



Department of Education Student Handbook

*Policies and Guidance for Progression through the
Undergraduate and Graduate
Academic Programs of the Department of Education
of Mississippi University for Women
2020—2021*

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We welcome you to the Department of Education's programs in the School of Education and all secondary education programs of MUW. The information that follows provides policies, procedures and additional guidance for the Department of Education and the School of Education as an extension of the MUW 2020-2021 Undergraduate Bulletin, the MUW 2020-2021 Graduate Bulletin, the policies and procedures of Registrar's Office, the policies and procedures of the Office of Academic Affairs, and all institutional policies and procedures of Mississippi University for Women. Additionally, many of the policies and procedures outlined for undergraduate licensure-based programming in the School of Education extend to the secondary education programs of MUW.

For licensure-based programming, the School of Education, as an Educator Preparation Provider (EPP), must follow the policies and procedures of the Mississippi Department of Education (MDE) under the authority of the state of Mississippi and the Department of Education (DOE). As such, students, faculty, staff and other stakeholders should consider this handbook to be a living document, the content of which must stay up to date to remain in compliance with changes made by MDE, and is therefore subject to immediate change as a result.

Each iteration of this handbook will be noted as revised at the bottom (in the footer section) of this handbook. The latest revision of this handbook will supersede all previous published versions.

The students, faculty and staff of the MUW School of Education and MUW EPP, to include the secondary education programs of MUW, are expected to follow the policies and procedures of this handbook to ensure the timely progression of each undergraduate and graduate student.



Martin L. Hatton, Dean
School of Education
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State Board Policy

Mississippi Educator Code of Ethics and Standards

https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holder who engage in unethical conduct relating to an educator/student relationship (Standard 4).

Standard 1: Professional Conduct

An educator should demonstrate conduct that follows generally recognized professional standards.

1.1. Ethical conduct includes, but is not limited to, the following:

- a. Encouraging and supporting colleagues in developing and maintaining high standards
- b. Respecting fellow educators and participating in the development of a professional teaching environment
- c. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
- d. Providing professional education services in a nondiscriminatory manner
- e. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter and pedagogical practices
- f. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children.

1.2. Unethical conduct includes, but is not limited to, the following:

- a. Harassment of colleagues
- b. Misuse or mismanagement of tests or test materials
- c. Inappropriate language on school grounds or any school related activity

Standard 2: Trustworthiness

An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

2.1. Ethical conduct includes, but is not limited to, the following:

- a. Properly representing facts concerning an educational matter in direct or indirect public expression
- b. Advocating for fair and equitable opportunities for all children
- c. Embodying for students the characteristics of honesty, diplomacy, tact, and fairness.

2.2. Unethical conduct includes, but is not limited to, the following:

- a. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
 1. employment history, professional qualifications, criminal history, certification/recertification
 2. information submitted to local, state, federal, and/or other governmental agencies
 3. information regarding the evaluation of students and/or personnel
 4. reasons for absences or leave
 5. information submitted in the course of an official inquiry or investigation
- b. Falsifying records or directing or coercing others to do so.

Standard 3: Unlawful Acts

An educator shall abide by federal, state, and local laws and statutes and local school board policies.

3. Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.

Standard 4: Educator/Student Relationships

An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1. Ethical conduct includes, but is not limited to, the following:

- a. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/ student authority while expressing concern, empathy, and encouragement for students.
- b. Nurturing the intellectual, physical, emotional, social and civic potential of all students
- c. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
- d. Creating, supporting, and maintaining a challenging learning environment for all students.

4.2. Unethical conduct includes, but is not limited to the following:

- a. Committing any act of child abuse
- b. Committing any act of cruelty to children or any act of child endangerment
- c. Committing or soliciting any unlawful sexual act
- d. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
- e. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
- f. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with students.

Examples of these acts may include but not be limited to:

- 1. sexual jokes
- 2. sexual remarks
- 3. sexual kidding or teasing
- 4. sexual innuendo
- 5. pressure for dates or sexual favors
- 6. inappropriate touching, fondling, kissing or grabbing
- 7. rape
- 8. threats of physical harm
- 9. sexual assault
- 10. electronic communication such as texting
- 11. invitation to social networking
- 12. remarks about a student's body
- 13. consensual sex.

Standard 5: Educator/Collegial Relationships

An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.

5. Unethical conduct includes but is not limited to the following:
 - a. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
 - b. Harming others by knowingly making false statements about a colleague or the school system
 - c. Interfering with a colleague's exercise of political, professional, or citizenship rights and responsibilities
 - d. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability or family status
 - e. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues.

Standard 6: Alcohol, Drug and Tobacco Use or Possession

An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.

- 6.1. Ethical conduct includes, but is not limited to, the following:
 - a. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice.
- 6.2. Unethical conduct includes, but is not limited to, the following:
 - a. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
 - b. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
 - c. Being on school premises or at a school-related activity involving students while documented using tobacco.

Standard 7: Public Funds and Property

An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

- 7.1. Ethical conduct includes, but is not limited to, the following:
 - a. Maximizing the positive effect of school funds through judicious use of said funds
 - b. Modeling for students and colleagues the responsible use of public property.
- 7.2. Unethical conduct includes, but is not limited to, the following:
 - a. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
 - b. Failing to account for funds collected from students, parents or any school-related function
 - c. Submitting fraudulent requests for reimbursement of expenses or for pay
 - d. Co-mingling public or school-related funds with personal funds or checking accounts
 - e. Using school property without the approval of the local board of education/governing body

Standard 8: Remunerative Conduct

An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

8.1. Ethical conduct includes, but is not limited to, the following:

- a. Insuring that institutional privileges are not used for personal gain
- b. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization.

8.2. Unethical conduct includes, but is not limited to, the following:

- a. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body
- b. Tutoring students assigned to the educator for remuneration unless approved by the local school board
- c. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. (This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service.)

Standard 9: Maintenance of Confidentiality

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1. Ethical conduct includes, but is not limited to, the following:

- a. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
- b. Maintaining diligently the security of standardized test supplies and resources.

9.2. Unethical conduct includes, but is not limited to, the following:

- a. Sharing confidential information concerning student academic and disciplinary records, health and medical information family status/income and assessment/testing results unless disclosure is required or permitted by law.
- b. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
- c. Violating other confidentiality agreements required by state or local policy.

Standard 10: Breach of Contract or Abandonment of Employment

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:

- a. Abandoning the contract for professional services without prior release from the contract by the school board
- b. Refusing to perform services required by the contract.

Section 1: Academic Advising for Department of Education Undergraduate Programs

Definition

Academic advising is the process between the student and the assigned advisor of exploring the value of general education, reviewing with the goal of understanding the services and policies of the institution, discussing educational and career goals, and making appropriate course selections in furtherance of a successful student outcome.

Purpose

The chief purpose of academic advising is to assist students in the development of meaningful educational plans that will be compatible with not only their career aspirations, but to also contribute to the process of preparing for a life full of change, challenge, and self-actualization. For Mississippi University for Women's School of Education, academic advising is based on the concept of shared responsibility between student and advisor and is a process of continuous improvement, clarification, and evaluation with the aim of furthering institutional and desired student outcomes. Advisors are professional mentors, and advising is a key component of the School's instructional model. Class scheduling is simply one part of the instructional model

Procedural Overview

All students are assigned a navigator or faculty advisor upon admission to Mississippi University for Women. During or before enrollment in classes, new students will meet with advisors to learn about the requirements for their major(s) and or minor(s).

Exploratory students are served by the Student Success Navigators. Students with declared majors are, in most cases, initially advised in their academic departments by the navigator as follows:

<u>Mrs. Jessica McDill</u>	<u>Ms. Jewel Bishop</u>	<u>Mrs. Amy Stockton</u>	<u>Ms. Ashlee Hill</u>
Business	Education (EE, ECD)	Nursing	Biology/Bio TC
Professional Studies	History, Pol Sci, Geo	Health and Kinesiology	Music/Music TC
Culinary Arts	Theatre/Theatre Ed	Occupational Therapy	Math/Math TC
Legal Studies	Psychology/Family Science	Speech Language Pathology	Art
	University Studies (C2C)	Public Health Education	English/English TC
	Leadership Studies (minor)		Communication
	Undeclared/Undecided		Graphic Design
	Non-Degree Seeking		Language Arts
	Interdisciplinary Studies		

Early Childhood Development

Early childhood development is the science and art of creating and maintaining a healthy, stimulating educational environment for the growth and development of young children. The Bachelor of Science in Early Childhood Development major at MUW is designed to equip professionals with the knowledge and skills needed to provide services, teach, and guide young children, ages birth to eight. MUW's Bachelor of Science in Early Childhood Development is a non-licensure undergraduate program.

The educational objectives for this program are to engage students in learning experiences that will allow them to:

- Promote positive relationships among all children and adults;
- Promote learning and development in social, emotional, physical, language, and cognitive competencies;
- Develop instructional approaches that are appropriate for each child;
- Engage in ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development;
- Develop programs that promote the nutrition and health of children and protect children and staff from illness and injury;
- Employ and support a teaching staff with the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests;
- Establish and maintain collaborative relationships with each child's family to foster children's development in all settings;
- Establish relationships with and uses of resources of the children's communities;
- Develop programs with a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments; and
- Effectively implement policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.

The educational objectives of this program are designed specifically to meet the needs of today's student and the state's and region's workforce.

No special admission requirements apply for students who either enroll as freshmen or who transfer with academic credit only. Students who wish to transfer technical credit in early childhood are required to have earned an Associate of Applied Science (AAS) degree in early childhood prior to being admitted to MUW. Students may transfer up to 49 career/technical credit-hours from an Associate of Applied Science early childhood program. Validation credit of competencies developed through technical coursework will be awarded to each student on a case by case basis for demonstration of corresponding institutional academic competencies through pass/fail testing. Validation credit will not be considered until the transferring student has successfully completed one academic semester as a MUW student with a minimum GPA of 2.5. Please see p. 11 for additional information concerning validation of technical credit.

Note: All undergraduate students are admitted initially as early childhood majors. A student who indicates interest to major in Elementary Education is classified as ECD-EL until he or she meets Mississippi Department of Education (MDE) qualifications to be admitted into a teacher education program and may be reclassified as an Elementary Education major and may be recommended as a candidate for initial licensure through MDE.

MUW ECD Validation Credit for MS Community College ECE Technology Programs

- Students who wish to transfer technical credit in early childhood are required to have earned an Associate of Applied Science degree in early childhood prior to being admitted to MUW.
- Validation credit of competencies developed through technical coursework will be awarded to each student on a case by case basis for demonstration of corresponding institutional academic competencies through pass/fail testing on comprehensive final course assignments as approved by the faculty, Chair of the Department of Education, and Dean of the School of Education.
- Validation credit will not be considered until the transferring student has successfully completed one academic semester as a MUW student with a minimum GPA of 2.5.

MUW competencies, outcomes found in each Early Childhood Development course syllabi, are matched with the outcomes identified in each course of the MS Community College “Early Childhood Education Technology, Mississippi Curriculum Framework.”

Competencies may not align 100% between two courses; competencies of a group of two or more MUW courses may align well with a group of two or more Community College ECE Technology courses.

While the following courses appear to allow for the greatest degree of alignment, all courses outlined in the MUW B.S. in Early Childhood Development and all courses listed in the ECE Technology MS Curriculum Framework may be considered.

MUW B.S. in ECD Courses (Up To 27hrs Credit)	ECE Technology Courses
ED 300 - Education as a Profession (3hrs)	CDT 1113 Early Childhood Profession
ED 304 - Principles of Early Childhood Learning (3hrs)	CDT 1214 Infant and Toddler Development
ED 306 - Introduction to Exceptional Learners (3hrs)	CDT 2413 Development of the Exceptional Child
ED 317 - Behaviors in Early Childhood (3hrs)	CDT 2233 Guiding Social and Emotional Behavior
ED 319 - Early Childhood Language and Literacy (3hrs)	CDT 1313 Creative Arts for Young Children
ED 320 - Developmentally Appropriate Materials and Methods in Early Childhood Education (3hrs)	CDT 2613 Methods, Materials, and Measurement
ED 404 - Teacher Internship: Early Childhood (up to 9hrs)	CDT 2934/2944 Practicum courses

All degree-seeking students are encouraged to meet with their advisors on a regular basis. Advisors and advisees should:

- Assess and evaluate the student's suitability to the discipline they have chosen;
- Review the official degree audit sheet, found on the Registrar's website under the "Degree Planning Guides" link, found here: <https://www.muw.edu/registrar/students/degrees/degreeaudit>

School of Education Degree Audit Sheets 2020-21



Early Childhood Dev 2020



Ele Ed 2020

- Review the requirements for the degree including important dates and deadlines such as when to apply for graduation;
- Keep students up to date on any changes that may occur during their time in the degree program and discuss available options;
- Identify any deficits in the student's record and discuss ways to correct them; and,
- Discuss career, pre-professional, and graduate school options.

Every degree-seeking student should be provided with a degree audit sheet along with instruction on its use and advantages. The advisor and advisee should review this together, sign off in agreement and each keep a copy for their records. The original document with signatures should be placed in the student's file.

Advisor Responsibilities

The relationship between advisor and advisee is one of shared responsibility. While students are ultimately responsible for the choices they make, it is understood that in order to make knowledgeable decisions, students need the advice of academic advisors and others in the University community. The academic advisor is their primary resource regarding academic issues, opportunities, and programs and should be thought of more as a mentor. Because of this relationship, it is imperative that the student's main contact be with her or his advisor. If a student contacts an advisor for direction that is not assigned to the student, it is that advisor's responsibility to direct the student back to her or his current advisor for further direction. When faculty are not on contract, students will be directed to the Navigator, the Education Department Chair, or the appropriate department chair if the student is in a secondary education program.

Advisor Role

- Be accessible and responsive to advisees;
- Communicate and clarify university policies and procedures;
- Help match advisee needs with available resources and make appropriate referrals when necessary;
- Maintain reasonable office hours and methods of availability for students—Students should be able to set up appointments via the calendaring system allowing for adequate time to discuss goals, career choices and make course selections, and answer other questions;
- Inform students how to change college and/or departments and provide information to explain the process students follow to enroll in their courses and to add or drop courses during the semester in coordination with the Department Chair when in the best interest of students to do so;
- Prepare students for graduation* by discussing degree requirements, help with strategic course selections designed to minimize the number of semesters required for graduation, and inform students of opportunities in their field of study;
- Be an advocate within policy and best practices for the student when necessary;
- Discuss satisfactory academic progress and the consequences of not achieving certain benchmarks in a timely manner for degree progress;
- Discuss connections between academic preparation and careers in the “real world;”
- Help students to explore their abilities and help facilitate progress in any areas which require improvement;
- Be knowledgeable about and share opportunities for additional development and engagement in programs such as Jumpstart, additional workshops and web-based training offered through the School of Education or off-campus, additional related organizations or activities, and career opportunities while a student and after graduation;
- Secondary education faculty who have advisees who are contemplating any program changes should make those advisees aware of the opportunity to enroll in ED 549 and ED 551 once they have completed at least 90 semester hours with a satisfactory GPA as an opportunity to begin taking courses during the senior year that may be applied to the Master of Arts in Teaching (MAT);
- Follow-up with advisees via your MUW email account—MUW email is the official means of communicating with students when not meeting face-to-face;
- Serve as a professional mentor, including modeling best practices for advisees, classroom students, colleagues and others who are a part of MUW’s wider community;
- Maintain clear documentation of decisions and concerns to be retained in the advisee’s central file.

***NOTE:** Remind advisee that the application to participate for commencement is not the same as the application for graduation and that students must apply for these separately. Students may choose not to participate in commencement, but each student **MUST** apply for graduation. Failure to apply for graduation on or before deadlines published by the Office of the Registrar **WILL** result in delays in the MDE licensure review and award process for students seeking license to teach.

In order for faculty to be successful in all of the above points, the faculty member must be knowledgeable and up-to-date on matters concerning: (1) curriculum—requirements in the student's major including those related to any licensure-specific requirements, general education requirements, and the graduation requirements and deadlines of the university that students need to know to progress successfully to graduation; (2) registration procedures; (3) student personnel services—medical, counseling, housing, placement, social, recreational, etc.; (4) financial obligations; and (5) basic job market, licensing, and employment information.

Advisee Role

- Review and understand university policies and procedures, General Education Requirements, graduation requirements, and the Mississippi University for Women Bulletins;
- Check MUW email account on a regular basis;
- Learn to access and navigate Canvas and Banner;
- Be aware of academic dates and deadlines, especially those posted on the Registrar's website (www.muw.edu/registrar);
- Explore resources to assist in making career and academic decisions;
- Schedule and attend advising appointments;
- Arrive on time for appointments;
- Prepare for advising sessions and bring relevant materials to appointment;
- Bring a list of questions to appointments and ask questions if a topic is not understood;
- Communicate openly with advisor by clarifying personal values, abilities, goals, and needs;
- Be familiar with requirements of selected major(s)/minor(s) and schedule courses in accordance with those requirements;
- while advising is a shared responsibility, you must accept final responsibility for your decisions;
- Follow-up with advisor in MUW email account—your MUW MyApps email is your official means of communication while a student at MUW.

The following are skills that the advisor and undergraduate student will work on together to gain by the end of each year in the student's academic program. The skills should be reviewed each semester.

Freshman Year

- Know who your academic advisor is and how to contact her or him;
- Learn and accept the differences between high school and college;
- Know that academic advising is different from high school guidance counseling;
- Become familiar with the General Education requirements;
- Know the General Education requirements for your major, if declared, or programs being considered;
- Be familiar with the proper degree audit sheets for your major or programs being considered;
- Know the requirements for acceptance into your desired program(s) of study;
- Learn where to find and become familiar with academic calendar/deadlines, add/drop, registration dates, "Degree Planning Guides," etc. found on program website(s), the Registrar Office website (www.muw.edu/registrar), and related webpages;
- Understand the university's expectations and the consequences of behavior on future employment;
- Become familiar with campus services;
- Become familiar with the Undergraduate Bulletin and Graduate Bulletin, depending upon major, found on the Registrar Office website (www.muw.edu/registrar);
- Explore academic, career, and personal interests;
- Learn how to communicate properly with university faculty, staff, and other professionals;
- Discover and assess your own skills, values, talents, strengths and weaknesses;
- Be able to navigate Banner, Canvas and other essential university systems effectively.

Sophomore Year

- For students interested in elementary education, work with student to begin to narrow student interests to determine elementary education areas of concentration if not already determined;
- Explore course requirements;
- Explore experiences that will help clarify goals and interests (professional organizations, mentorships, student employment, volunteerism, study abroad, etc.);
- Determine if student's strengths and interests fit major through discussion.

Junior Year

- Particularly for transfer students and students transitioning from an advising Navigator, get to know your new faculty advisor;
- Complete a degree check to determine classes still needed to meet major and graduation requirements;
- Meet deadlines to enter the Teacher Education Program (TEP) if in an initial licensure program;
- Research employment or graduate school options and requirements for admission/employment;
- Begin the networking process and consider participating in career/employment fairs;
- Be aware of graduation process, dates, and deadlines;
- See faculty advisor for input on identifying and addressing additional education and skills needed for employment or for graduate school and check registration dates for entrance exams and applications.

Senior Year

- Begin the graduation application process — Pay careful attention to deadlines;
- Apply to graduate programs if considering continuing education immediately following graduation;
- Prepare student to market themselves to potential employers and graduate schools;
- Encourage student to take advantage of career fairs and on-campus interview opportunities;
- Encourage student to continue networking now and throughout their professional career;
- Assist student in polishing their resume, cover letters, and portfolios.

Legal and Moral Issues in Academic Advising

Legal issues involved in academic advising generally fall under four categories (D. Parker Young, "Legal Issues Regarding Academic Advising," NACADA Journal, November 1982):

- The contractual relationship between students and the institution;
- Guidelines governing privacy of student records;
- The concept of privileged communications;
- Academic due process and the need for grievance procedures.

Publications provided by the university (handbooks, syllabi, bulletins, departmental materials, etc.) establish contractual obligations between the Mississippi University for Women School of Education and secondary education programs with students. Although responsibility for knowing degree requirements eventually falls both to the students and advisors, advisors will not be held liable for the careless, reckless or impulsive behavior of students who do not follow properly documented academic advisement. Advisors can help advisees avoid problems by keeping complete and accurate notes on each and every student they advise, maintaining advising communication through official channels of communication, and placing copies of advising notes in student files.

Advisors must recognize when and where to refer students who present questions or problems that are beyond the scope of their expertise. Advisors need to be informed of university policies provided through the university's bulletins, student handbooks and other university publications.

Communication with Students

Communication between advisors and their advisees is critical to the Mentor/Mentee relationship. While there is no substitution for a face-to-face conversation, it is always understood there will be times when this is not feasible for either the advisor or advisee. In cases where face-to-face sessions are not feasible, every effort should be made to have some form of meaningful contact with the student. This may be accomplished via phone calls, video conferencing, email, and, while not preferred, text messaging.

In-person advising sessions should be documented. The advisee should receive one copy of that documentation, and another copy should be placed in the student's advising file. All communication with a student who is at distance should be followed up with an official email clarifying what was discussed and any decisions that were agreed upon. A copy of this email communication should be placed in the student's advising file.

Student Advising Files

Students who have been assigned a faculty advisor should have a file that will be maintained in a central location to be determined by the Department Chair. Files should be signed out and back in after *each* use; student files should not be kept in faculty offices or any other location that has not been determined by the Department Chair. Files should be kept current, with all documentation, and all documentation should be kept up to date and in order when placed in or returned to the file. Copies of the following documentation should be placed in a student's advising file:

- Academic Degree Audit Sheet(s) – These are meant to provide an advisor with a tool to use when assisting a student with her or his course selections;
- Advising checklist(s) used for advising conversations;
- Copy of signed student schedule or copy of email from student's official MUW email account;
- Advising notes;
- Any change of major forms, add/drop forms, withdrawal forms, etc.;
- For undergraduate students — Student Desired Degree Tracking Form indicating student's intention to finish either as an Early Childhood Development major or as an Elementary Education major (new form required at each advising session to follow each undergraduate student's plans and progression).

Reporting Concerns Regarding Advisees

The following behaviors and attitudes may indicate that a student could benefit from additional assistance. Please refer the student to the appropriate campus resource (i.e. Health Center, Counseling Center, Student Success Center), or the advisor can submit an Early Alert or BIT report. Access for filing university reports is found at the bottom of the MUW Homepage (www.muw.edu).

- Unusual Behavior that may include the following: Social withdrawal; Unwillingness to communicate; Repeated absences from class(es).
- Trauma and Traumatic Changes that may include the following: Death of a family member or friend; Difficulty in personal relationships; Terminal/chronic illness of student or student's family member(s).
- Academic Issues that may include the following: Sudden changes in academic performance; Poor or nonexistent study habits; Severe test anxiety.
- Issues with Choice of Major that may include the following: Dissatisfaction with the major; Unrealistic career expectations; Chronic indecisiveness; Uncertainty in career goals and or paths to success.

Early Alerts will be handled by the Student Success Navigator assigned to the student's primary major. The Education Navigator will attempt to contact the student to discuss issue(s) reported by faculty. If a student fails to respond to the Education Navigator's attempts to make contact, a hold will be placed by the navigator on the student's account in Banner for "Failure to Communicate." The hold will not be removed until the student has contacted the Education Navigator or her or his faculty advisor. Once the student has made contact, the faculty advisor, not the student, should request the Navigator (not the Student Success Center) to remove the hold.

Probation Students who's cumulative MUW GPA falls below 2.0 will be placed on academic probation. Students admitted with a GPA less than 2.0 as evaluated by academic policies will be placed on academic probation upon admission.

Students on first academic probation (P1) returning in the fall or spring will be limited to twelve (12) academic hours, or six (6) academic hours in the summer. Additionally, students must successfully complete UN 098 Academic Recovery, a three (3) hour course consisting of a series of study skills lectures designed to improve study skills for a total of no more than fifteen (15) or nine (9) total hours. The Academic Recovery class is not required for subsequent semesters, but the limit of twelve (12) hours for spring and fall and six (6) for summer will continue until a cumulative MUW GPA of 2.0 or better is achieved.

Suspension Students have two options on their first academic suspension (S1):

They may return to MUW the next semester at which time they will be required to enroll in the Turning Point Program (UN 099). Students returning in the fall or spring will be limited to twelve (12) hours or six (6) hours in the summer, including UN 099 Turning Point/Study Skills. The Turning Point class is not required for subsequent semesters, but the limit of twelve (12) hours for spring and fall and six (6) for summer will continue until a cumulative MUW GPA of 2.0 is achieved. Support for S1 students will continue for the semester following Turning Point: (a) students must meet with their academic advisor three times per semester – at the end of the first two weeks, before midterm through the advising period, and once during the second half of the semester, (b) the Early Alert Coordinator will pay particular attention to reports on these students and contact them frequently regarding assistance. Students must pass the Turning Point course and earn a MUW GPA of 2.0 or better for the semester to successfully complete the Turning Point program. Students who do not pass the Turning Point course or do not earn a MUW GPA of 2.0 or better for the semester have not successfully completed the Turning Point program.

Students who officially withdraw from the Turning Point course will be suspended for one regular (fall or spring) semester. Students who do not successfully complete the Turning Point program will be reclassified S2 and will be suspended for one calendar year.

Students who choose not to participate in the Turning Point Program will be suspended for one regular (fall or spring) semester. Readmission to MUW will be automatic at the completion of the first suspension period. However, the student will be placed on academic probation when readmitted to the institution. Students readmitted after their first academic suspension must maintain a semester GPA of 2.0 or higher. Those who fail to live up to this minimal standard will be suspended from the University for the second time.

End of Semester Advising At the end of each semester, the Student Success Center will send out a list of current students who have not registered for courses for the upcoming semester to the Education Navigator. Once received, the Education Navigator will break down the list by advisor and disseminate to the advisor and copy the Education Department Chair. Advisors should respond to the Education Navigator's request for information in a timely and accurate manner.

At the end of the fall semester, advisors will still be responsible for attempting to contact these students in a sincere attempt to encourage students to register for courses even after classes have ended for the semester.

At the end of the spring and summer semesters, the Education Navigator and Education Department Chair will work together to contact and advise students who appear on the list(s) *after* faculty contracts have ended for the semester.

Override Requests Override requests should be sent according to the Education Department Chair's instructions. Overrides for the School of Education can be processed only for classes beginning with an ED prefix by the Education Department Chair or Dean of Education. Requests for overrides for courses not beginning with an ED prefix should be sent to the Education Department Chair or the person who will review the request and will make the request of the appropriate department if the request is determined necessary.

Notice Regarding Professional Education and Endorsement Area Coursework

ED 302, ED 361, ED 362, and ED 366 are MUW Elementary Education Critical Pathway Courses. Each requires a minimum grade of “B”.

If a Teacher Candidate receives a “D” or “F” in an endorsement area course or a professional education course (other than ED 302, ED 361, ED 362, or ED 366) and retakes the course to earn a “C” or above, only the second grade is used in determining endorsement area or professional area GPA. Teacher Candidates may not take a professional education course more than two times.

Effective August 2020, students enrolled in the B.S. in Early Childhood Development and the B.S. in Elementary Education may repeat a course once only in an attempt to earn the minimum grade required; this holds true with any attempts beginning the Fall 2020 academic term. B.S. in Elementary Education students are required to have earned a minimum grade of “B” in ED 302, ED 361, ED 362, and ED 366; this holds true with any attempts for each of these courses beginning in the fall 2020 academic term.

Currently admitted students who have successfully completed ED 361, ED 362, or ED 366 with a grade of “C” or higher before the start of Fall 2020 academic term will not have to repeat those courses in order to meet the B.S. in Elementary Education degree requirements.

Student Intent Form

Each semester a student is advised (both by the navigator and faculty advisor), the advisor should have the student sign and date the student Desired Degree Tracking Form located in the Appendix, page 74. This Student Intent Form should be filled out by the student and allows them to choose whether they are choosing the Elementary Education or Early Childhood Development Degree Program. Also included on this form is a place for the student to mark where their desired areas of concentration are if they are an Elementary Education major.

Please Note: This form only notifies the School of Education office of the student’s intent, it is not the application into Teacher Education. A student who has the intent of an Elementary Education degree needs to be advised of the requirements for admittance to Teacher Education. If a student is advised electronically, an email from the student’s official MUW myapps email address stating their intent AND the intended areas of concentration is acceptable. Either the copy of the Student Intent Form or the email should then be given to the Administrative Assistant to the Chair of the Department of Education after advising is complete. The Administrative Assistant will be responsible for filing the information in the student’s advising file.

Areas of Concentration

Elementary Education students must have two areas of concentration in order for licensure, with a minimum of 18 hours in both areas. Concentration areas include: English, Mathematics, Social Studies, and Science.

Due to the hours required for both Block 3 and Block 4, it is required that each student has completed all academic core classes and all areas of concentration before they may be admitted into the Teacher Education Program.

Clinical Placements

Advisors should make no indications of a student's placement. Residency and Internship placements can *only* be determined and assigned by the Field Placement Coordinator. If a student has a question regarding current employment and/or assignment requests, they should contact the Office of Field Experience for further direction.

Admittance into Teacher Education

If a student's intended major is Elementary Education, they must apply for the Teacher Education Program prior to registering for classes in Block 3. In order to be admitted into Teacher Education, a student must meet the following requirements:

- Completed background check through Verified Credentials with clear background verification
- Completed ED 300: Education as a Profession with a grade "C" or higher
- Completed ED 302: Art and Science of Teaching with a grade of "B" or higher
- Overall GPA of 2.75 or higher on a minimum of 44 semester hours
- Composite score of 21 or higher on the ACT or passing Praxis Core scores (Reading 156, Writing 162, and Math 130) or an overall MUW transcribed GPA of 3.0 or higher.*

* (NOTE: This requirement addressing state licensure exams or overall GPA of 3.0 is suspended now through December 31, 2021.)

In order for a student to be admitted into Teacher Education, the faculty advisor will check and make sure the student has met the requirements for admittance, and then give them the "*Who is ready to be admitted to the teacher education program?*" form located in the Appendix, page 75, that instructs them of the process for applying to Teacher Education in Taskstream. Once approved, the student will receive an email from the School of Education informing them of their admittance and the student will be able to apply for classes in Block 3.

Applying for Graduation

Students should plan on applying for graduation the semester before their final semester. Deadlines for application and information about applying for graduation can be found on the Office of the Registrar's website (<https://www.muw.edu/registrar>).

NOTE: *It is the student's responsibility to apply for graduation.*

Application to participate for commencement is not the same as the application for graduation; students must apply for these separately. Students may choose not to participate in commencement, but each student **MUST** apply for graduation. Failure to apply for graduation on or before deadlines published by the Office of the Registrar **WILL** result in delays in the MDE licensure review and award process for students seeking license to teach.

Additional information concerning graduate student advising and program planning follows in the Education Graduate Studies Program Requirements section of this Handbook, Section 4, that begins on page 68.

Section 2: Undergraduate Teacher Education, Elementary & Secondary

Teacher Education at Mississippi University for Women (MUW)

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 135 years ago, as America's first public college for women. Sparked by Sallie Reneau's campaign to secure state funds for female higher education, today's institution boasts an inclusive community and a wide range of academic programs. Despite the university's expanded mission and curriculum, education remains one of its most popular and respected fields of study.

The W maintains steady recognition as one of the top 20 public southern regional universities in rankings released by *U.S. News & World Report*. The *U.S. News & World Report's* annual "Best Colleges" guide ranks institutions based on quantitative data such as freshman retention, graduation rates and strength of faculty, and it also includes qualitative factors such as surveys of peer institutions and evaluations by high school counselors.

The School of Education offers both undergraduate and graduate degrees designed to help students maximize an understanding of teaching, leading, and learning through the Department of Education. Housed within the School of Education is an undergraduate degree program in Early Childhood Development and Elementary Education, and graduate degree programs in Master of Arts in Teaching (secondary education only), and Master of Education (M.Ed.) in Education with concentrations in Educational Leadership, Gifted Studies, and Reading Literacy.

The B.S. degree in Elementary Education and the Master of Arts in Teaching both lead to initial licensure options with the Mississippi Department of Education (MDE). While each concentration of the M.Ed. may lead to advanced credentials, Educational Leadership is recognized by MDE as the only advanced licensure program offered by Mississippi institutions.

The School of Education also provides education coursework for those seeking teaching certification in other areas. These other education degree options are available within their respective academic departments and include K-12 or 7-12 Mississippi Licensure eligibility. The licensure programs in K-12 include Music Education, Spanish Education, and Theater Education with Teacher Certification. The licensure programs in 7-12 include Biology with Teacher Certification, English Major with Teacher Certification, History with Teacher Certification, Social Studies with Teacher Certification, and Mathematics with Teacher Certification. Additionally, the W offers institutional-approved programs for Mississippi add-on teaching endorsements in several subject areas.

The teacher education faculty and staff of the Mississippi University for Women (MUW) welcome you to MUW's teacher education programs. MUW has a rich tradition of preparing teacher candidates for the profession in both Mississippi and the nation. Graduates of our program have consistently been recognized for excellence in teaching. We look forward to working with you as you pursue a career in education.

The *MUW Teacher Education Handbook* is designed as a supplement to the Mississippi University for Women Undergraduate and Graduate Bulletins found on the Registrar's website (<https://www.muw.edu/registrar>). This *Handbook* includes information on course offerings, policies, procedures, regulations, and requirements of MUW's teacher education programs. Because requirements governing licensure and teacher education are continually changing, students are advised not only to be familiar with the requirements in this *Handbook* and in the MUW Bulletins, but also to be in continuous review of the Mississippi Department of Education Office of Educator Licensure website. The policies and procedures in this *Handbook* may change without notice in response to changes made to the State of Mississippi educator licensure requirements; program changes must be made effective immediately to ensure compliance with the Mississippi Department of Education and to ensure that this *Handbook* is aligned accurately with licensure requirements. Please refer to the Mississippi Department of Education Office of Educator Licensure website Mississippi Department of Education Office of Educator Licensure for the most up-to-date information. <https://www.mdek12.org/OEL>

The *MUW Teacher Education Handbook*, at its current publication, describes as accurately as possible the policies, procedures, regulations, and requirements related to teacher education. MUW's teacher education faculty reserve the right to adjust program-specific policies at any time to promote the best interest of those involved in the program and to be in compliance with state regulations and best practices regarding teacher education.



The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation and advanced educator preparation programs at Mississippi University for Women. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.



In 2013, the National Council for the Accreditation of Teacher Education (NCATE) merged with the Teacher Education Accreditation Council (TEAC) to form the Council for the Accreditation of Educator Preparation. caepnet.org



The Mississippi University for Women Education Program meets all the Process Review Standards of the Mississippi State Department of Education.



QUALITY ASSURANCE POLICY

All teacher education programs are covered by the Mississippi Institution of High Learning Quality Assurance Policy. The university warrants the quality of our graduates for a period of two years immediately following graduation. Certain guidelines do apply. Contact the School of Education for more information. (IHL Policy 518)

Teacher Education Program Governance

TEACHER EDUCATION COUNCIL

The Teacher Education Council serves as the governing body for the teacher education programs. Membership on the Teacher Education Council consists of all members of the teacher education faculty, Deans of Colleges and Department Chairs that offer teacher certification programs, one undergraduate and one graduate teacher education student and at least one representative of the area schools. The council is chaired by the Dean of the School of Education. The Chief Academic Officer serves as an ex-officio member of the Teacher Education Council.

The Council reviews all proposed revisions in teacher education requirements and policies from the teacher education faculty and/or the subject-area programs to ensure compliance with CAEP, Mississippi Department of Education, and University requirements and policies. Recommendations for the Council are forwarded to the Dean of Education who will forward the recommendations (with his/her suggestions for approval and disapproval) to the Chief Academic Officer, Undergraduate Curriculum Council, or Graduate Council, as appropriate, for further action. (MUW PS #3533)

EDUCATOR PREPARATION PROGRAM (EPP) DATA REVIEW LEADERSHIP TEAM

The Mississippi University for Women Educator Preparation Program (EPP) Data Review Leadership Team serves as a leadership group to review data results and processes for the unit assessment system. The Team collects and analyzes assessment data and periodically reviews the assessment system and recommends changes to the Teacher Education Council.

The Team meets a minimum of three (3) times each academic year: end of fall semester or beginning of spring semester, end of summer or beginning of fall. Additional meetings and/or work sessions may be called as needed.

Membership is comprised from those serving on the Teacher Education Council and is determined by the Director of Field Experiences, the Chair of the Department of Education, and the Dean of the School of Education.

2020-2021 Teacher Education Council Membership

Please refer to the MUW online directory to access contract information for each member <https://www.muw.edu/siteindex>

NAME	POSITION	COLLEGE/DEPT/UNIT
Adams, Christy Dr.	Curriculum Coordinator, LCSD	School District Representative
Anderson, Brian Dr.	Dean	College of Arts and Sciences
Alpe, Twila Dr.	Faculty	School of Education
Bennett, Kelly Dr.	Faculty	School of Education
Bock, Shelley Dr.	Interim Chair (Education)	School of Education
Carter, David	Department Chair	Department of Theatre
Crouse, Lee	Faculty (THE ED)	Department of Theatre
Dunkelberg, Kendall Dr.	Department Chair	Department of Languages, Literature, and Philosophy
Ford, Rose	Faculty, Jumpstart	School of Education
Harges, Alina Dr.	Faculty	School of Education
Hatton, Martin Dr. (Chair)	Dean	School of Education
Hodges, Chrystal Dr.	Faculty	School of Education
Holloway, Erinn	Faculty (SPA ED)	Department of Languages, Literature, and Philosophy
Hooks, Jonathan Dr.	Faculty (SS ED)	Department of Languages, Literature, and Philosophy
Kempker, Erin Dr.	Department Chair	Department of History, Political Science, & Geography
Lowe, Melinda	ED Program Coordinator	School of Education
Mortyakova, Julia Dr.	Department Chair	Department of Music
Nichols, Allene Dr.	Faculty (EN ED)	Department of Languages, Literature, and Philosophy
Oppenheimer, Bonnie Dr.	Department Chair	Department of Science and Math
Pendley, Deana	Faculty (Wesson)	School of Education
Robinson, Brandon	Faculty (MUS ED)	Department of Music
Shapley, Kathy Dr.	Department Chair	Department of Speech-Language Pathology
Simmons-Diez, Blanca Dr.	Faculty (SCI ED)	Department of Science and Math
Todd, Leigh	Director of Field Experience	School of Education
Tollison, Scott Dr.	Provost/VPAA	Office of Academic Affairs/President's Cabinet
TBD	Graduate Student	TBD
TBD	UG Teacher Candidate	TBD

Mississippi University for Women

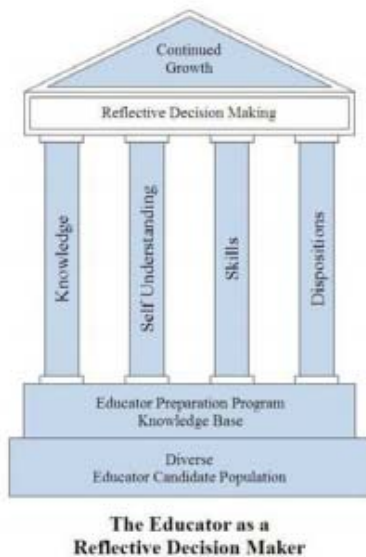
Educator Preparation Conceptual Framework

The **Mississippi University for Women Conceptual Framework** is based upon the *Educator as a Reflective Decision Maker* and represents the foundational professional beliefs and practices guiding the development of educator candidates within the Mississippi University for Women Educator Preparation Program (EPP). The current model and framework were developed a number of years ago as a collaborative process involving the MUW faculty and constituency, and the unit has continued to find the framework relevant over time. Reviews and modifications have been used to update it and ensure continued viability.

The elements of the conceptual framework represent:

Diverse Educator Candidate Population (Foundation)

The foundation for the conceptual framework is the diverse educator candidate population. The faculty and administration of the university are committed to recruitment of a diverse educator candidate population. The challenges and responsibilities of the Mississippi University for Women Educator Preparation Program (EPP) are to nurture all candidates' individual differences while providing them with development of appropriate depth and breadth in their understanding and experiences related to content, pedagogical skills, pedagogical content knowledge, and professionalism as educators. The faculty seeks to develop within each candidate the acquisition of knowledge, self-understanding, skills, and dispositions to practice appropriate professional reflective decision making.



Educator Preparation Program Knowledge Base (Foundation)

When undergraduate educator candidates initially enter Mississippi University for Women, they are introduced to a strong general knowledge base in core subject content areas through the required university general education curriculum (see the [2020-2021 Undergraduate Bulletin](#) for requirements). After admission to the program, teacher candidates continue their studies in their professional education courses and are guided to develop knowledge, skills, and dispositions to be successful educators who practice reflectively. The curricula for all educator preparation programs, including both content specific and professional education coursework, are based on well-founded theories and current research.

The knowledge base is delivered through and integration of experiences in both theory and practice for candidates. The pillars of the model represent all aspects of learning—knowledge, self-understanding, skills, and dispositions. For undergraduate teacher candidates, a carefully articulated progression of clinical experiences begins in residencies or the (ED 302) *Art and Science of Teaching* course and concludes with the full-time internship (ED 406, 407, 409) during the final professional education semester.

For graduate candidates, theory and practical experiences, including internships, are integrated and embedded in the required courses. Educator candidates are encouraged and guided in using metacognition and reflection to develop self-understanding. Their knowledge, skills, and dispositions are assessed at levels through the program, and focused feedback is provided to foster growth.

Knowledge, Self-Understanding, Skills, and Dispositions (Pillars of the Model)

Educator candidates in the Mississippi University for Women Education Preparation Program (EPP) are expected to develop and demonstrate professional competency in the areas represented in the pillars on the model: (a) **applying knowledge** that is related to content, pedagogical skills, and pedagogical content knowledge; (b) **developing self-understanding** through guided reflection upon their own practices, beliefs and skills development; (c) **practicing appropriate teaching, leadership, and professional skills** that support positive impact on K-12 student learning; and (d) **acquiring and/or refining dispositions** that foster learning and positive human relationships, reflect appropriate work, professional ethics and behavior, and demonstrate reflection upon their own values and decision making.

Reflective Decision Making (Entablature resting on the Pillars in the model)

The anticipated outcome for both graduate and undergraduate Educator Candidates is an ability to utilize reflective decision making in all aspects of professional practice.. Candidates are guided in developing these skills through experiences in all aspects of the progression through their programs of study. Toward accomplishment of this aim, the Mississippi University for Women Education Preparation program has adapted the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the National Board for Professional Teaching Standards as goals for aspiring teacher candidates. Experiences are aligned with these standards. For aspiring administrators, the alignment is with the National Educational Leadership Preparation (NELP) standards, and the National Board of Professional Standards for Administrators.

Continued Growth (Pediment above the Entablature)

Educator candidates are guided and encouraged through their programs to study to continue to develop professional skills throughout their careers and pursue lifelong learning and professional growth. The pediment at top of the figure represents this goal for graduates of the programs. The university faculty are also expected to model these behaviors themselves in their own continued growth and professional behavior.



MUW Licensure Programs

ENDORSEMENT CODE	ENDORSEMENT AREA
ELEMENTARY GRADE LEVELS	
120	Elementary Education (K-6)
MIDDLE GRADE LEVELS	
901	Concentration Area for Mathematics (7-8) <i>added to Endorsement 120</i>
SECONDARY EDUCATION AND SPECIAL SUBJECTS	
102	Art (K-12)
181	Biology (7-12)
185	Chemistry (7-12)
119	English (7-12)
192	History/Social Studies (7-12)
154	Mathematics (7-12)
166	Music Education/Vocal (K-12)
140	Spanish (K-12)
123	Drama (K-12)
INSTITUTIONAL ADD-ON ENDORSEMENTS TO AN INITIAL LICENSE	
111	Computer Applications (K-12)
153	Childhood Development (Pk-K) <i>Added to Endorsement 116 or 120 only</i>
119	English (7-12)
188	Science (7-12)
192	Social Studies (7-12)
154	Mathematics (7-12) <i>*Specific course work at MUW required</i>
143	Comprehensive Health (K-12) <i>Life Sciences and Health & Kinesiology with Teacher Certification Majors</i>
182	Physical Science (7-12) <i>Chemistry with Physical Science Teacher Certification Majors ONLY</i>
GRADUATE DEGREE OR CERTIFICATION PROGRAMS	
207	Gifted Education (K-12) <i>Certification Program or Master's Degree</i>
174	Reading/Literacy (K-12) <i>Certification Program or Master's Degree</i>
215	Speech and Language Pathology Clinician (K-12) <i>SLP Master's Degree</i>
486	Administrator (K-12) <i>Masters with emphasis in Educational Leadership</i>

Note: The add-on endorsements listed above are specific to MUW and require an institutional recommendation to the Mississippi Department of Education. All courses required for these institutional endorsements must include the specific courses listed in the current MUW bulletin and must be completed at MUW.

Notice Regarding Licensure

Requirements governing licensure in the state of Mississippi are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the MUW Bulletin. Students are advised to be in close communication with their education advisors to ensure that both degree requirements and licensure requirements are met.

Students seeking licensure in other states should contact the Department of Education in that state for their license requirements.

Student Record of Progression through the Undergraduate Education Program

For complete curriculum worksheets in each major, please access the 2020-2021 Undergraduate Bulletin.

1. **Admission to University** All paperwork concerning admission to MUW can be secured from and must be return to the Office of Admissions (Telephone: 329-7106) <https://www.muw.edu/admissions>
Date of Admission to MUW _____
2. **Declaration of a Major in Elementary or Secondary Education** Elementary Education major students report to the School of Education for assignment of an advisor.
 Other secondary/K-12 majors should report to the content area departments for an academic advisor.

 Advisor's Name

 Phone/Email _____ Office _____
3. **Core Classes** Each student should meet with his or her academic advisor each semester during the designated pre-registration time to plan coursework for future semesters. See the current MUW Academic Calendar at the Registrar's website for dates.
4. **Admission to Elementary or Secondary Education**

All TE admission documentation is submitted via Taskstream

 Admission to teacher education is initiated in **ED 302: Art and Science of Education**. This step usually occurs during the sophomore year or first semester of the junior year.
Date of Admission to Teacher Education: _____

Teacher Education Admissions Checklist	Date Completed
Taskstream Registration	
Required Notifications + Statement of Understanding of MUW TE Program and Permission for Access of Records + Teacher Education Briefing Notification + Teaching Licensure Advisory Notification	
Criminal Background Check Cleared	
Minimum Grade of "C" in ED 300	
Minimum Grade of "B" in ED 302, ED 361*, ED 362*, and ED 366* (Effective August 2020)	
Completion of 44 semester hours and Minimum Overall GPA of 2.75	
Passing Scores on Praxis Core Academic Skills for Educators -or- ACT or SAT -or- GPA of 3.0 for previous	

Tested Areas	Praxis Core Academic Skills for Educators Scores	Date Taken
Reading		
Writing		
Mathematics		
Test scores must be <u>no more than 5 years old</u> at the time of initial admission. Residual ACT scores from MUW are accepted. OR: Minimum ACT composite score of 21 or SAT equivalent at time of admission into college. ACT or SAT option is not applicable for Speech Pathology majors. Candidates from other states should be aware that the ACT or SAT may be used for progression through MUW's teacher education programs but other licensure requirements may be required.		
ACT COMPOSITE SCORE		
SAT COMPOSITE EQUIVALENT		

OR: MUW GPA for 60 credit hours of coursework completed prior to application to Teacher Education Admission: MUW GPA for previous 60 credit hours (includes all transfer credit applied to current transcript): _____

***NOTE: This requirement addressing state licensure exams or GPA of 3.0 is suspended now through December 31, 2021.**

Student Record of Progression through the Undergraduate Education

For students returning for a second degree, (already have a B.S. or B.A.), their undergraduate core will satisfy the core requirement for teacher education. However, these students must complete MA 113 *College Algebra (or MA higher)*, EN 101 *English Composition I*, EN 102 *English Composition II*, COM 101 *Oral Communications*, MA 111 *Modern Elementary Math I*, and MA 112 *Modern Elementary Math II* (MA 111-112 applies to Elementary Education majors only) and any other professional education courses. Additionally, if a course is required for teacher education and was not a part of the individual's first degree, the course/courses must be taken here at MUW.

5. Admission to Teacher Internship

The application for Teacher Internship is provided through Taskstream around the midterm of each semester. See your academic advisor or inquire in the School of Education for access.

All TI admission documentation is submitted via Taskstream

Date of Admission to Teacher Internship _____

Teacher Internship Admissions Checklist					Date Completed
Admission to Teacher Education (<i>At least one semester prior to filing application for TI</i>)					
Completion of 84 Semester Hours (<i>Must include all required professional education courses</i>)					
Application for Teacher Internship (semester prior to TI)					
Ethics Statement and Insurance Verification/Release of Liability					
Praxis Principles of Learning and Teaching (PLT) Passing Scores ⁺					
Praxis Subject Area Assessment Passing Scores (Cut scores vary by subject area) ⁺					
Overall Minimum GPA of 2.75					
MUW Minimum GPA of 2.75					
75 Hours of Working with Children Documentation (Secondary and K-12 only)					
Mississippi Teacher Intern 101 License Issued					
Minimum Grade of "C" in the following courses:					
English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED Courses	All Endorsement Area Courses
Elementary Majors ONLY:					
Math 111			Math 112		
Praxis II Tested Areas⁺		Your Score		Date Taken	
PLT					
Subject Area Assessment					

⁺**NOTE: This requirement addressing state licensure exams is suspended now through December 31, 2021.**

NOTICE REGARDING PROFESSIONAL EDUCATION AND ENDORSEMENT AREA COURSEWORK

Effective August 2020: ED 302, ED 361, ED 362, and ED 366 are MUW Elementary Education Critical Pathway Courses. Each requires a minimum grade of "B".

If a Teacher Candidate receives a "D" or "F" in an endorsement area course or professional education course (other than ED 302, ED 361, ED 362, and ED 366) and retakes the course to earn a "C" or above, only the second grade is used for determining endorsement area or professional area GPA. Teacher Candidates may not take a professional education course more than two times.

Effective August 2020 students enrolled in the B.S. in Early Childhood Development and the B.S. in Elementary Education may repeat a course once only in an attempt to earn the minimum grade required; this holds true with any attempts beginning in the Fall 2020 academic term. B.S. in Elementary Education students are required to have earned a minimum grade of B in ED 302, ED 361, ED 362, and ED 366; this holds true with any attempts for each of these courses beginning in the Fall 2020 academic term.

Currently admitted students who have successfully completed ED 361, ED 362, or ED 366 with a grade of "C" or higher before the start of the Fall 2020 academic term will not have to repeat those courses in order to meet the B.S. in Elementary Education degree requirements.

Student Record of Progression through the Undergraduate Education Program

6. Admission to Candidacy for Graduation

Admission to Candidacy for Graduation Checklist	Completed
<i>Residency Requirements (Minimum of 30 semester hours credit from MUW, excluding correspondence courses, and advanced standing exams)</i>	
2.75 Overall GPA	
2.75 MUW GPA	
2.75 GPA in major field	
Credit Hours in Chosen Curriculum	
Application for degree filed with Registrar by the deadline. (See the MUW academic calendar.)	

7. Application for Teaching License

Admission to Teaching License Checklist	Completed
Completion of all degree requirements and all Teacher Education Program Requirements	
Minimum grade of “C” in Teacher Internship	
Satisfactory scores on PRAXIS CORE -or- ACT or SAT - or - GPA of 3.0 or higher for previous 60 credit	
Satisfactory scores on MS Foundations of Reading Exam (Elementary Ed only)+	
Transcript request sent to MDE (Degree date must show as conferred)	
Submit online licensure application through the Mississippi Department of Education	

**NOTE: This requirement addressing state licensure exams is suspended now through December 31, 2021.*

Classes of Educator Licensure in Mississippi

Class A license requires a Baccalaureate Degree.

Class AA license requires a Master’s Degree.

Class AAA license requires a Specialist Degree.

Class AAAA license requires a Doctoral Degree.

Supplemental Endorsements for Mississippi Teacher Certification

Additional endorsements in content or special subject areas may be added to a standard license with 18 semester hours of coursework in a content area with no grade lower than a “C.” Some supplemental endorsements may also be added by taking the Praxis II Specialty Area Test.

For the most up-to-date licensure information in the State of Mississippi:

Mississippi Department of Education

Office of Educator Licensure

601-359-3483

<https://www.mdek12.org/OEL>

Beginning the Program

Notice Regarding Licensure

Requirements governing licensure in the state of Mississippi are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the MUW Bulletin. Students are advised to be in close communication with their education advisors to ensure that both degree requirements and licensure requirements are met. Also, students seeking licensure in other states should contact the Department of Education in that state for their license requirements.

ED 300 Education as a Profession

ED 300 *Education as a Profession* is the first education course to be taken. This course seeks to involve prospective teachers in the issues of schooling and education and to give them a clear view of skills and knowledge they will need to be successful professionals. The philosophical foundations and the history of American education, governance, finance, and ethical and legal issues are discussed.

ED 302 Art and Science of Teaching

ED 302 *Art and Science of Teaching* is a gateway course to the program and requires a minimum grade of “B”. It may be taken during the same semester as ED300 but, if not, **should be taken immediately following ED 300**. Teacher candidates complete a clinical experience with this course. Elementary Education majors will complete the clinical experience through ED 311, Residency I. School and classroom placements are made through the MUW Office of Field Experiences in cooperation with the appropriate school district. The clinical schedule will be determined by the individual teacher candidate in cooperation with the assigned teacher. It is the student’s responsibility to make a diligent effort to contact the cooperating teacher (**multiple ways, if necessary**) to establish an observation schedule. If a student has difficulty connecting with the teacher, please notify the ED 302 course instructor. Formal application for admission to teacher education begins in this course.

The Professional Portfolio: Teacher candidates’ submission of entries for the professional portfolio begin with the ED 300/ED 302 courses and continue through the final semester of the Teacher Internship. All submissions for the portfolio are uploaded to Taskstream for assessment. The course instructors will provide portfolio guidelines.

ED 302 Course-related Expenses

1. **Background check fee** (*One background check is valid for students who are continuously enrolled at MUW*):
 - A. Fee charged to BANNER account at time of course registration
 - B. Go to <https://scholar.verifiedcredentials.com/muw> for current fees and information
 - C. MUW SCHOOL CODE: WXCYJ-92947
2. **Taskstream Registration fee for 4 semesters:**
 - A. Subscription fee charged to BANNER account at time of course registration

MA 111 Modern Elementary Math for Elementary Education Majors

Teacher candidates who register for MA 111 *Modern Elementary Math* need to obtain information about the pre-test that will be given the first day of class from Dr. Bonnie Oppenheimer in Room 106B in Parkinson Hall or from an elementary education advisor.

Notice Regarding Critical Pathway Course Grades

Beginning August 2020, the progression of study through the undergraduate programs require minimum grades of “B” in gateway courses ED 302, ED 361*, ED 362*, and ED 366* for students in the Elementary Education major, BS, and “C” in all other professional education courses, specific content courses, and other specific courses as identified in the program materials for students in either the Early Childhood Development Major, BS or the Elementary Education Major, BS.

Professional education courses are defined by the unit as those which provide components in theory in teaching and learning, pedagogy, or content pedagogy.

* For those students in the Elementary Education Major, BS who completed Critical Pathway Course ED 361, ED 362, or ED 366 with a grade of "C" or better prior to August 2020, that grade will be honored as passing, and the student will not be required to repeat the course.

Notice Regarding Repeat Coursework

Please note: Beginning August 2020, each undergraduate education student may repeat an education course or core required course once. Students who do not achieve required minimum grades after two attempts, beginning August 2020, will not qualify to continue in the respective program(s) depending upon each program's minimum grade requirement. This restriction applies to all current and new undergraduate education students either in the Early Childhood Development Major, BS or the Elementary Education Major, BS.

Course Information

Restricted Professional Education Courses

These courses required admission to teacher education.

ED 305**	Methods of Teaching Math in Elementary & Middle School
ED 310**	Methods of Teaching Social Studies in Elementary & Middle School
ED 311	Elementary Residency I
ED 312**	Methods of Teaching Science in Elementary & Middle School
ED 334**	Methods of Teaching Reading & Language Arts in Elementary and Middle School
ED 335**	Elementary Residency III
ED 366	Reading Assessment & Intervention
ED 367	Elementary Residency II
ED 401	Classroom Management
ED 406, 407, 409**	Teacher Internship
EN 410	Materials & Methods in Secondary English
FL 410	Materials & Methods in Secondary Languages
HIS 410	Materials & Methods in Secondary History & Social Studies
MA 319	Materials & Methods in Secondary Mathematics
BSB 313	Materials & Methods in Science (Biology)
PS 313	Materials & Methods in Sciences (Physical)
MUS 325	Secondary Music Methods
TH 207	Materials & Methods of Creative Dramatics

Frequency of Course Offerings-Fall and Spring

ED 299	Special Topics in Education
ED 300	Education as a Profession
ED 302	Art and Science of Teaching
ED 304	Early Childhood Learning
ED 305**	Teaching Math in Elementary & Middle School
ED 310**	Teaching Social Studies in Elementary & Middle School
ED 311	Elementary Residency I
ED 312**	Teaching Science in Elementary & Middle School
ED 334**	Methods for Teaching Reading & Language Arts in Elementary & Middle School
ED 335	Elementary Residency III
ED 360	Educational Psychology
ED 366**	Reading Assessment & Intervention
ED 367	Elementary Residency II
ED 361	Early Literacy Instruction I
ED 362	Early Literacy Instruction II
ED 365	Content Area Reading
ED 297	Computers in the Classroom
ED 401**	Classroom Management
ED 406, 407, 409**	Teacher Internship
PSY 206	Human Growth & Development
ED 306	Introduction to Exceptional Learners
ED 351**	Educational Measurement

***These courses require admission to teacher education.*

Secondary/K-12 Advanced Methods Courses

Students should consult the current *MUW Bulletin* for frequency of other professional education courses. Some will be offered in the summer, but final decisions are based upon enrollment and/or faculty availability.

Advanced Methods Courses for Secondary and K-12 Majors: Various academic departments on campus offer special methods courses that must be taken prior to teacher internship, but these may not be available every semester. Currently most are planned as **fall only** offerings and some will be **alternating falls**. Teacher candidates should check with their respective departments and plan their programs carefully to insure these courses are taken prior to teacher internship.

COURSE CODE	COURSE TITLE
MUS 320	Music Education Methods & Materials for Elementary
MUS 325	Secondary Music Methods
EN 410	Methods & Materials in Secondary English
FL 410	Methods & Materials in Secondary Languages
HIS 410	Methods & Materials in Secondary History & Social Studies
MA 319	Methods & Materials in Secondary Mathematics
BSB 313	Methods & Materials in Science (Biology)
PS 313	Methods & Materials in Science (Physical)
TH 207	Methods & Materials of Creative Dramatics

To be admitted to teacher education, students must meet all these requirements:

- Completed background check through Verified Credentials with a clear background verification.
- Completed ED 300: Education as a Profession with a grade of “C” or higher.
- Completed ED 302: Art and Science of Teaching with a grade of “B” or higher (you are only allowed to take this class twice to obtain the grade of “B” or higher).
- Overall GPA of 2.75 or higher on a minimum of 44 semester hours.
- Composite score of 21 or higher on the ACT or passing Praxis Core scores (Reading 156, Writing 162, and Math 130) or a MUW transcribed GPA of 3.0 or higher for the previous 60 credit hours.

**NOTE: This requirement addressing state licensure exams or overall GPA of 3.0 is suspended now through December 31, 2021.*

Non-Transfer of Professional Education Courses: In order for MUW to recommend licensure, ALL required professional education courses must be taken at MUW.

Summer School Course Work: Teacher candidates planning to take courses at other institutions should secure the approval of the chair of the appropriate department **in advance** to ensure that these courses will be acceptable to MUW. Transcripts of credits from summer sessions must be filed with the registrar before August 30 for proper evaluation. Students are responsible for requesting these transcripts and for paying all charges assessed for them.

Second Degrees: A student may earn a second degree at MUW by completing at least 30 hours in residence after completion of the first degree and by satisfying all requirements for the second degree and the core curriculum (PS #1508).

Professional Semester: This is the teacher internship semester. Candidates should be enrolled in ED 351 Educational Assessment **AND** the appropriate teacher internship course (9 semester hours). The program of the Professional Semester will be followed without deviation. No other coursework may be taken during the Professional Semester, except with special approval by the Admissions/Appeals Committee for Teacher Education. Because teacher interning is a full-time on-the-job experience and requires much planning and preparation beyond the 40-hour work week, teacher interns are discouraged from outside employment while enrolled in the internship. Although it is not essential that all core/concentration coursework is completed prior to the Professional Semester, all professional education and endorsement area courses must be completed with a “C” or above. Elementary majors must earn a “C” or better in concentration courses that will be used for licensure. Elementary majors should review page 26 of this Handbook for additional requirements.

Appeals/Requests for Exception to Stated Policy

A route of appeal exists for a teacher candidate who:

- A.) Questions a decision affecting status in teacher education program or teacher internship, OR
- B.) Requests special consideration beyond stated policies (e.g. applying for admission to teacher internship after the announced deadline).

All appeals must be filed within 30 days after the decision under question has been made.

The teacher candidate will file a written request through the Office of Field Experiences, stating the request and the rationale, and providing related supportive data as needed.

- A.) At the earliest appropriate time, a meeting of the Admissions/Appeals Committee for Teacher Education will consider the students petition.
- B.) The teacher candidate will be notified in writing of the decision.

Note: *Appeals to request an exception to admission to teacher education or teacher internship due to a deficiency in the required GPA will not be granted.*

Appeals to request completion of other coursework during the Teacher Internship may only be submitted with the signed recommendation of the candidates academic advisor.

Background Check Policy for Clinical Experiences

Students who are enrolled in a teacher education program at Mississippi University for Women are required to submit a criminal background check prior to participating in any off-campus clinical assignments such as observations, methods, or practicum in Pre-K-12 schools. The background check must be completed with Verified Credentials, Inc. vendor using code: WXCYJ-92947. Background checks from other companies or for other employment are not acceptable to meet this requirement. Background checks should be completed prior to or during the first two weeks of ED 302 to ensure that background check results are able to be reviewed prior to placement in a clinical experience. No clinical placements will be assigned prior to the university receiving the background check results.

Students who cannot successfully complete a background check may not be eligible to continue in the course or education degree program. Please refer to the Mississippi Department of Education Office of Educator Licensure guidelines [Mississippi Code 37-3-2(11) (g)-(h)]. MUW reserves the right to disclose the results of a student's criminal background check report to officials of a potential placement center at the discretion of MUW or upon request from the placement school.

The background check is valid as long as the student is continuously enrolled in the program. Failure to remain continuously reenrolled may result in the need for a new background check prior to be assigned for clinical placement.

If a candidate is involved in an incident potentially affected the background check between the time of completion of the background check and the beginning of the clinical experience or during the time of participation in a clinical experience, it is their responsibility to disclose the incident to the Office of Field Experiences. Failure to disclose the information could result in the candidate being dismissed from the teacher education program.

Existence of a flagged background check does not automatically disqualify an individual from admission. A flagged background check will be review and students may be required to meet with the Admission/Appeals Committee for Teacher Education to explain the nature of the offense and/or to determined eligibility for admission to the program. Mississippi University for Women is not responsible for students admitted to the program with a flagged background check who are later denied licensure by the State of Mississippi or any other state.

If a student is dismissed, the candidate is not entitled to any tuition refund. The following will result in immediate dismissal from the education program:

1. Refusal to complete a background check,
2. A conviction for sexual misconduct,
3. A conviction of drug/narcotic use,
4. A conviction of a violent act,
5. A conviction of an act against a child, and/or
6. A violation or conviction that is contrary to the Mississippi Educator Code of Ethics and Standards of Conduct, Code 1717.

All appeals to the decision of the Admissions/Appeals Committee for Teacher Education must follow the Appeals Process for the Mississippi University for Women's Educator Preparation Program (EPP) and the Appeals Process for the University available in the current Teacher Education Handbook and the current University Bulletin.

Description of Clinical Experiences

Clinical experiences are planned so that the knowledge, theories, and practices taught in the teacher education courses are applied in meaningful ways throughout the program. The sequencing moves the teacher candidate from identifying the decisions teachers make to making planning, instructional, and management decisions themselves. All clinical experiences are in schools in which teacher candidates have the opportunity to work with diverse populations.

LEVEL	DESCRIPTION
LEVEL 1: Residency1 for Elementary Education	This experience occurs during the introductory coursework of the program. Placement assignments are made by the Director of Field Experiences in cooperation with the school district central office liaisons and administrators. The Level I experiences emphasizes instructional planning that is sensitive to student differences and thus involves a variety of teaching methodologies and modes of student assessment. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor.
LEVEL 2: Residency2 for Elementary Education	This clinical experience occurs in the specials methods classes. Teacher candidates enrolled in special methods courses teach lessons in the aligned clinical placements. Clinical hours vary depending on the major/course. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor. This is the Reading Block for Elementary Education majors.
LEVEL 3: Residency3 for Elementary Education	This clinical experience occurs in the advanced methods classes. Teacher candidates enrolled in advanced methods courses teach lessons in the assigned clinical placements. Clinical hours vary depending on the major/course. An evaluation of the teacher candidate is completed by the cooperating teacher and the clinical experience course instructor. This is the Methods Block for Elementary Education majors.
LEVEL 4: Residency4 for Elementary Education	The teaching internship comprises Level IV of the clinical experience sequence. Typically, MUW places teacher interns in two settings: one for Phase I (approximately seven weeks) and another for Phase II (approximately seven weeks). Generally, elementary majors have one placement in lower elementary grades and one in upper elementary or middle school grades. Secondary majors have one placement in a middle school or junior high school and one placement in a high school. Special subjects K-12 majors have one placement in an elementary school and one in a middle/high school. Assignments are made by the Director of Field Experiences in cooperation with school district central office liaisons and administrators. The mentor teacher and university supervisor work together to ensure a positive learning experiences for the teacher intern and to provide mid-term and final assessments of teaching performance. The teacher intern should be observed a minimum of eight times during the professional semester. During the internship, the teacher intern also returns to campus for seminars.

CLINICAL EXPERIENCE ASSIGNMENTS: Levels I, II, and III clinical experiences assignments are made in collaboration with MUW partner schools that are located near or within the Golden Triangle Regional area or at the Wesson Attendance Center in Wesson, Mississippi. Assignments beyond this range of the MUW campus (or with schools other than partner schools) will only be made in extenuating situations. Most clinical experience courses are placed exclusively at certain school centers according to partnership agreements and/or availability of the school center curricula/programming aligned with a particular clinical experience course. Teacher candidates should complete the required hours gradually across the semester.

CHANGING A MAJOR AFTER PLACEMENT APPROVAL: For Teacher Candidates who change their academic major after a placement has been approved, the Office of Field Experiences may or may not be able to accommodate a change of placement to a subject area associated with a new major.

INTERNSHIP PLACEMENTS: Internship assignments will be made collaboratively with MUW partner schools that are located within an approximate 40-50 mile radius of the Mississippi University for Women. Assignments beyond this range of the MUW campus will only be made for extenuating situations. If an exception for placement is made due to an extenuating circumstance, students may incur costs associated with supervision of the internship.

NOTE:

All teacher candidates are evaluated according to the following MS state-developed common instruments, both of which may be found on the School of Education's website under the "Program Planning" tab near the top of the page, on the "MS Common Instruments" page:

- TIAI - Teacher Intern Assessment Instrument:

https://www.muw.edu/images/Teacher_Intern_Assessment_Instrument-TIAI.pdf

- Dispositions Assessment Instrument:

https://www.muw.edu/images/EPP_Professional_Dispositions.pdf

Summary of Clinical Experience Courses

COURSE NUMBER AND TITLE	BRIEF CLINICAL EXPERIENCE DESCRIPTION
BSB 313 Materials and Methods in Science (Biology)	◆ Minimum <u>10 hours</u> in a secondary classroom ◆ Direct teaching, tutoring, assisting with projects ◆ Teach one lesson
ED 302 The Art and Science of Teaching	◆ Minimum <u>10 hours</u> in a K-12 classroom ◆ Teach lessons to whole or small group ◆ Assist cooperating teacher as needed
ED 304 Principles of Early Childhood	◆ Minimum <u>5 hours</u> in an assigned childcare/Pre-K center ◆ Create bulletin boards, read to children, and design activities ◆ Interact with children to observe stages of development
ED 305/ED 310/ED 312/ ED 334 Elementary Education BLOCK Courses	◆ Minimum <u>80-100 hours</u> in a K-6 classroom for a 5 week period ◆ Observe and assist ◆ Teach lessons/unit to whole or small group
ED 306 Introduction to Exceptional Children	◆ Minimum <u>10 hours</u> in a K-12 classroom ◆ Observe and assist ◆ Teach and/or tutor students with exceptionalities
ED 361 Early Literacy Instruction I	◆ Minimum <u>10 hours</u> in the K-12 classroom; assist and observe ◆ Conduct emergent reader assessment ◆ Plan and implement a reading lesson (phonemic aware/phonics)
ED 365 Content Area Reading	◆ Minimum <u>10 hours</u> in a middle school classroom (6-8) ◆ Observe and assist ◆ Teach content area literacy lessons for whole or small groups
EDS 414 Practicum in Special Education	◆ Minimum <u>144 hours</u> in a K-12 classroom ◆ Observe and assist ◆ Direct instruction of lessons
EN 410 Materials and Methods in Secondary English	◆ Minimum <u>22 hours</u> in a secondary classroom ◆ Observe and assist and teach/tutor ◆ Direct teaching of one lesson
FL 410 Materials and Methods of Secondary Foreign Language	◆ Minimum <u>22 hours</u> in a secondary classroom ◆ Direct teaching, tutoring, assisting with projects ◆ Direct teaching of one lesson
FPA 399 Fine and Performing Arts: Teaching Methods	◆ Minimum <u>10 hours</u> in a K-12 classroom ◆ Observe and assist
HIS 410 Materials and Methods of Secondary Social Studies	◆ Minimum <u>10 hours</u> in a secondary classroom ◆ Direct teaching, tutoring, assisting with projects ◆ Teach one lesson
MA 319 Materials and Methods in Teaching Secondary Mathematics	◆ Observe and Assist ◆ Minimum <u>10 hours</u> teaching lessons (after observing and assisting)
MUS 320 Music Education Materials and Methods	◆ Minimum <u>10 hours</u> in a K-12 classroom ◆ Observe, assist, plan, and teach lessons
MUS 325 Secondary Music Methods	◆ Minimum <u>10 hours</u> in a secondary classroom ◆ Observe, assist, plan, and teach lessons
PS 313 Materials and Methods in Science (Physical)	◆ Minimum <u>10 hours</u> in the secondary classroom ◆ Observe, assist, plan, and teach lessons
TH 207 Materials and Methods in Creative Dramatics	◆ Minimum <u>10 hours</u> in a K-12 classroom ◆ Observe, assist, plan, and teach lessons
ED 311 Elementary Residency I	◆ Minimum <u>40 hours</u> in a K-6 classroom ◆ Teach lesson to whole group or small group ◆ Assist mentor teacher as needed
ED 367 Elementary Residency II	◆ Minimum <u>40 hours</u> in a K-6 classroom ◆ Teach lessons/unit to whole or small group ◆ Observe and assist
ED 335 Elementary Residency III	◆ Minimum <u>80 hours</u> in K-6 classroom for a 5 week period ◆ Teach lessons/unit to whole group or small group ◆ Observe and assist

Mississippi Educator Code of Ethics and Standards of Conduct

State Board Policy Code 1717

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves, standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety, and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline, and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holders ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

- ♦ **Standard 1: Professional Conduct:** An educator should demonstrated conduct that follows general recognized professional standards.
- ♦ **Standard 2: Trustworthiness:** An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
- ♦ **Standard 3: Unlawful Acts:** An educator shall abide by federal, state, and local laws and statutes and local school board policies.
- ♦ **Standard 4: Educator/Student Relationship:** An educator should always maintain a professional relationship with all students, both inside and outside the classroom.
- ♦ **Standard 5: Educator Collegial Relationships:** An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.
- ♦ **Standard 6: Alcohol, Drug, and Tobacco Use or Possession:** An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs.
- ♦ **Standard 7: Public Funds and Property:** An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- ♦ **Standard 8: Remunerative Conduct:** An educator should maintain integrity with students, colleagues, parents, patrons, or business when accepted gifts, gratuities, favors, and additional compensation.
- ♦ **Standard 9: Maintenance of Confidentiality:** An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.
- ♦ **Standard 10: Breach of Contract or Abandonment of Employment:** An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

Please go to for access to the full explanation of the standards:

<http://teachercodes.iiep.unesco.org/teachercodes/codes/America/USA/Mississippi.pdf>

Removal from a Level I, Level II, or Level III Clinical Experience

Administrative Removal

A student enrolled as an education major may be administratively removed from a clinical placement for the academic semester. The clinical experience courses include lecture and lab (clinical experience). **It is not possible to be successful in a clinical experience course without completion of lab experience.** Clinical experience students removed from placement will be directed to drop the course. Since this action is an administrative removal, the grade recorded will be a “W.” *Note: Students may lose all or part of tuition paid for the semester.*

Lack of Ability in Teaching Performance or Professional Dispositions Termination

Although rare, sometimes a student’s lack of progress in assuming classroom responsibilities may cause school officials and/or university officials (professor, Director of Field Experiences, Education Department Chair, and/or Dean of School of Education) to seek termination of the clinical placement. If a cooperating teacher or principal believes a clinical experience student is not performing appropriately (including but not limited to: poor planning and instruction, lack of professional dispositions, and/or violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct) in the assignment, the cooperating teacher and/or principal must discuss the problems with the university officials and the clinical experience student. If the university officials believe a clinical experience student is not performing appropriately in the assignment, the university officials must discuss the situation with the cooperating teacher, principal, and student. After the discussion (regardless of whether the public school personnel or the university personnel initiated the concern for lack of performance), the university officials, cooperating teacher, and clinical experience student will collaboratively write an improvement plan.

The improvement plan will be signed by the clinical experience student to confirm agreement to work toward meeting the goals of the improvement plan. If the clinical experience student refuses to sign the plan, then a statement will be written on the plan indicating that that clinical experience student refused to sign the plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Office of Field Experiences for review and placement in the clinical experience student’s file. If the clinical experience student shows continuous improvement, the clinical experience student will continue with the experiences at the assigned site with careful supervision.

If the cooperating teacher, principal, or university personnel continue to see no improvement in the clinical experience student’s performance within five (5) school days of the date of the submission of the improvement plan, a decision for termination may be made. A termination conference with university officials and the cooperating teacher will take place. A letter of termination of the clinical experience will be submitted to the student within three (3) school days of the conference with the university officials and cooperating teacher. The letter of termination shall include the date of termination and goals of the improvement plan that were not met.

The improvement plan may include not only teaching performance indicators but also professional dispositions. Professional behaviors that should be demonstrated include but are not limited to collaboration, reflection, integrity, learning initiative, responsibility, respect, diversity and professionalism broadly defined.

Please see the next page for a list of dispositions that outlines qualities expected of future teachers and educational professionals.

NOTE: Please do not view this list as exhaustive but as a guide for professional behavior expected of all educational professionals to adopt personally and to model for the benefit of others.

Attributes Representing Professional Dispositions

Qualities Important to Future Teachers and Educational Professionals

A. Personal qualities important to the teaching/education profession

- Possesses integrity
- Is highly motivated
- Displays perseverance
- Exhibits self-control
- Is punctual and reliable
- Presents a professional appearance and demeanor
- Accepts responsibility
- Evidences high academic achievement
- Takes initiative
- Shows maturity of judgment
- Demonstrates warmth and advocacy for children

B. Qualities important to collaboration

- Establishes rapport with others
- Works well with others and communicates respectfully
- Values teamwork
- Demonstrates a commitment to achieving team goals
- Assumes appropriate roles in the collaborative process
- Demonstrates effective communication skills
- Demonstrates a respectful appreciation for diverse perspectives
- Seeks to develop and maintain professional workplace relationships

C. Commitment to professional growth

- Responds appropriately to supervision
- Accepts constructive criticism and suggestions
- Uses suggestions to improve skills and understanding
- Strives to achieve competence and integrity
- Reflects on/evaluates strengths and areas for improvement
- Displays interest and curiosity in the learning process
- Values life-long learning
- Is a self-directed learner

D. Commitment to diversity and social justice

- Demonstrates cultural respect and understanding
- Displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals
- Treats all people equally
- Believes in equal educational/vocational opportunity
- Advocates high and appropriate expectations for *all* students

E. Commitment to ethical practices

- Maintains confidentiality
- Is honest and trustworthy
- Uses sound, informed judgment
- Displays ethical behavior
- Abides by legal mandates and ethical responsibilities

Immediate Termination

An education major student may be terminated immediately from a placement and/or teacher education program if continuing the placement compromises the safety of the students or of violation of the Mississippi Educator Code of Ethics and Standards of Conductor or the Mississippi University for Women Code of Conduct (reference current MUW Undergraduate Bulletin) is found to be evident. Decisions for immediate termination should represent a consensus among the school of placement administration and university administration.

School personnel who believe their students are unsafe if a placement continues should contact the appropriate university officials. A professor or other appropriate university personnel who believe the students are unsafe should contact the Director of Field Experiences. The Director of Field Experiences will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Director of Field Experiences will convene a committee consisting of him/herself, relevant placement school personnel (if appropriate), university personnel, and the clinical experience student to review the documentation of evidence and a decision for termination or no termination will be made. The letter of decision of termination or no termination will be sent to the student within three (3) school days of the committee hearing.

Appeals Procedure for the Clinical Experience Student

If it is determined that a candidate needs to be removed from a clinical placement, the candidate has the right to appeal that decision. The candidate must initiate the appeals process by submitting a written request to the Director of Field Experiences within three (3) days after being removed.

Action by the Clinical Experience Student

A clinical experience student appealing for readmission into the clinical experience course will submit a typed letter to the Director of Field Experiences requesting a meeting with the Admissions/Appeals Committee for Teacher Education. In the written letter, the student will justify his/her request and steps that have been taken to rectify the situation.

Readmission into the Clinical Experience Course: Include in the documentation why he/she should be allowed to re-enroll and provide information about additional experiences that have been undertaken to help him/her remedy problems identified during the first clinical experience course.

The letter will be forwarded to the Education Department Chair, who will then convene the Admissions/Appeals Committee for Teacher Education. The Education Department Chair will send a letter to the student indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation, provide documentation to verify remediation, and to answer questions by committee members.

Action of the Admissions/Appeals Committee for Teacher Education

The committee can either accept or deny the student's appeal request. The student will be notified within five (5) school days of the committee's decision.

NOTE: If the committee accepts the student's appeal and permits the student to reenter clinical experience, the student will complete the course the next semester (not the semester in which the removal occurred).

Secondary/K-12 Majors Experiences with Children or Youth Documentation Procedures

MUW requires documentation of a minimum of **75 clock hours** of experience with children or youth prior to admission to teacher internship. The purpose of this requirement is to provide teacher candidates familiarity with students and with the role of an instructional leader. The MUW Department of Education and other academic departments that offer academic programming in teacher education preparation provide clinical experiences as part of education courses and may allow additional hours accumulated through approved experiences. **Proper documentation should be submitted to the Teaching Internship Application in Taskstream.**

Appropriate Experiences:

A variety of possibilities exist, with the key being whether the individual is in an **educational and instructional** role, e.g. teaching swimming lessons as opposed to life guarding; serving as a scout leader, not being a scout; teaching a Sunday School class, not keeping the nursery. Possible instructional roles include, but are not limited to:

Summer Camp Leader	City Recreational Sports Coach
Head Start Worker	Private Tutor
Extra Hours in a Methods Course Field Experience	MUW CPDC Volunteer
MUW Math/Writing Lab Tutor	Substitute Teacher
Vacation Bible School Teacher/Sunday School Teacher	Youth Organization Leader/Volunteer
Assistant Teacher	4-H Volunteer/Leader

Age Requirements:

Experience should be with a school age population (**minimum of 3 years of age**), or in an educational setting approved by the Director of Field Experiences.

Payment for Services:

The required experience with children and youth may be either paid or unpaid.

Time Line:

Credit for past experience can date back no further than the senior year of high school. In the case of non-traditional students, more recent experiences are preferred, but hours can be counted as far back as necessary, but only **IF** they can be documented.

Documentation:

Each experience must be documented with a letter of verification on official letterhead stationery, signed by the person who provided the supervision. Letters should be submitted to the candidates Taskstream account for the Teacher Internship Application.

Students are advised not to delay getting their letters of verification on file. Applications to teacher internship will not be approved until this verification is received.

Licensure Exams

The information below is in regard to the licensure exams required by the Mississippi Department of Education for educator licensure. Different exams are required throughout the program to continue progressing through to graduation. Additional admission requirements are established for continuous progression in the program. Please refer to the Student Record of Progression through the Undergraduate Education Program. All exam admission/licensure exam scores must be no more than 5 years old at the time of admission to teacher education.

***NOTE:** You will not be recommended for license upon graduation if you have not met the testing requirements.

NOTE: These requirements addressing state licensure exams or GPA of 3.0 is suspended now through December 31, 2021.

Exams Required for Admission to Teacher Education

Basic Skills Assessment: Passing ACT scores or passing Praxis CORE must be attempted/submitted during the semester of enrollment in **ED 302**. Teacher candidates must make the attempt to pass ACT or Praxis CORE before taking additional education courses. **Passing scores are required prior to admission to teacher education.**

Praxis CORE

Please access the latest test and required scores from your academic advisor, or the Mississippi Department of Education Office of Educator Licensure.

OR

ACT/Residual ACT

At the time of admission to MUW, a teacher candidate with an ACT composite score of 21 or an SAT equivalent can use those scores toward Mississippi licensure.

Teacher candidates may retake the ACT through MUW's Residual ACT program. Residual scores may only be used for degree programs at MUW. For more information, go to MUW Testing Services in the MUW Student Success Center.

Note: *Equivalent SAT scores are accepted to meet the basic skills requirement.*

OR

An overall MUW GPA of 3.0 or greater.

Exams Required for Licensure

Content Area and Professional Knowledge Assessment

Praxis II: PLT and Subject Area Assessments

The Principles of Learning and Teaching (PLT) is a test administered on the nation-wide test dates. Elementary Education students may take either the K-6 or 5-8 exams. Secondary majors should take the 7-12 exam. Special subject (K-12) majors may take any of the three exams.

The Subject Area Assessments are taken in the area of one's license endorsement. Teacher candidates must take and pass both the PLT and the Subject Area tests for his/her major area. Praxis II (PLT and Subject Area) should be taken at least **one semester prior** to the Professional Semester in the senior year.

Although it is not required to graduate, the Mississippi Department of Education requires that you pass both the PLT and Subject Areas before a license can be issued.

Taking the Exams and Submission of Scores to MUW

Teacher candidates **must request** that all admission/licensure scores be sent to Mississippi University for Women. Educational Testing Service does not do so automatically. **Omitting this request on an application will result in an extra fee when the official scores have to be requested later.** The student's copy is so designated and, just as with transcripts, cannot serve as an "official" copy. **The ETS recipient code for MUW is 1481.**

Elementary Education Reading Assessment-Elementary Education Majors Only

Mississippi Foundations of Reading

For elementary education majors only, the Mississippi Foundations of Reading exam should be taken during/after the completion of the reading block of courses. Please access the latest test information and the required scores from the Mississippi Department of Education Office of Educator Licensure.

Although it is not required to graduate, the Mississippi Department of Education requires that you pass both the PLT and Subject

Praxis CORE, ACT and SAT Requirements

Exam	Test Code	MS Qualifying Score
Core Academic Skills for Educators: Reading	5713	156
AND		
Core Academic Skills for Educators: Writing	5723	162
AND		
Core Academic Skills for Educators: Mathematics (On screen four function calculator provided)	5733	130

OR

ACT COMPOSITE OR SAT EQUIVALENT				
ACT	SAT March 26 and thereafter	SAT August 2015 to February 2016	SAT 1995 to August 2015	SAT Prior to 1995
21 Composite	1060 and Above	990 and Above	980 and Above	870 and Above

OR

MUW GPA of 3.0 or greater

NOTE: These requirements addressing state licensure exams or GPA of 3.0 is suspended now through December 31, 2021.

Residual ACT at MUW

The Residual ACT is available to students who are unable to take the exam on the national test dates.

Cost: \$55 No fee waivers are available. Refunds will not be given. Students may reschedule.

Score Reports: The SCC does not provide score reports. To receive your scores, call the Office of Admissions: (662) 329-7106 after 1:00 PM on the Wednesday after your test. Contact the Student Success Center for more information: <https://www.muw.edu/ssc> (662) 329-7138 or email ssc@muw.edu.

The scores from the Residual ACT are **only valid at Mississippi University for Women** and cannot be sent to another institution.

Residual ACT assessments may only be taken **every 60 days**, regardless of location tested.

Access study resources for the ACT at the ACT website. <https://www.act.org/>

Admittance into Teacher Education Program

To be admitted to the MUW teacher education program, students must meet all these requirements:

- ◆ Completed background check through Verified Credentials with a clear background verification.
- ◆ Completed *ED 300: Education as a Profession* with a grade of “C” or higher.*
- ◆ Completed *ED 302: Art and Science of Teaching; Elementary Education students must also complete ED 361: Early Literacy Development I, ED 362: Early Literacy Development II, and ED 366: Reading Assessment and Intervention* with a grade of “B” or higher.*
- ◆ Overall GPA of 2.75 or higher on a minimum of 44 credit hours of coursework—Please see the current Education Advising Handbook and consult with your academic advisor to address specific coursework that must be completed.*
- ◆ Composite score of 21 or higher on the ACT or passing Praxis Core scores (Reading 156, Writing 162, and Math 130) or a MUW transcribed GPA of 3.0 or higher for the previous 60 credit hours.

**NOTE: This requirement addressing state licensure exams or GPA of 3.0 is suspended now through December 31, 2021.*

***Notice Regarding Repeat Coursework**

Please note: Beginning August 2020, each undergraduate education student may repeat an education course or core required course once. Students who do not achieve required minimum grades after two attempts, beginning August 2020, will not qualify to continue in the respective program(s) depending upon each program's minimum grade requirement. This restriction applies to all current and new undergraduate education students either in the Early Childhood Development Major, BS or the Elementary Education Major, BS.

For those students in the Elementary Education Major, BS who completed Critical Pathway Course ED 361, ED 362, or ED 366 with a grade of "C" or better prior to August 2020, that grade will be honored as passing, and the student will not be required to repeat the course.

Subject Area Assessment Requirements

Check <http://www.ets.org/praxis/ms/requirements> for the most up-to-date score requirement information.

<u>Test Code</u>		<u>Passing Score</u>
5235	Biology: Content Knowledge	150
5245	Chemistry: Content Knowledge	151
5017	Elementary Education: Curriculum, Instruction, and Assessment (K-6)	153
5038	English Language, Literature, and Composition	167
5161	Mathematics: Content Knowledge	152
5113	Music: Content Knowledge	161
5081	Social Studies: Content Knowledge	150
5195	Spanish	160
5331	Speech-Language Pathology	162

MUW Student Education Organizations

MUW Teacher Education teacher candidates are encouraged to participate in their professional organizations. Contact the School of Education for advisor contact information.

SMAE **Student Mississippi Association of Educators**
Eligibility: Any Teacher Education major
(Admission to Teacher Education is not a prerequisite)
Meetings: Once a month, generally at noon.

KDE **Kappa Delta Epsilon**
Eligibility: Admission to Teacher Education, second semester sophomore or above with a 3.0 GPA
(By application, then invitation)
Meetings: Once a month, generally at noon.

Teacher Education Honors and Awards for Students

Mississippi Association of Colleges of Teacher Education Outstanding Teacher Candidate Award

The Mississippi Association of Colleges of Teacher Education (MACTE) sponsors an annual award honoring outstanding teacher candidates. One undergraduate teacher candidate from each member institution is honored. This honor is awarded to one MUW teacher candidate each academic year and is based on the following criteria: GPA, outstanding teaching ability, outstanding character and interpersonal skills through performance on teacher candidate disposition assessments, and other contributions such as leadership and service while at the university. Outstanding area school administrators and teachers are also recognized during this event.

Outstanding Teacher Intern Award

The MUW Office of Field Experiences recognizes an outstanding teacher intern. This honor is award to a teacher intern during each fall and spring semester and is based on the following criteria: personal characteristics, professional characteristics, and skills in teaching methodology.

Department of Education Awards

The MUW Department of Education recognizes outstanding students in the following areas:

Early Childhood Development Student
Elementary Education Student
Secondary Education Student
Master of Education in Education Student
Master of Arts in Teaching Student

Typically students are recognized during a Department of Education spring awards ceremony each year.

School of Education Services

Education Interview Day

The opportunity to interview with school district representatives from the southeaster region of the United States is offered to teacher education students through a teacher recruitment day held each spring. All seniors are strongly encouraged to attend (provisions will be made for those who are currently interning.) The Career Services Office and the Office of Field Experiences will provide information regarding location, date, and time.

Placement & Follow-up

Graduates are assisted in securing positions by both the education faculty and Career Services. To facilitate this process, all graduates should register with Career Services to establish their placement and credentials files. In addition to its on-going interest in the placement and success of its graduates, the School formally conducts one year and three year follow-up on teacher education graduates.

Curriculum Samples and Children's Literature

A variety of curriculum materials and children's literature are available to all MUW students. Candidates may use books and other media and materials catalogued in the John C. Fant Memorial library.

Section 3: Undergraduate Teacher Internship, Elementary & Secondary

Introduction

This information is intended to serve as policy and guidance for teacher interns, mentor teachers, university supervisors, principals, superintendents, and others involved in the Mississippi University for Women teacher internship program. The reader will find an explanation of the philosophy as well as a description of the cooperative nature of the program. Procedures and responsibilities for each member of the teacher internship endeavor are included. Individuals responsible for guiding a teacher intern through the program should, along with the teacher interns, consider themselves members of a team with a common goal, the development of the best teachers possible.

The MUW *Teacher Education Handbook*, as currently published, describes as accurately as possible the policies, procedures, regulations, and requirements related to the teacher internship. The MUW Education Preparation Provider (EPP) reserves the right to adjust its policies at any time to promote the best interest of those involved in the program and to be in compliance with state regulations regarding the teacher internship experience. Please also refer to additional information provided via Taskstream, Mentor Teacher Packet, University Supervisor Packet, and via official communication with university personnel.

For additional information about the MUW teacher internship program:

**Department of Education
Office of Field Experiences
Education and Human Sciences Building
520 11th Street South/PO Box W-1637
Columbus, Mississippi 39701
<http://www.muw.edu/education>
662-329-7175
662-241-7869**

Teacher Internship at MUW

Many studies have shown, and educators agree, that the most important single aspect of a teacher education program is actual teaching experience. At MUW, the teacher internship is the major phase of developing a cumulative series of academic and professional courses and laboratory experiences designed to prepare the prospective teacher for full teaching responsibilities with competence and confidence.

The MUW faculty and staff believe that excellent teacher education results from broad cultural experiences, strong background in the teaching field, and practical professional preparation. To neglect any one of these would jeopardize the potential of success of the teacher intern. The professional experiences of the teacher intern at MUW begin during the sophomore year with the application for admission into teacher education. A process of screening and assessment is initiated which continues through application and acceptance into teacher internship. Finally, in post teaching seminars, teacher interns are given an opportunity to reflect upon and relate their experiences to the total program of teacher education.

At the school-based teaching center, each teacher intern observes, assists, and gradually assumes the professional activities of the cooperating mentor teacher. The activities of the interns are closely supervised and evaluated by both the mentor teachers and university supervisors.

Catalog Description of Teacher Internship

Teacher internship is completed during the “professional semester” according to the schedule of the school to which each intern is assigned. To enroll in these courses, students must be officially admitted to Teacher Internship.

The internship provides actual teaching experience in a teacher internship center under the direction of qualified classroom teachers and university supervisors. Observation and other field experience precede actual classroom teaching. Individual conferences are held by both the mentor teacher and the university supervisor. The course is scheduled for five days each week during the professional semester. The last day of the professional semester is devoted to seminars under the direction of university supervisors, for the purpose of identifying and reinforcing points where additional information and study are needed. Teacher interns will be on duty each day for the same hours required of their cooperating teacher(s). Teacher interns will normally follow the calendar of the school system in which the practice work is done.

The following courses qualify as internship courses in the undergraduate program:

ED 404: Teacher Internship: Early Childhood (9 semester hours)

ED 406: Teacher Internship: Grades K-6 (9 semester hours)

ED 407: Teacher Internship: K-12 (9 semester hours)

ED 409: Teacher Internship: Grades 7-12 (9 semester hours)

Goals of MUW Teacher Internship

1. To develop the knowledge, attitudes, and skills needed by today's teachers to function effectively in a changing and increasingly complicated society. If this goal is to be realized, student internship at MUW must include:
 - A. Experiences which develop understanding beyond the verbalization and formal skills of the college classroom and which lead to action based upon creative thinking and the practical use of skills.
 - B. Opportunities for teacher interns to explore their potential effectiveness in both formal and informal teaching-learning situations.
 - C. Opportunities for teacher interns to explore theories of method and techniques, which have evolved from their formal coursework and other experiences, in actual classroom situations.
2. To obtain practical experience in performing the extra class functions normally expected of the classroom teacher, which should include:
 - A. Participation in the "total" program of the cooperating school.
 - B. Development of an understanding of the proper role of the teacher in the community.
 - C. Experience in the role of the teacher as an agent of good public relations
3. To begin developing the resourcefulness and maturity need to cope with the problems of guiding the total growth of children and youth.
4. To engage in teaching activities that will insure an adequate level of teaching knowledge and skills in area(s) of specialization. The knowledge and skills acquired will be evident in the teacher intern's ability to:
 - A. Plan for teaching by establishing a sound plan of instruction based upon clearly stated behavioral objectives and by utilizing appropriate instructional aids.
 - B. Give evidence of basic knowledge of the subject matter.
 - C. Communicate subject matter and skills to students in Standard English.
 - D. Motivate learners through enthusiasm and respect for students as individuals.
 - E. Control their verbal behavior through use of questioning and listening skills as well as involving students in appropriate interaction.
 - F. Diagnose student needs in content and affective areas.
 - G. Manage classrooms effectively, both student behavior and physical environment.
 - H. Evaluate student achievement, using a variety of valid and reliable techniques, and utilize evaluation results for instructional purposes.
 - I. Display positive interpersonal skills with students and other staff members.
 - J. Exhibit acceptable personal qualities such as dress and grooming, voice quality, communication, punctuality, and sense of humor.

Admission to Teacher Internship

All TI admission documentation is submitted via Taskstream

Following admission to Teacher Education, a candidate must complete a minimum of one semester of coursework before being admitted to Teacher Internship. Materials for application to internship will be distributed at the required Teacher Internship orientation seminar at the beginning of each semester. Candidates seeking admission to Teacher Internship must submit the application to Taskstream.

Date of Admission to Teacher Internship: _____

Teacher Internship Admissions Checklist					Date Completed
Admission to Teacher Education (<i>At least one semester prior to filing application for TI</i>)					
Completion of 84 Semester Hours (<i>Must include all required professional education courses</i>)					
Application for Teacher Internship (semester prior to TI)					
Ethics Statement and Insurance Verification/Release of Liability					
Overall Minimum GPA of 2.75 ***					
MUW Minimum GPA of 2.75***					
75 Hours of Working with Children Documentation (Secondary and K-12 only)					
Mississippi Teacher Intern 101 License Issued					
Minimum Grade of “C” in the following courses:					
English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED Courses	All Endorsement Area Courses
Elementary Majors ONLY:					
Math 111			Math 112		

Praxis II Tested Areas	Required	Your Score	Date Taken
PLT	K-6 (5622)-160 5-9 (5623)-160 7-12 (5624)-157		
Subject Area Assessment			

NOTE: If a student receives a D or F in an endorsement area course or professional education course and retakes the course to earn a C or above, only the second grade is used for figuring endorsement area or professional area GPA.

Conditional Admission to Teacher Internship: Students who have not met all of the above teacher internship admission requirements at the start of the professional semester, may be considered for a conditional admission. A request for a conditional admit must be submitted to the Admissions/Appeals Committee for Teacher Education.

Internship Terminology

The **Professional Semester** is the teacher internship semester.

The **Cooperating School** (or Teacher Intern Center) is a public school (or pre-approved, accredited private school) which provides laboratory experiences for prospective teachers.

A **Teacher Intern** (TI) is a college student enrolled in the professional semester.

A **Mentor Teacher** (MT) is a faculty member of a cooperating school who is engaged in the supervision of a Teacher Intern in the classroom or extra class activities.

A **University Supervisor** (US) is a member of the university faculty or adjunct faculty who, in addition to teaching duties, is responsible for supervising teacher interns. Responsibilities include visiting the teacher interns, holding conferences with them and with their mentor teachers, evaluating the progress of the teacher interns, and participating in student teaching seminars.

The **Director of Field Experiences** is a university faculty member who has been assigned the following responsibilities: working with the administrators of cooperating schools in making assignments, supplying necessary forms and reports, filing the final evaluations, maintaining active files for file years on each teacher intern, and maintaining a good working relationship within the cooperating schools. Any problem involving a teacher intern or interpersonal relationships within a center should be called to the director's attention immediately.

The **Education Department Chair** works closely with the Director of Field Experiences and has supervisory responsibilities to ensure a functioning, effective teacher education program.

The **Dean of the School of Education** works closely with the Education Department Chair and the Director of Field Experiences, has supervisory responsibilities for all functions within the School of Education, coordination with MUW colleges offering programs that are a part of the institution's teacher education program, and coordination with partnership schools and programs working with the institution's teacher education program.

Phase I Teacher Internship refers to the first half of the teacher internship experiences and lasts approximately seven (7) weeks.

Phase II Teacher Internship refers to the second half (approximately 7 weeks) of the teacher internship experiences and involves placement in a different grade level or subject area from the Phase I placement.

Taskstream refers to a web-based data management system the university uses to collect individual assessment information for all teacher candidates. All assessment data for teacher interns will be submitted via Taskstream by the mentor teacher, university supervisor, and teacher intern.

Teacher Intern Assessment Instrument (TIAI) To receive a passing grade in teacher internship, students must demonstrate each competency on the Teacher Intern Assessment Instrument. The teacher intern is evaluated by and receives feedback from the university supervisor and mentor teachers. It is unlikely that a teacher intern will demonstrate all indicators in one visit by a university supervisor, therefore additional visits will be used to validate the remaining indicators. The mentor teachers will also assess the teacher intern's performance using the TIAI.

A **Teacher Professional Disposition** is the tendency to act in a certain manner aligned with the field of professional education. The dispositions below are aligned with the Mississippi Educator Code of Ethics and Standards of Conduct Code 1717 (http://www.mde.k12.ms.us/SBE_policymanual/1717.htm). The purpose of the professional disposition evaluation is to ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator's performance (attitude and behavior). Items rated at the "Meets Standard" level (a rubric score of two) or "Exceeds Standard" (a rubric score of three) represents successful teaching practice by the candidate. Rubric scores of one ("Needs Improvement") or zero ("Unacceptable") are viewed as areas in need of improvement, and the candidate will meet with the cooperating teacher and university supervisor for guidance and suggestions for greater success.

Teaching Internship Placements

Selection of Teacher Internship Centers

The teacher internship is completed in the schools surrounding Mississippi University for Women. The schools selected as teacher internship centers are chosen because of the belief that they provide a desirable environment for the important final phase in the preparation of prospective teachers. Factors considered in their selection are as follows: The quality of the administrative and supervisory leadership, the adequacy of the school facilities and equipment, the proximity to the university for supervisor travel, the availability of qualified teachers in the areas of students' specialization, and the need to honor varying requested made by the participating schools or school systems. Every effort is also made to honor the preferences and special needs of teacher interns within these constraints.

Placement of Teacher Interns

Mississippi University for Women establishes placement for teacher interns in two settings: one for Phase I and one for Phase II, as follows:

Elementary	One placement in lower elementary (K-3) One placement in upper elementary or middle school (4-6)
Secondary (7-12)	One placement in middle school or junior high One placement in high school
Special Subjects (K-12)	One placement in elementary One placement in secondary

Every effort is made to honor the preference and special needs of teacher interns regarding placement, but that is only part of the process. The Director of Field Experiences prepares a master request list within restrictions that include but are not limited to available qualified mentor teachers, and teaching schedules, and travel time of university supervisors. A list of requests for assignments is electronically requested of the superintendents of the respective school systems. Superintendents consult the principals of the centers and approve the list as submitted or approving pending suggested assignment adjustments. Approvals are returned to the Director of Field Experiences.

Assignments will be made with MUW partner schools that are located within an approximate 50 mile radius of the Mississippi University for Women. Assignments beyond this range of the MUW campus will only be made in extenuating situations.

Once an assignment is confirmed by a school district, teacher interns should respect that assignment as a teaching contract.

Selection of Mentor Teachers

Mentor Teachers

Mentor teachers are selected from among qualified teachers in the cooperating schools upon the recommendation of their superintendents and principals. Mentor teachers must have an educationally equivalent background beyond the minimum required by law from their positions and must have demonstrated during several years of teaching that they are master teachers in their systems. More specifically, they must have at least three years of teaching experience in the area of assignment, complete the online TIAI evaluation training, and have a *genuine* desire to work with Teacher Interns. A master's degree is preferred.

University Supervisor Assignments

The unit's teacher education faculty and adjunct faculty serve as university supervisors for clinical experiences. The Director of Field Experiences collaborates with the Education Department Chair to establish university supervisor assignments. Secondary and K-12 teacher interns are supervised by the teacher educators from the corresponding content areas. To the extent possible, assignments are made to ensure the best possible match between the university supervisor and the teacher intern.

To ensure an equitable, high-quality experience is provided to clinical experience students, the university supervisors work very closely and collaboratively with the mentor teachers. For the teacher internship, university supervisors conduct a "meet and greet" orientation in addition to three additional visits per phase (a minimum of eight visits) to conduct informal and formal evaluations of the intern and conference with the mentor teacher. University supervisors make themselves available via email, Taskstream, CANVAS course sites, Zoom, video conference, and phone for additional conferencing as needed.

Responsibilities of Members of the Teacher Internship Team

Teacher Intern Responsibilities

Responsibilities to the internship placement school:

- a) Obtain a school handbook, seating charts, schedules, textbooks, etc. during the first visit to the school.
- b) Obtain an interest inventory and learning styles inventory at the beginning of each phase (prior to teaching). These may be used to demonstrate justification for selected planning and instruction.
- c) Submit all lesson plans to the mentor teacher and/or university supervisor (as directed) for evaluation and approval prior to teaching.
- d) Consider all assigned school duties as professional responsibilities and make them a priority.
- e) Exemplify the attitudes and actions of a professional educator rather than those of a student.
- f) Adhere to the school's and profession's rules, policies, and standards of behavior.
- g) Cooperate at all times with students, teachers, and administrators
- h) Avoid unfavorable criticism of the school, the cooperating mentor teacher, and the community.
- i) Safeguard all personal and confidential information and use it for professional purposes only.
- j) Dress appropriately and in keeping with school district, professional, and university policy/standards. The faculty dress code of the school and district must be followed. It is recommended that teacher interns follow "one level above" what is required in the faculty dress code.
- k) Take an active part in the extracurricular activities of the school. Volunteer when necessary.
- l) Engage in open dialogue with the mentor teacher to discuss areas of strength and weakness. Endeavour to address weak areas in a meaningful way.
- m) Return all school materials, textbooks, resource materials, and student records at the end of each phase.

SUGGESTED TEACHING SCHEDULE

Gradually, assume responsibility for teaching according to the **suggested schedule** below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any oversight or teaching responsibilities. This is a suggested guideline and will vary according to the setting.

Week 1	◆ Orientation to school/classroom; observing, assisting, and interacting with students ◆ University Supervisor may conduct a "meet and greet" visit
Week 2	◆ Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades
Week 3	◆ Teaching equivalent of two or three class periods each day ◆ University Supervisor may conduct an informal evaluation
Week 4	◆ Approximately half-time teaching
Weeks 5 & 6	◆ Full time teaching ◆ University Supervisor may conduct two TIAI formal evaluations
Week 7	◆ Transition of teaching back to cooperating mentor teacher

Responsibilities to the university:

- a) The approved lesson plans and schedule of planned teaching and observation activities and internship course assignments should be made available to the university supervisor as directed. Submit other internship assignments as directed, including a self evaluation using the TIAI via Taskstream. Maintain ongoing communication with the university supervisor.
- b) Develop and display instructional media (i.e. *Bulletin board, etc.*) Individual university supervisors will make specifications known.
- c) Attend all seminars and other functions assigned by university personnel. Failure to attend the final seminar will result in an incomplete grade, which must be cleared in accordance with university policy.
- d) Complete a minimum of 2 *alternate* observations per phase and submit this and other assignments as directed for the ED 351 class.
- e) Complete *Time Summary Record* each week and submit a final tallied report at the last seminar.
- f) Follow the absence policy in this handbook for all anticipated and unanticipated absences.

Mentor Teacher Responsibilities

Responsibilities to the internship placement school:

- a) Please prepare the classroom students for the teacher intern. **Emphasis should be placed on the teacher intern as a “teacher” rather than as an “intern.”**
- b) Please collect a set of textbooks/resources for the teacher intern and provide helpful materials such as a daily schedule, class rolls, discipline plan, medical information, school handbook, and curriculum or guides.
- c) Please provide a work and study area (desk or table) in the classroom for the teacher intern.
- d) Please orient the teacher intern to the school through a tour of the building, introduction to the principal and other school personnel, and arrange a time to visit and observe throughout the school.
- e) Please orient the teacher intern to the classroom physical environment: ventilation, temperature control, lighting, seating arrangements, bulletin boards, chalkboards, interactive white boards, housekeeping tasks, available supplies, instructional equipment, and technology.
- f) Please explain record-keeping and evaluation methods, cumulative folders, and other record-keeping tasks.
- g) Please inform the teacher intern about matters of school policy, management, fire drills, and discipline policies.
- h) Please include the teacher intern in attendance of all faculty and professional meetings, parent conferences, and other activities/duties expected of teachers. **Teacher interns may not serve a duty post without the mentor teacher or other school faculty present.**
- i) Please guide the teacher intern in lesson planning and evaluate them in time to allow for revisions. Set clear deadlines for submissions to allow time for appropriate and adequate review.
- j) **Please engage in daily feedback and a coaching conference with the teacher intern at least once a week. Discuss your evaluation of the intern’s teaching content knowledge, teaching skills, and professional dispositions.**
- k) Please assist the teacher intern in scheduling a minimum of 2 alternate observations in other classrooms.
- l) Please remain in the classroom as much as possible during the first 4 or 5 weeks, and help the teacher intern analyze each lesson taught, determining strengths and weaknesses. Encourage the teacher intern to try his/her own ideas.

SUGGESTED TEACHING SCHEDULE

*Gradually, assume responsibility for teaching according to the **suggested schedule** below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any oversight or teaching responsibilities. This is a suggested guideline and will vary according to the setting.*

Week 1	◆ Orientation to school/classroom; observing, assisting, and interacting with students ◆ University supervisor may conduct a “meet and greet” visit
Week 2	◆ Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades
Week 3	◆ Teaching equivalent of two or three class periods each day ◆ University supervisor may conduct an informal evaluation
Week 4	◆ Approximately half-time teaching
Weeks 5 & 6	◆ Full time teaching ◆ University supervisor may conduct two TIAI formal evaluations
Week 7	◆ Transition of teaching back to cooperating mentor teacher

Responsibilities to the university:

- a) Please review and approve the intern’s lesson plans with enough time for he/she to make revisions.
- b) Please submit a weekly report form directly in Taskstream.
- c) Please contact the university supervisor or the Director of Field Experiences IMMEDIATELY when serious problems occur or patterns of undesirable behavior develop.
- d) Please submit all mentor teacher data forms to the Office of Field Experiences.
- e) Please evaluate the teacher intern via Taskstream™ by the deadline provided. A coaching conference with the teacher intern should follow. This includes the final TIAI and Dispositions evaluation.
- f) Please complete the online TIAI training provided by the deadline provided. *Required for CEU compensation.*
- g) Please encourage the teacher intern to maintain a positive attitude about the teaching profession.

School Principal Responsibilities

Responsibilities to the intern:

- a) Please prepare the mentor teacher for the teacher internship and share information furnished by the university.
- b) Please welcome the teacher intern to the school. Many principals plan an orientation to the school building, school policies, community background, etc. early in the experience.
- c) **Please introduce the teacher intern at a faculty meeting** to foster the feeling of being part of the school.
- d) Please check periodically with the mentor teacher and/or the university supervisor to assess the experience.
- e) Please ensure that the teacher intern has a complete as possible picture of “what teaching is,” while providing a secure environment in which to integrate previous learning into a personal teaching style.
- f) Please ensure that the teacher intern is not serving as a substitute teacher in other classrooms.
- g) Please ensure that the teacher intern is assigned a substitute teacher or other school faculty/staff when his/her mentor teacher is absent from school.
- h) Please ensure that the teacher intern is accompanied by school/district faculty when serving at a duty post.
- i) Please include the teacher intern in schedule professional development or other professional meetings, when possible.
- j) Please ensure that the teacher intern does not administer and does not serve as a witness for corporal punishment.

Responsibilities to the university:

- a) Please inform the university supervisor or the Director of Field Experiences immediately in the event of a professionally troublesome experience or an emergency or a direct violation of the Mississippi Educator Code of Ethics and Standards of Conduct.
- b) Please provide professional support and mentoring to the teacher intern whenever possible.
- c) Please encourage the teacher intern to maintain a positive attitude about the teaching profession.

University Supervisor Responsibilities

Responsibilities to the intern and to the internship placement school:

- a) Conduct an orientation meeting with assigned teacher intern(s) to discuss expectations, guidelines, preferred communication, supervision style, due dates, and submission requirements for assignments, etc. This date is established during the first 10 days of the professional semester in collaboration with the Director of Field Experiences.
- b) Communicate university procedure, routine, and evaluation expectations to the teacher intern, mentor teacher, and principal.
- c) Visit each teacher intern within the first week of each phase, for the purpose of meeting the mentor teacher and discussing the teacher intern's schedule and assignment, and addressing any questions or concerns.
- d) Share with the mentor teacher your preferred communication method, including how to submit the Weekly Report form in Taskstream.
- e) Using Taskstream and coaching conferences, evaluate the teacher intern using the TIAI, Dispositions Rubric, and other assignment rubrics provided.
- f) Visit each teacher intern a **MINIMUM of 4 times** during **each phase**. The first one is a “meet and greet,” and the remaining visits are devoted to observation and coaching with emphasis on strengths as well as suggestions for improvement. It is strongly urged that at least one visit per phase be unannounced. The final visitation of each phase should occur during the last two weeks for the purpose of final evaluation. Although only eight (8) visits are required, additional visits may be made at the discretion of the university supervisor or at the request of the Mentor Teacher, principal, or Teacher Intern. At least **six (6) observations of actual teaching** should be a part of these visits.
- g) Communicate regularly with the mentor teacher to discuss the teacher intern's progress.
- h) Review the teacher intern's lesson plans. It is recommended that Domain I of the TIAI is used to evaluate the lesson plans.
- i) Wear a university badge/ID and follow school district policies for entrance to the school grounds/facilities.
- j) Recommend approval of teacher intern absences. teacher interns must submit the absence form.
- k) Provide opportunities for the teacher intern to ask questions, clarify expectations, and express concerns. Be supportive and available to the teacher interns beyond the school visits.

SUGGESTED TEACHING SCHEDULE

*Gradually, assume responsibility for teaching according to the **suggested schedule** below for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor teachers and teacher interns are encouraged to use a team approach. Therefore, the suggested schedule refers to the level of involvement of the teacher intern and does not mean that the mentor teacher is removed from any oversight or teaching responsibilities. This is a suggested guideline and will vary according to the setting.*

Week 1	◆ Orientation to school/classroom; observing, assisting, and interacting with students ◆ University supervisor may conduct a “meet and greet” visit
Week 2	◆ Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades
Week 3	◆ Teaching equivalent of two or three class periods each day ◆ University supervisor may conduct an informal evaluation
Week 4	◆ Approximately half-time teaching
Weeks 5 & 6	◆ Full time teaching ◆ University supervisor may conduct two TIAI formal evaluations
Week 7	◆ Transition of teaching back to cooperating mentor teacher

Responsibilities to the university:

- a) Submit signed estimated travel budget form to the Office of Field Experiences prior to your first clinical experience travel. *This is a requirement of the MUW Resources Management Office.*
- b) Familiarize yourself with the current MUW Teacher Intern Handbook.
- c) Submit all required evaluation data to Taskstream by the deadline provided.
- d) Submit mid-term and final grades via BANNER by the university deadline.
- e) Submit the Internship Grade Sheet (Excel spreadsheet) along with any other internship documentation.
- f) Submit the travel reimbursement form at the end of the semester.
- g) Submit any nomination forms by the deadline provided.
- h) Inform the Director of Field Experiences as soon as possible of a potentially troublesome situation.
- i) Adjunct faculty should activate their MUW email accounts to ensure they do not miss any important information from the Registrar, Chair of the Department of Education, Dean of the School of Education, or other university faculty/administration.

Director of Field Experiences

Responsibilities to the intern and to internship placement schools:

- a) Evaluate and approve teacher intern admission applications.
- b) Request placement of teacher interns. Work to ensure teacher interns are involved in the experiences that will most effectively enhance their development.
- c) Supply necessary forms and reports, including an up-to-date Teacher Education Handbook to teacher interns, mentor teachers, and university supervisors.
- d) Serve as the identified liaison between the university and cooperating schools.
- e) Conduct the student teaching seminars.
- f) Continually assess the effectiveness of the teacher intern program through collecting feedback from teacher interns, mentor teachers, and university supervisors, and make recommendations for strengthening the program.
- g.) Provide placement assistance to program graduates by cooperating with campus career services for “Educator Interview Day,” sending graduate availability info to area school districts, circulating information on position openings to graduates, and responding to requests by administrators.

Responsibilities to the university:

- a) Consult with the Chair of the Education Department regarding assignment of university supervisors.
- b) Supply necessary forms and reports, including an up to date Teacher Education Handbook, to teacher interns, mentor teachers and university supervisors
- c) Provide access to necessary training for university supervisors and mentor teachers.
- d) Work with university supervisors and/or teacher interns to resolve problems with the student teaching assignments or interpersonal relationships within a center.
- e) Maintain files on teacher interns and program graduates. Prepare and administer the Field Experiences Budget.
- f) Maintain appropriate records for the MUW teacher internship program and prepare MUW’s materials for the annual process review conducted by the Mississippi State Department of Education.
- g) Provide support for, and follow up studies of, graduates of MUW’s teacher internship program.

Program Policies

LESSON PLANS

MUW requires that all teacher interns **MUST HAVE WRITTEN LESSON PLANS** for all classes taught. Plans should align to the appropriate indicators of the Teacher Intern Assessment Instrument (TIAI) as directed by the university supervisor. If it is the policy of the school, teacher interns may also be required to submit lesson plans to the principal. Lesson plans should be clearly and precisely written or typed and should include all information required by the mentor teacher and the university supervisor. The teacher intern should confer with the mentor teacher after a lesson presentation to obtain input on effectiveness.

Some schools may provide a designated lesson plan book, plan sheet, or plan software. When such items are used, it serves as a supplement to more detailed plans which follow the university supervisor's requirements.

Teacher interns should consult with the university supervisor regarding how and when lesson plans are to be submitted for evaluation according to course requirements. Please refer to the TIAI: Domain I: Indicators 1-6 Planning and Preparation for how lesson plans will be assessed.

ATTENDANCES AND ABSENCES

Attendance

Teacher interns will follow the school calendar of the school system to which they are assigned, not the calendar of MUW. If the teaching center is in session on a day when the university is not, the Teacher intern is expected to be present. Teacher Interns must report to their teaching center at any time Mentor Teachers are asked to be present. This includes faculty meetings, staff development days, parent-teacher conference days, PTA or PTO meetings, etc. MUW's position is that the teacher intern should be present unless otherwise given special permission by the respective university supervisor.

Attendance at the teaching center includes reporting to the school for the full school day. This means the intern should report to the school in the morning as required by the building administrator. Teacher interns should dismiss from school each day as required by the building administrator. Teacher interns should attend any additional school or professional meetings, functions, extra-curricular activities, and duty posts as directed by the building administrator. ***Teacher interns should not serve a duty post without school/district personnel present.***

Teacher interns should follow the sign in and sign out procedure that is established at the school by the building administrator.

Absences

Teacher interns are expected to perform assigned responsibilities at all times except in the case of unexpected personal illness or extraordinary circumstances. For other absences with strong, justifiable cause, the *Teacher Intern Absence Form* must be completed by the teacher intern and submitted to the mentor teacher and university supervisor at least five (5) days prior to the anticipated absence. Make up work may be required.

Personal Days

Teacher interns are provided **THREE** personal days during the professional **semester** for absences related to illness, personal business, or emergency. Teacher interns are limited to **THREE EXCUSED** absences for illness, personal business or emergency only. Any additional full-day absence must be made up at the end of the semester, which may delay graduation. Arrangements for make-up days are to be made through the university supervisor and the Director of Field Experiences.

Any day a teacher intern unexpectedly cannot report to school, the principal (or designee), mentor teacher, and university supervisor must be notified **as early as possible**. Such notice will allow the mentor teacher to assume the teacher intern's responsibilities and will allow the university supervisor to avoid making a visit when the teacher intern is not present. If a teacher intern must be absent and has teaching materials that will be needed that day by the mentor teacher, it is the responsibility of the teacher intern to get these materials to the school. Absences must also be reported by the teacher intern via email to the Director of Field Experiences the day of the absence. The *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

Interview Day

Teacher interns are provided **ONE** additional day during the professional semester for an absence related to a job or graduate school interview. This full-day allowance should only be used when travel to and from the interview would require the intern to miss a full day of school. Otherwise, partial make up time missed during the school day may be coordinated with the mentor teacher and university supervisor.

This anticipated absence should be requested in advance for approval. The *Teacher Intern Absence Form* must be completed by the teacher intern and submitted to the mentor teacher and the university supervisor at least five days prior to the anticipated absence. The *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

Professional Day

Teacher interns who are invited to present or attend a professional education conference with a MUW professor may do so accordingly, and the absence does not "count against" the allowable personal or interview days provided.

This anticipated absence should be requested in advance for approval. *Teacher Intern Absence Form* must be completed and signed by all parties as indicated before submitting to the Director of Field Experiences.

ADDITIONAL COURSEWORK AND OUTSIDE EMPLOYMENT

Teacher interns are enrolled in the ED 351 Education Measurement course and appropriate teacher internship course. No other coursework may be taken except with special approval by the Admissions/ Appeals Committee for Teacher Education. In cases when permission is granted, the approval form must be on record in the teacher intern's file. Because teacher internship is a full-time on-the-job experience and requires much planning and preparation beyond the 40 hour work week, teacher interns are discouraged from outside employment while enrolled in teacher internship. Teacher interns who are engaged in outside employment must file a notice of their employment with the Office of Field Experiences. Teacher interns who do find it necessary to maintain some level of employment are reminded that standards/expectations will not be compromised to accommodate the extra responsibilities.

LEGAL STATUS OF THE TEACHER INTERN

Teacher interns are viewed as associate members of faculty with emphasis placed on their role as teachers whenever possible; however, they are not legal employees of the system and are subject to some restrictions.

<u>Pre-Service License:</u>	Beginning the 2015-2016 academic year, each university in the State of Mississippi is required to submit a recommendation to the Mississippi Department of Education for each teacher intern to be issued a Teacher Internship License. This license is considered an initial license toward the standard Mississippi Educator License. The Teacher Internship License is subject to the same adherence to the Mississippi Educator Code of Ethics and Standards of Conduct as the standard Mississippi Educator License. For more information , please contact the Mississippi Division of Educator Misconduct .
<u>Grading Student Work:</u>	Teacher interns should work collaboratively with the mentor teachers in constructing assessments and assigning/entering grades/providing feedback via the school's grading system. <i>The mentor teacher is ultimately responsible for the final grades reported.</i>
<u>Corporal Punishment:</u>	For the protection of the teacher interns and the school system, <i>Teacher interns are <u>not permitted</u> to administer physical/corporal punishment and Teacher interns are <u>not permitted</u> to serve as a witness to such punishment.</i>
<u>Serving as a Substitute:</u>	Although teacher interns should contribute to the school in every way possible, they <i><u>cannot be used as substitute teachers and should not be used as assistant teachers.</u></i>
<u>Duty Posts:</u>	Serving at a duty post, according to the administrator's directive, is part of the teacher internship experience. However, <i>teacher interns <u>should not serve a duty post without school/district personnel present.</u></i>
<u>School Representative:</u>	Attendance at professional meetings/settings with the mentor teacher or school personnel designee is apart of the internship experience. However, <i>teacher interns <u>should not solely attend/represent the school in any official capacity without the accompaniment of official school personnel and approval of the school administrator.</u></i> This includes parent conferences, IEP meetings, professional development meetings, etc.

TEACHER INTERNSHIP SEMINARS

On-campus or virtual seminar days are scheduled during the internship period. All interns are required to attend **all** seminars. Teacher interns are expected to attend on time and remain for the entire length of the seminar day. Arrangements should be made on the first day of placement to coordinate this time away from the school with the mentor teacher. A field trip scheduled at a school does not exempt attendance at the on-campus or virtual seminar.

MISSISSIPPI EDUCATOR LICENSURE

The teacher intern will be eligible for a standard Mississippi educator's license upon completion of all degree requirements and teacher education program requirements, to include a minimum grade of "C" on teacher internship during the professional semester. The intern must satisfactorily demonstrate all competencies on the TIAI and Professional Dispositions rubrics. The application process for Mississippi educator licensure is explained during the teacher internship seminar. Candidates desiring to apply in other states should contact the respective certification offices in those states and request information and applications.

EVALUATION OF THE TEACHER INTERN

The evaluation of the teacher intern should be a continuous process. Through the use of self-evaluation and planned conferences with the university supervisor and mentor teachers, and teacher interns should make periodic checks on their own progress. The university supervisor as a representative of MUW has the ultimate responsibility for assigning the final grade for the teacher intern. The teacher internship grade is the most important grade that a prospective teacher can receive and must be carefully considered. Prior to reaching the decision, the university supervisor and the Phase I and Phase II cooperating mentor teachers will have completed evaluation forms and will be consulted many times. Letter grades are assigned. A letter grade of "C" or above for each phase is required for successful completion of the teacher internship and eligibility for educator licensure. *If health reasons, unforeseen circumstances, or lack of time to demonstrate all competencies interfere with successful completion of the teacher internship experience within the time frame provided, an "Incomplete" may be granted with approval from the Director of Field Experience, the Chair of the Department of Education, the Dean of the School of Education, and the Vice President for Academic Affairs.*

WITHDRAWAL FROM THE TEACHER INTERNSHIP

If a student finds it necessary to withdraw from teacher internship, the withdrawal policy outlined in the MUW catalog must be followed. In addition, the mentor teacher, principal, university supervisor, and Director of Field Experiences must be notified immediately.

Removal from Teacher Internship

Termination of a Placement

Although rare, sometimes a teacher intern's lack of progress in assuming classroom responsibilities (including but not limited to: poor planning and instruction, lack of professional dispositions and/or violation of the *Mississippi Educator Code of Ethics and Standards of Conduct* or the *Mississippi University for Women Code of Conduct*) may cause school officials and/or university officials to seek termination of the teacher intern's internship. If a mentor teacher or principal believes a teacher intern is not performing appropriately in the assignment, the mentor teacher and/or principal must discuss the problems with the university supervisor and the teacher intern. If the university supervisor believes a teacher intern is not performing appropriately in the assignment, the university supervisor must discuss the situation with the mentor teacher, principal, and teacher intern. After the discussion (regardless of whether the school personnel or the university personnel initiated the concern for lack of performance), the university supervisor, mentor teacher, and teacher intern will collaboratively write an improvement plan.

The improvement plan will be signed by the teacher intern to confirm agreement to work toward meeting the goals of the improvement plan. If a teacher intern refuses to sign the plan, then a statement will be written on the plan indicating that the teacher intern refused to sign the plan. Upon completion of all signatures on the improvement plan, the plan will be submitted to the Office of Field Experiences for review and placement in the teacher intern's file. If the teacher intern shows continuous improvement, the teacher intern will proceed with the experience at the assigned site with careful supervision.

The improvement plan may include not only teaching performance indicators but also professional dispositions. Professional behaviors that should be demonstrated include but are not limited to the following:

1. Collaboration
2. Reflection
3. Integrity
4. Learning Initiative
5. Responsibility
6. Respect
7. Diversity

If the mentor teacher, principal, or university supervisor continues to see no improvement in the teacher intern's performance within five (5) school days of the date of the intern's signature on the improvement plan, a decision for termination may be made. The mentor teacher, principal, and university supervisor will conference with the Director of Field Experiences to notify the intern of termination. The Director of Field Experiences will present the letter of termination to the teacher intern within three (3) school days of the conference with the university supervisor and mentor teacher. The letter of termination shall include the date of termination and goals of the improvement plan that were not met.

Other Reasons for Termination

Removal of a teacher intern from a school site for reasons other than lacking in performance may be required in rare or emergency situations. Removal of a teacher intern from a school site will be considered when any of the following situations occur:

1. Safety of students is compromised by the intern.
2. Violation of the Mississippi Educator Code of Ethics and Standards of Conduct
3. Violation of the Mississippi University for Women Code of Conduct (reference current MUW Graduate Bulletin.)
4. Unprofessional or unethical behavior in the school setting.
5. Any evidence of a lack of sensitivity to multicultural situations by the teacher intern.
6. Excessive absenteeism, tardiness, and/or failure by the teacher intern to comply with established rules and policies.
7. Two incidents of no lesson plans. The first time, in which there is no lesson plan, the teacher intern will be given a written warning; the second time lesson plans are not available may be cause for removal.
8. Inappropriate interpersonal skills with students, staff, faculty, or administrators.
9. Inappropriate attitude or hostility.
10. Breach of confidentiality concerning a student.

Within three (3) school days of receiving a complaint supported by appropriate documentation, the Director of Field Experiences will convene a committee consisting of him/herself, mentor teacher, university supervisor, and teacher intern to review the documentation of evidence and a decision for termination or no termination will be made. The letter for decision of termination or no termination will be sent to the teacher intern within three (3) school days of the committee hearing.

Immediate Termination

A teacher intern may be terminated immediately if continuing the placement compromises the safety of school students or if actions are a violation of the Mississippi Educator Code of Ethics and Standards of Conduct or the Mississippi University for Women Code of Conduct (reference current MUW Ungraduated Bulletin). Decisions for immediate termination should represent a consensus among the school principal or superintendent, the university supervisor, the mentor teacher, and the Director of Field Experiences. A decision for immediate termination cannot be made unilaterally.

School personnel who believe their students are unsafe if a placement continues should contact either the university supervisor or the Director of Field Experiences. A university supervisor who believes the students are unsafe should contact the Director of Field Experiences. The Director of Field Experiences will schedule a meeting as quickly as possible with all persons involved for the purpose of discussing appropriate solutions.

Decisions for immediate termination should not be made lightly. These decisions should be made only after other alternatives have been considered. These alternatives should include opportunities for the teacher intern to learn how to handle difficult or controversial situations that often arise in school settings.

Administrative Removal

Teacher interns removed from internship for cause will be administratively removed from the professional semester. The professional semester includes internship and the classroom management class. If a student is removed after the university's designated drop date, then the student must withdraw from internship. Since this action is an administrative removal, the grades recorded for student teaching and classroom management will be a "W." Note: teacher interns may lose all or part of tuition paid for the semester.

Appeals Procedure for the Teacher Intern

Action by the Teacher Intern: A teacher intern appealing for readmission into the teaching internship will submit a typed letter to the Director of Field Experiences requesting a meeting with the Admissions/Appeals to Teacher Education Committee. In the written letter, the teacher intern will justify his/her request and steps that have been taken to rectify the situation. Reasons for appeal may include, but are not limited to, the following situation: Readmission into the teaching internship—include in the documentation why he/she should be allowed re-enroll and provide information about additional experiences that have been undertaken to help him/her remedy problems identified during the first teaching internship.

The letter will be forwarded to the Director of Field Experiences, who will then convene the Admissions/Appeals Committee for Teacher Education. The Director of Field Experiences will send a letter to the teacher intern indicating the time and place of the meeting requesting that the candidate be prepared to explain the situation and provide documentation to verify remediation, and to answer questions by the committee members.

Action of the Admissions/Appeals Committee for Teacher Education: The committee can either accept or deny the teacher intern's appeal request. The teacher Intern will be notified within five (5) school days of the committee's decision.

NOTE: If the committee accepts the teacher intern's appeal and permits the student to re-enter teacher internship, the student will intern the next semester (not the semester in which the removal occurred.)

Selection of Concentration Areas and Add-on Endorsements

Elementary Concentrations (K-6)

A concentration area requires a minimum of 18 semester hours for K-6 elementary endorsement.

- ◆ Developmental courses do not count toward a concentration: e.g. EN 100, MA100
- ◆ Minimum grade of “C” is required
- ◆ Transfer courses are acceptable
- ◆ Students may specify more than two concentrations

All education majors may add a subject area endorsement with 18 hours.

English-18 hours

EN Prefix, EN101 or above

Recommended courses: EN409, EN341, EN203, EN205, EN201, EN202, EN231, EN232, EN311, EN312

Science-18 hours

BS, BSB, BSM, PS, PSC, SM Prefixes—any combination for K-8 Concentration for degree and license

Students who wish to have a state endorsement in science, they need to choose all biological science courses (18 hours) or all physical sciences courses (18 hours).

Social Studies-18 hours

ANT, EC, GEO, HIS, POL, SOC, PSY prefixes—any combination for K-8 Concentration for degree and license.

The Mississippi Department of Education encourages courses to be HIS, POL, and GEO courses.

Mathematics-18 hours as specified below

MATH CORE/CONCENTRATION FOR ELED K-6 AND 7-8 (CODE 901)				
<i>Electives may be chosen from: MA 114, MA 123, MA 318, or MA 319</i>				
COURSE NUMBER	COURSE NAME	SEMESTER	HOURS	GRADE
MA 113	College Algebra		3	
MA 111	Modern Math I		3	
MA 112	Modern Math II		3	
MA	Elective		3	
MA	Elective		3	
MA	Elective		3	

INSTITUTIONAL ADD-ON FOR MATH GRADES 7-12 ENDORSEMENT CODE 154 ADDED TO AN INITIAL LICENSE										
COURSE NUMBER	COURSE NAME	SEM.	HOURS	GRADE		MA CONCENTRATION CHOICES				
MA 112	Modern Math II		3			COURSE NUMBER	COURSE NAME	SEM.	HOURS	GRADE
MA 123	Statistics		3			MA 305	Linear Algebra		3	
MA 181	Calculus I		3			MA	Elective		3	
MA 182	Calculus II		3			MA	Elective		3	

Select two of MA 130 Precalculus, MA 318 Mathematics for Secondary School Teachers, MA 319 Materials and Methods in Teaching Secondary Mathematics.

Institutional Supplemental Endorsements

This supplemental endorsement is specific to MUW and required institutional recommendation. All courses must be the specific courses listed and must be taken at MUW. No transfer courses are accepted for institutional supplemental endorsements.

Early Childhood (Pk-K) MS Endorsement 153

ED 317	Behaviors in Early Childhood	3
ED 319	Early Childhood Language and Literacy	3
ED 320	Materials and Methods in Early Childhood	3
PSY 335	Child Behavior Modification: Typical & Special Needs	3
FS 337	Parenting and Guidance of the Young Child	3
		15

State Financial Aid

THE CRITICAL NEEDS TEACHER LOAN/SCHOLARSHIP PROGRAM (CNTP)

Benefits

Tuition, fees, books, and average cost of room/meals

Requirements

Juniors-Seniors-2.5 college GPA (maintain 2.5 for renewal)

Obligation

2 years' award=2 year's teaching in CSA

Other awards=year for year

Default=Immediate repayment plus interest

Contact State Student Financial Aid at 1-800-327-2980 or (602) 432-6997

THE WILLIAM WINTER TEACHER SCHOLAR LOAN PROGRAM (WWTS)

Benefits

Up to \$3,000

Requirements

Juniors-Seniors-2.5 college GPA (maintain 2.5 renewal)

Obligation

2 years' award=2 year's teaching in CSA

Other awards=year for year

Default=Immediate repayment plus interest

Contact State Student Financial Aid at 1-800-327-2980 or (60) 432-6997

Website: <https://www.msfinancialaid.org/>

THE GRADUATE TEACHER SUMMER LOAN/SCHOLARSHIP (GTS)

GTS offers assistance to Mississippi residents who have been accepted into a program of study that leads to a first Master's Degree and a Class AA standard teacher educator license. The applicant must attend an accredited Mississippi public or private institution of higher learning and must be under contract as a full time classroom teacher (K through twelfth grade) in an accredited Mississippi public school for one academic year immediately following the summer for which funds were received. Recipients who are not serving as full time teachers in the school year immediately following the summer in which the loan/scholarship is received must repay the full amount of the loan within 30 days of notification by the Board. **Application deadline is April 1.**



Teacher Intern Absence Form

Section I—Identifying Information

Teacher Intern:	
Mentor Teacher:	
School Placement:	

Section II—Type of Absence

Type of Absence	Check one	Date(s) Absent
Personal Day		
Interview Day	<i>Complete Section III</i>	
Professional Day	<i>Complete Section III</i>	

Section III—Absence Information

Interview Day	Professional Day
School District:	Education Conference:
Administrator:	Professor Attending:
Administrator's Contact Info:	Circle one: Presenting or Attending

Section IV—Required Signatures

Teacher Intern

Date

Mentor Teacher

Date

University Supervisor

Date

Director of Field Experiences

Date

NOTE: Teacher interns are expected to perform assigned responsibilities at all times except in the case of unexpected personal illness or extraordinary emergency circumstances. For other absences with strong, justifiable cause, this form must be completed by the teacher intern and submitted to the mentor teacher and university supervisor at least 5 days prior to the anticipated absence. Makeup work may be required. Teacher interns **must abide** by the Attendance and Absence policy as noted in the current Teacher Education section of the Student Handbook.

Section 4: Education Graduate Studies Program Requirements

MUW GRADUATE STUDIES

MISSION STATEMENT

Mississippi University for Women offers graduate programs that provide students who have received a baccalaureate degree with opportunities to learn research-based content beyond that of their undergraduate programs while refining their skills as practicing professionals. The mission of Graduate Studies follows the University's Strategic Plan: (1) promoting academic excellence through programs that result in individuals who are masters in their profession, (2) maintaining a rigorous system of admissions and monitoring, (3) developing leadership and research skills, and (4) fostering community service as well as participation in state, regional, national, and international organizations. Graduate faculty, administration, and staff at Mississippi University for Women are committed to providing a quality environment with resources for excellence.

MUW Graduate Studies in the School of Education

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 135 years ago, as America's first public college for women. Sparked by Sallie Reneau's campaign to secure state funds for female higher education, today's institution boasts an inclusive community and a wide range of academic programs. Despite the university's expanded mission and curriculum, education remains one of its most popular and respected fields of study.

The W maintains steady recognition as one of the top 20 public southern regional universities in rankings released by U.S. News & World Report. The U.S. News & World Report's annual "Best Colleges" guide ranks institutions based on Quantitative data such as freshman retention, graduation rates and strength of Faculty, and it also includes qualitative factors such as surveys of peer institutions and evaluations by high school counselors.

The School of Education offers both undergraduate and graduate degrees to help students maximize an understanding of teaching, leading, and learning. Housed within the School of Education is an undergraduate degree program in Early Childhood Development (non-licensure program), an undergraduate degree program in Elementary Education and graduate degree programs in Master of Arts in Teaching (MAT) and Master of Education in Education (M.Ed.) with concentrations in Educational Leadership, Gifted Studies, and Reading Literacy.

NOTE: The information in this section of the Student Handbook is provided as a supplement to the MUW [2020-2021 Graduate Bulletin](#), all other institutional policies and procedures, and all other School of Education policies and procedures to include those outlined on the School of Education's website (www.muw.edu/education) and in previous sections of this Handbook.

Applying for Licensure

Notice Regarding Licensure: Requirements governing licensure in the State of Mississippi are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the MUW Bulletin. The student is advised to secure a correct current curriculum guide from the School of Education website to ensure that both degree requirements and license requirements are met.

To complete the process for licensure, you must request your **official** transcript be sent to the Office of Licensure at MDE. You can do this online at http://www.muw.edu/registrar/transcript_ordering.html.

Graduate Bulletin

For information concerning requirements, tuition and expenses, academic policies and procedures, please see the [MUW 2020-2021 Graduate Bulletin](#). The following are essential policy and procedural items from the *Progression in the Program* section of 9.4 of the 2020-2021 Graduate Bulletin that each graduate student and graduate advisor in the Department of Education must follow:

- The Graduate student, in consultation with his/her advisor, works out a proposed program of study.
- The Graduate student must meet with his/her advisor prior to registration to secure approval for courses to be taken in the ensuing semester.
- The Graduate student must submit an official transcript of any transfer credits before his/her last semester of coursework. The Graduate faculty must approve any transfer work applied to the student's program. No more than 6 hours with minimum grade of B may be transferred.
- Withdrawal from a graduate class should be done in consultation with an advisor and must be approved by the Department Chair.
- Once graduate students have accumulated at least six (6) hours of graduate credit at MUW, they must apply for candidacy by the end of their next semester of enrollment. See Appendix, page 87 (MAT) and page 88 (M.Ed.).
- All requests for modification of the Candidacy Form must be made in writing to the Department Chair whose approval allows the student to proceed with courses as planned.
- A minimum of 15 semester hours must be completed following the student's admission to candidacy.
- Before graduation all graduate students will submit a professional portfolio to the Department Chair. For August graduates, portfolios are due the first day of the second summer session. For May and December graduates, portfolios are due one month prior to graduation. Students are advised to keep a copy of all contents for their own records (see "Graduate Portfolio Requirements" beginning on page 80).
- To take the Comprehensive Final Examinations, the student must submit a written request to the Department Chair at the beginning of the semester exams are to be attempted.
- The Graduate student needs to meet with her or his advisor to confirm completion of graduation requirements: all admission and program requirements have been satisfied, all transcripts of transfer credit have been submitted to and processed by the Registrar, the Comprehensive Final Examinations have been completed satisfactorily, the MUW cumulative GPA and the overall GPA are at least a 3.0 and no grades of incomplete remain on the student's academic record.

It is very important that each graduate student becomes familiar with all policies and procedures outlined in the MUW 2020-2021 Graduate Bulletin to ensure successful progression through her or his graduate program of study.

The School of Education offers two advanced graduate degrees, the Master of Art (MAT) and the Master of Education in Education (M.Ed.) with three areas of concentration.

Master of Art in Teaching (MAT)

The MAT is a 30-credit hour graduate program that provides candidates an alternative licensure opportunity to teach in Mississippi secondary schools (grades 7-12). MUW does not offer an alternate route program for early childhood or elementary education licensure options. The MAT is designed to provide students the coursework, mentoring, support, and field experiences needed to become licensed, successful secondary education teachers.

The MAT is an initial licensure program offered through the Mississippi Department of Education (MDE).

Please see the School of Education's webpages outlining the MAT program including Program Course of Study website found here: <https://www.muw.edu/education/graduate/mat/courses>.

Master of Education in Education (M.Ed.)

The M.Ed. is a 33-credit hour graduate program designed to provide advanced study and credentials for professional educators who hold current licensure qualifying them to teach in the state of Mississippi.

The M.Ed. is comprised of an 18-credit hour core and three 15-credit hour concentrations in Educational Leadership, Gifted Studies, and Reading Literacy. Each student completes the 18-credit hour core and one 15-credit hour concentration for a total of 33-credit hours in the major.

Please see the School of Education's webpages outlining the M.Ed. program including Program Course of Study for each area of concentration found here: <https://www.muw.edu/education/graduate/med>.

COMPREHENSIVE EXAMINATION

PURPOSE

The purpose of this statement is to outline the process for comprehensive examinations.

REVIEW

The School of Education establishes the standards for comprehensive examinations. The MUW Graduate Council and the Director of Graduate Studies shall review these standards as needed.

CRITERIA

Each graduate program (MAT and M.Ed.) will have an evaluative process in place which identifies content area, number of questions, and what constitutes pass/failure for comprehensive examinations, as approved by the Chair of the Department of Education and the Dean of the School of Education.

Students who do not pass the initial or first written comprehensive exam will have:

1. Opportunity to repeat the written comprehensive on an alternative set of content/questions approved by the Chair of the Department of Education for the second written comprehensive examination;
2. Time and date of the second written examination will be determined by the Chair of the Department of Education.

In the event the student does not pass the second written comprehensive examination:

An oral defense is required as a follow-up to responses to the second written comprehensive examination before the student's primary graduate academic advisor, one other graduate faculty member to be determined by the Education Department Chair, and the Education Department Chair. An oral defense will be set at a time scheduled by the Education Department Chair, prior to the end of the same semester, if possible.

An unsuccessful oral defense will lead to the following:

1. Probable delay of planned graduation date;
2. Requirement to pass a third written comprehensive exam within one year after the date of the first attempt (additional coursework will not be required but may be encouraged to assist the student in preparation for the third written comprehensive exam).

Failure to pass the third written comprehensive exam will result in exclusion from the graduate program and graduate studies at MUW.

Graduate Portfolio Requirements

Purpose: The graduate portfolio is a compilation of graduate work and reflections on personal and professional growth as a result of work in the graduate program.

1. Graduate students are required to select a minimum of eight pieces of work completed in graduate classes. This should include at least **three** pieces of work or artifacts submitted from core classes (ED 600, ED 614, ED 652, ED 699) and at least **five** pieces of work from the primary area of study. Artifacts should represent work from multiple classes. (Reading/Literacy, EDL, and Gifted majors may provide all artifacts from courses in the primary area of study).
2. All National Board core propositions should be addressed. In addition, Reading/Literacy students should use all International Reading Association Standards (IRA). Educational Leadership students should use PSEL standards and Gifted Students should use NAGC –National Association for Gifted Children standards.
3. A narrative should accompany each artifact. Each narrative should have a heading which includes the course name and number in which the artifact was completed, the instructor of the course, and the core propositions, and/or IRA—International Reading Association, PSEL—Professional Standards for Educational Leaders, NAGC Standards which will be addressed in the narrative. The narrative should include three main sections: a description, an analysis which clearly defines the relationship between the artifact and core propositions, IRA, PSEL, or NAGC Standards, and a reflection.
4. All professional portfolios must be submitted electronically. Artifacts that are too large to be presented in their entirety must be submitted as a picture and/or a representative sample of the artifact should be included.
5. Students graduating in August must submit their portfolio to their program's coordinating graduate faculty member on the **1st day of the second summer session**. Students graduating in May or December must submit their portfolio to their program's coordinating graduate faculty member **1 month prior to graduation**. Students should keep a copy of all portfolio artifacts.
6. Five percent per day will be deducted from the graduate portfolio's total grade daily for late submissions.

Portfolio Format:

- I. Cover sheet
- II. Table of Contents
- III. Vita
- IV. Educational Platform
- V. Professional Goals
- VI. Descriptions, Analyses, and Reflections from the core course with Artifacts
- VII. Descriptions, Analyses, and Reflections from non-core courses with Artifacts
- VIII. Overall assessment of your growth in the graduate program
- IX. Other Comments (Optional)

Before submitting the professional portfolio, students should verify the following:

- _____ All sections from above are included;
- _____ All sections are clearly and accurately labeled;
- _____ Portfolio is presented in a logical manner that is easy to follow;

Guidelines for Electronic Portfolios

1. ALL directions and guidelines for portfolios outlined in this section of the Student Handbook must be followed.
2. Titles and headings of links must be consistent with directions and instructions presented in this Handbook.
3. It is the candidate's responsibility to make sure all links are working links. This will be considered a part of the score for Notebook Display, as indicated on the graduate portfolio rubric.
4. All work should be submitted in Microsoft Word or PDF format.
5. Initial links for artifacts should be clearly labeled and have the Description, Analysis and Reflection (DAR) first. Format as follows:

Artifact 1

ED 564

Analytical Reading Inventory

6. The accompanying artifact for each DAR should either be placed immediately after the DAR, within the original link, or have a clearly labeled link immediately after the Reflection component of the DAR. In any event, the DAR is of primary importance and should be labeled clearly and be located within any line BEFORE the artifact.
7. Artifacts should be candidate generated work and not cut and paste activities or website information.
8. Fonts, headings, and other posted material should be consistent in form. Advisors reserve the right to require font or format changes if documents are illegible or difficult to read.

Policies and Procedures for Probation, Expulsion, and Dismissal

A graduate student who does not maintain a 3.0 MUW cumulative GPA, including grades of Incomplete (I), will be placed on probation. If the student on probation fails to earn a 3.0 MUW cumulative GPA excluding grades of Incomplete (I) at the end of the probationary semester, the student will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW. If the student on probation earns a 3.0 MUW cumulative GPA excluding grades of Incomplete (I) at the end of the probationary semester, the student may continue in good standing unless the student earned a grade of I during the probationary semester, in which case the student may continue on probation.

A student who makes more than two grades of C, a grade of D, or a grade of F will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW.

A student who is removed from the graduate program may appeal that decision to the Graduate Student Scholastic Appeals Committee. A graduate student may appeal to this committee only once during his or her graduate-student career. The student's appeal shall consist of a letter, in her/his own words, addressed to the committee in care of the Director of Graduate Studies. It should contain salient information detailing possible reasons and explanations for sub-standard academic performance, any extenuating circumstances, etc. In addition to the student's own letter, any letter of support for the student from outside parties should also accompany the letter. The Director of Graduate Studies shall forward the appeal information to the Chair of the Graduate Student Scholastic Appeals Committee. The deadline for receiving appeals shall be the working day prior to the published registration date for the semester for which the student intends to register. Neither the student, nor any other parties, shall be granted the privilege of a personal appearance or hearing before the Committee. The Committee shall reserve the right to seek any relevant academic information pertaining to the student, such as class attendance records and transcripts, before rendering a final decision on the expulsion of the student. The Committee shall have the right to impose certain academic requirements or conditions on any student it readmits to the university. These may include, but are not limited to, prescribing certain course, determining semester course load, requiring specified level of scholastic performance, and requiring academic counseling. A written statement concerning the actions of the Committee on each student's appeal shall be forwarded to the Director of Graduate Studies who will then notify the student in writing of the Committee's action with copies to the Registrar and the student's academic program. The Graduate Student Scholastic Appeals Committee represents the highest performance review board to which the student may appeal an academic expulsion. The decisions of the committee are not subject to review or change by any other university authority.

Dismissal from Education Graduate Programs and Graduate Studies at MUW

Unsafe, unethical, illegal, or unprofessional conduct, as well as academic dishonesty, is cause for denying admission to graduate studies or dismissal from graduate studies. A student dismissed for these reasons will not be eligible for readmission to any graduate program at MUW. If a graduate program denies admission to or dismisses a student for unsafe, unethical, illegal, or unprofessional conduct the student may appeal the decision by following the procedure outlined in the [2020—2021 Graduate Bulletin](#).

In all cases, MUW educator preparation programs adhere to and upholds the State Board Policy for Mississippi Educator Code of Ethics and Standards of Conduct without exception.

https://www.mdek12.org/sites/default/files/documents/code-of-ethics_final.pdf

Appendix: Additional Forms

Desired Degree Tracking Form (for undergraduate student advising)	85
Who is ready to be admitted to the teacher education program? (for Elementary Education only)	86
Master of Art in Teaching (MAT) Candidacy Form	87
Master of Education (M.Ed.) Candidacy Form (use for all three concentration areas)	88



DESIRED DEGREE TRACKING FORM

Name: _____ Student ID: _____

Please check the box of your desired degree program:

☐ Early Childhood (non-licensure)

☐ Elementary Education (K-6)

Please check the box of your areas of concentration:

☐ English

☐ Science

☐ Math

☐ Social Studies

Student Signature: _____

Advisor Signature: _____

WHO IS READY TO BE ADMITTED TO THE TEACHER EDUCATION PROGRAM?

To be admitted to the MUW Teacher Education Program, you must meet all these requirements:

- ☐ Completed background check through Verified Credentials with a clear background verification
- ☐ Composite score of 21 or higher on ACT or passing Praxis Core scores (Reading 156, Writing 162, and Math 130)
- ☐ Completed ED300: Education as a Profession with a grade of “C” or higher
- ☐ Completed ED302: Art and Science of Teaching with a grade of “B” or higher (You are only allowed to take this class twice to obtain a grade of “B” or higher)
- ☐ Overall GPA of 2.75 or higher with a minimum of 44 semester hours.

If you have any questions about the requirements or have met the requirements and need access to the application in Taskstream, please contact your advisor.

**GRADUATE STUDIES
MISSISSIPPI UNIVERSITY FOR WOMEN
MAT APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE**

Name: _____ **ID #:** _____

Local Address: _____ **Phone:** _____

Permanent Address: _____ **Email:** _____

Graduate of: _____

Praxis II Subject Area: _____

MAT Certification Area(s): _____

MASTERS OF ARTS IN TEACHING

Course	Course Title	Term	Credit	Grade
First Semester				
ED 549	Instructional Assessment Practices & Procedures		3	
ED 551	Managing the Instructional Environment		3	
Internship Courses				
ED 697	Internship in Masters of Education		3	
ED 697	Internship in Masters of Education		3	
Additional Courses for Class AA Licensure				
ED 527	Content and Disciplinary Literacy		3	
ED 600	Leadership through Action Research for School Improvement		3	
ED 614	Leadership through Building a Culture of Professionalism		3	
ED 638	Leadership through Supporting Diverse Learners		3	
ED 652	Leadership through Curriculum Development		3	
ED 699	Ethical Leadership Capstone		3	
	TOTAL CREDITS		30	

Graduate comprehensive exam has been successfully completed. ☐ Yes ☐ No Date: _____

Graduate portfolio has been successfully completed. ☐ Yes ☐ No Date: _____

SIGNATURE OF ADVISOR

DATE

SIGNATURE OF STUDENT

DATE

GRADUATE STUDIES
MISSISSIPPI UNIVERSITY FOR WOMEN
M.ED. APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE

Name: _____ ID #: _____

Local Address: _____ Phone: _____

Permanent _____ Email: _____

Address: _____

Graduate of: _____

Date of Graduation: _____ Undergraduate Major: _____

Concentration Area: _____

MASTERS OF EDUCATION WITH CONCENTRATION

Course	Course Title	Term	Credit	Grade
Core Required Courses				
ED 600	Action Research		3	
ED 614	Leadership Through Building a Culture of Professionalism		3	
ED 652	Leadership through Curriculum Development & Supervision †		3	
ED 697	Internship in Masters of Education* †		3	
ED 697	Internship in Masters of Education		3	
ED 699	Ethical Leadership Capstone ED 596		3	
Gifted Studies Concentration				
ED 516	Understanding Gifted Populations †		3	
ED 517	Methods, Materials and Resources for Teaching the Gifted †		3	
ED 530	Affective & Social Needs of the Gifted		3	
ED 549	Instructional Assessment Practices and Procedures ED 594		3	
ED 595	Program Development and Evaluation †		3	
Reading Literacy Concentration				
ED 523	Early Reading Literacy Development (Pre-K-3) *		3	
ED 524	Expanding Reading Literacy Development (Grades 4-12) *		3	
ED 527	Content and Disciplinary Literacy *		3	
ED 532	Literature for the Child and Adolescent		3	
ED 549	Instructional Assessment Practices and Procedures*		3	
Educational Leadership Concentration				
ED 620	Ldr Through Building Collaborative Learning Community		3	
ED 630	Leadership Through Supporting Instructional Supervision		3	
ED 638	Leadership through Supporting Diverse Learners		3	
ED 640	Leadership Through School Management		3	
ED 697	Internship in Masters of Education		3	
	TOTAL CREDITS		33	

Graduate comprehensive exam has been successfully completed. ☐ Yes ☐ No Date: _____

Graduate portfolio has been successfully completed. ☐ Yes ☐ No Date: _____

SIGNATURE OF ADVISOR

DATE

SIGNATURE OF STUDENT

DATE

† Indicates courses also used for Gifted Studies certification.

* Indicates courses also used for Reading Literacy certification.