 Middle School Science 6-8	5440	Middle School Science	150
		5203	Teaching Reading: Elementary Education
428 Music (Vocal/Gen.) K-12	5114	Music: Content and Instruction	162
429 Music (Instrumental) K-12	5114	Music: Content and Instruction	162
420 Physical Education K-12	5095	P.E.: Content and Design	169
426 Psychology 9-12	5391	Psychology	154
425 Sociology 9-12	5952	Sociology	154
169 Spanish 6-12	5195	Spanish: World Language	163
461 SPED-Comprehensive K-12	5545	SPED: Core Knowledge & Severe to Profound Applications	158
		5203	Teaching Reading: Elementary Education
144 SPED-Interventionist K-8	5543	SPED: Core Knowledge & Mild to Moderate Applications	158
		5203	Teaching Reading: Elementary Education
145 SPED-Interventionist 6-12	5543	SPED: Core Knowledge & Mild to Moderate Applications	158
		5203	Teaching Reading: Elementary Education

www.ets.org/praxis

*5001 Elementary Education To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. If you wish to take all four subtests (5002, 5003, 5004, 5005) at the same time, select Elementary Education: Multiple Subjects (5001) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.

**5018 will be accepted for Early Childhood Education until 8/31/2020. After that date 5025 will be required.

National Evaluation Series for Mathematics

125	Mathematics 6-12	304	Mathematics	220
122	Middle School Mathematics 6-8	105	Mathematics (Middle Grades and Early Secondary) **Must take the Praxis II 5203 in addition to the NES 105	220

www.nestest.com

Revised 07/31/2019

Appendix B

Transition Points Checklist

Transition Points	Date Met	Evaluation Criteria
Transition Point I Pre-Admission to Teacher Education		Minimum 2.75 GPA
		Minimum grade of C in EDUC 5500
		Admission to College of Graduate Studies
		Evidence of professional dispositions
		Completion of security clearance by TBI/FBI
		Clearance by Student Affairs for no incidents on campus
Transition Point II Admission to Teacher Education		Minimum 3.00 GPA
		Completion of EDUC 5540 with C or better
		Evidence of professional disposition
		Maintenance of Security Clearance by TBI/FBI
		Clearance by Student Affairs for no incidents on campus
Admission to Teacher Education		
Transition Point III Required prior to Student Teaching		Minimum 3.00 GPA
		Completion of all courses required for licensure
		Passing scores on all required Praxis II exams
		Minimum grade of C in EDUC 5080
		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		Minimum 3.00 GPA
		Passing grades in both student teaching placements
		Minimum grade of C in EDUC 5940 (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

Appendix C

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 may appeal to advance in their program by submitting an advisor approved plan for increasing their GPA to the required level.

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

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 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