



# Teaching Fellows Handbook

2024 - 2025



**ELON**  
UNIVERSITY

Teaching  
Fellows

Dear Class of 2028 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, event and meeting attendance, required assignments, 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,

Erin Hone, M.Ed.  
Program Director

Brittany Roberts, M.Ed.  
Assistant Director

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## Elon University Contact Information

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## Elon Teaching Fellows Mission Statement

In alignment with and building upon the Elon University School of Education and Teacher Education Programs' missions, 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 act as equity-minded leaders and 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, equity-minded leaders, decision makers, and advocates for education through local, national, and international experiences.
3. To build a thorough and practical understanding and analysis of the diverse contexts of education.
4. To facilitate learning opportunities for and with the university and local community that raise awareness and discussion of education issues, as well as societal issues impacting education.
5. To recruit diverse cohorts of teacher candidates, including candidates from populations historically underrepresented among teacher education majors (including but not exclusive to Black, Latinx, AAPI, Native American, multi-racial, male candidates).

## 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. Fellows' must meet or exceed Professional Disposition expectations in courses that assess these dispositions.

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/or 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 cumulative **3.0 GPA** throughout their participation in the Program. If GPA drops below 3.0, the Fellow will meet with the Director and/or 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 (see page 9 of this handbook for information about the Governance Committee).

## **Code of Conduct Expectations and Policies**

Teaching Fellows must uphold the Elon University Academic and Social Honor Codes. *At the conclusion of each semester, Teaching Fellows program staff review Teaching Fellows' student conduct records for violations of university policies.*

### **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.

### **Academic Censure**

Teaching Fellows at this level will meet with the Director and/or Assistant Director to discuss and reflect upon behavior.

### **Official Warning Level**

Teaching Fellows at this level will meet with the Director and/or Assistant Director to develop a contract for a probationary calendar year. 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.

### **Disciplinary Probation and Suspension Levels**

Teaching Fellows at these levels will be removed from the Program.

## **Attendance, Assignments, & Professional Disposition Expectations & Requirements**

At the beginning of each semester, Fellows are provided a 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., readings, reflection papers, journals and service hours) to remain in good standing. They are required to support recruitment of future Teaching Fellows by participating in Fellows Scholarship Weekend activities. Excused absences or assignments will be granted only in the event of a class conflict, religious holiday, illness or other extenuating circumstances.

In the event that you will miss a Teaching Fellows event, you must follow this procedure:

1. **At least two weeks** prior to the experience, a formal absence request must be submitted through this [form](#). Forms submitted less than two weeks before the event will not be considered.
2. The director and assistant director will discuss and decide whether the event is an acceptable excuse to be absent. It is important that you give as much detail as possible to help in our decision making process.
3. If an excused absence is granted, you will be required to make up the time through an alternate experience. You will meet with the director and assistant director to make a plan for this. Absences due to class conflicts and religious holidays are not required to be made up.

As noted above, Teaching Fellows' professional dispositions will be assessed in several courses. We also expect Teaching Fellows to demonstrate professional dispositions outside of their courses, and in particular regarding their participation in Teaching Fellows program activities and completion of program responsibilities. If professional dispositions related to program requirements are lacking, the Fellow will meet with the Director and/or Assistant Director to develop a contract for a probationary semester. Habitual absence requests will be considered a dispositional issue. Dispositional offenses will be documented and held to the consequences below:

### *Consequences*

#### 1<sup>st</sup> Offense:

- Meeting with the Director and/or Assistant Director
- Correspondence in the Fellow's file
- Appropriate make-up activity

#### 2<sup>nd</sup> Offense:

- Correspondence to parent(s)/guardian
- Notification sent to Academic Advisor
- All consequences listed under "1<sup>st</sup> Offense" above

#### 3<sup>rd</sup> Offense:

- Special request to Teaching Fellows Governance Committee to remain in the Program
- All consequences listed under "1<sup>st</sup> Offense" and "2<sup>nd</sup> 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/or Assistant Director to determine and apply appropriate sanctions dependent on the severity of the violation, including removal from the Program.

Email is the primary communication means from the Teaching Fellows office. Fellows should generally include both the Director and the Assistant Director on any program-related emails. All Fellows are expected to **check email daily** and respond **promptly** to RSVPs and information requests.

### **Teaching Fellows Governance Committee**

As noted in the contract section above, there are scenarios in which the Director and Assistant Director will determine that a Teaching Fellow should be removed from the program. In a few instances (e.g., a *Suspension* sanction from the university), the Teaching Fellow has no recourse to appeal this decision, due to university-level policies. In most scenarios, however, if a Teaching

Fellow is removed from the program, they can choose to submit a special request to remain in the Program to the Teaching Fellows Governance Committee. The Teaching Fellows Governance Committee is made up of the following people:

- Director of Teacher Education
- Education & Wellness Department Chair and/or Assistant Chair
- Program Coordinator for the Fellow's intended major

\*If any Committee member is the Fellow's academic advisor, a substitute will be determined. Special requests to remain in the Program are submitted to the Director of Teacher Education in writing, within one week of being notified of removal from the program. The Governance Committee may in some instances also ask to meet or speak with the Teaching Fellow.

## Convocations, Required Events, & Portfolio Reflections

### Required Events & Assignments

Teaching Fellows are required to attend various events during their four years in the program, and will sometimes complete related assignments (e.g., readings, short response questions). Events and assignments will vary by calendar year and by Teaching Fellows' year in the program. Assignments should be submitted on time.

### Reflection Papers

Teaching Fellows are required to submit reflection papers at various times throughout the program. Reflection prompts will vary per year in the program. Reflection papers that lack sufficient depth of reflection or general quality will be returned to Fellows with a requirement to revise and resubmit.

## 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 40 hours of service **prior to the Study Abroad experience**.
  - The first 15 hours are completed during the fall semester of the first year through the Teaching Fellows Elon 1010 course.
  - The remaining 25 hours are completed during the spring of the first year as a part of the Teaching Fellows seminar course.
  - If Fellows foresee issues fulfilling their service requirements, they must notify the Director and/or Assistant Director to arrange a meeting to discuss plans for satisfying the requirement.



2. Prior to service in The Village and local schools, you will complete Protection of Minors training Training Modules, and a background check.

## **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 study at the University of Otago, in New Zealand or another country, if a world language major. Fellows who study abroad in New Zealand are required to take two education courses, EDUC240 (4 s.h.) and EDPR240 (8 s.h.). World language majors will take an education internship course with their study abroad program.

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

### **American History Study Tour (HST 2410)**

Teaching Fellows participate in an approximately three-week travel 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.

The course is typically co-taught by Elon History and Education faculty.

*Note: Satisfies Civilization requirement and substitutes for HST 1210 for elementary, special/elementary and history education majors.*

### **Engaging Washington, DC Political Science Course (POL3101)**

During the winter term of junior year, Teaching Fellows participate in an approximately two-week academic seminar in Washington, D. C. Through this course, Fellows explore timely, major political topics, analyze the inner workings of national and international institutions, and examine the relationship between the media and the government.

The course involves lectures and panels, reading and writing assignments, site visits, and active participation in discussion groups. This course is taught by Elon University Political Science faculty.

*Note: Satisfies Advanced Studies or Society requirement and substitutes for POL 1110 for elementary and special/elementary education majors.*

### **Inquiry**

Teaching Fellows will engage in a mentored 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 begin learning about the inquiry project during their Teaching Fellows seminar in the spring of their first year, and attend the Spring Undergraduate Research Forum (SURF) during that semester. Fellows will submit an inquiry proposal during the sophomore fall semester. Elon faculty will serve as mentors.

Fellows will typically present their inquiry project in spring of the junior year at SURF. Other opportunities for presentation include professional conferences 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 Instagram, young adult personality dimensions and their influences on literature, and the effect of visual text in the instruction of high school Shakespeare.

### Entry into Teacher Education

Teaching Fellows must eventually be admitted into Teacher Education in order to continue in the program. We will discuss the process for applying during the First Year Teaching Fellows Spring Seminar.

### Committees

#### Leadership Team

Nominations and elections for leadership team roles occur during the beginning of the fall semester of first year. The whole leadership team typically meets 3-4 times per semester. The term of service 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. *Fellows on program probation cannot serve in Leadership roles.*

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

**Social:** Each class has a representative 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 social events and discuss upcoming socials and any other concerns or business items.

**Special Events:** Each class has a representative to work with the Director and Assistant Director in planning seminars, Fellows Weekend events, 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.

**Communications:** Each class has a representative on this committee who works with the Director, the Assistant Director, and Teaching Fellows Office Student Workers to plan and execute communications related to Teaching Fellows program activities and recruitment. In conjunction with other cohort members, they are in charge of design of their cohort T-shirt.

### Special Committees

**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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