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# Teacher Education Program Undergraduate Handbook

*Developing Quality Educators for Today's Schools*

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## **EPP Policies and Guidance for Program Progression 2022-2023**



**EDHS Building, 1st Floor  
1100 College Street  
MUW-1637**

**Phone: (662) 329-7191**

## Introduction

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 current *MUW Undergraduate Bulletin* and 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 combined education programs of the School of Education and the College of Arts and Sciences, 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.

## VISION STATEMENT

The W’s School of Education will reach those who wish to develop as professional educators, lead best practices in instruction, and master individualized support for each learner and community of learners from the foundation formed in preschool through post-graduation.

*(Adopted by the School of Education 7/1/2020)*

## MISSION STATEMENT

The School of Education is dedicated to innovation from early childhood through post-graduation in a complete lifelong learning model of education.

*(Adopted by the School of Education 7/1/2020)*



## School of Education at Mississippi University for Women

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 initial licensure undergraduate degree program in Elementary Education an alternate route initial licensure program leading to a Master of Arts in Teaching (MAT) degree and a Master of Education in Education (M.Ed.). Additionally, Mississippi Educator Licensure add-on certifications in the areas of Reading/Literacy (K-12), Gifted Education (K-12), Special Education (K-6) and (7-12), and Computer Applications (K-12) are offered.

### Goals of the Educator Preparation Program (EPP)

- Goal 1: Provide students high quality best practices in all modalities of instruction to progressively develop the knowledge, skills, and dispositions desired in the Professional Educator.
- Goal 2: Provide individualized support beyond a traditional classroom model for students to progressively develop the knowledge, skills, and dispositions desired in the Professional Educator and increase retention rates.
- Goal 3: Provide meaningful support and service to students and the learning community-at-large through focused effort and development of meaningful partnerships.
- Goal 4: Provide access to quality instruction, support, and coaching to those who wish to continue developing as Professional Educators.
- Goal 5: Ensure equitable, meaningful programming for recruitment of potential students to all degree and certification pathways and increase enrollment.

*(Adopted by the School of Education 7/1/2020; adopted by the MUW EPP 2/25/2021)*

Disclaimers:

The *Teacher Education Handbook* is provided as a supplement to the current *MUW Bulletin*, all other institutional policies and procedures, and all other School of Education policies and procedures to include those outlined on the [MUW School of Education's Website](#).

The program requirements contained within this document and other supplementary School of Education publications are subject to change and may be revised as necessary to meet requirements of the [Mississippi Department of Education](#), [Mississippi Institutions of Higher Learning](#), accrediting agencies, workforce demands, available resources, or other entities to which compliance is required.

## Table of Contents

Introduction .....	i
School of Education at Mississippi University for Women .....	ii
Educator Preparation Program Conceptual Framework .....	6
InTASC Model Core Teaching Standards for Teachers.....	8
Mississippi Department of Education .....	9
Teacher Growth Standards .....	9
Dispositions of the Professional Educator .....	10
Mississippi Educator Preparation Program Collaborative .....	11
Dispositions of the Professional Educator .....	11
Academic Advising .....	12
Early Childhood Development Degree.....	13
MUW ECD Validation Credit for MS Community College .....	14
ECE Technology Programs.....	14
B.S. Audit Sheets for .....	15
Early Childhood Degree and Elementary Education Degree .....	15
Advisor Responsibilities .....	16
Advisee Responsibilities.....	18
Legal and Moral Issues in Academic Advising.....	20
Undergraduate Teacher Education, Elementary & Secondary .....	23
Educator Preparation Program Governance.....	25
EPP Quality Assurance System.....	27
MUW Licensure Programs .....	28
Selection of Concentration Areas and Add-on Endorsements .....	29
Teacher Education Candidate Expectations .....	30
Student Record of Progression through the Undergraduate Education Program .....	32
Beginning the Program .....	35
Course Information.....	37
Secondary/K-12 Advanced Methods Courses.....	38
Appeals/Requests for Exception to Stated Policy.....	40
Background Check Policy for Clinical Experiences .....	41
Description of Clinical Experiences .....	42

Summary of Clinical Experience Courses .....	44
Attributes Representing Professional Dispositions .....	45
Removal from a Level I, Level II, or Level III Clinical Experience .....	46
Secondary/K-12 Majors Experiences with Children or Youth Documentation Procedures .....	48
Licensure Exams.....	49
Praxis CORE, ACT and SAT Requirements .....	50
Admission to the Teacher Education Program .....	51
Praxis II Subject Area Assessment Requirements.....	52
MUW Student Education Organizations .....	53
Teacher Education Honors and Awards for Students.....	53
School of Education Services .....	54
Undergraduate Teacher Internship, Elementary & Secondary.....	55
Admission to Teacher Internship .....	57
Teaching Internship Placements.....	59
Selection of Mentor Teachers.....	60
Responsibilities of Members of the Teacher Internship Team.....	61
Internship Program Polices.....	66
Removal from Teacher Internship .....	71
Application for Degree and Graduation/Commencement .....	73
Application for a Mississippi Educator License .....	74
Disposition Infraction Form .....	75
Teacher Candidate Improvement Plan .....	76
Assessments in the Educator Preparation Program .....	78

# Educator Preparation Program Conceptual Framework

The MUW EPP Conceptual framework is based upon the *Educator as 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 [Current 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.



### ***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 of 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.





# InTASC Model Core Teaching Standards for Teachers

*For a complete performances, essential knowledge, critical dispositions, and progressions for each standard, access [InTASC Model Core Teaching Standards for Teachers](#).*

## **Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

## **Standard 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

## **Standard 3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

## **Standard 5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Standard 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

## **Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

## **Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

## **Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

# Mississippi Department of Education

## Teacher Growth Standards

[https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/pgs-teacher\\_growth-rubric-guidebook2018-2019\\_20180620110553\\_869001.pdf?fbclid=IwAR3LsglrZ4-rg\\_Oz1FGnhlrzq8BxPk\\_hdXOKoqgC8pQ6r1bovpldoocPvg8](https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/pgs-teacher_growth-rubric-guidebook2018-2019_20180620110553_869001.pdf?fbclid=IwAR3LsglrZ4-rg_Oz1FGnhlrzq8BxPk_hdXOKoqgC8pQ6r1bovpldoocPvg8)

The Teacher Growth Rubric has four domains and nine standards.

### **DOMAIN I: LESSON DESIGN**

*Teachers must be skilled in planning instruction that is appropriate for their students, fully aligned to state standards and reflect teaching to high standards of student learning.*

1. Lessons are aligned to standards and represent a coherent sequence of learning.
2. Lessons have levels of learning for all students.

### **DOMAIN II: STUDENT UNDERSTANDING**

*Teachers build the classroom to develop students' competence and confidence. This includes a wide range of inputs and processes such as modeling, collaborative and cooperative learning experiences, and assessments.*

3. The teacher assists students in taking responsibility for learning and monitors student learning.
4. The teacher provides multiple ways for students to make meaning of content.

### **DOMAIN III: CULTURE AND LEARNING ENVIRONMENT**

*Teachers build a learning environment that is predictable with established routines and procedures, one in which they know their students as people and as learners, and one in which students thrive.*

5. The teacher manages a learning-focused classroom community.
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
7. The teacher creates and maintains a classroom of respect for all students.

### **DOMAIN IV: PROFESSIONAL RESPONSIBILITIES**

*Teachers engage with the professional community both within the school and beyond, demonstrate a commitment to ongoing learning, collaborate productively with colleagues and contribute to the life of the school.*

8. The teacher engages in professional learning.
9. The teacher establishes and maintains effective communication with families/guardians.

# Dispositions of the Professional Educator

An individual's disposition is related to their qualities of mind and character, consequently one's disposition influences their behaviors.

The dispositions of the Professional Educator include the values and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect the learning environment as well as the educator's own professional growth. The Mississippi Educator Preparation Program Collaborative established the *Dispositions of the Professional Educator*, which are guided by an individual's beliefs and attitudes, and related to the following indicators: honesty and integrity, confidentiality, maturity and sound judgment, adherence to policy, acceptance of constructive criticism, fair and equitable practices, and appropriate professional relationships. The assessment of these indicators at the undergraduate and graduate levels is aligned with the *State of Mississippi Educator Code of Ethics and Standards of Conduct* (MCoE).

## MISSISSIPPI EDUCATOR CODE OF ETHICS AND STANDARDS OF CONDUCT

Upon entering the teaching profession, each educator 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 *Mississippi Educator Code of Ethics and Standards of Conduct* (MCoE).

This code applies to all education candidates and 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: <https://www.mdek12.org/OEM/Home>

**1 Professional Conduct:** *An educator should demonstrate conduct that follows generally recognized professional standards.*

**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.*

**3 Unlawful Acts:** *An educator shall abide by federal, state, and local laws and statutes and local school board policies.*

**4 Educator/Student Relationships:** *An educator should always maintain a professional relationship with all students, both in and outside the classroom.*

**5 Educator Collegial Relationships:** *An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.*

**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.*

**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.*

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

**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.*

**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.*

# Mississippi Educator Preparation Program Collaborative Dispositions of the Professional Educator

<b>DOMAIN I. PROFESSIONALISM &amp; ACADEMIC INTEGRITY DISPOSITIONS</b>	
1.	<p>The teacher candidate/graduate student protects <b>confidential information</b> concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)</p> <p><i>The teacher candidate/graduate student protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.</i></p>
2.	<p>The teacher candidate/graduate student demonstrates <b>maturity and sound judgment</b> in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)</p> <p><i>The teacher candidate/graduate demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.</i></p>
3.	<p>The teacher candidate/graduate student follows <b>all university and P-12 school policies</b> including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)</p> <p><i>The teacher candidate/graduate student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.</i></p>
<b>DOMAIN II. CHARACTER DISPOSITIONS</b>	
4.	<p>The teacher candidate/ graduate student exemplifies <b>honesty and integrity</b> (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MCoE 2)</p> <p><i>The teacher candidate/graduate student exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.</i></p>
5.	<p>The teacher candidate/graduate student accepts <b>constructive criticism</b> in a positive manner. (MCoE)</p> <p><i>The teacher candidate/graduate student accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.</i></p>
<b>DOMAIN III. SCHOOL SETTING DISPOSITIONS</b>	
6.	<p>The teacher candidate/ graduate student provides <b>fair and equitable opportunities</b> for all P-12 students <b>in a non-discriminatory manner</b>. (MCoE 4)</p> <p><i>The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.</i></p>
7.	<p>The teacher candidate/ graduate student maintains a <b>professional relationship</b> with all students both inside and outside professional settings. (MCoE 4)</p> <p><i>The teacher candidate/graduate student models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.</i></p>

## Academic Advising

### 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. Education students, including community college students who intend to transfer to the W in an education program, are in most cases initially advised by the navigator as follows:

<b>School of Education: TBD as of July 1, 2022</b>	<b>College of Arts &amp; Sciences: Delilah Schmidt</b>	<b>Student Success Center – Transfer: Matthew L. Robinson</b>
Early Childhood Development	Biology/Bio TC	Community College ED Partnerships
Elementary Education	English/English TC	
	History/History TC	
	Math/Math TC	
	Music/Music TC	
	Spanish/Spanish TC	
	Theatre/Theatre TC	

## Early Childhood Development Degree

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 apply up to 49 career/technical credit-hours from an Associate of Applied Science early childhood program through validation credit. 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. 14 for additional information concerning validation of technical credit.

***Note: All undergraduate students are admitted initially as early childhood majors (ECD) whether or not they intend to major in ECD or Elementary Education. 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 apply technical credit in early childhood are required to have earned an Associate of Applied Science degree in early childhood from a partnership Community College prior to being admitted to MUW. Current partnership Community Colleges with early childhood Memorandum of Understanding (MOU) agreements with MUW's School of Education are: Copiah-Lincoln Community College (Co-Lin), Itawamba Community College (ICC), and Mississippi Gulf Coast Community College (MGCCC).

Students interested in testing for validation credit must apply to do so and pass all tests during their first semester at the MUW. Students must have earned credit for courses that are aligned with MUW education courses according to the partnership agreement in order to earn validation credit for a corresponding MUW course. All validation testing must be completed by October 15<sup>th</sup> for students entering the program in a fall term, by March 15 for students entering during the spring, and July 15<sup>th</sup> for students entering during the summer.

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.

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."

Students will have only one opportunity to earn validation credit for a particular MUW course for technical coursework earned at one of the School of Education's partnership Community Colleges.

***Validation credit will not be considered until the transferring student has successfully completed her or his first academic semester as a MUW student with a minimum GPA of 2.5. Any credit earned will be awarded by the Registrar's Office after completion of that student's first semester at MUW.***

## **B.S. Audit Sheets for Early Childhood Degree and Elementary Education Degree**

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>
- 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 Student Success Center's (SSC) Navigator or advisor's 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 of the opportunity to enroll in two graduate courses, or 6 graduate credit hours, from ED 538 (3 credit hours), ED 549 (3 credit hours) and ED 551 (3 credit hours) 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;
- Submit the advisee's *Desired Degree Tracking Form* to the Education Department as requested and update each semester as needed.

**Reminder for all: The 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.**

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:

- 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;
- Registration procedures;
- Student personnel services—medical, counseling, housing, placement, social, recreational, etc.;
- Financial obligations; and
- Basic job market, licensing, and employment information.

# Advisee Responsibilities

## 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](http://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](http://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](http://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 established 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 established 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](http://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**

Early Alerts are 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 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.

## Undergraduate Teacher Education, Elementary & Secondary

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). The M.Ed. may lead to upgrading a Mississippi Educator Class A license to a Class AA license.

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 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 *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 in compliance with state regulations and best practices regarding teacher education.



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 (CAEP). MUW's EPP currently is engaged in accreditation review with CAEP.



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



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)

# Educator Preparation Program Governance

## TEACHER EDUCATION COUNCIL (TEC)

The Teacher Education Council serves as the governing body for the Teacher Education programs. Membership on the Teacher Education Council consists of representatives from each degree program with a pathway to educator licensure to include the Director of Field Experience, Department Chair, and Dean over each Teacher Education program, one undergraduate and one graduate teacher education student (appointed by the Dean of the School of Education), and at least one representative of the public schools and each external teacher education advisory group.

The Council is chaired by the Dean of the School of Education. The Teacher Education Council meets each September, November, February, and April; additional meetings are subject to call by the chair. The Council provides a forum for discussion and planning of teacher education matters throughout the University to assure that all personnel involved in teacher education are compliant with accreditation and Mississippi Department of Education guidelines, as well as University degree requirements.

### 2022-2023 TEC Membership

Martin Hatton  
*TEC Chair, School of Education  
Dean*

Brian Anderson  
*College of Arts & Sciences Dean*

Bob Fuller  
*Education Department Chair*

Julia Mortyakova  
*Music Department Chair*

Kelley Bennett  
*Director of Field Experience*

David Carter  
*Theatre Department Chair*

Kendall Dunkelberg  
*Languages, Literature, &  
Philosophy Department Chair*

Kristi DiClemente  
*History, Political Science, &  
Geography Department Chair*

Bonnie Oppenheimer  
*Sciences & Mathematics  
Department Chair*

Christy Adams  
*School District Representative  
Clinical Partnership Committee  
Liaison*

Cherie Antoinette Labat  
*School District Representative  
School of Education Advisory  
Board Liaison*

Vacant  
*Graduate Student*

Vacant  
*Undergraduate Student*

Teacher Education Council meetings are open to those who would like to observe the deliberations of the 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 accreditation, Mississippi Department of Education, and University requirements and policies. Recommendations from the Council are forwarded to the Chief Academic Officer, Undergraduate Curriculum Council, or Graduate Council, or other institutional and external constituencies, as appropriate, for further action.

(TEC Governing Policy: [MUW PS#3533](#))

## **EDUCATOR PREPARATION PROGRAM (EPP) DATA REVIEW TEAM**

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

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

Membership is comprised from (a.) EPP faculty serving on the EPP Assessment and Accreditation Committee and (b.) the EPP's Accreditation Leadership Team. Members of EPP Data Review Team share access to EPP's data system.

The EPP Assessment and Accreditation Committee is a standing committee that meets every other month:

- to discuss the quality of data collection processes
- to monitor data inputs
- to monitor reporting processes
- to discuss survey results
- to discuss other issues related to key assessments and EPP rubrics

Once a semester, reports are generated by cohort and disaggregated by InTASC standard and/or other indicators or standards of performance, intended student outcomes, etc. as needed to determine trends. The committee determines trends to report to the EPP's faculty. Independently, trends are reported by the EPP's Accreditation Leadership Team directly to TEC.

The EPP's faculty reviews and reflects upon the reports(s) from the EPP Assessment and Accountability Committee to determine success for replication and/or modifications needed for continuous program improvement. Modifications are formalized into proposals by the EPP's program faculty and administration and then are sent as recommendations to for review and approval by TEC. Any changes supported by TEC are then entered into the institution's curriculum and assessment review and approval processes, as appropriate. Changes that meet full institutional approval are implemented by the EPP. An overview of the EPP's Continuous Improvement Process is found here: [MUW EPP's Continuous Improvement Process](#)

The EPP Assessment and Accountability Committee includes one Elementary Education initial licensure program faculty member, one secondary/K12 initial licensure program faculty member, one Master of Art in Teaching (MAT) initial licensure program faculty member, one Master of Education faculty member, the Education Department Chair, the Assistant to the Education Department Chair, and the Assistant to the SoE Dean and Data Analyst.

The EPP's Accreditation Leadership Team is comprised of the following: the Dean of the School of Education, the Assistant to the SoE Dean and Data Analyst, the Dean of the College of Arts and Sciences, the Education Department Chair, the Assistant to the Education Department Chair, and the Director of Field Experience.

## EPP Quality Assurance System

Effective Fall 2020, the Quality Assurance System for Program Improvement (QAS) for the MUW School of Education (SoE) and MUW's EPP was developed to enhance and expand upon previous MUW education program administration's data assessment procedures, the standards established by the Mississippi Department of Education (MDE) Program Review Process, the CAEP Review Process, and the MUW's Planning and Institutional Effectiveness Process. This guidebook provides the nature and scope of the QAS and as such provides an overview of the history, positions, and processes associated with the QAS. The EPP's stance on the collection, analysis, communication, and use of data for decision making related to program improvement to support and advance the shared vision of the School of Education and the overall EPP are outlined in the EPP's QAS. Additionally, course assessment tools and other means of evaluation are explained. The establishment of this iteration of a QAS is just beginning; therefore, an assumption toward implementation and sustainability is that the QAS is a dynamic process that involves systemic change to be gradually introduced and implemented going forward in the EPP's plan for continuous improvement. Therefore, assessment and evaluation tools included in the QAS may be in a phase of draft, proposal, pilot, or full implementation, and the QAS itself will be subjected to assessment for continued effectiveness.

The QAS is found in the "Program Planning" tab of the School of Education's website. The guidebook and all EPP handbooks are designed for use by faculty, clinical-based partners, and teacher education students at all levels and provides information about standards, curriculum, clinical experiences, assessment practices, and program policies.



## MUW Licensure Programs

<b>ELEMENTARY GRADE LEVELS</b>	
<b>120</b>	Elementary Education (K-6)
<b>MIDDLE GRADE LEVELS</b>	
<b>901</b>	Concentration Area for Mathematics (7-8) <i>added to Endorsement 120</i>
<b>SECONDARY EDUCATION AND SPECIAL SUBJECTS</b>	
<b>181</b>	Biology (7-12)
<b>185</b>	Chemistry (7-12)
<b>119</b>	English (7-12)
<b>192</b>	History/Social Studies (7-12)
<b>154</b>	Mathematics (7-12)
<b>166</b>	Music Education/Vocal (K-12)
<b>165</b>	Music Instrumental (K-12)
<b>140</b>	Spanish (K-12)
<b>123</b>	Drama (K-12)
<b>MUW INSTITUTIONAL ADD-ON ENDORSEMENTS TO AN INITIAL LICENSE</b>	
<b>111</b>	Computer Applications (K-12)
<b>153</b>	Childhood Development (Pk-K) <i>Added to Endorsement 116 or 120 only</i>
<b>119</b>	English (7-12)
<b>188</b>	Science (7-12)
<b>192</b>	Social Studies (7-12)
<b>154</b>	Mathematics (7-12) <i>*Specific course work at MUW required</i>
<b>143</b>	Comprehensive Health (K-12) <i>Life Sciences and Health &amp; Kinesiology with Teacher Certification Majors</i>
<b>182</b>	Physical Science (7-12) <i>Chemistry with Physical Science Teacher Certification Majors ONLY</i>
<b>GRADUATE Add-on CERTIFICATION PROGRAMS</b>	
<b>207</b>	Gifted Education (K-12) <i>Certification Program or Master's Degree</i>
<b>174</b>	Reading/Literacy (K-12) <i>Certification Program or Master's Degree</i>
<b>215</b>	Speech and Language Pathology Clinician (K-12) <i>SLP Master's Degree</i>

### 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.

# 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, 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**

<b>MATH CORE/CONCENTRATION FOR ELED K-6 AND 7-8 (CODE 901)</b>				
<i>Electives may be chosen from: MA 114, MA 123, MA 318, or MA 319</i>				
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>SEMESTER</b>	<b>HOURS</b>	<b>GRADE</b>
MA113	College Algebra		3	
MA 111	Modern Math I		3	
MA 112	Modern Math II		3	
MA	Elective		3	
MA	Elective		3	
MA	Elective		3	

<b>INSTITUTIONAL ADD-ON FOR MATH GRADES 7-12</b>									
<b>ENDORSEMENT CODE 154 ADDED TO AN INITIAL LICENSE</b>									
<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>SEM.</b>	<b>HOURS</b>	<b>GRADE</b>	<b>MA CONCENTRATION CHOICES</b>				
					<b>COURSE NUMBER</b>	<b>COURSE NAME</b>	<b>SEM.</b>	<b>HOURS</b>	<b>GRADE</b>
MA 112	Modern Math II		3						
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.*

# Teacher Education Candidate Expectations

Teacher Education Candidates are expected to demonstrate a desire to engage in collegiate course work and clinical experiences. They are expected to become familiar with the policies, procedures, and required assessments of the program as presented in this handbook and other School of Education supplementary publications as well as the academic and standards of conduct policies of Mississippi University for Women. Below is some additional guidance.

## Taskstream

1. The MUW Educator Preparation Program uses the Taskstream™ electronic assessment management system to collect, analyze and report data related to program.
2. The Teacher Candidate is expected to learn how to use the system to upload key assessments as well as access coaching and feedback. More information about Taskstream™ is provided in the beginning professional education coursework ED 302.

## Professional Dispositions

1. The Teacher Candidate is one who desires a career in service to the field of education embodies the qualities of mind and character one expects in the profession. A goal of the program is to develop and strengthen Teacher Candidates' awareness and use of ethical decision making through one's own professional dispositions, demonstrating growth toward becoming a professional educator.
2. Standards for professional dispositions are aligned to the *Mississippi Educator Code of Ethics and Standards of Conduct*. Teacher Candidates are evaluated against these standards throughout the program.
3. FAILURE TO MEET THE STANDARD:
  - a. **First time:** The Teacher Candidate will receive a Dispositions Infraction Notice from the instructor. A coaching conference will be held with the Teacher Candidate, instructor, advisor, and other education faculty.
  - b. **Second Time:** The Teacher Candidate will receive another Dispositions Infraction Notice from the instructor. A coaching conference will be held with the Teacher Candidate, instructor, advisor, and the Education Department Chair.
  - c. **Third Time:** The Teacher Candidate will be placed on an improvement plan. A coaching conference is held (as noted above in "b") and the issues outlined in the improvement plan must be met within the specified timeline or the Teacher Candidate will be excluded from the program.

## Professional Communication

Teacher Candidates are expected to demonstrate professional communication with all instructors, university supervisors and personnel, student colleagues, and school setting personnel. In a professional setting, the expectation of a return phone call or email may be up to 24 hours depending on the teaching schedule and student demands of a particular MUW faculty member or staff. All electronic communication with University personnel should be via the MUW CANVAS courses, Taskstream, or myapps when possible. Most answers to questions may be found in the CANVAS shells of the instructors or the [School of Education](#) website. If you are unable to locate the information you need, the MUW personnel has not returned your call or email after 24 hours, you have an emergency, or if you have other related inquiries please contact the Department of Education at 662-329-7175.

## Meaningful Engagement in Coursework and Clinical Experiences

Education is a service profession. Teaching is a career requiring special training leading to a professional degree and license, similar to the process of becoming an architect, accountant, engineer, doctor or lawyer. Teacher Candidates are expected to develop the specialized knowledge, skills, and dispositions of a professional educator.

Teacher Candidates are students who will one day be educators. Teacher Candidates should be acutely aware of the instructor/university supervisor's expectations as communicated via the CANVAS course, on-campus/virtual meetings, syllabi, *Teacher Education Handbook*, and other forms of communication or supplementary publications. As future educators, it is expected that Teacher Candidates *genuinely desire* to become an educator, seeking to meet

all program expectations at high level of achievement through the acceptance and implementation of coaching and feedback.

All clinical experiences in the program are equivalent to a learning laboratory. However, they should be treated as though the Teacher Candidate is in an employed position in a school system, meeting the expectations of the MUW program *and the school setting*. Professional dispositions are evaluated throughout the program, and Teacher Candidates should endeavor to consistently demonstrate professionalism.



# Student Record of Progression through the Undergraduate Education Program

[For complete curriculum worksheets in each major, please access the current 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>

## 2. Declaration of a Major in Elementary or Secondary Education

**Date of Admission to MUW** \_\_\_\_\_

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**

Students apply for admission to teacher education the semester prior to their senior year, however students begin to meet the requirements for teacher education **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 200	
Minimum Grade of "B" in ED 302, ED 361, ED 362, and ED 466	
Completion of 44 semester hours <b>and Minimum Overall GPA of 2.75</b>	
Passing Scores on Praxis Core Academic Skills for Educators -or- ACT or SAT -or- GPA of 3.0 for previous 60 credit hours	

Tested Areas	Praxis Core Academic Skills for Educators Scores	Date Taken
Reading		
Writing		
Mathematics		

Test scores must be **no more than 5 years old** 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.** Candidates from other states should be aware that the ACT or SAT may be used for progression **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):**

ACT COMPOSITE SCORE		
SAT COMPOSITE EQUIVALENT		

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 individuals first degree, the course/courses must be taken here at MUW.

**5. Admission to Teacher Internship**

All TI admission documentation is submitted via Taskstream

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.

**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					
Verification of Lawful Presence Form (MDE)					
<b>Minimum Grade of "C" in the following courses:</b>					
English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED Courses	All Endorsement Area Courses
<b>Elementary Majors ONLY:</b>					
Math 111			Math 112		

## 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>	
<b>2.75 Overall GPA</b>	
<b>2.75 MUW GPA</b>	
<b>2.75 GPA in major field</b>	
<b>Credit Hours in Chosen Curriculum</b>	
<b>Application for degree filed with Registrar by the deadline. (See the MUW academic calendar.)</b>	

## 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 hours	
Satisfactory scores on PLT and PRAXIS II	
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	

### 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.

#### 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.

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 PROFESSIONAL EDUCATION AND ENDORSEMENT AREA COURSEWORK

*ED 302, ED 361, and ED 362* 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, and ED 362*) 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, and ED 362*; this holds true with any attempts for each of these courses beginning in the Fall 2020 academic term.

#### ED 200 Education as a Profession

*ED 200 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. The Teacher Education Handbook is a supplemental text to all professional education courses, and should be introduced during *ED 200*. Teacher Candidates are responsible for becoming familiar with all program requirements.

#### 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 *ED 200* but, if not, **should be taken immediately following ED 200**. 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. Students apply for admission to teacher education the semester prior to their senior year, however students begin to meet the requirements for teacher education *ED 302: Art and Science of Education*. This step usually occurs during the sophomore year or first semester of the junior year.

#### ED 302 Course-related Expenses

**Background check fee** (*One background check is valid for students who are continuously enrolled at MUW*)

1. The fee is charged to BANNER account at time of course registration.
2. Go to <https://scholar.verifiedcredentials.com/muw> for current fees and information
3. Verified Credentials school code is provided in *ED 302*

#### Taskstream Registration fee for 7 year subscription:

Subscription fee charged to BANNER account at time of course registration.

## **The Professional Portfolio**

Teacher candidates' submission of entries for the professional portfolio begin with the ED 200/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.

## **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\*, and ED 362\* 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, or ED 362 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 are restricted professional education courses.

ED 311	Elementary Residency I
ED 367	Elementary Residency II
ED 390	Classroom Management
ED 405**	Teaching Math in Elementary & Middle School
ED 406, 407, 409**	Teacher Internship
ED 410**	Teaching Social Studies in Elementary & Middle School
ED 412**	Methods of Teaching Science in Elementary & Middle School
ED 434**	Methods of Teaching Reading & Language Arts in Elementary and Middle School
ED 435**	Elementary Residency III
ED 466**	Reading Assessment & Intervention
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 200	Education as a Profession
ED 297	Computers in the Classroom
ED 299	Special Topics in Education
ED 302	Art and Science of Teaching
ED 304	Early Childhood Learning
ED 306	Introduction to Exceptional Learners
ED 311	Elementary Residency I
ED 360	Educational Psychology
ED 361	Early Literacy Instruction I
ED 362	Early Literacy Instruction II
ED 365	Content Area Reading
ED 367	Elementary Residency II
ED 390**	Classroom Management
ED 405**	Teaching Math in Elementary & Middle School
ED 406, 407, 409**	Teacher Internship
ED 410**	Teaching Social Studies in Elementary & Middle School
ED 412**	Teaching Science in Elementary & Middle School
ED 434**	Methods for Teaching Reading & Language Arts in Elementary & Middle School
ED 435	Elementary Residency III
ED 452**	Educational Measurement
ED 466**	Reading Assessment & Intervention
PSY 206	Human Growth & Development

*\*\*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.

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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

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**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 200: 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.

**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 452 Educational Measurement **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. At the earliest appropriate time, a meeting of the Admissions/Appeals Committee for Teacher Education will consider the students petition. 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 candidate's academic advisor.*

# Background Check Policy for Clinical Experiences

Candidates 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: WXCYPJ-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.

Candidates 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 candidate'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 candidate 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 affecting 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 reviewed and candidates may be required to meet with the Admission/Appeals Committee for Teacher Education to explain the nature of the offense and/or to determine eligibility for admission to the program. Mississippi University for Women is not responsible for candidates 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 candidate is dismissed, the candidate is not entitled to any tuition refund. The following will result in immediate dismissal from the education program:

- Refusal to complete a background check,
- A conviction for sexual misconduct,
- A conviction of drug/narcotic use,
- A conviction of a violent act,
- A conviction of an act against a child, and/or
- 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
<b>LEVEL 1:</b>	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 experience 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.
<b>LEVEL 2:</b>	This clinical experience occurs in the special 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.
<b>LEVEL 3:</b>	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.
<b>LEVEL 4:</b>	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) must be arranged with the Office of Field Experiences. 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 to 50-mile radius of the Mississippi University for Women. Assignments beyond this range of the MUW campus must be arranged with the Office of Field Experiences.

As part of the EPP Quality Assurance system, all teacher candidates are evaluated using eight (8) key assessments, including the following Mississippi state-developed common instruments, 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.

## Summary of Clinical Experience Courses

Course Number and Title	Brief Description
BSB 313 Materials and Methods in Science (Biology)	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a secondary classroom</li> <li>• Direct teaching, tutoring, assisting with projects</li> <li>• Teach one lesson</li> </ul>
ED 302 The Art and Science of Teaching	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a K-12 classroom</li> <li>• Direct teaching, tutoring, assisting with projects</li> <li>• Teach one lesson</li> </ul>
ED 304 Principles of Early Childhood Education	<ul style="list-style-type: none"> <li>• Minimum 5 hours in assigned preschool center</li> <li>• Create bulletin boards, read to children, design activities; interact to observe stages of development</li> </ul>
ED 306 Introduction to Exceptional Children	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a K-12 classroom</li> <li>• Observe and assist</li> <li>• Assess/teach/tutor students with exceptionalities</li> </ul>
ED 361/362 Early Literacy I and II	<ul style="list-style-type: none"> <li>• Minimum 10 hours in K-6 classroom</li> <li>• Observe and assist</li> <li>• Emergent reader assessment/plan reading lesson</li> </ul>
ED 365 Content Area Reading	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a middle school classroom</li> <li>• Observe and assist/teach and tutor</li> <li>• Teach content area literacy lesson whole/small gr.</li> </ul>
EN 410 Materials and Methods in Secondary English	<ul style="list-style-type: none"> <li>• Minimum 22 hours in a secondary classroom</li> <li>• Observe/assist/teach/tutor</li> <li>• Direct teaching of one lesson</li> </ul>
FL 410 Materials and Methods of Secondary Foreign Language	<ul style="list-style-type: none"> <li>• Minimum 22 hours in a secondary classroom</li> <li>• Observe/assist/teach/tutor</li> <li>• Direct teaching of one lesson</li> </ul>
FPA 399 Fine and Performing Arts: Teaching Methods	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a K-12 classroom</li> <li>• Observe/assist/teach/tutor</li> </ul>
HIS 410 Materials and Methods of Secondary Social Studies	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a secondary classroom</li> <li>• Observe/assist/teach/tutor</li> <li>• Direct teaching of one lesson</li> </ul>
MA 319 Materials and Methods in the Teaching of Secondary Mathematics	<ul style="list-style-type: none"> <li>• Observe and assist</li> <li>• Minimum 10 hours of teaching lessons after observing</li> </ul>
MUS 320 Music Education Materials and Methods	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a K-12 classroom</li> <li>• Observe and assist</li> <li>• Plan and teach lessons</li> </ul>
MUS 325 Secondary Music Methods	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a secondary classroom</li> <li>• Observe/assist</li> <li>• Plan and teach lessons</li> </ul>
PS 313 Materials and Methods in Science (Physical)	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a secondary classroom</li> <li>• Observe, assist, plan and teach lessons</li> </ul>
TH 207 Materials and Methods in Creative Dramatics	<ul style="list-style-type: none"> <li>• Minimum 10 hours in a K-12 classroom</li> <li>• Observe, assist, plan and teach lessons</li> </ul>
ED 311 Elementary Residency I	<ul style="list-style-type: none"> <li>• Minimum 40 hours in a K-6 classroom</li> <li>• Observe and assist Teach lessons/unit to whole or small group</li> </ul>
ED 367 Elementary Residency II	<ul style="list-style-type: none"> <li>• Minimum 40 hours in a K-6 classroom</li> <li>• Observe and assist Teach lessons/unit to whole or small group</li> </ul>
ED 435 Elementary Residency III	<ul style="list-style-type: none"> <li>• Minimum 80 hours in a K-6 classroom for a 5-week period</li> <li>• Observe and assist Teach lessons/unit to whole or small group</li> </ul>

# Attributes Representing Professional Dispositions

## *Qualities Important to Future Teachers and Educational Professionals*

### **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

### **Qualities important to collaboration**

- Establishes rapport with others
- Works well with others
- 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

### **Commitment to professional growth**

- Responds appropriately to supervision
- Accepts constructive criticism and suggestions
- Uses suggestions to improve skills and understanding
- Strives to achieve competency
- Maintains 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

### **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 for appropriate expectations for *all* students

### **Commitment to ethical practices**

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

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

### Administrative Removal

Teacher Interns removed from internship for cause will be administratively removed from the professional semester. The professional semester includes internship and ED 452 Educational Measurement. 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 educational measurement will be a "W."

Note: Teacher Interns 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.**

### **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. Professors 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 Teacher Intern**

If it is determined that a Teacher Intern needs to be removed from a clinical placement, the Teacher Intern has the right to appeal that decision. The Teacher Intern 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 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 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.)



## 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. Submit proper documentation 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:

- Jumpstart Participant
- 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.

## 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 students pass both the PLT and the Praxis Subject Area Exam.

## Praxis CORE, ACT and SAT Requirements

Exam	Test Code	MS Qualifying Score
Core Academic Skills for Educators: Reading	5713	156
<b>AND</b>		
Core Academic Skills for Educators: Writing	5723	162
<b>AND</b>		
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**

### 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](mailto: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/>

## Admission to the 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 200: Education as a Profession* with a grade of “C” or higher.
- ◆ Completed *ED 302: Art and Science of Teaching; Elementary Education*, *ED 361: Early Literacy Development I*, and *ED 362: Early Literacy Development II* 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 overall GPA.

### Notice Regarding Repeat Coursework

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 (for ED 466) 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.

### Policy Regarding Readmission to the Program after a 5+ year lapse in Enrollment

Students with lapsed enrollment (5+years) wishing to be readmitted to the Teacher Education Program at MUW in the Elementary Education, must demonstrate mastery in the areas of the Art and Science of Teaching and the Teaching of Early Literacy prior to being approved for admission.

Readmission to ELED after a period of 5 years past the last semester the teacher candidate enrolled, will be allowed if requirements within the validation process are met.

Readmission requirements:

1. Pass a validation exam for ED 302 with 80% or higher in one attempt or retake ED 302 along with the companion residency course.
2. Pass a validation exam for ED 361 and ED 362 with 80% or higher in one attempt or retake ED 361 and ED 362 along with the companion residency courses.
3. Meet current state-mandated Teacher Education Program admission requirements.

The teacher candidate should contact the Education Department Navigator concerning the readmission process and validation exams. Once all readmit requirements have been met, the teacher candidate will be notified and advised to register for courses.

## Praxis II 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

**NOTE: At this time, Theatre Education majors are not required to take a Praxis II Subject Area Assessment.**

## 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. 662-329-7175

SMAE Student Mississippi Association of Educators

<http://maetoday.org/>



Eligibility: Any Teacher Education major  
(Admission to Teacher Education is not a prerequisite)

Meetings: Monthly: Please see faculty advisor, Mrs. Rose Ford, for details.

MPE Mississippi Association of Profession Educators

Eligibility: Any Teacher Education major  
(Admission to Teacher Education is not a prerequisite)

Meetings: Monthly: Please see faculty advisor, Mrs. Rose Ford, for details.



## 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.

## EPP Student Awards

The MUW EPP 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 an EPP spring awards ceremony each year.

## School of Education Services

### **Education Interview Day**

The opportunity to interview with school district representatives from the southeastern 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.

### **W-BEST**

W-BEST (Beginning Educators Support and Training) is a new program to provide coaching and support for new teachers. Graduates are encouraged to enroll in the program. Please contact the MUW Office of Outreach and Innovation for more information:

MUW Office of Outreach and Innovation  
662-241-6386

### **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.

## Undergraduate Teacher Internship, Elementary & Secondary

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 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

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 led by the Director of Field Experiences 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**

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:

- 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.
- Opportunities for teacher interns to explore their potential effectiveness in both formal and informal teaching-learning situations.
- 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.

To obtain practical experience in performing the extra class functions normally expected of the classroom teacher, which should include:

- Participation in the "total" program of the cooperating school.
- Development of an understanding of the proper role of the teacher in the community.
- Experience in the role of the teacher as an agent of good public relations

To begin developing the resourcefulness and maturity need to cope with the problems of guiding the total growth of children and youth.

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:

- Plan for teaching by establishing a sound plan of instruction based upon clearly stated behavioral objectives and by utilizing appropriate instructional aids.
- Give evidence of basic knowledge of the subject matter.
- Communicate subject matter and skills to students in Standard English.
- Motivate learners through enthusiasm and respect for students as individuals.
- Control their verbal behavior through use of questioning and listening skills as well as involving students in appropriate interaction.
- Diagnose student needs in content and affective areas.
- Manage classrooms effectively, both student behavior and physical environment.
- Evaluate student achievement, using a variety of valid and reliable techniques, and utilize evaluation results for instructional purposes.
- Display positive interpersonal skills with students and other staff members.
- Exhibit acceptable personal qualities, such as but not limited to - dress and grooming, voice quality, communication, punctuality, sense of humor, and other socially acceptable and dispositional attributes.

# 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 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					
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					
Verification of Lawful Presence (MDE)					
<b>Minimum Grade of "C" in the following courses:</b>					
English Comp I	English Comp II	Speech 101	Math 113 (or higher)	All Professional ED Courses	All Endorsement Area Courses
<b>Elementary Majors ONLY:</b>					
Math 111			Math 112		

Praxis II Tested Areas	Required	Your Score	Date Taken
PLT	K-6 (5622)-160 5-9 (5623)-160		
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 determining 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 five 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](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 requests 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.

<b>Week 1</b>	<ul style="list-style-type: none"> <li>◆ Orientation to school/classroom; observing, assisting, and interacting with students</li> <li>◆ University Supervisor may conduct a "meet and greet" visit</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>◆ Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>◆ Teaching equivalent of two or three class periods each day</li> <li>◆ University Supervisor may conduct an informal evaluation</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>◆ Approximately half-time teaching</li> </ul>
<b>Weeks 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>◆ Full time teaching</li> <li>◆ University Supervisor may conduct two TIAI formal evaluations</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>◆ Transition of teaching back to cooperating mentor teacher</li> </ul>

### 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 452 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

- 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.

**Responsibilities to the internship placement school:**

### SUGGESTED TEACHING SCHEDULE

*Gradually assume responsibility for teaching according to the **suggested schedule** for Phase I. Teaching responsibility in Phase II should be assumed more quickly. Mentor teachers & teacher interns are encouraged to use a team approach. 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.*

<b>Week 1</b>	<ul style="list-style-type: none"> <li>◆ Orientation to school/classroom; observing, assisting, and interacting with students</li> <li>◆ University supervisor may conduct a “meet and greet” visit</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>◆ Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>◆ Teaching equivalent of two or three class periods each day</li> <li>◆ University supervisor may conduct an informal evaluation</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>◆ Approximately half-time teaching</li> </ul>
<b>Weeks 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>◆ Full time teaching</li> <li>◆ University supervisor may conduct two TIAI formal evaluations</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>◆ Transition of teaching back to cooperating mentor teacher</li> </ul>

- 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.

**Responsibilities to the university:**

## 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

- 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.

**Responsibilities to the intern and to the internship placement school:**

### 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.*

<b>Week 1</b>	<ul style="list-style-type: none"> <li>◆ Orientation to school/classroom; observing, assisting, and interacting with students</li> <li>◆ University supervisor may conduct a "meet and greet" visit</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>◆ Primary responsibility for one class in a secondary school subject, or one block of time, subject, or activity in the elementary grades</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>◆ Teaching equivalent of two or three class periods each day</li> <li>◆ University supervisor may conduct an informal evaluation</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>◆ Approximately half-time teaching</li> </ul>
<b>Weeks 5 &amp; 6</b>	<ul style="list-style-type: none"> <li>◆ Full time teaching</li> <li>◆ University supervisor may conduct two TIAI formal evaluations</li> </ul>

- 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.

**Responsibilities to the university:**

## 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 mentorteachers.
- 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.

## Internship Program Polices

### 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 452 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.

### **Pre-Service License:**

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](#).

### **Grading Student Work:**

Teacher interns should work collaboratively with the mentor teachers in constructing assessments and assigning/entering grades/providing feedback via the school’s grading system. *The mentor teacher is ultimately responsible for the final grades reported.*

### **Corporal Punishment:**

For the protection of the teacher interns and the school system, ***Teacher interns are not permitted to administer physical/corporal punishment and Teacher interns are not permitted to serve as a witness to such punishment.***

**Serving as a Substitute:**

Although teacher interns should contribute to the school in every way possible, they *cannot be used as substitute teachers and should not be used as assistant teachers.*

**Duty Posts:**

Serving at a duty post, according to the administrator's directive, is part of the teacher internship experience. However, *teacher interns should not serve a duty post without school/district personnel present.*

**School Representative:**

Attendance at professional meetings/settings with the mentor teacher or school personnel designee is a part of the internship experience. **However, teacher interns should not solely attend/represent the school in any official capacity without the accompaniment of official school personnel and approval of the school administrator.** This includes parent conferences, IEP meetings, professional development meetings, etc.

**Recognizing and Reporting Child Abuse:**

Any person who knows or has reason to suspect abuse or neglect of a child by a parent, legal custodian, caregiver, or other person(s) responsible for the child's care, is required by law to make a report to the Mississippi Department of Child Protection Services. See Section 43-21-105 and Section 43-21-353 of the Mississippi Code for more information.

Teacher interns must first notify the school building administrator and then notify the Director of Field Experiences prior to making an official report of suspected abuse or neglect.

<https://www.mdcp.ms.gov/report-child-abuse-neglect/>

The Dean of the School of Education is a mandatory reporter and will notify the Mississippi Department of Education of teacher intern reports of suspected abuse or neglect.

**Reporting Concerns:**

Teacher interns must first notify the school building administrator and then notify the Director of Field Experiences concerning concerns that arise onsite in field placements. The Director of Field Experiences will report all teacher intern concerns to the Education Department Chair, who may determine the concern requires no further action or will move the concern to the School of Education Dean and/or the next appropriate university office or offices.

**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 while maintaining a minimum overall GPA of 2.75 or better 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. Teacher interns are responsible for their own continuous process through the use of self-evaluation and regular conferences with the university supervisor and mentor teacher. 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.

**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 Handbook.***

# 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:

- Collaboration
- Reflection
- Integrity
- Learning Initiative
- Responsibility
- Respect
- 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:

- Safety of students is compromised by the intern.
- Violation of the Mississippi Educator Code of Ethics and Standards of Conduct
- Violation of the Mississippi University for Women Code of Conduct (reference current MUW Graduate Bulletin.)
- Unprofessional or unethical behavior in the school setting.
- Any evidence of a lack of sensitivity to multicultural situations by the teacher intern.
- Excessive absenteeism, tardiness, and/or failure by the teacher intern to comply with established rules and policies.
- 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.



- Inappropriate interpersonal skills with students, staff, faculty, or administrators.
- Inappropriate attitude or hostility.
- 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 to 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.***

## Application for Degree and Graduation/Commencement

Teacher Candidates are expected to complete the processes to apply for their degree and commencement. Failure to do so by the deadline established by the MUW Registrar's Office will result in a delay of conferring of the degree, minimally by one semester.

Mississippi University for Women holds commencement ceremonies in May (Spring semester), August (Summer semester) and December (Fall semester). Students should participate in the commencement ceremony of the semester they complete.

All undergraduate and graduate students must apply for degree online through his/her BANNER WEB account. Specific deadlines are established each semester for the submission of the degree/graduation application. Multiple notices are sent to current students' myapps email account with reminders of the cost and the deadline. The MUW Registrar's Office may not make any exceptions to any student who does not submit the application by the deadline. Failure to meet the deadline may result in a delayed graduation and consequently a delay in receiving the initial educator license or upgrade to an existing license.

Application for degree must be completed in order to be a candidate. **The student's university account will be charged when the application is submitted in Banner Web. Students do NOT need to send additional payment.** The amount must be paid online in your Banner Web account or at University Accounting (105 Welty Hall) before your diploma will be mailed.

Application fees, commencement dates and deadlines for application are published on the [Academic Calendar](#).

Regalia (cap and gown) must be ordered through The Bookend if a student plans to participate in the ceremony. All students MUST wear regalia to participate. Please go to [Student Regalia](#) to find out more information on ordering your regalia.

For additional information about the application for degree/commencement, please go to:

Office of the Registrar  
105 Welty Hall  
662-329-7135  
[www.muw.edu/registrar](http://www.muw.edu/registrar)

## Application for a Mississippi Educator License

Teacher Education Program graduates are expected to complete the process to apply for the standard educator license after they have been notified by the Education Department that the B.S. degree date has been conferred on the transcript.

The application process is handled through this online portal at the Mississippi Department of Education:

**MDE Electronic Licensure Management System (ELMS)**

<https://sso.mde.k12.ms.us/Login/Login.aspx> (Application portal for Educator Licensure)

**Mississippi Department of Education (MDE)**

[Office of Educator Licensure](#) (General information and FAQs)

601-359-3483

Candidates desiring to apply in other states should contact the respective certification offices in those states and request information and applications.

**Notice regarding licensure:** Requirements governing licensure in the State of Mississippi are continually revised. As a result, requirements for degrees or certifications leading to initial licensure, upgrades or add-on endorsements are subject to change from those published in the *MUW Bulletin*, the *Graduate Studies Handbook*, the *School of Education Website*, or other supplementary publications of the School of Education.

## Disposition Infraction Form

Teacher Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

MUW ID NUMBER: \_\_\_\_\_ Course: \_\_\_\_\_

First Infraction Form

Second Infraction Form

Indicator	Disposition Infraction The Teacher Candidate <i>DOES NOT</i> :	Check all that apply	Explain incident in detail
	<b>DOMAIN I. PROFESSIONALISM &amp; ACADEMIC INTEGRITY DISPOSITIONS</b>		
1.	Protect <b>confidential information</b> concerning students and/or colleagues when the law does not require disclosure. (MCoE 9)		
2.	Demonstrate <b>maturity and sound judgement</b> in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)		
3.	Follow <b>all university and P-12 school policies</b> including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)		
	<b>DOMAIN II. CHARACTER DISPOSITIONS</b>		
4.	Exemplify <b>honesty and integrity</b> with all stakeholders during his/her time in the program. (MCoE 2)		
5.	Accept <b>constructive criticism</b> in a positive manner. (MCoE1)		
	<b>DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS</b>		
6.	Provide <b>fair and equitable opportunities</b> for all P-12 students in a <b>non-discriminatory manner</b> . (MCoE 4)		
7.	Maintain a <b>professional relationship</b> with all students both inside and outside professional settings. (MCoE 4)		

Signature of Instructor/Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature indicates that the teacher candidate has reviewed and received a copy of the form and DOES NOT necessarily indicate agreement.*

## Teacher Candidate Improvement Plan

(Student Initials) \_\_\_\_\_ This improvement plan is designed to provide the Teacher Candidate with *guidance and support* through communication and collaboration in the area(s) of significant concern related to professionalism, teaching, and learning. Guidance and support for implementation of the plan are provided as needed; however, it is understood that the ultimate responsibility for the correction of the deficiencies noted in the plan remains with the Teacher Candidate

(Student Initials) \_\_\_\_\_ The Teacher Candidate must show continuous improvement in all areas noted within a minimum of five (5) school days of the signature on this plan. Beyond five days from the signature on this plan, failure to show continuous improvement throughout the remainder of the program, may result in immediate termination from the program. See the *Teacher Education Handbook*.

**Teacher Candidate:**

**Semester:**

**MUW Instructor:**

**Course:**

**Date:**

Area(s) Needing Improvement	Action Steps	Timeline for Completion	Evidence

Teacher Candidate Comments: \_\_\_\_\_

MUW Instructor Comments: \_\_\_\_\_



\_\_\_\_\_  
*Teacher Candidate's Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*MUW Instructor's Signature*

\_\_\_\_\_  
*Date*

## Improvement Plan Evaluation Worksheet

The Improvement Plan Evaluation Worksheet should be completed at the end of a minimum of five (5) school days of the Teacher Candidate's signature on the improvement plan. The MUW instructor should submit the evaluation worksheet to the Education Department and the student's advisor. **Additional documentation of evidence may be attached.**

**Teacher Candidate:** \_\_\_\_\_

**Semester:** \_\_\_\_\_

**MUW Instructor:** \_\_\_\_\_

**Course:** \_\_\_\_\_

Area(s) Needing Improvement	Action Steps Taken	Satisfactory Progress		Action Steps Completed	
		YES	NO	YES	NO
Were the areas of improvement satisfied within the timeline?	<input type="checkbox"/> Yes <input type="checkbox"/> No  <b>If no, recommendation for removal from the program should be noted below in the comments.</b>				

MUW Instructor Comments: \_\_\_\_\_

.....

\_\_\_\_\_  
*Teacher Candidate's Signature*

\_\_\_\_\_  
*Date*

## Assessments in the Educator Preparation Program

Eight (8) Key Assessments are used to evaluate Teacher Candidate’s knowledge, skills, and dispositions. The achievement data from all key assessments along with other program data (i.e., enrollment, completion, job placement, satisfaction/quality surveys) are used to monitor and evaluate the Educator Preparation program for continuous improvement.

### EPP Key Assessments

KEY ASSESSMENT	COURSES
3-day TIAI Unit Plan	ED 302
5-day TIAI Unit Plan	Advanced Methods
10-day TIAI Unit Plan	Internship
Video Self-reflection	ED 302 or ED 311/Advanced Methods/Internship
Professional Dispositions	All clinical-based courses/Internship
Impact on Student Learning	ED 306/Advanced Methods/Internship
Educational Philosophy	ED 302/311, Advanced Methods, and Internship
Professional Portfolio	Begins with the ED 200/ED 302 courses and continues 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.

#NEVERSTOPLEARNING