

Elon Teaching Fellows Handbook

2026-2027

Dear Teaching Fellows,

Welcome to the 2026 - 2027 school year at Elon University! 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. This year, you will take part in 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, travel related experiences, 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 year at Elon and in the Elon Teaching Fellows Program!

Sincerely,

Erin Hone, M.Ed.
Program Director

Brittany Roberts, M.Ed.
Assistant Director

Table of Contents

Elon University Contact Information 4
- Teaching Fellows Office 4
- School of Education 4

Elon Teaching Fellows Mission Statement 5

Elon Teaching Fellows Program Goals 5

Teaching Fellows Contract 5
- Professionalism Expectation 5
- Academic Requirement 6
- Code of Conduct Expectations and Policies 6
  - Academic Code of Conduct Violations 6
  - Social Code of Conduct Violations 6
- Attendance and Assignment Requirements 6

Teaching Fellows Governance Committee 7

Convocations & Portfolio Reflections 8
- Convocations 8
- Reflection Papers 8

Service Requirement 8

Travel and Program Enrichment Experiences 9
- Study Abroad Semester 9
- American History Study Tour (HST 2410) 9
- Engaging Washington, DC (POL 3101) 9
- Inquiry 9

Entry into Teacher Education 10

Committees 10
- Leadership Team 10
- Special Committees 11

Elon University Contact Information

Teaching Fellows Office

Location:	Mooney 209
Facebook Page	Elon Teaching Fellows
Instagram	elonteachingfellows
X	@ElonEdFellows

Director:	Professor Erin Hone Mooney 209-A/Powell 002 2105 Campus Box Elon, NC 27244 336-278-6619 ehone@elon.edu
Assistant Director:	Mrs. Brittany Roberts Mooney 209-B/Powell 004 2105 Campus Box Elon, NC 27244 336-278-3317 broberts20@elon.edu
Website:	www.elon.edu/teachingfellows

Dr. Jo Watts Williams School of Education

Dean:	Dr. Ann Bullock Mooney 102-A/Powell 006 2105 Campus Box Elon, NC 27244 336-278-5900 abullock9@elon.edu
Administrative Assistant:	Ms. Celeste Richards *(Teacher Licensure)* Mooney 102/Koury Center 224-A 2105 Campus Box Elon, NC 27244 336-278-5900 crichards@elon.edu
Director of Assessment & Accreditation:	Mr. Bill Burress *(Teacher Education)* Mooney 105-A/Powell 007 2105 Campus Box Elon, NC 27244 336-278-5910 bburress@elon.edu
Website:	www.elon.edu/education

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. Since 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. ***Always remember: <u>You are an Elon Teaching Fellow and are held to a higher standard than other students.</u>***

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 7 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 without prior discussion with the Director and/or Assistant Director.***
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 calendar year. Habitual absence requests will be considered a dispositional issue. Failure to complete surveys, respond to emails when requested, and meet deadlines will be considered a dispositional issue. Dispositional offenses will be documented and held to the consequences below:

Consequences

1st Offense:

- Meeting with the Director and/or 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/or Assistant Director to determine and apply appropriate sanctions dependent on the severity of the violation, including removal from the Program.

Email and GroupMe are 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 (i.e.., 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 and Dean of the Dr. Jo Watts Williams School of 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 (i.e. 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 Community Based Learning course (EDU 2500).
    - 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

American History Study Tour (HST 2410) - Freshman Winter Term

Teaching Fellows participate in an approximately three-week travel embedded 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 12XX for elementary and special/elementary education majors.

Study Abroad - Sophomore Spring

Teaching Fellows are required to participate in a Study Abroad experience as a core component of the program. Fellows will complete this experience **during the spring semester of the sophomore year**. Fellows study through the New Zealand, Dunedin: School of Education Center Abroad or through the Elon in Florence & Naples: Community & Education program. In both these programs, Fellows are required to take two education courses, EDUC240 (4 s.h.) and EDPR240 (8 s.h.).

Fellows who are world language majors or who participate in an alternative approved program may complete their study abroad experience in a different location, as coordinated with program staff.

Fellows are expected to complete all required steps in preparation for the Study Abroad experience, including submitting a timely application. Failure to apply for Study Abroad by the required deadline, without prior approval from the Director and Assistant Director, will place the fellow **at risk of removal from the Teaching Fellows Program**.

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.

Politics in Education (POL 3101) - Junior Winter Term

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 Presentation Requirement

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.

Teaching Fellows are expected to present their inquiry project in the spring semester of their junior year, typically at the Spring Undergraduate Research Forum (SURF). In some cases, fellows may present at an alternative professional venue instead of SURF. This must be approved by the Director prior to the SURF application deadline in their junior year.

In rare cases, a fellow may be granted an extension to present their inquiry project during the senior year. Extensions are considered only under **extenuating circumstances**, which may include, but are not limited to:

- Significant health or personal challenges
- Study abroad or program conflicts that prevent completion or presentation
- Substantial changes in research direction requiring additional time
- Other circumstances approved at the discretion of the Director and/or Assistant Director

Request Process

To request an extension, the fellow must:

1. Submit a written request to the Director and Assistant Director as soon as the need is identified, and no later than **four weeks prior** to the SURF application deadline in their junior year, which is usually the beginning of March.
2. Include a clear explanation of the circumstances, current progress on the inquiry project, and a proposed timeline for completion and presentation.
3. Meet with the Director and/or Assistant Director to review the request and determine next steps.

Approval & Expectations

If an extension is approved:

- The fellow must enter into a formal **Inquiry Extension Contract** outlining expectations, benchmarks, and deadlines.
- The fellow is expected to remain actively engaged with their faculty mentor and demonstrate consistent progress.
- The fellow must present their inquiry project during the senior year at an approved venue (e.g., SURF, conference, or other scholarly forum).
- Failure to meet contract expectations may result in sanctions, including review by the Teaching Fellows Governance Committee and potential removal from the Program.

Decisions regarding extensions are made at the discretion of the Director and Assistant Director and are final.

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.

Teaching Fellows 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 1 - 2 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 semester socials 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, Senior Celebration, 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.

Dr. Jo Watts Williams School of Education Requirements

Entry into Teacher Education

All education majors must 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. ***Fellows must complete Transition Point 1, all components of the application to the Teacher Education program must be completed by July 31st, prior to sophomore year.*** Failure to meet this deadline will result in a professional dispositional offense.

Intercultural Learning Certificate Program (ILCP)

Upon Teacher Education admission, all education majors are placed in an ILCP cohort. From sophomore to senior year, students will work towards completion of the Intercultural Learning certificate. ***Fellows are expected to meet all deadlines and complete modules & experiences. Failure to meet this expectation will result in a professional dispositional offense.***

Revised 8/2026

Elon Teaching Fellows Handbook Contract

Please note that this 2026-2027 NC Teaching Fellows Handbook is not a comprehensive list of all Dr. Jo Watts Williams School of Education university policies. By signing this page, you acknowledge that you understand and agree to the policies and requirements found within it. This page will be kept in the Teaching Fellows Director files.

I, _____ (print first and last name), have received the link to the handbook, understand, and agree to the policies and requirements found within it.

_____ _____

(Teaching Fellow Signature) (Date)