



ARKANSAS TECH
UNIVERSITY

**College of
Education & Health**

**Policies and Procedures for Educator
Licensure**

Contents

Introduction and Overview	4
A Message from the Dean.....	5
Deans and Directors in the College of Education and Health.....	6
Our Vision and Mission.....	7
Arkansas Tech University Vision Statement.....	7
Arkansas Tech University Mission Statement.....	7
College of Education and Health Vision Statement.....	7
College of Education and Health Mission Statement.....	7
Glossary of Terms	8
Accreditation, National Recognition, and State Recognition.....	11
College of Education and Health	13
Student Support Services.....	13
Office of Teacher Education Student Services (TESS).....	13
Office of Educator Licensure and Support Services	13
Governance Structure	15
How Decisions Are Made	15
The Teacher Education Council	15
Teacher Education Council Members:.....	15
Function of the Council.....	16
Committees of the Council	16
Appeals, Admissions, and Retention Committee.....	16
Admission and Program Requirements	17
Undergraduate Admission and Program Requirements.....	18
The Four Stages of the Teacher Education Program	18
Requirements for Admission to the Yearlong Residency	20
Yearlong Residency Attendance Requirements.....	21
Dress Code	21
Co-Requisite Courses during the Yearlong Residency Experience	21
Exit Portfolio	22
Grade Point Average Computation	22
CLEP Credit.....	23
Transfer Credit for Courses in Professional Education.....	23
Undergraduate Programs and Advanced Certificate Application Check List.....	24
Retention and Advising.....	25
Repeating of Professional Education Courses	25
Graduate Admission and Program Requirements.....	26
Admission Policy Graduate School	26
Unconditional Admission.....	26
Conditional Admission	26
Academic Advisors.....	26
Program Continuation Testing Requirements	27
Degree Requirements for the Master of Arts in Teaching (MAT) Degree	27

Special Conditions of Graduate Credit	28
Retention and Advising.....	28
Undergraduate Clinical Field Experiences	30
Overview of Clinical Field Experiences.....	30
Placements and Supervision in Clinical Field Experience Sites.....	31
Site Selection Process.....	32
Graduate Clinical Field Experiences.....	33
Overview of Clinical Field Experiences.....	33
Appeals and Grievances.....	35
Appeals Policy	36
Stage II and Stage III/Yearlong Residency Appeals.....	36
Placement Appeals	36
Informal Grievance Procedure	363

Introduction and Overview

A Message from the Dean

Welcome to the College of Education and Health at Arkansas Tech University. Our goal is to help you grow as a future professional in your expertise, collaborative skills, and innovative thought. As a future professional educator, our expectation is for you to become a successful and innovative professional in the communities in which you serve. In order to help prepare you for your future, we have designed programs of study that are collaborative, engaging, and innovative.

In your programs of study, you will have opportunity to work with faculty, who excel in teaching, research, and service. In addition, within our programs of study, you will have opportunity to complete field experiences at a variety of sites and work alongside a number of professionals in your chosen field. Our faculty, staff, and administrators are committed to excellence and continuous improvement in all we do.

I encourage you to engage fully in your academic endeavors within the College of Education and Health and within the broader university. By the time you complete your program of studies, you will be prepared to positively impact communities locally, regionally, and globally. As a first step in learning more about the College of Education and Health, please become part of our social media community through Facebook, X (formerly, Twitter), and Instagram. Again, we are pleased to have you in the College of Education and Health for this important time of professional preparation in your life. Feel free to reach out to us if you need any assistance or additional information.



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Our Vision and Mission

The Arkansas Tech University and College of Education and Health vision and mission statements inform the College of Education educator licensure policies and procedures. The vision and mission statements include the following.

Arkansas Tech University Vision Statement

Arkansas Tech University will empower its students to pursue their dreams and unlock their full potential by providing a high-quality, challenging education, creating a path to personal and professional success across the Arkansas River Valley, the state, the nation, and beyond.

Arkansas Tech University Mission Statement

Arkansas Tech University is dedicated to student success and access by providing an education that will significantly impact social mobility, enabling students to reach their greatest potential. The university has an unwavering commitment to providing life changing educational opportunities at all levels of higher education through partnerships, research and service initiatives that contribute to the economic, cultural and social well-being of the students and the region it serves. The university will cultivate a vibrant and welcoming community, encouraging students, faculty, and staff to achieve their goals in a supportive environment.

College of Education and Health Vision Statement

The College of Education and Health develops experts, collaborators, and innovators in education, health, and leadership who are successful and transformative professionals in the diverse communities in which they serve.

College of Education and Health Mission Statement

The College of Education and Health promotes student success by providing collaborative, engaging, and innovative programs in accessible formats to prepare professionals who will positively impact their communities locally, regionally, and globally.

Glossary of Terms

Before examining this policies and procedures document, it would be beneficial for the readers to familiarize themselves with the following terms.

Appeals, Admissions, and Retention Committee

A council committee chaired by the Director of Teacher Education Student Services that reviews admission appeals, monitors standards, and makes recommendations related to teacher education program admissions and retention.

Arkansas Division of Elementary and Secondary Education (DESE) The state agency responsible for educator licensure, with which ATU's Office of Educator Licensure and Support Services maintains liaison.

Background Check

A requirement for participation in clinical field experiences. It includes fingerprinting and is coordinated through the Office of Educator Licensure and Support Services.

Clinical Field Experiences

Practical, in-school teaching experiences required throughout a teacher candidate's program, including the yearlong residency.

Council for the Accreditation of Educator Preparation (CAEP) The national accreditor for teacher preparation programs. Courses transferred from other institutions must be CAEP-accredited or equivalent.

Director of Teacher Education Student Services

The individual who oversees the Office of Teacher Education Student Services and serves as Secretary on the Teacher Education Council. Also chairs the Appeals, Admissions, and Retention Committee.

Dual Advising

System used for secondary education candidates, with advisors from both content and education areas guiding academic planning.

Educator Licensure

The process of gaining certification to teach in public schools. ATU assists with initial licensure, add-ons, updates, and verification of licensure eligibility.

Exit Portfolio

A culminating assessment completed during Residency B, used to evaluate a candidate's readiness for licensure.

Field Placements

Assignments to real-world classroom settings during different stages of teacher preparation, coordinated by the Office of Teacher Education Student Services.

Fingerprinting

A part of the background check required before engaging in clinical fieldwork. Conducted by the Office of Educator Licensure and Support Services.

Graduate Council

A university committee that reviews graduate-level curriculum changes, including those related to educator licensure programs.

Initial Licensure Program

An undergraduate or post-baccalaureate program (e.g., MAT program) that prepares students for their first teaching license.

Office of Educator Licensure and Support Services (OELSS) Provides support for educator licensure, including background checks, Praxis information, and application processing.

Office of Teacher Education Student Services (TESS)

Coordinates clinical field experiences, determines program eligibility, and assists students through all stages of the teacher preparation process.

Praxis Series

A series of exams used to measure teacher candidates' knowledge and skills for licensing. Praxis requirements are updated frequently.

Professional Education Coursework

Courses that are specific to the teaching profession, completed during Stage II and III of the undergraduate teacher education programs.

Residency A and B

Two consecutive semesters in the last year of the program. Residency A involves part time placement; Residency B involves full-time, full-responsibility teaching in the same classroom.

Residency Clinical Supervisor

A university-appointed educator who oversees and evaluates candidates during the yearlong residency (referred to as a campus-based supervisor).

Stage I – Preprofessional Education Coursework

Introductory education and general education courses completed before entering the undergraduate professional program.

Stage II – Professional Education Coursework

Upper-level education courses and content-specific coursework taken after formal admission into the undergraduate teacher education program.

Stage III – Yearlong Residency

A two-semester, school-based teaching experience involving increasing responsibility and the completion of the Exit Portfolio.

Stage IV – Application for Licensure

The final stage of the program where candidates apply for licensure through OELSS after fulfilling all program and state requirements.

Teacher Education Council

A university-wide advisory council responsible for policy and curriculum recommendations regarding educator licensure programs.

Teacher Candidate

A student enrolled in a teacher preparation program working toward licensure.

Yearlong Residency

A full academic year of in-school teaching practice split into Residency A and B, serving as a capstone experience in the teacher education program.

Accreditation, National Recognition, and State Recognition

Arkansas Tech University is accredited as a university by the [Higher Learning Commission](#). This means our degrees are recognized across the country as being awarded from a nationally accredited university. As part of this accreditation, all degree programs are consistently reviewed to ensure their effectiveness. In addition to this university accreditation, the College of Education and Health has also received a number of additional national accreditation and national recognition distinctions in various degree areas. Please see the information below for more information concerning these distinctions.

The Arkansas Tech College of Education and Health (in partnership with other colleges on campus) is an Educator Preparation Provider and nationally accredited through the Council for the Accreditation of Educator Preparation (CAEP). To see our most recent accreditation report results, please click here: [2020 CAEP Accreditation Results](#). Within this accreditation, we offer a number of educator licensure programs at the undergraduate and graduate levels. In addition to this national accreditation, numerous Arkansas Tech University educator licensure programs have received specialized national program recognition or national specialty accreditation, which includes all programs for which this national honor is available. You may view and explore these programs in detail from the following link: [Educator Licensure Programs](#). Please see the additional and important information provided below concerning our university, educator licensure programs, and graduates.



CAEP accountability measures are required to demonstrate the College of Education and Health's attainment of the Council for the Accreditation of Education Preparation (CAEP). Initial Licensure involves those programs that prepare teachers. Advanced Licensure involves those programs that prepare teachers in the roles of other school personnel (e.g., principals, superintendents, special education teachers, directors, etc.). These Arkansas Tech University advanced licensure programs are completed at the graduate level. The ATU CAEP accountability measures data are presented on the College of Education and Health website: [College of Education & Health \(atu.edu\)](#).

In addition to this national accreditation, the Arkansas Department of Education Division of Elementary and Secondary Education (DESE) has fully approved the teacher licensure programs offered at Arkansas Tech University. In addition, the DESE has approved our educator preparation programs in the area of reading as denoted by our very successful Science of Reading Audit where the state reviewed our candidate reading preparation efforts. In summary, all educator preparation programs leading to an initial teaching license in Arkansas at Arkansas Tech University are approved through the DESE through the 2030 academic year.

College of Education and Health Student Support Services

Office of Teacher Education Student Services (TESS)

The Arkansas Tech University Office of Teacher Education Student Services is here to provide the resources that soon-to-be-educators need to succeed and to excel. Our office aims to follow the College of Education and Health's mission and vision in order to maintain service excellence to our students, faculty, staff, and community.

The Office of Teacher Education Student Services collaborates with school district partners to coordinate clinical field experiences including the yearlong residency for education majors. The Office of Teacher Education Student Services determines student eligibility for the program and assist qualified students with course enrollment.

For more information on the Office of Teacher Education Student Services, or to access and submit documentation required by ATU teacher licensure, please visit: [About Teacher Education Student Services \(atu.edu\)](#)

Office of Educator Licensure and Support Services

The Office of Educator Licensure and Support Services provides a full range of services for students. The primary purpose is to assist students with requirements necessary to complete early field experiences, residency, and subsequently, licensure.

Responsiveness to students' needs is a primary goal of this office. This office provides well-planned and organized procedures in the requirements for early field experiences, entry into residency, professional licensure processing, and general information dissemination.

This office also assists with educator licensure by processing initial applications and add-ons, updating faculty licenses, verifying Arkansas licensure and program completion of persons applying for licensure in other states, and processing applications for and maintaining liaison with the Arkansas Department of Education Division of Elementary and Secondary Education. It provides Praxis information and transcript evaluations for individuals wishing to teach. Scholarship information for education students is also available.

One main purpose of the office is to facilitate fingerprinting and related background checks for College of Education and Health students and other professionals in the surrounding area. The office conducts well over 300 fingerprinting and background checks annually. These background checks are a requirement for students participating in clinical field experiences in school settings in the College of Education and Health educator licensure programs.

The Office of Educator Licensure and Support Services is currently located in Crabaugh 308. Please visit this office. This office provides assistance to Arkansas Tech students and alumni for all educator preparation programs.

For more information on the Office of Educator Licensure and Support Services at Arkansas Tech University or to access and submit documentation required by ATU educator licensure, please visit: [Teacher Licensure \(atu.edu\)](http://atu.edu)

Governance Structure

How Decisions Are Made

The governing unit for teacher education programs on the Arkansas Tech University campus is housed in the College of Education and Health. The responsibility and authority for teacher education programs reside with the Dean of the College of Education and Health. The Teacher Education Council serves the College of Education and Health and the office of the Dean as a campus-wide advisory body on matters of policy and curriculum for educator licensure programs at Arkansas Tech University. The Office of Teacher Education Student Services and the Office of Educator Licensure and Support Services serve under the authority of the Dean of the College of Education and Health and considers the decisions of the Teacher Education Council in its operation.

The Teacher Education Council

The Teacher Education Council consists of seventeen members including the Dean College of Education and Health who serves as the permanent non-voting chair and the Dean of the Graduate College who serves in a nonvoting, ex-officio capacity. Other permanent members of the Council are the Director of Teacher Education Student Services and the Department Head of Teaching and Educational Leadership. The Provost/Executive Vice President for Academic Affairs appoints all other members for a term of one calendar year in consultation with the Dean of the College of Education and Health.

Teacher Education Council Members:

Chair – Dean, College of Education and Health (non-voting)

Vice-Chair – Department Head, Teaching and Educational Leadership

Secretary – Director of Teacher Education Student Services

Representatives – College of Education and Health (3)

Representative – College of Engineering and Applied Sciences (1)

Representative – College of Natural and Health Sciences (1)

Representative – College of Arts and Humanities (1)
Representative – College of Business (1)
Representative – Public School Administrator (1)
Representatives – Public School Teachers K-12 (3)
Representative –Undergraduate Student (1) and Graduate Student (1)
Dean of the Graduate College (Ex-Officio, non-voting)

Function of the Council

The council serves as an advisory body to the Dean of the College of Education and Health, reviews and recommends changes in the educator licensure programs, approves course additions and deletions, studies and recommends changes related to policies and admission standards, and coordinates the transmission of information from faculty and committees to the Council and other University committees. The function of the council is enhanced and supported by working committees.

Course offerings and curricular changes pertaining to the educator licensure programs (undergraduate and graduate) are reviewed by the Teacher Education Council before being forwarded to the appropriate committee for action. Curricular items at the undergraduate level must be approved through the Curriculum Committee prior to submission to the Faculty Senate for action; items at the graduate level are submitted to the Graduate Council. Proposals approved by the Faculty Senate and Graduate Council are transmitted to the Provost/Executive Vice President for Academic Affairs for implementation.

Committees of the Council

Membership on Council committees may be expanded to include faculty and/or student members involved in educator licensure who are not members of the Teacher Education Council. This arrangement broadens the base of educator preparation within the University community. All committees are chaired by Council members. All non designated members are appointed by the Chair of the Council.

Appeals, Admissions, and Retention Committee

The Appeals, Admissions, and Retention Committee is composed of up to five members, which includes the Director of Teacher Education Student Services of the College of Education and Health (Chair) and up to four additional faculty members. The committee, chaired by the Director of Teacher Education Student Services, monitors admission and retention standards, receives admission appeals, and makes recommendations to the College of Education and Health Associate Dean, who then makes a decision on the appeal. The associate dean then works with the Teacher

Education Student Services office to archive this decision, communicate this decision to the student, and notifies the Dean of the College of Education and Health.

If the student wishes to file a further of appeal, the student may file this appeal to the Dean. The student must provide additional information in their appeal letter to support this additional appeal in response to the committee's recommendation and the associate dean's decision.

Admission and Program Requirements

Undergraduate Admission and Program

Requirements The Four Stages of the Teacher Education Program

STAGE I – Preprofessional Education Coursework: Coursework involves the completion of courses prior to the professional education courses of Stage II in the undergraduate initial licensure programs. Included within these courses are an introduction to education course, early education courses, an educational technology course, and university general education courses. The information included below should be carefully examined at this stage prior to applying for Stage II within the respective initial teacher licensure program. Much of this information will be needed for the entirety of the candidate's preparation. The Office of Teacher Education Student Services administers all field placements within public schools during all stages of preparation, and the experienced mentor teachers in these field experiences complete surveys and evaluations concerning candidates placed within their classrooms during these field experiences

STAGE II – Professional Education Coursework: After successfully completing the Stage II application process (SEE ABOVE) and its requirements, the candidate is officially in the respective undergraduate initial teacher licensure program of study. The candidate will be accepted into Stage II after completing the Stage II application, meeting all Stage II requirements, and receiving advisor(s) approval after meeting with the candidate's advisor. Stage II involves the completion of upper-level professional education courses and university content courses in the undergraduate initial teacher licensure programs. All candidates must apply for Stage II and meet all Stage II requirements in order to be enrolled in Stage II courses.

CANDIDATES SHOULD RECOGNIZE THAT TIMELY APPLICATION TO STAGE II IS ESSENTIAL TO ALLOW AMPLE TIME FOR ADMINISTERING CLINICAL FIELD PLACEMENTS AND FOR THE REQUIRED BACKGROUND CHECK TO BE COMPLETED.

This is particularly important since candidates are required to be in the field before the university begins in the fall and spring semesters during the Yearlong Residency experience (one of the clinical field experiences in Stage II). The Office of Teacher Education Student Services administers all field placements within public schools during

all stages of preparation, and the experienced mentor teachers in these clinical field experiences complete surveys and evaluations concerning candidates placed within their classrooms during these clinical field experiences.

Students wishing to enter Stage II must submit a Stage II Application to the Office of Teacher Education Student Services. Applications and application instructions are available online at <https://www.atu.edu/teachereducation/> within the Stage II link.

The requirements for admission to the undergraduate teacher education programs and/or the advanced certificate in secondary education (involving professional education coursework), referred to as Stage II, are:

1. Maintaining a cumulative grade point average of 2.70 on a 4.0 scale.
2. Submitting a fully completed online application to the Office of Teacher Education Student Services (See above web address.).
3. Completing one of the following options (as applicable to the selected degree program) with a grade of "C" or better.
 - a. ELED 2003: Education as a Profession
 - b. MLED 2003: Education as a Profession
 - c. SEED 2003: Education as a Profession
4. Completing all the following with a grade of "C" or better:
 - a. Six (6) hours of general courses in written communication (English Composition – ENGL 1013 and ENGL 1023)
 - b. Three (3) hours of oral communication (COMM 2003 Public Speaking or COMM 2173 Business and Professional Speaking contingent upon the major program of study)
 - c. Three (3) hours of Mathematics (MATH 1113 College Algebra OR MATH 1003 College Mathematics) contingent upon program of study per major
5. Earning a "C" or better in all course grades in the ELED and MLED major programs.
6. Completing an interview and receiving recommendation from an education advisor (if a secondary major, interview and an additional recommendation by the content advisor)
7. Meeting all Stage II requirements that are in effect at the time of application
9. Providing evidence of the completion of a successful background check

8. Receiving approval of the Director of Teacher Education Student Services in consultation, if necessary, with the College of Education and Health Associate Dean

STAGE III – Yearlong Residency (Residency A and B): After successfully completing all Stage II requirements in the undergraduate teacher licensure programs or the advanced certificate in secondary education along with the application requirements, candidates may complete the yearlong residency experience. Candidates complete the residency experience during their respective clinical field experience placement. In addition, all candidates complete an exit portfolio during this experience that must be submitted and successfully completed as a licensure requirement. Residency clinical supervisors and experienced mentor teachers also complete surveys and evaluations concerning candidates during these clinical residency experiences. Please examine the following information concerning the yearlong residency and some general aspects and requirements of this residency. For a complete overview of the yearlong residency experience, please see the Arkansas Tech University College of Education and Health Yearlong Residency Handbook found within the Stage III link at: <https://www.atu.edu/teachereducation/index.php>.

Requirements for Admission to the Yearlong Residency

Residency A and B refer to the two semesters of the yearlong residency experience. Residency A involves three days per week in a school placement while completing university coursework. Residency B involves five full days per week in the same placement site and includes full-time teaching responsibilities. The following list denotes the requirements to enter the yearlong residency.

1. Admission to Stage II.
2. Completion of a minimum of ninety (90) semester hours with a minimum of twelve (12) semester hours in residence at ATU.
3. Have in progress all professional education courses (ELED, MLED, SEED) and have no more than three (3) semester hours left in the area of specialization at the completion of the semester prior to residency.
4. A minimum cumulative grade point average of 2.70 and a minimum grade point of 2.70 in the area of specialization.
5. SEED majors – No grade below a “C” in either the field of specialization or in professional education courses. ELED and MLED majors – no grade below a “C” in any course.
6. Submission of the application to the Director of Teacher Education Student Services by **October 15** if the request is for the spring semester of the same academic year or **March 15** if the request is for the fall semester of the succeeding academic year.

Applications for Yearlong Residency may be found on the link on the following website:
<https://www.atu.edu/teachereducation/>.

7. Maintain a satisfactory disciplinary record as well as behavior in classes and other University related events.
8. Successful completion of the appropriate specialty area test of Praxis II: Subject Assessments Specialty Area Test, with a score equal to that established by the Arkansas Department of Education Division of Elementary and Secondary Education. **This assessment(s) must be successfully completed prior to admission into the yearlong residency. Passing scores can be found at www.ets.org.**

Many schools and school districts require photo copies of Praxis Exam scores for hiring purposes; therefore, candidates should file scores in a safe place for future reference.

Yearlong Residency Attendance Requirements

Promptness and dependability are professional characteristics. Any employing school district has a right to expect that teachers of that district possess and demonstrate these characteristics. Therefore, any school district accepting placement of a teacher candidate has a right to expect the same characteristics.

The teacher candidate should be aware that during any clinical field experience(s), including the residency experience, a cooperating school may request to have the teacher candidate removed from the school should she or he not exhibit the behaviors and dispositions expected of today's education professionals. If a student is removed from a clinical field experience including residency, it may result in both course and/or program repercussions.

The yearlong residency experience involves three days in the public-school classroom during Residency A and 5 days in the classroom during Residency B. The full day is defined by the policy of the school as to what constitutes the school day. For example, Russellville schools define the school day as being from 7:45 a.m. to 3:45 p.m. Each intern is expected to be present the full school day. Any deviation might include such things as arriving late, leaving early, or leaving campus during the conference or planning period. Continuous infractions may result in being dropped from residency.

Any absence requires that the Clinical Supervisor, Experienced Mentor Teacher, and the Director of Teacher Education Student Services be notified as early as possible.

If the cause is an emergency, the Clinical Supervisor, Experience Mentor Teacher, Building Principal, and Director of Teacher Education Student Services should be contacted as soon as possible.

Any days missed, for whatever reason, will be required to be made up later in the semester. If more than one consecutive day is missed, a doctor's note must be provided to the Director of Teacher Education Student Services including the dates missed, and the date allowed back must be provided on the note. This does not excuse the candidate from completing the days missed in the future.

Dress Code

Students must adhere to the ATU Teacher and Educational Leadership Dress Code Policy found within the Teacher Education Program Stages links at the following website: <https://www.atu.edu/teachereducation/>.

Co-Requisite Courses during the Yearlong Residency Experience Secondary Education Program and Advanced Certificate in Secondary Education

Secondary education and advanced certificate in secondary education yearlong residents must be enrolled in SEED 4553 and SPED 4052 during their Residency A experience. Secondary yearlong residents are required to be enrolled in SEED 4503 during their Residency B experience. Secondary education residents should follow their prescribed curriculum during the Residency A and Residency B yearlong residency experience.

Elementary Education Program

Elementary education yearlong residents must be enrolled in the Residency A Seminar during the Residency A experience. Elementary education yearlong residents are required to be enrolled in the Residency B Seminar during their Residency B experience. Elementary education residents should follow their prescribed curriculum during the Residency A and Residency B yearlong residency experience.

Middle Level Education Program

Middle level education yearlong residents must be enrolled in the Residency A Seminar during their Residency A experience. Middle level education yearlong residents are required to be enrolled in the Residency B Seminary during their Residency B experience. Middle level education residents should follow their prescribed curriculum during the Residency A and Residency B yearlong residency experience.

Exit Portfolio

An exit portfolio must be completed near the end of the Residency B experience. Guidelines for completion of the Residency B Exit Portfolio are found online at <https://www.atu.edu/teachereducation/> and in our digital portfolio submission tool(s).

STAGE IV – Application for Licensure: Stage IV, Application for Licensure, involves applying for initial teacher licensure through the Office of Teacher Licensure and Support Services. After meeting all requirements for licensure recommendation, this office works with the candidate in recommendation of the candidate to the Division of Secondary and Elementary Education for a standard five-year [initial] teacher licensure.

This office also works with MAT candidates who are pursuing a provisional licensure and with candidates who are adding licensure endorsements and/or degrees.

Grade Point Average Computation

For the purpose of computing grade point average in the area of specialization and professional education for admission, the highest grade in a given course shall apply. Adjustment in the number of hours attempted and quality points earned shall be made to reflect that the course was taken only one time for the highest grade. The computation of grade point average shall include all work accepted by ATU in transfer.

CLEP Credit

CLEP credit will not be accepted as a substitute for any Stage II course.

Transfer Credit for Courses in Professional Education

Teacher candidates wishing to transfer credit for professional education (Stage II) courses must provide evidence that they had been admitted to the teacher education program at the institution granting credit at the time the courses were taken. The institution must be accredited by the Council for the Accreditation of Educator Preparation (CAEP), the State of Arkansas, or an equivalent accreditor.

Undergraduate Programs and Advanced Certificate Application Check List

Please gather the following documents (PDF, Word, or Image) BEFORE applying for the yearlong residency experience.

- Personal Head Shot (solid background and professional attire)
- Current ATU Transcript or go to your unofficial transcript on One Tech and right click and send to print (Change printer option to print to pdf)
- Degree Audit (Signed by Advisor, Department Head, & Dean) or Degree Works (No Signatures Required)
- Screenshot of passing Content Area Praxis Scores
- Screenshot of an approved AELS Background Check
- Certificates from Arkansas IDEAS
 - Certificate from Arkansas Educator Ethics listed as Professional Licensure Standards Board (PLSB)-The Code of Ethics Training Video (Arkansas IDEAS ERC 19048)
 - Certificate from mandated reporter training listed as Be the Reason: The Educator's Role in Combating Child Maltreatment (Arkansas IDEAS ERB 21002)
- Schedule an appointment to get education advisor approval for Yearlong Residency (All Students) (Secondary ONLY – Schedule an appointment to get content area advisor approval)
- You will also need to make sure you have met the following criteria from Stage II:
 - Composition I
 - Composition II
 - Three (3) hours of Mathematics (MATH 1113 College, Algebra OR MATH 1003 College Mathematics) contingent upon program of study per major
 - Public Speaking 2003 or Business and Professional Speaking 2173 o Education as a Profession in ELED/MLED/SEED
- Elementary & Middle Level students must have a 'C' or better in all courses for degree completion. Secondary students must have 'C' or better in all courses required for their designated field.

* During the Yearlong Residency experience, students may not exceed a maximum of 15 hours in enrollment during the Residency A or B experiences in undergraduate coursework in either semester per the Arkansas Division of Elementary and Secondary

Education guidelines. MAT students may be enrolled in a maximum of 9 hours during the during the Residency A or B experiences in graduate coursework in either semester.

Retention and Advising

Advising for secondary education teacher candidates is accomplished through dual advisors: one from the area of specialization and one from the secondary education area. The advisors work cooperatively to counsel and plan the program of study for the teacher candidate. Advising for elementary education and middle level education is accomplished through a single advisor from the College of Education and Health. Teacher candidates admitted to the teacher education program must maintain a cumulative GPA of 2.70. A teacher candidate cannot enter the yearlong residency unless his or her cumulative GPA is 2.70 or higher.

During the period of enrollment for each term, the faculty advisors review with the teacher candidate the progress made toward the completion of the program. Pertinent information including, but not limited to, grade point average, identified strengths, essentials of professional competency, areas for improvement and/or concerns are reviewed. This information is used to plan the teacher candidate's schedule for the subsequent semester.

Repeating of Professional Education Courses

Professional education courses that are more than eight years old may not be counted toward completion of the teacher education program's requirements. In the case of work more than eight years old, the courses must be repeated regardless of the grade earned in the course. The teacher education candidate should be aware that the Praxis Series of tests required for licensure in Arkansas are revised frequently based on the increasingly evolving research and knowledge base in education. Candidates should also consider this factor when considering whether or not to re-enroll in a course(s) that was/were previously completed.

Graduate Admission and Program Requirements

This section is intended for individuals seeking admission who already hold a baccalaureate degree or higher. Any teacher candidate entering the Teacher Education Program with a degree must meet the entire program requirements for the area of licensure sought as identified in the catalog, the College of Education and Health Policies and Procedures Manual, and the rules and regulations for licensure of the Arkansas Department of Education Division of Elementary and Secondary Education.

Admission Policy Graduate School

Applicants for admission to the Master of Arts in Teaching (MAT) degree program must submit a completed application and provide official transcripts from each college attended, both undergraduate and graduate, if applicable, to the Graduate College Office and must complete the application process through the Graduate College. For a

full description of these processes and requirements, please refer to the [Arkansas Tech Graduate College Catalog](#) and [Graduate College](#) website.

Unconditional Admission

Applicants must meet the admission requirements of the Graduate College.

Conditional Admission

Applicants who fail to meet the grade point criteria specified for unconditional admission may be admitted to earn a maximum of twelve semester hours. To remove this condition, the student must earn a "B" average or a 3.0 GPA on the first twelve hours of graduate work attempted at Arkansas Tech University. Applicants who have satisfactory academic records at unaccredited colleges are also eligible for admission under these conditions, although in some instances transcripts might be declared deficient. In such cases the applicants would be assessed a maximum of thirty hours to be completed before being admitted to graduate study. Please see the Graduate College website and the [Arkansas Tech Graduate College Catalog](#) for more information.

Academic Advisors

The academic advising process for graduate degree students begins at the time the student is admitted to graduate study. The office of graduate study assigns an appropriate advisor and notifies the advisor of the admission. The student's department advisor then invites him/her to meet for an advising and orientation session at the student's earliest convenience. When the student meets with the department advisor, he/she is given an orientation including access to a master's degree program checklist that outlines all major steps in completing the degree along with degree plan outline (list of courses to be completed). This initial advising session ensures that the student is informed of all degree requirements, policies, and procedures, and is familiar with the department and the department advisor. Subsequently, the academic department advisor and the Office of the Graduate College monitors the student's progress as he/she progresses through the program.

The graduate academic advisor is responsible for:

1. Helping the student plan a balanced program of graduate work adapted to the student's particular interests, needs, and abilities
2. Advising and assisting the student during the completion of the requirements for the degree
3. Assisting the student in preparing a thesis or action research project in programs for which this is required

4. Ensuring the student is aware of assistance and services provided for graduate students by the various University offices.

Program Continuation Testing Requirements

Students in the Master of Arts in Teaching program of study must successfully complete the respective content-area Praxis assessment by the end of the first six hours of the program per Arkansas Department of Education Division of Elementary and Secondary Education requirements. Students may not continue in the program after six hours of coursework unless the respective Praxis content-area assessment is completed with scores meeting or exceeding state requirements for licensure. The required cut scores for this assessment for the State of Arkansas may be examined at www.ets.org.

Degree Requirements for the Master of Arts in Teaching (MAT) Degree

Arkansas Tech University offers a Masters of Arts in Teaching degree and Masters of Education degrees in Instructional Technology, School Counseling and Leadership, Educational Leadership, Library Media Specialist, K-12 Literacy, Special Education, and in Teaching, Learning, and Leadership. The following requirements apply to these degrees. **See the current graduate catalog for additional specific requirements in each degree.**

1. Graduate programs contain a set number of hours that must be completed for each program – eighteen of which must be at the 6000 level.
2. An approved thesis/action research/portfolio capstone project must be successfully completed.
3. A cumulative grade point average of at least 3.00 must be achieved in all graduate work attempted at Arkansas Tech University not to exceed a maximum of six (6) hours of "C" grades. A student receiving 6 hours of "C" grades or three (3) hours of "F" grades is subject to dismissal from the graduate program. Grades lower than "C" will not be counted toward degree requirements.
4. Twenty-seven hours of graduate work must be taken while in residence at Arkansas Tech University. Full-time residence is not required.
5. The master's degree program must be completed within six (6) years from the time of unconditional or conditional admission to the graduate program.
6. For the Master of Education degree, work counting towards the requirements for one master's degree may not be applied toward requirements for another master's degree unless specifically denoted.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University. A maximum of nine semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school, if deemed appropriate to the graduate program by the head of the student's major department and the Dean of the Graduate College. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to the requesting admission to candidacy to the graduate program. Graduate credit earned six years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate department head and the Dean of the Graduate College. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University. If, after admission to the graduate college at Arkansas Tech University, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech, the student must, in advance of enrollment, obtain written approval from the head of the student's major department and the Dean of Graduate College.

Retention and Advising

During the period of enrollment for each term, the faculty advisors review with the teacher candidate the progress made toward the completion of the program. Pertinent information including, but not limited to, grade point average, identified strengths, essentials of professional competency, areas for improvement and/or concerns are reviewed. This information is used to plan the teacher candidate's schedule for the subsequent semester.

Clinical Field Experiences

Undergraduate Clinical Field Experiences

Overview of Clinical Field Experiences

Clinical field experiences are a necessary component to obtaining teacher licensure. Many Arkansas Tech University education courses require a clinical field experience as part of the curriculum. During these experiences, Arkansas Tech University students receive classroom experience while working with local educators.

The Office of Teacher Education Student Services will place students in area schools for these experiences. Placement guidelines include:

- Students must have an approved AELS background clearance for **pre-Stage II** courses before receiving notification of placement.
- Students must have an approved AELS background clearance for **Stage II and Stage III** courses before receiving notification of placement.
- Students must complete clinical field experiences in a variety of diverse school settings. These experiences are designed to help teacher candidates achieve an understanding of and ability to better educate students from a diverse array of backgrounds and experiences. To ensure this and to meet national accreditation and state expectations, the Office of Teacher Education Student Services follows a clinical field experiences placement rotation schedule in its placement efforts.
- Students will NOT complete a clinical field experience in schools where the following applies:
 - The student is employed unless this is through a special pathway designed in agreement with the school district, Arkansas Tech University, and other required entities.
 - He/she has children in attendance with the exception noted previously.
 - He/she has any relative/spouse currently employed with the exception noted previously.
 - He/she graduated, if a secondary education major

During these experiences, students should be engaged in the teaching/learning at all times. Therefore, it is important that ATU clinical field experience students maintain professional behavior at all times, follow the ATU dress code, and refrain from cell phone use when completing these experiences.

During each clinical field experience, candidates are evaluated by the experienced mentor teacher based upon their professional, ethical, and social behavior within the

classroom setting. These evaluations are reviewed and contribute to course grades. Evaluations are also used to inform personal improvement efforts with candidates when necessary.

Experiences and specific assignments will be supervised by ATU course instructors. Students are responsible for securing transportation and scheduling visits with assigned area educators. Failure to complete a clinical field experience could result in an "I" (Incomplete) or an "F" in the course.

Placements and Supervision in Clinical Field Experience Sites

Placement decisions provide for the teacher candidate a quality experience. It is important that a prospective teacher have experiences in several schools. Teacher candidates will be exposed to students in a variety of cultural and philosophical environments. Teacher candidates submit their applications for residency through the Office of Teacher Education Student Services and are placed in the field by the Director of this office. Teacher candidates are not to make their own placements. Any extenuating circumstances concerning a placement should be addressed to the Director of Teacher Education Student Services before placement activities begin.

Arkansas Tech University uses two primary supervision models during the yearlong residency: the Traditional Triad Model and the Cohort Model. In the Triad Model, the candidate works with both a campus-based clinical supervisor and an experienced mentor teacher. In the Cohort Model, the same individual serves as both the mentor and the university supervisor. All supervisors complete coaching and evaluation training prior to placement. The Arkansas Tech University College of Education and Health Yearlong Residency Handbook contains more information about the details of these to models.

Field Experience Placements Prior to Yearlong Residency

	Spring Semester	Fall Semester
List of students from courses requiring field experience after last date to register for semester.	Check rosters on Argos up to and the day after late registration for courses (Spring Semester)	Check rosters on Argos up to and the day after late registration for courses (Fall Semester).
Placement Request Sent To Schools	Before February 1st	Before September 1st
Placement Notification Sent (Students)	On or before March 1 st	One or before October 1st

- Spring Semester dates are for Spring placement; Fall Semester dates are for Fall placement.
- Placement notification dates are subject to change depending on the public-school calendar and principals' timelines (sending confirmations back to TESS office).

Yearlong Residency Placements*

	Spring Semester	Fall Semester
List of Residency A students (ELED 4003; MLED 4003 & MLED 4023; SEED 4553 & SPED 4052)	Check rosters on Argos after early registration.	Check rosters on Argos after early registration.
Application Reminder Sent to Residency A students	January & February Final reminder sent March 1st	August & September Final reminder sent October 1st
Yearlong Residency Notification to TESS Office	Application due on March 15 th	Application due on October 15 th
Placement Request Sent To Schools	On or before April 1st	On or before November 1st
Placement Notification Sent (Students)	Before Schools dismiss for Summer Break	Before Schools Dismiss for Christmas Break
<ul style="list-style-type: none"> • Spring Semester dates are for Fall placement; Fall Semester dates are for Spring placement. • Placement notification dates are subject to change depending on the public-school calendar and principals' timelines (sending confirmations back to TESS office). 		

***Note:** Please see the Arkansas Tech University College of Education and Health Yearlong Residency Handbook for detailed information pertaining to this experience.

Site Selection Process

Experience in the field is designed to complement the theory and applications presented in the various courses. The selection of quality field sites is of primary concern. The following guidelines will be used in the selection of sites. This guideline applies to individual school buildings since the State will accredit individual schools as well as districts.

1. The district will have a written agreement with Arkansas Tech University outlining the appropriate responsibilities of each party (referred to as a Memorandum of Understanding [MOU]).
2. The district and/or school will cooperate with the Director of Teacher Education Student Services in the placement of Arkansas Tech University students.
3. Field sites must be in approved locations to Arkansas Tech University to allow for adequate campus-based supervision.
4. In cases where students receive placements beyond a sixty-mile radius from the campus, special costs and/or modifications may be necessary. In cases where teacher candidates are allowed to intern at a distance that will not allow Arkansas Tech University faculty to supervise, a CAEP or an equivalent accredited school must agree to provide supervision with the teacher candidate absorbing any additional expense of the placement.
5. Field sites may vary semester to semester and are evaluated each semester of placement.

Graduate Clinical Field Experiences

Overview of Clinical Field Experiences

Clinical field experiences are a necessary component to obtaining teacher licensure. Many ATU education courses require a clinical field experience as part of the curriculum. During these experiences, ATU students receive classroom experience while working with local educators. To complete school-based clinical experiences, students will need a clear background check through the Arkansas Educator Licensure System.

Students in the MAT program complete clinical experiences within respective courses based on the guidelines provided by the course instructor. These clinical experiences may occur in multiple educational settings prior to the yearlong residency experience. Clinical experiences may include, but are not limited to, on-site teaching observations and interviews with educators and attendance at school board meetings. For detailed information concerning the yearlong residency experience, please see the Arkansas Tech University College of Education and Health Yearlong Residency Handbook.

Arkansas Tech University uses two primary supervision models during the yearlong residency: the Traditional Triad Model and the Cohort Model. In the Triad Model, the candidate works with both a campus-based clinical supervisor and an experienced mentor teacher. In the Cohort Model, the same individual serves as both the mentor and the university supervisor. All supervisors complete coaching and evaluation training prior to placement.

MAT Yearlong Residency Placements*

	Spring Semester	Fall Semester
List of Residency A students Sent to TESS Office by MAT Program Director MAT interns take MTLL 6553: MAT Internship course during their Residency B semester.	Faculty Advisors check rosters on Argos after early registration to ensure correct placement.	Faculty Advisors check rosters on Argos after early registration to ensure correct placement.
Application Reminder Sent to MAT students	January & February Final reminder sent March 1st	August & September Final reminder sent October 1st

Yearlong Residency Notification to TESS Office	Yearlong Residency application due on March 15th	Yearlong Residency Application due on October 15 th .
Placement Request Sent To Schools, if MAT intern is not teaching on a provisional license	On or before April 10 th	On or before November 10th
Placement Notification Sent (Students)	Before Schools dismiss for Summer Break	Before Schools Dismiss for Christmas Break
<ul style="list-style-type: none"> • MAT interns may complete the Year-Long Residency during a fall and spring or a spring and fall. • Spring Semester dates are for Fall Residency placement; Fall Semester dates are for Spring Residency placement. • Placement notification dates are subject to change depending on the public-school calendar and principals' timelines (sending confirmations back to TESS office). 		

***Note:** Please see the Arkansas Tech University College of Education and Health Yearlong Residency Handbook for detailed information pertaining to this experience.

Appeals and Grievances

Appeals Policy

Stage II and Stage III/Yearlong Residency Appeals

(NOTE: An appeal should follow the denial of admission to Stage II or Stage III/Yearlong Residency Experience and be based upon exceptional or extenuating circumstances and/or other pertinent information not previously available or considered.)

1. Locate the Appeals Application on the Teacher Education website (<https://www.atu.edu/teachereducation/>) and complete the application. The Appeals Application is located within both the Stage II and Stage III/Residency A and B sections.
2. After making the appeal, the Appeals, Admission, and Retention Committee will consider the additional information submitted in the appeal and make a recommendation to the Department Head of Teaching and Educational Leadership who then reviews the information, makes a recommendation, and archives this recommendation and notifies the Dean of the College of Education and Health. The decision will be delivered to the student via email from the Director of Teacher Education. If the student wishes to appeal the decision made by the committee, he or she must appeal to the Dean of the College of Education and Health.
3. If resolution is not achieved, a final appeal may be made to the Provost/Executive Vice President for Academic Affairs. The decision at this level completes the appeals procedure. Students may refer to the Arkansas Tech University Student Handbook for procedures involving all other types of appeals.

Placement Appeals

If a placement is not successful or if a candidate expresses professional-related concerns about their site or experienced mentor teacher, a formal review process may be initiated by the Director of Teacher Education Student Services. This may involve mediation, reassignment, or additional support strategies. Documentation of all communications and decisions will be archived in the candidate's official file.

Informal Grievance Procedure

The CEH will follow the procedure for an informal grievance as outlined in the ATU Student Handbook.