Dear Class of 2020 Teaching Fellows,

Welcome to Elon University! We are excited to have you join the Teaching Fellows family and we look forward to getting to know you during the next four years. The Elon Teaching Fellows Program is intentionally designed to shape future teacher leaders who think critically, embrace diversity, learn relentlessly, and are prepared to contribute meaningfully in a global society. You will be offered many distinctive enrichment experiences. We encourage you to embrace them all and to engage with full participation.

This handbook was created in conjunction with the Teaching Fellows Advisory Committee to provide you with the information that you will need to be successful throughout the program. We ask that you consult it regularly when you have questions about Teaching Fellows policy, including service requirements, cultural event and meeting attendance, reflection papers and professional etiquette. Please do not hesitate to ask if you have any questions about any section of this Handbook.

Best wishes for a successful entry to university life and the Elon Teaching Fellows Program!

Sincerely,

Jeffrey Carpenter, Director            Jennifer Fish, Assistant Director
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## Elon University Contact Information

### Teaching Fellows Office

| Location: | Mooney 209 |
| Facebook: | Elon Teaching Fellows |
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| Director: | Mooney 209-A |
| Director: | 2105 Campus Box |
| Director: | Elon, NC 27244 |
| Director: | 336-278-5969 |
| Director: | jcarpenter13@elon.edu |
| Assistant Director: | Mrs. Jennifer Fish |
| Assistant Director: | Mooney 209-B |
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### School of Education

| Dean: | Dr. Ann Bullock |
| Dean: | Mooney 102-A |
| Dean: | 2105 Campus Box |
| Dean: | Elon, NC 27244 |
| Dean: | 336-278-5900 |
| Dean: | abullock9@elon.edu |
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### Website:

- [www.elon.edu/elonnctf](http://www.elon.edu/elonnctf)
- [www.elon.edu/education](http://www.elon.edu/education)

Revised 6/2016
Elon Teaching Fellows Mission Statement

In alignment with and building upon the missions of the School of Education and Teacher Education Programs, the Elon Teaching Fellows Program is dedicated to providing a cohesive, increasingly complex, and sophisticated four-year experience that produces passionate educators who are prepared to thrive and lead as agents of change in a diverse world.

Elon Teaching Fellows Program Goals

1. To provide academically challenging, culturally enriching, and intellectually stimulating experiences to develop personal and professional knowledge and community.
2. To develop effective, ethical educators, leaders, decision makers, and advocates for education through local, national, and international experiences.
3. To build a thorough and practical understanding of the diverse contexts of education.
4. To lead in facilitating learning opportunities for the university and local community that raise awareness and discussion of education-related issues.
5. To recruit diverse cohorts of teacher candidates, including candidates from underrepresented populations.

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Teaching Fellows Contract

Professionalism Expectation
Teaching Fellows have the responsibility to protect the integrity and reputation of Elon University, the Teaching Fellows Program and themselves. Teaching Fellows serve as role models for students with whom they interact during tutoring, practicum experiences, student teaching, and other functions in the public schools. Because Teaching Fellows are entrusted with the well-being and education of younger students, they must demonstrate a high standard of professional and personal character and conduct.

Teaching Fellows must be cognizant of this professional role at all times during any interaction or communication (face-to-face and virtual) with B-12 students in schools and in the local community. Fellows are responsible for being aware of and abiding by school district policies regarding teachers’ use of social media with students. Fellows should discuss beforehand with their cooperating teachers any potential use of social media to interact with students. Contact with students via social media that is permissible by school district policies should be professional in nature and have a clear educational purpose. Contact with students via social media must be from Fellows’ social media accounts that are 100% professional in nature.

When professional expectations and other requirements are not met, it is the discretion of the Director and Assistant Director to determine and apply appropriate sanctions dependent on the severity of the violation, including removal from the Program.

Academic Requirement
Teaching Fellows are required to maintain a 3.0 GPA throughout their participation in the Program. If GPA drops below 3.0, the Fellow will meet with the Director and Assistant Director to develop a contract for a probationary semester. If GPA does not improve to 3.0, the Fellow has the option to submit a special request to the Teaching Fellows Governance Committee for consideration to remain in the Program.

Code of Conduct Expectations and Policies
Teaching Fellows must uphold the Elon University Academic and Social Honor Codes.

Academic Code of Conduct Violations
Any Academic Code of Conduct violation will result in an appeal to the Teaching Fellows Governance Committee to remain in the Program. The Committee will determine appropriate sanctions, which may include probation or removal.

Social Code of Conduct Violations
Social Code of Conduct violation sanctions will be based on the university level of probation.

- Reprimand Level
  Teaching Fellows at this level will meet with the Director and Assistant Director to discuss and reflect upon behavior.
• **Official Warning Level**
  Teaching Fellows at this level will meet with the Director and Assistant Director to develop a contract for a probationary semester. If there are any violations during the contract period, the Teaching Fellow has the option to submit a special request to the Teaching Fellows Governance Committee for consideration to remain in the Program.

• **Suspension in Abeyance and Disciplinary Suspension Levels**
  Teaching Fellows at these levels will be removed from the Program.

**Attendance and Assignment Requirements**

At the beginning of each semester, Fellows are provided Master Teaching Fellows Calendar that lists all events planned for the semester. Fellows should mark personal calendars accordingly. Additional meetings and events may be scheduled during the semester. Fellows should plan work schedules and other meetings around Teaching Fellows events.

Teaching Fellows are required to attend all seminars, meetings and special events, and to complete all Program assignments by the specified due date (i.e., reflection papers, journals and service hours) to remain in good standing. Excused absences or assignments will be granted only in the event of a class conflict, religious holiday, illness or other extenuating circumstances.

It is the Fellow’s responsibility to contact the Director and Assistant Director prior to an event or an assignment deadline to request an excused absence or extension. Email is the primary communication means from the Teaching Fellows office. All Fellows are expected to check email daily and respond promptly to RSVPs and information requests.

**Consequences**

1st Offense:
- Meeting with the Director and Assistant Director
- Correspondence in the Fellow’s file
- Appropriate make-up activity

2nd Offense:
- Correspondence to parent(s)/guardian
- Notification sent to Academic Advisor
- All consequences listed under “1st Offense” above

3rd Offense:
- Special request to Teaching Fellows Governance Committee to remain in the Program
- All consequences listed under “1st Offense” and “2nd Offense” above

A Fellow’s offense level is reset after one calendar year from the last offense if no additional offenses have occurred. It is at the discretion of the Director and Assistant Director to determine and apply appropriate sanctions dependent on the severity of the violation, including removal from the Program.

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Cultural Events & Portfolio Reflections

Cultural Events and Convocation

Elon University offers many opportunities for the Teaching Fellows to gain cultural competence through lectures, concerts, and theatrical and dance performances, as publicized in the Cultural Calendar. The development of cultural competence is considered an essential trait of informed citizens and exemplary teachers in a democracy. Teaching Fellows are required to attend Fall Convocation, Spring Convocation for Honors, and at least one and preferably more campus cultural events listed in the Teaching Fellows semester calendar.

Teaching Fellows are also required to participate in at least one and preferably more Moodle discussion(s) following the cultural event(s) each semester. This discussion will allow extended time for social dialogue with other Fellows about the cultural issues addressed in the event. Each Fellow is required to respond to the questions posed on Moodle and to respond to at least two other Fellows within one week of the cultural event. Fellows who do not contribute to the Moodle discussion within one week will be required to attend another cultural event and participate in the discussion for that new event.

Reflection Papers

All Teaching Fellows are required to submit an end-of-semester* reflection paper based on participation in Fall/Spring Convocation, cultural event(s), and other activities, including field trips and seminars. In writing the Portfolio reflection papers, Teaching Fellows should consider the Elon Teaching Fellows Mission Statement (see p. 5 in Handbook). Cultural events are selected in accordance with these goals; therefore, the reflections provide evidence of their attainment. The reflections should also address how the all experiences have contributed to personal and professional knowledge as developing, prospective teachers.

*Reflection papers are not required during the study abroad or student teaching semesters.

Guidelines for the Reflection Papers

→ The papers may be written in the first-person narrative (use of “I” is acceptable).
→ The papers should be 2-3 typed, double-spaced pages, 10-12 font, Times New Roman.
→ The papers are to be submitted via Moodle the day after the last exam.

Reflection papers that lack sufficient depth of reflection or general quality will be returned to Fellows with a request to revise and resubmit.

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Service Requirement

The Teaching Fellows Program at Elon University views service as an opportunity for personal and professional growth in addition to contribution to the community. In keeping with the Elon tradition of service and civic outreach, the Elon Teaching Fellows Program recognizes the power of cooperation and goodwill between the local community and the University, and strives to foster this goodwill through service to area schools and organizations.

Policies

1. Teaching Fellows are required to complete a minimum of 20 hours of service, composed of 10 hours during each of two semesters prior to the Study Abroad experience.
   - The first 10 hours are completed during the spring of first year.
   - The second 10 hours are completed during the fall of sophomore year.
   - Exceptions may be made at the discretion of the Director. If Fellows foresee not being able to fulfill service requirements, they must notify the Director and arrange a meeting to discuss plans for satisfying the requirement.

2. All service must be non-paid.

3. Tutoring used to fulfill the requirements for a course or organization may not count toward the service requirement.

4. In order to receive credit, Fellows must submit a verification form, signed by their site supervisor, to the Assistant Director at the end of the experience.

5. Prior to service in local schools, Fellows are required to take part in Title IX training and to obtain a background check.

Procedure for the Service Experience

1. The Elon Teaching Fellows Program has established partnerships with specific schools and local agencies for the fulfillment of the service requirement. Early in the semester, representatives from the partners will meet with Fellows to describe potential placements.

2. Each Fellow is required to maintain an electronic journal that consists of three (3) entries written and emailed to the Director and Assistant Director: 1) at the end of the first or second session; 2) midway through the experience; and 3) at the end of the experience. Guiding questions are posted on Moodle.

3. At the end of each 10-hour commitment, the Fellow will turn in the signed verification form to the Assistant Director, which will then be submitted to the EV! Office for the Elon Experiences Transcript.

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Travel and Program Enrichment Experiences

Study Abroad Semester

Teaching Fellows participate in a required Study Abroad experience in the spring semester of sophomore year. Fellows have the choice of studying in England, Costa Rica, or another country, if a foreign language major. For the England and Costa Rica semesters, Fellows are required to take EDU 281, a 4-hour education internship.

First years apply to study abroad in spring semester and are required to pay the deposit at time of submission. Fellows must have a 3.0 GPA prior to applying. Mandatory orientation sessions hosted by Program Coordinators are held throughout fall of sophomore year. Fellows will turn in a copy of their passport at the first Study Abroad orientation. Passports must be valid six (6) months beyond return date of travel. Fellows will be reimbursed for the group airfare rate after submitting paid ticket receipts to Assistant Director.

American History Study Tour (HST 241)

Teaching Fellows participate in a three-week travel/study course during the winter term of first year. Through readings, discussions and visits to historic sites, Fellows learn about selected major turning points, issues and actors in U.S. history. They grapple with the contested nature of historical interpretation and identify many of the driving forces that have caused change and influenced Americans’ experiences.

Site visits may include Williamsburg, Monticello, Mount Vernon, Gettysburg, Boston and Philadelphia. The course is co-taught by Elon history and education faculty.

Note: Satisfies Civilization requirement and substitutes for HST 120 for elementary, special/elementary and history education majors.
The Washington Center Seminar (POL 376 WC)

During the winter term of junior year, Teaching Fellows participate in a two-week academic seminar at The Washington Center in Washington, D. C. Through this course, Fellows deeply explore a major political topic of the year, analyze the inner workings of national and international institutions, and examine the relationship between the media and the presidency.

The course involves lectures and panels by media, newsmakers and relevant leaders, reading and writing assignments, site visits, and active participation in a discussion group. During the third week of the winter term, Fellows return to Elon for a series of experiences at the state and local level.

*Note: Satisfies Society or Advanced Studies requirement and substitutes for POL 111 for elementary and special/elementary education majors.*

Inquiry

Teaching Fellows will engage in an inquiry experience that involves an investigation of a problem or question related to a field of study at Elon University. This project helps Fellows develop research, thinking, and learning skills that can benefit them throughout their careers in education. Fellows will submit an inquiry proposal by the end of the sophomore fall semester and prior to studying abroad. Elon faculty will serve as mentors.

Fellows will participate in a poster session colloquium in spring of junior year to highlight and showcase inquiry findings. Other opportunities for presentation include professional conferences, Spring Undergraduate Research Forum (SURF) and Summer Undergraduate Research Experiences (SURE). Interested Teaching Fellows are highly encouraged to apply for the Lumen Prize during spring of sophomore year.

Inquiry project topics have included project based learning, the impact of music on teaching and learning a second language, solvability by radicals of 7th degree polynomials, exercise and its effects on elementary students’ attention, early childhood literacy education, professional use of Pinterest, young adult personality dimensions and their influences on literature, and the effect of visual text in the instruction of high school Shakespeare.

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Entry into Teacher Education

Teaching Fellows should plan to take EDU 211 School and Society or SOC 243 Sociology of Education in the spring semester of first year. Fellows should fill out a data sheet in Mooney 110 prior to preregistration. Fellows must be approved for entry into the Teacher Education Program before the Study Abroad semester in England, Costa Rica, or another country for foreign language majors. The steps for admission are listed below.

- Declare the major at end of fall semester, first year. Complete forms in Academic Advising, Duke 108. (Note: At this point, an education advisor will be assigned to you.)

- Apply for admission to the Teacher Education Program by completing the application form during the spring semester of first year. (Note: You will receive more information in EDU 211 or SOC 243.)

- Determine whether Praxis Series/PPST (Pre-Professional Skills Test) is required. If combined SAT score is 1100 or greater, the PPST is not required. If one part of the SAT is 550 or greater, that section of the PPST is not required. If PPST is required, obtain registration information for the test from the Teacher Education Office. Take any portion(s) of PPST in the spring of first year. Have PPST scores sent to Elon University and to the Department of Public Instruction in Raleigh.

- Take the grammar test requirement during spring semester of first year. If not passed, take EDU 241 Grammar for Educators in fall of sophomore year.

- Be screened by the major department in spring of first year or early fall semester of sophomore year.

- Attend the Teacher Candidate Induction Ceremony.

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Committees

Leadership Team
Nominations and elections occur during the beginning of the fall semester of first year. Term is 4 years unless a change is needed or requested. All Leadership Team positions are responsible for relaying concerns from Fellows about the Program to the Director and/or the Teaching Fellows Advisory Committee.

Class Chair: This student serves as his/her class representative on the Teaching Fellows Advisory Committee and attends all meetings, which are held twice a semester. He/she demonstrates commitment and leadership, such as taking the lead with other class chairs in choosing, publicizing, and planning the events associated with the featured speaker in education event. He/she assists with disseminating Teaching Fellows Program information to cohorts and serves as liaison between Fellows and Director and/or the Teaching Fellows Advisory Committee.

Social Committee: Each class has a representative on this committee who plans the fall social and other social events for the Fellows. These committee members are encouraged to attend all Teaching Fellows Advisory Committee meetings to report on the social and discuss upcoming socials and any other concerns or business items.

Special Events: Each class has a representative on this committee to work with the Director in planning seminars and other academic experiences for the Fellows. These committee members are encouraged to attend all Teaching Fellows Advisory Committee meetings to report on special events and future event possibilities and any other concerns or business items.

Special Committees

Newsletter Staff: The Elon Teaching Fellows newsletter, Teacher Talk, is a student-written publication. Students on this committee write articles for the newsletter, solicit articles from other Fellows, and work with the Assistant Director to produce and circulate the newsletter once a semester.

T-Shirt: First years only: These students are responsible for creating the T-shirt design (gaining class consensus) for the first year class. The Committee will be assembled after the History Study Tour and the design will be completed early enough in the spring semester for the shirts to be printed prior to May.

Mentorship Team: For rising sophomores only: These students are responsible for organizing and implementing the mentorship program between first years and sophomores. The Committee’s work begins in the summer.

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Teaching Fellows Advisory Committee

The Teaching Fellows Advisory Committee advises the Director, the Dean of Education, and the Provost/Vice-President for Academic Affairs. The Committee meets formally twice a semester and more often when necessary.

Membership

- Provost/Vice-President for Academic Affairs
- Dean of Education
- Director of Teaching Fellows Program
- Director of the Center for Race, Ethnicity, & Diversity Education
- Two teaching faculty members
- Two representatives from the Alamance Burlington Schools
- Four students, one from each of the four classes of Teaching Fellows

Responsibilities

The responsibilities of the Committee include the following:

- To make suggestions and give counsel regarding all aspects of the Teaching Fellows Program, including but not limited to:
  - Program activities
  - Policies
  - Long-term planning
  - Program assessment
- To act as a forum for student and teaching faculty concerns regarding the Teaching Fellows Program.
- To participate when appropriate in Teaching Fellows activities.

The current Teaching Fellows Advisory Committee membership can be found on the Teaching Fellows Moodle site.

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