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Welcome

We are glad you have chosen to enter one of the Teacher Education programs at The University of Mississippi. We wish you success and offer support in your goal to further your education. It is our desire that your time spent here is both challenging and rewarding.

The Teacher Education Graduate Handbook was written to help answer questions and/or address concerns that may arise during your graduate program. We realize that each candidate’s program is unique, but it is hoped that this handbook will help guide you in your endeavors. Program requirements and policies are included in this document and all candidates need to become familiar with these. This handbook may not answer all your questions about each of the graduate programs. You may be referred to the Graduate Catalog, The M Book, or other publications. While it is your responsibility to see that all requirements are met, faculty and staff will be glad to assist you and to answer any questions you may have.

The Graduate Catalog has specific information regarding admission policies, academic regulations, and requirements for degrees. Candidates are responsible for being aware of and adhering to the policies and procedures set forth in the Graduate Catalog. Policies and procedures are subject to change; therefore, always refer to the most current handbook and notices posted on our web page.

Again, welcome to the Department of Teacher Education. It is our sincere wish that we provide you with a rigorous and challenging program as you prepare for significant positions in your chosen specialization.

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The School of Education's professional programs operate from a well-developed strategic action plan that first evolved in 1985. The plan has been revisited and updated continually. The plan aligns purposefully with the university's goals and builds upon essential knowledge and skills, research findings and sound professional practice. The knowledge base for each of the School's academic programs serves as a foundation of the school's conceptual framework, "Educators as Reflective Professionals."

The school's conceptual framework, the mission and vision statements attest to the commitment of faculty and staff, whose dedication and scholarly pursuits inspire curricular models and bring a spirit of innovation. All this translates into an outstanding education for students in the School, who graduate as reflective professionals with the knowledge, skills and dispositions to facilitate lifelong learning in an interactive and diverse society. In harmony with this conceptual framework, the strategic plan continues to be modified as stakeholders revisit issues annually. The School seeks to make the plan a dynamic document based on current research and societal needs. The School of Education is proud of its legacy and optimistic about the future.

The School of Education's theme, "Educators as Reflective Professionals", captures the mission and vision of the unit and offers direction for systematic and continuous review and improvement of its professional development programs.

**Mission**

The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond. (Approved November 7, 2014)

**Vision**

We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others. (Approved October 10, 2014)
Program Coordinators & Staff

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“Teachers as Facilitators” Knowledge Base

Each graduate program offered by the Department of Teacher Education is built on eight themes that embody the idea that teachers are facilitators, whether they are operating at the master, specialist, or doctoral level. Themes are aligned with the conceptual framework of the School of Education and its mission. The themes are reflected in all program courses where candidates are engaged in reading, research, discussions, simulations, reflection, and application intended to help them grow in their abilities as professionals.

T -- Thinking and problem solving: A teacher uses knowledge of the learning process and fosters thinking skills and complex conceptual learning as well as more basic skills and learning.

E -- Equality and respect for diversity: A teacher develops an understanding of and a respect for individual and cultural diversity.

A -- Appropriate teaching strategies: A teacher understands how to effectively use a variety of instructional strategies appropriate to his/her discipline to maximize student learning.

C -- Communication and cooperation: A teacher understands the nature of schools as a part of a social system. A teacher communicates sensitively with learners, their families, professionals, and others in a manner which includes an understanding of the special vocabulary specific to his/her discipline.

H -- Human development and curriculum: A teacher understands the continuum of human growth and development and the nature of different discipline structures. A teacher implements an appropriate and conceptually spiraling curriculum.

E -- Esteem, autonomy, and lifelong learning: A teacher engages learners in active, self-monitoring roles and develops personal standards and career aspirations. A teacher develops in his/her students' expectations of becoming life-long learners and professional educators.

R -- Relevance: social and global: A teacher relates experiences in the school to critical issues in our local and global society.

S -- Supervision, management, and guidance: A teacher effectively supervises and guides learners and utilizes effective techniques for classroom management and behavior.
Expectations for Candidates

Work Ethic
Candidates should dedicate nine or more hours per week for each course taken. Entering a graduate program requires a substantial commitment of time and energy. Candidates must be prepared to spend time not only in class but also outside of class reading, writing, and conducting research. While it is a demanding experience, its purpose is to broaden the candidate’s knowledge and awareness of the complexity of education and society.

Forms of Expression
This is a program that prepares educators as reflective professionals; therefore, candidates are expected to use standard and effective forms of oral and written communication. Additionally, all papers and projects submitted to the faculty, unless otherwise stated, should follow the form and style documented in the Publication Manual of the American Psychological Association, 6th Edition. Finally, since much of what classroom teachers do is verbal in nature, the ability to communicate effectively in this form is essential. Candidates are encouraged to attend workshops conducted by the Office of Research and Sponsored Programs and the Writing Center as a means for improving these skills.

Personal Attributes and Professional Dispositions
Teachers should develop and model the dispositions that are expected of professional educators. Our accrediting agency, the Council for Accreditation of Educator Preparation (CAEP), defines dispositions as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth and development. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. Our faculty expects all candidates to exhibit dispositions characteristic of a professional educator; therefore, we take the responsibility of assessing and enhancing the dispositions of our candidates. Listed below are dispositions the Department of Teacher Education have identified as most important to an educator.

1. Exhibit poise, maturity, and sound judgment.
2. Display professionalism through attendance and dependability.
3. Display professionalism through academic integrity.
4. Maintain a positive and enthusiastic disposition toward the education profession.
5. Respond in a sensitive manner to diverse populations.
6. Accept constructive criticism in a positive manner.
7. Share and/or seek professional materials and ideas.
8. Follow appropriate policies and procedures.
9. Respect and tolerate opinions and views of others.
Candidates who fail to show acceptable dispositions during their graduate program in classes, coursework assignments, interactions with the course instructor and peers, and other situations related to the graduate program will be cited with a Disposition Infraction. If a candidate receives one of these Disposition Infractions during his/her program, the Disposition Committee will convene a meeting to discuss interventions for improvement or dismissal from the program. At the end of this meeting, the participant may be counseled or dismissed from the program.

Dismissal from the Program

In the “Expectations for Candidates” section of this handbook, personal attributes and professional dispositions were discussed. Please review that section for more specific information on this important topic. Also, it is strongly suggested that candidates review the policy statements in the University of Mississippi’s M-Book. While the M-Book is a compilation of many different policies, it is an abbreviated guide of University policies and not a complete digest of all policies. For a complete listing of policies, please visit the University of Mississippi Policy Directory.

Although not limited to the following, a student may be subject to dismissal from the program for any, or all, of the reasons listed below:

- Failure to meet any conditions specified at admission (for conditionally admitted students);
- Failure to maintain the required cumulative GPA (3.0) set forth in the Graduate Catalog;
- Receipt of a grade of C in more than one graduate level course (i.e. upon the receipt of the second C);
- Receipt of a grade lower than a C (i.e. C-, D, or F) in any graduate level course;
- Engagement in behavior that is deemed inappropriate for effective school educators. This includes failure to demonstrate appropriate personal attributes and professional dispositions;
- Failure to respond appropriately to supervision;
- Violating policies and procedures established by the University, the Department of Teacher Education, or those established by a job or field experience site;
- Failure to pass the comprehensive examination after two administrations;
- Violations of standards of honesty, such as cheating, plagiarism, or knowingly furnishing false information; and
- Failure to successfully complete the dissertation and the dissertation defenses after two opportunities to defend.

In the case of dismissal, the candidate will be provided reasonable assistance to facilitate transition from the program to another academic program if deemed feasible. If the decision is for continuance, the candidate must agree to the conditions set by the faculty. Failure to adhere to these conditions may result in dismissal.

Appeal Policy

If the recommendation for dismissal is made or if a candidate wishes to appeal a grade, the candidate may follow the School of Education and University’s policy for appeal,
detailed in the M-Book. A copy of the M-Book: The University of Mississippi Handbook of Standards and Activities may be obtained from the Office of the Dean of Students or can be found on the web at https://umwebtst.olemiss.edu/sacs/pub/Item30901StudentRights/M-Book.pdf.

University Policy Directory

https://secure4.olemiss.edu/umpolicyopen/index.jsp.

The University of Mississippi Policy Directory is a collection of policies governing the University. The policies listed in the University of Mississippi Policy Directory are official and subject to change at any time. Each policy is distinguished by a code made up of two sets of letters and two sets of numbers. The first three letters distinguish the University division; for example, DSA stands for Division of Student Affairs and ADM stands for Administration and Finance. The second set of letters represents the department area within that division. For example, DS represent the Office of the Dean of Students, and FA represents Financial Aid. The two sets of numbers represent the individual policies within that department or area. When one sees the policy DSA.DS.400.001, the division responsible for the policy is the Division of Student Affairs, the department responsible for the policy is the Dean of Students, and 400.001 outlines the University policy regarding the official Recognition of Student Organizations.

Use this handbook and the M-Book as a guide, but be sure to check the Policy Directory for all current and updated policies at the University of Mississippi.

The Graduate Catalog

This important publication has been mentioned several times throughout the handbook. Candidates are advised to obtain a copy and become familiar with the policies that affect their programs. The catalog is published each year and it becomes the candidate’s responsibility to be aware of information necessary for the timely completion of a graduate degree. The notice of admission to Graduate School indicates the particular catalog (year) for each candidate. The Graduate Catalog may be found on the Graduate School Website.

Funding Opportunities for Graduate Candidates

Candidates are urged to check with the Graduate School, The Office of Research and Sponsored Programs, and the Teacher Education office in the School of Education for information and applications regarding scholarships and fellowships. Other sources of financial support can be found on the Graduate School web page.

For example, some organizations and publishers will provide financial assistance to candidates conducting research in specific areas. Since such funding opportunities change often, periodic checks are suggested. Candidates who have presentations accepted at professional meetings are eligible to apply for travel assistance from the Office of Research and Sponsored Programs.
Admission Requirements at a Glance

For those who are unsure which degree program is the right fit, our quick reference degree requirements chart can help.

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>GPA</th>
<th>GRE/Praxis</th>
<th>Certification / Experience</th>
<th>Written Preliminary Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master of Education (M.Ed.) Degree</strong></td>
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<tr>
<td>Elementary Secondary</td>
<td>3.0 GPA on last 60 hours undergraduate work</td>
<td>Praxis II content scores (six points higher than Mississippi licensure requirement)</td>
<td>Hold or be eligible to hold a Class A teaching certificate in content area</td>
<td></td>
</tr>
<tr>
<td>Special Ed, Early Childhood Ed.</td>
<td>3.0 GPA on last 60 hours undergraduate work</td>
<td>Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These include: Praxis II Content Scores (6 points higher than MDE Licensure requirement) or competitive Graduate Record Examination (GRE: all sections).</td>
<td>Undergraduate degree *see track options for licensure/non-licensure</td>
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</tr>
<tr>
<td><strong>Master of Arts in Teaching</strong></td>
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<tr>
<td>NAT</td>
<td>3.0 GPA overall or on last 60 hours of undergraduate work or in subject you wish to teach Must pass transcript analysis</td>
<td>Pass Core Academic Skills for Educators (CASE) Assessment and Praxis II area content (Priority for admission given to those who pass by March 1 deadline).*</td>
<td>Writing sample</td>
<td></td>
</tr>
<tr>
<td>MTC</td>
<td>3.0 GPA overall or on last 60 hours of undergraduate work or in subject you wish to teach Must pass transcript analysis</td>
<td>Pass Core Academic Skills for Educators (CASE) and Praxis II. (Please note that you do not have to take the Praxis (CORE) and II area content before applying to the Mississippi Teacher Corps. However, if accepted, you will need to take and pass both Praxis tests before the start of summer training.)*</td>
<td>Writing sample</td>
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<tr>
<td><strong>Education Specialist (Ed.S.) Degree</strong></td>
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<tr>
<td>Elementary Secondary Special Ed</td>
<td>3.25 GPA on all previous graduate work</td>
<td>Competitive scores on GRE General Test (Verbal Reasoning, Quantitative Reasoning, Analytical Writing) General Test (Verbal Reasoning, Quantitative Reasoning)</td>
<td>Hold or be eligible to hold a Class AA teaching certificate plus 2 years of teaching or two years of relevant professional experience. (letter from employer required)</td>
<td>Writing sample</td>
</tr>
<tr>
<td>Doctor of Education (Ed.D.) Degree or Doctor of Philosophy (Ph.D.)</td>
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<tr>
<td>Elementary (Ed.D.)</td>
<td>Secondary (Ph.D.)</td>
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<tr>
<td>Special Education (Ph.D.)</td>
<td>3.5 GPA on all previous graduate work</td>
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<tr>
<td>Competeive scores on GRE General Test (Verbal Reasoning, Quantitative Reasoning, Analytical Writing)</td>
<td>See specific degree</td>
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<tr>
<td>Hold or be eligible to hold a Class AA teaching certificate plus 2 years of teaching or two years of relevant professional experience. (letter from employer required)</td>
<td>Submit an admission statement and successfully complete a preliminary written exam and oral interview under conditions set forth by the graduate faculty</td>
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*For MAT/MTC applications, it is possible to replace a Praxis Core with an ACT or SAT score. Required scores are: ACT – 21 composite; SAT – 990 composite

Conditionally admitted candidates must meet requirements specific to each degree program area and are not eligible for financial aid.
Graduate Programs in Teacher Education

The teacher education programs prepare professionals in four areas.

- Early Childhood Education
- Elementary Education
- Secondary Education - content areas: English, Mathematics, Science (Biology, Chemistry, Physics), and Social Studies
- Special Education

Master of Education (M.Ed.)

M.Ed. graduates are prepared to exhibit extensive mastery, depth, and sophistication in their coursework and in their classrooms. They are aware of current and emerging research and its implications for classroom practice. As a result of their classroom experiences, interactions with colleagues and faculty, and continued study, they think reflectively about classroom practice and ways to enhance it.

The M.Ed. programs enhance excellence in teaching by encouraging individual growth and application of research-based techniques and emerging theory in the classroom. In addition, these programs build on basic-level preparation that teachers have received and require more in-depth study, reading, research, and sharing with classmates in a professional, collegial, and academic setting.

M.Ed. candidates complete a 30-hour program in early childhood education, elementary, secondary, and special education; 45 clock hours of field-based learning opportunities; and successful completion of a graduate capstone project. Each program includes three foundation courses (9 hours): EDCI 603: Measurement and Evaluation for the Classroom Teacher, EDCI 601: Advanced Curriculum & Theory, and EDRS 605: Educational Research.

- The Early Childhood Education program has two tracks: Track 1 (licensure) and Track 2 (non-licensure). Track options are decided upon admission to the program.
- The Elementary Education program emphasizes 15 hours in a language arts/reading or math/science focus.
- The Special Education program includes 15 concentrated hours in the Special Education area.
- The Secondary Education program includes two (2) options. **Option 1**: fifteen (15) hours of education courses and six (6) hours of courses in the content area. **Option 2**: one three (3) hour course in Advanced Teaching Methods and eighteen (18) hours of courses in the content area.

Master of Arts in Teaching (MAT)

The Master of Arts in Teaching (MAT) is a 36-hour alternate certification program for candidates who currently hold a bachelor's degree in a field other than education. The MAT program focuses on the pedagogical content knowledge and skills needed for secondary instruction. Included in the program is an internship to give the candidate firsthand experiences in the 7–12 classroom. MAT candidates may apply for certification in English, math, science (biology, chemistry, physics) or social studies. Please see the MAT website for current information.
Mississippi Teacher Corps in Curriculum and Instruction (MTC)

The Mississippi Teacher Corps (MTC) leads to a Master of Arts in Teaching and is a 36-hour alternate certification program for candidates who currently hold a bachelor’s degree in a field other than education. The MTC program focuses on the pedagogical content knowledge and skills needed for secondary instruction. Students in the MTC teach for two years in a high need district in Mississippi while earning their masters. MTC candidates may apply for certification in English, math, science (biology, chemistry or physics) or social studies. Please see the MTC website for current information: mtc.olemiss.edu

Education Specialist (Ed.S.)

Ed.S. graduates exemplify the highest standards of teaching and serve as mentors to others in their fields. They apply personal and systematic reflection to all aspects of professional growth and development. They possess extended knowledge of research as it applies to the classroom setting and they are able to utilize technology and research in order to improve their classrooms and schools through acquiring grants, focused inquiry, and reflective practice.

Ed.S. candidates must complete 60 hours of graduate study beyond the bachelor’s degree (30 hours above the M. Ed.). The Ed.S. degree offers candidates a program with emphasis in elementary, secondary, or special education and is intended for candidates who wish to earn a post-master’s graduate degree that leads to an AAA certification. All Ed.S. candidates complete a manuscript for submission to a peer-reviewed periodical, make a presentation to a professional group, and complete 65 clock hours of field-based learning opportunities.

Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.)

Doctoral graduates are prepared to be educational leaders. Many assume positions at Universities as teacher educators, curriculum directors, state department of education personnel, or leaders in other educational settings. Many of them also add educational leadership courses to their program and assume administrative roles in the school. A few doctoral graduates choose to remain in their classrooms serving as leaders and mentors for their colleagues. Doctoral level graduates generate, utilize, and apply research and theory in curriculum development and communicate ideas with other professionals in the field.

Doctoral degree graduates complete a program of study that requires a minimum of 99 graduate hours of coursework post bachelors, which includes 18 hours of dissertation. A minimum of 30 hours above the M.Ed. degree must be taken at The University of Mississippi. These hours do not include dissertation hours. In addition, the graduate must successfully complete and orally defend a dissertation representing independent and original research. Each doctoral graduate will complete 75 clock hours of field-based learning opportunities and successfully complete a written comprehensive examination.

The Doctor of Philosophy (Ph.D.) in Education with an emphasis in special education is sixty-nine (69) hours above the master’s degree. Candidates in the program acquire deeper
and broader skills and knowledge of the field of special education. Doctoral level classes emphasize current research-based theories and practice. This program is a course of study designed to prepare its graduates for Higher Education academic positions at research institutions.

**Emotional Disability Certificate**

The EmD (emotional disability) certificate program in special education specializing in emotional and behavioral disorders prepares teachers to be interventionist in the field of Emotional Behavior Disorders in order to address the needs of individuals with EmD rulings.

The program philosophy focuses on meeting the needs of individual students who have emotional and behavioral disorders. Upon completion of the program, teachers are prepared to assess, analyze and problem solve the challenges of learning for students with emotional & behavioral disorders and their families, focusing on the objective of providing effective teaching practices, behavioral supports, and instructional strategies.

**Gifted Certificate**

The Gifted Endorsement is designed to prepare educators with the knowledge base and competencies necessary for the appropriate education of gifted and talented learners. These 12 credit hours are necessary for the Mississippi Supplementary Endorsement in Gifted Education. Students pursuing certification in other states must check with their State Department of Education for certification requirements.
Admission Guidelines

The information below will answer questions regarding the steps for admission to the University of Mississippi and the School of Education Department of Teacher Education.

APPLICATION DEADLINES

<table>
<thead>
<tr>
<th>Semester Enrolling</th>
<th>Completed Application</th>
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<tbody>
<tr>
<td>Spring</td>
<td>October 1</td>
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<tr>
<td>(M.Ed. face-to-face programs only)</td>
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<tr>
<td>Summer</td>
<td>April 1</td>
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<tr>
<td>(required for Elementary Ed. Online and Early Childhood Ed.)</td>
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</tr>
<tr>
<td>Fall</td>
<td>May 1</td>
</tr>
</tbody>
</table>

1. Application: Applicants must complete the online Application for Graduate Admission. The first and most important step in the application process is the completion of the Application for Graduate Admission. This form must be completed online at http://www.olemiss.edu/gradschool. If you have any problems with completing the application, please call the Graduate School at 662.915.7474

2. GPA: Applicants are required to have at least a minimum grade point average (GPA) for full admission. Minimum GPA requirements are listed below:
   - Master of Education Program (M.Ed.): The undergraduate GPA requirement for full admission into the M.Ed. program is 3.0; conditional admission may be considered when GPA is between 2.75-2.99.
   - Master of Arts in Curriculum and Instruction (M.A.T.): The undergraduate GPA requirement for full admission into the MA program is 3.0.
   - Education Specialist Program (Ed.S.): The GPA requirement for full admission into the Ed.S. program is 3.25.
   - Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.): The graduate GPA requirement for full admission into either the Ed.D. or Ph.D. program is 3.5.

3. Transcript: We require official transcripts in order to process applications.
   - If you are a graduate of The University of Mississippi you are not required to submit official transcripts. Your transcripts are on file.
   - If you are not a graduate of The University of Mississippi you are required to submit official transcripts from all institutions you have attended during and following
your undergraduate/graduate work. All transcript(s) must be sealed and stamped with the institution’s seal to confirm authenticity.

- To obtain your official transcript, contact the registrar or records office at the institution from which you graduated. Many institutions will allow you to order a transcript electronically. If you elect to have the transcript sent directly to your home address, please do NOT open the envelope(s) or the document(s). Opened documents will be considered unofficial. Transcripts should be mailed to the address below:

  UM Graduate School  
  P.O. Box 1848  
  University, MS 38677-1848  
  Email: gschool@olemiss.edu  
  Fax: 662-915-6557  
  Phone: 662-915-7474

- Please note that immunization records must also be submitted to Student Health. You may wish to ask your school or university to send these with your transcripts.

4. GRE & Praxis II: Ed.D. and Ph.D. applicants must have competitive scores on the GRE® General Test in each of the test areas (Verbal Reasoning, Quantitative Reasoning, and Analytical Writing). M.Ed applicants must submit official Praxis II scores with a minimum of six points higher than state requirements in content area. MAT applicants must submit official Praxis Core scores before an application is considered.

  - Applicants may find information regarding the GRE General Test and Praxis at www.ets.org. Official scores should be sent to The University of Mississippi, School of Education department by ETS. Student issued copies of scores are not accepted.

  - Praxis content area test codes:
    Early Childhood: 5024 (or any elementary content exam)
    Elementary: 0011/5011; 0014/5014; 0017/ 5017
    Secondary/MAT Biology: 0235/5235; English 5038 or 5041; Mathematics 0061/5061; Social Studies 0081/5081; Chemistry 0245/5245; Physics 5265 or 5081
    Special Education: 0354/5354

5. Graduate Reference Forms: Applicants must submit two completed Graduate Reference forms (Excluding MAT & MTC).

  - Principals, peer teachers, former professors, or educational professionals may complete the Graduate Reference forms.

  - These forms are located online at http://grad.education.olemiss.edu/forms/te-graduate-reference-form/. You should email the link to your references, and be sure to include for them the full name your application is under and the program for which you are applying.
6. Teaching License: Applicants must hold or be eligible to hold a current and valid Class A Teaching License (Class AA for Specialist or Doctoral Programs) with an endorsement in the area for which they have applied (Excluding MAT & MTC).

Please send a copy of your teaching license by email, fax, or mail to:
Megan Black
Graduate Studies Office
meblack@olemiss.edu
229 Guyton
P.O. Pox 1848
University, MS 38655
662.915.6718

Note to graduating seniors: To apply to Graduate School prior to receiving your license, we must receive both your official transcript and Praxis scores. We will then consider you “eligible for licensure,” and admissible to our M.Ed. programs. You will need to obtain your teaching license after you graduate, and provide proof of licensure when you receive it from the Department of Education.

7. Letter of Work Experience: Specialist and doctoral applicants are required to submit evidence of two (2) years of K-12 teaching experience or two years of relevant professional work experience in the form of a letter from your employer on letterhead.

- The letter should be emailed, faxed, or mailed to the Graduate Studies Office (contact information listed in #6).

8. Writing Sample: Writing Sample will be specific to each degree program as follows:

a. Specialist of Education applicants: Please answer each of the following essay questions and submit to the Graduate Studies Office.
   - What is your personal philosophy of teaching and learning?
     Please include current educational issues and reference well-known educators/researchers related to the topic(s).
   - Why are you seeking an advanced degree from the University of Mississippi?
     Please include personal goals and future professional plans.

b. Master of Arts (MAT) applicants: Please answer each of the following essay questions and submit to the Graduate Studies Office.
   1. What do you view as the greatest need in education and what characteristics do you possess that would allow you to address this need?
   2. What would you like to have accomplished after five years in the teaching profession?

c. Master of Arts (MTC) applicants: Please submit a writing sample in response to a video.

d. Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.) applicants: Please submit an admission statement which includes:
   1. An autobiographical narrative (educational background, teaching experiences, research interests and personal goals and
future professional plans);
2. A statement of your personal philosophy of teaching and learning: briefly outline the branch of educational philosophy you subscribe to, include major philosophers and thoroughly explain why you subscribe to this theory (connect reasons for wanting to enter the Doctor of Education (Ed.D.) elementary education program or the Doctor of Philosophy (Ph.D.) secondary education program;
3. A description of experiences (for example, work, education, personal and professional development opportunities, leadership roles, etc.) that have prepared you to enter the doctoral program; include background information that strengthens candidacy for admission to the program.
   ❖ NOTE: Doctoral applicants will complete a written preliminary examination and will also participate in an oral interview with faculty representatives. Directions for preliminary examinations, dates of exams and registration forms will be sent to applicants when all required paperwork is on file.

Readmission:
• If there is a break in the enrollment for one semester (not including summer), the candidate must apply for readmission using form GS10 on Graduate School Website.
• If there is a break in the enrollment for more than one semester, the candidate must reapply for admission to the program.
   ❖ Re-admitted candidates are subject to regulations in effect at the time of re-admission.

Questions regarding the application process or requirements may be directed to:
   Megan Black
   Graduate Studies Office
   meblack@olemiss.edu
   229 Guyton
   P.O. Pox 1848
   University, MS 38655
   662.915.5986
Transfer of Graduate Credit from another Institution

Candidates may receive credit for work accomplished in recognized institutions upon the recommendation of the Department of Teacher Education and the approval of the dean of the Graduate School. Candidates may only transfer courses in which a “B” or higher has been earned. Transfer of credit from another institution will not be accepted for workshops, internships, correspondence courses and other courses of a similar nature, and for courses in which regular letter grades are not awarded. All transfer of credit is subject to the following conditions:

• The residence or degree credit requirement is not reduced;
• Students in the Masters programs must complete a GS3 form (found on the Graduate School Website);
• The other graduate school must offer a graduate degree in the field in which the work has been completed;
• The candidate must have completed at least 12 semester hours of acceptable graduate course work at the university before transfer will be considered;
• The credit must be recommended by the candidate’s department in the university as specifically applicable to the candidate’s degree program;
• In the field of education, transfer credits will only be accepted from a graduate school that is accredited for graduate study by the National Council for Accreditation of Teacher Education and by the regional accrediting association;
• There is a six-year time limit on the applicability of transferred credit.

For M.Ed. degree candidates, a maximum of six (6) hours of credit may be transferred. For Ed.S. degree candidates, no more than 12 hours may be transferred. For M.Ed. degree candidates that have already received one M.Ed. degree; not more than six (6) hours, subject to departmental approval, may be applied from a previous M.Ed. degree to a second M.Ed. degree.
Academic Planning

Program Planning and Registration for Classes
Each candidate is assigned a faculty advisor at the time of admission who will assist in writing a program plan prior to or during the first registration period. In addition to an advisor, the doctoral candidate will be assigned a dissertation committee following acceptance of the candidate’s Concept Paper by a faculty team. Program plans are flexible and advisors may be amenable to change.

Following receipt of admissions notification, each candidate should contact his/her designated faculty advisor to schedule an appointment to plan the program of study. In addition, each candidate is required to meet with or contact his/her designated faculty advisor at least once each semester. This usually takes place during priority registration periods as noted in the University calendar. Under no conditions should a candidate register for classes or change approved classes listed on the Program Sheet checklist without prior advisor approval.

Doctoral Dissertation
All doctoral candidates must adhere to the program and Graduate School requirements for conducting independent research that results in the writing of the doctoral dissertation.
Important information regarding this procedure is detailed in the Graduate Catalog. The Graduate School will also provide the candidates with a useful publication, *A Manual for Theses and Dissertations*.

Registration for a minimum of 18 credit hours of dissertation is required, and the candidate must be registered for a minimum of three hours during the semester of the defense.
Candidates are expected to follow procedures found in the current APA manual for publication and the APA guide for writing dissertation and theses. Your designated faculty advisor will provide you with additional information about requirements.

Time Limits for Completion of Degrees
The Graduate Catalog contains information regarding time limits for degree completion. Currently, a M.Ed. and/or Ed.S. degree must be completed within six years from the date of enrollment in the first course that is counted towards fulfillment of the requirements of the degree. For doctoral degrees, all required formal course work and passing the comprehensive exam must be completed within four calendar years of initial enrollment.
After passing the comprehensive exam, a student becomes a candidate for the doctoral degree and must complete all remaining requirements within five calendar years. Once advanced to candidacy, doctoral candidates should be aware of the Graduate School’s policy concerning continuous enrollment.)
Appendix A

Master of Education Programs
(M.Ed.)
(30 hours)
Checklist for progressing through the Masters (face-to-face) Degree Program

☐ 1. Receive admission letter from Teacher Education and Graduate School.

☐ 2. Receive the Teacher Education Graduate Orientation Assessment. Complete before registering for class. A departmental hold will be placed on your account until you successfully complete the Orientation Assessment.

☐ 3. Contact your faculty advisor to determine the courses you will take in your program and obtain approval for field experiences.

☐ 4. Contact your faculty advisor each semester to report your progress on field experience, and obtain approval for selected courses.

☐ 5. At the completion of 12-15 hours of coursework, contact your faculty advisor for a mid-point check on your field experiences and complete a Graduate Candidate Dispositions Instrument Mid-Point Assessment. Your designated faculty advisor should initial/rate completed items during the mid-point check. FIELD EXPERIENCE IS MANDATORY FOR GRADUATION.

☐ 6. During the semester in which you are enrolled in the last 3-6 hours of your coursework, you should apply to complete the M.Ed. capstone project. A notice regarding dates will be posted on the School of Education's website. YOU must be enrolled to complete the project.

This application can be found in the Teacher Education Graduate Handbook and School of Education website. The application must be submitted to the department secretary in Guyton Hall 316 (Fax: 662-915-6718).

☐ 7. You will apply for graduation with the Graduate Activities Office during the semester in which you take your final courses. Graduate application forms (GS8) may be found on the School of Education and Graduate School websites. Be sure to check the deadline dates. If you will finish the final courses for your program during the summer, you may walk in the May graduation by completing the appropriate application form. Note: You must complete this form in order to graduate. Program Coordinator and Advisor must sign forms before submitting. This is the student’s responsibility.

☐ 8. Submit your field experience notebook and log, for final evaluation, to your advisor four weeks before the capstone project. You must have the field experience form in the front with your faculty advisor’s initials to indicate that you have successfully completed the 45 hours field experience required. Include the necessary documentation for each field experience. Successful completion of the field experience is a requirement to graduate from the program.

☐ 9. Once the GS8 is processed you will receive an automated email from the Registrar’s Office asking you to fill out the diploma application. This will automatically put you on a list to receive other graduation information. Check your university email and the Teacher Licensure link on the Mississippi Department of Education website for instructions about upgrading your certificate.
Checklist for progressing through the Masters Elementary Online Degree Program

☐ 1. Receive admission letter from the Teacher Education Department and Graduate School.

☐ 2. During the semester in which you are enrolled in the last 3-6 hours of your coursework, you should apply to complete the M.Ed capstone project. A notice regarding dates will be posted on the School of Education website. This application can be found in the Teacher Education Graduate Handbook. The application must be submitted to the Graduate Activities Office (fax: 662-915-6718).

☐ 3. Apply for graduation with the Graduate Activities Office during the semester in which you are enrolled in the last 3-6 hours. Application forms may be found on the School of Education and Graduate School websites. Be sure to check the deadline dates. This application must be submitted to the Graduate Activities Office (fax: 662-915-6718).

☐ 4. You will finish the final courses for your program during the summer, but you may walk in the May graduation by submitting an appropriate application form approved by the department chair. See the Graduate School website for information. At the completion of 12-15 hours of coursework, contact your faculty advisor for a Graduate Candidate Dispositions Instrument Mid-Point Assessment, not to be confused with the field experience.

☐ 5. Successfully complete 45 hours of required field experience. Submit your completed documentation along with the field experience form to the online program coordinator. Successful completion of field experiences is a requirement to graduate from the program.

☐ 6. Once the GS8 is processed, you will receive an automated email from the Registrar’s Office asking you to fill out the diploma application. This will automatically put you on a list to receive other graduation information. Check your university email and the Teacher Licensure link on the Mississippi Department of Education website for instructions about upgrading your certificate.
Appendix B

Education Specialist Programs
(Ed.S.)
(30 hours)
Checklist for progressing through the Specialist Degree Program

☐ 1. Receive admission letter from Teacher Education and Graduate School.

☐ 2. Submit Teacher Education Graduate Orientation Assessment the first semester of admission. This is a requirement for graduation.

☐ 3. Contact your faculty advisor to determine the courses you will take in your program and discuss program requirements such as submission of a manuscript, professional presentation, and field experience completion.

☐ 4. Contact your faculty advisor each semester to report your progress on the manuscript and field experience requirements and obtain approval for selected courses.

☐ 5. At the completion of 12-15 hours of coursework, contact your faculty advisor and schedule a mid-point check to report your progress regarding the field experience requirements and complete a Graduate Candidate Dispositions Instrument Mid-Point Assessment. You should also provide an outline and preliminary work on the required manuscript to your faculty advisor at this time.

☐ 6. On the program sheet for the Ed.S. degree, you will find that there is a sequence set for two courses. This sequence is set to assist you in the completion of the manuscript to be submitted for publication. A requirement of the Ed.S. degree program is the development of a manuscript for publication in conjunction with the candidate’s major advisor or other faculty in the program area. This manuscript must be developed and submitted to a peer-reviewed periodical as a requirement of degree completion. For Elementary Education, EDCI 658 Trends and Issues in Teaching and EDEL 767 Field Study, serve as the foundation for this requirement. For Secondary Education EDCI 658 Trends and Issues in Teaching and EDSE 767 Field Study, serve as the foundation for this requirement. For Special Education, EDCI 658 Trends and Issues in Teaching and EDSP 767 Field Study serve as the foundation for this requirement. Note: EDCI 658 precedes EDEL/EDSE/EDSP 767 or the two courses may be taken concurrently.

☐ 7. Before the end of the program, you should have submitted the manuscript, made a presentation, and completed the 65 hours of field experiences.
   _____ Submit the manuscript for publication to a peer reviewed periodical
   _____ Make a presentation to a professional group
   _____ Complete 65 hours of field experience and submit documentation to your faculty advisor for final approval.
8. You will apply for graduation with the Graduate Activities Office during the semester in which you take your final courses. Graduate application forms (GS8) may be found on the School of Education website. Be sure to check the deadline dates. If you will finish the final courses for your program during the summer, you may walk in the May graduation by completing the appropriate application form. Note: You must complete this form in order to graduate.

9. Submit evidence of the following degree requirements to your faculty advisor.
   _____Packet of student work, including letters of correspondence and the manuscript of a completed research project submitted to a peer reviewed professional periodical;
   _____Evidence of a satisfactory, professional presentation to a professional group that may include graduate-level class and graduate faculty, or outside workshop, conference, or meeting (Candidate must see advisor for copy of an appropriate evaluation or rubric); and
   _____Completed field experience form and required documentation.

10. Submit to the Ed.S. coordinator for proof of manuscript submission, proof of professional presentation, and original Field Experience form.

11. Once the GS8 is processed you will receive an automated email from the Registrar’s Office asking you to fill out the diploma application. This will automatically put you on a list to receive other graduation information. Check your university email and the Teacher Licensure link on the Mississippi Department of Education website for instructions about upgrading your certificate.
Appendix C

Doctoral Degree Programs
(Ed.D. & Ph.D.)
(99 Hours)
Checklist for progressing through the Doctoral Program

☐ 1. Receive admission letter from Teacher Education and Graduate School.

☐ 2. Submit Teacher Education Graduate Orientation Assessment the first semester of admission. This is a requirement for graduation.

☐ 3. Contact your faculty advisor to determine the courses you will take in your program and discuss program requirements such as dissertation and field experience completion.

☐ 4. Contact your faculty advisor each semester to report your progress and obtain approval for selected courses.

☐ 5. During the semester in which you are enrolled in the last hours of your coursework, you should apply to take the comprehensive exams. A notice regarding dates will be posted on the School of Education website. This application can be found in the Teacher Education Graduate Handbook and the School of Education website. The completed application must be submitted to the department secretary, in Guyton Hall 316 (fax: 662:915-6718).

△ Note: The comprehensive exam is given in the fall, spring, and summer. If you take the last class for your program during intercession, the comprehensive exam will be taken the following semester. If your final class is in the summer, you will take the comprehensive exam on the administration date during the summer, regardless of when you finish the class(es). You will receive notification of pass/fail status of your exam by email within four weeks.

☐ 6. Upon successful completion of the doctoral comprehensive exam, you may begin the dissertation portion of the doctoral program. The Doctoral Candidate Dissertation Procedures provides specific information about completing the dissertation process. You will receive this during EDEL/EDSE 700 Dissertation Seminar or it can be found in the Graduate Student Handbook. Additional information can be found on the Graduate School website.

☐ 7. Complete and submit GS7-Authorization of the Final Oral/Written Examination form, found on the Graduate School website, to the Graduate Activities Assistant two weeks prior to the scheduled dissertation defense. The committee chair will submit the Report of Final Oral/Written Examination (dissertation defense) upon successful defense of dissertation to the Graduate Activities Assistant.
8. You will apply for graduation during the semester in which you plan to defend your dissertation. Application forms (GS8) for this may be found on the School of Education website under Handbooks and forms tab. Be sure to check the deadline dates. If you will finish the final dissertation defense during the summer, you may walk in the May graduation by completing the appropriate application form. Note: You must complete this form in order to graduate.
Dissertation Review Process

- There must be at least one full semester between submission of the prospectus and the semester in which the final dissertation defense is scheduled.

A. A written dissertation prospectus will be required of every doctoral student.
B. An oral defense of the prospectus will be required.
C. The student with his/her will select a committee to evaluate the merit of the prospectus. This committee will also serve as the dissertation committee.
D. The committee should consist of at least four (4) members. One member, nominated by the dissertation chairperson, will be external to the discipline. All members of the committee shall have equal voting rights.

   See policy #10000386 for more details.
E. A single negative vote in the committee, on the prospectus, will require negotiation among the members in order to achieve reconciliation of the point(s) of objection.
F. Only if the committee cannot agree on the merits of the prospectus and, through reasoned discussion, cannot accept the prospectus unanimously, a review by a committee of the department/school will be invoked.
G. Although a unanimous vote of the committee is necessary in order to accept the prospectus, a majority vote only will be required on the final dissertation defense.

H. An approved copy of the prospectus will be filed with the Graduate School immediately following the defense.
I. Any research involving human subjects must be approved by the Institutional Review Board (IRB). To determine if this provision applies to you, please visit their website at http://www.research.olemiss.edu/cms/compliance/IRB or call the IRB office at 662-915-3929.

   Any research involving animal subjects must be approved by the Institutional Animal Care and Use Committee (IACUC). To determine if this provision applies to you, please visit their website at http://www.research.olemiss.edu/cms/toolbox/manuals or call the IACUC office at 662-915-3929.

J. When any member of the committee believes that a substantial change in the research plan has been made, the committee will be reconvened. Unanimous approval of any substantial revision is required. A report of substantial changes will be filed in the Graduate School.
K. Any committee member who does not sign the final dissertation must file an objection with the Graduate School.
Appendix D

Graduate Field Experience Log
(For All Programs except Ph.D. in Special Education)
The purpose of this field experience log is to help you develop as an educator, as a scholar, and as a steward of the profession. The experiences should be carefully selected (with your advisor) to help you meet your post-graduation goals.

As a requirement for an advanced degree in the Department of Teacher Education, candidates must complete specified hours (45 for Masters, 65 for Specialist, 75 for Doctorate) of field experience to be selected from the experiences described below. All hours must be earned during program enrollment. Candidates in specific degree programs are required to complete certain field experiences that are noted on the Field Experience Cover Sheet and in the descriptions of the experiences.
Field Experience Log Instructions

1. Schedule a meeting with your advisor
2. During your advisor meeting, jointly select experiences that will best prepare you for your post-graduation goals and help you develop as an educator, scholar and steward of the profession. Keep in mind the experiences that are required for certain degree programs and the required experiences for all programs. These selections should be identified on your Field Experience Log Cover Sheet with your advisor’s initials. **Experiences may be repeated once (with the exception of Experience 8 and 9) if they are approved by the advisor and aligned with the graduate candidate’s post-graduation goal.**

3. During your advisor meeting, jointly select diverse settings for the required experiences that will best prepare you for your post-graduation goals. These settings will be selected from the list of partner-schools the Department of Teacher Education has assembled*. Each experience must be in a distinct setting that represents diversity from your current teaching context. One experience can be from within your own school/district. These selections should be identified on your Field Experience Log Cover Sheet and initialed by your advisor.

4. During your advisor meeting, create a draft schedule for completing each jointly-selected field experience, and dates for checking in on progress of finishing those experiences.

Have the experience:
1. Read the description of each field experience to help you understand the intent of the experience
2. If you do not understand how the experience will help you grow as an educator, scholar, and/or steward of the profession, meet with your advisor to clarify the intent of the experience or jointly select a different experience.

Complete the experience:
1. Select an artifact that reflects your experience (suggestions will accompany the description of each experience). This artifact should represent your growth as an educator, scholar, and/or steward of the profession.
2. Complete a Field Experience Entry Form (electronically generated, with professional font) for each field experience artifact. Each Field Experience Entry Form will contain the following:
   - **Description of Context:** Describe the context of the experience and justify how it is a diverse setting (if applicable), and how it was meaningfully selected with the advisor.
   - **Reflection:** Describe why the experience and the representative artifact is important to your own development as an educator, scholar, and/or steward of the profession.
   - **Justification:** Describe the impact the experience will have on the learning of P-12 students.
3. Schedule a meeting with your advisor to check your progress by the jointly agreed upon schedule.
Deliver the Field Experience Log
1. Schedule a meeting with your advisor
2. Assemble the Field Experience Log Cover Sheet, Artifacts, and Field Experience Entry Forms into a single package.
3. Present the Field Experience Log to your advisor for approval and completion signature
4. Deliver the signed Field Experience Log Cover Sheet to the Graduate Activities Specialist.

*identified “partner-schools” are the result of the University of Mississippi School of Education Department of Teacher Education collaborating with school districts to identify potential field experience sites that will be beneficial to the development of graduate candidates from the Department of Teacher Education
Field Experience Log Cover Sheet

Post - Graduation Goal: 

Complete the form by providing the requested information and date in the box provided.

<table>
<thead>
<tr>
<th>Required experience for all programs</th>
<th>Hours</th>
<th>Diverse Setting</th>
<th>Advisor Initials</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit a school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>observe/evaluate an NBPTS teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>observe/evaluate a teacher candidate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present</th>
<th>Hours</th>
<th>Program Requirement</th>
<th>Advisor Initials</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>staff development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>guest lecture in a graduate course</td>
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<tr>
<td>state, regional, or national conference</td>
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<tr>
<td>Attend</td>
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</tr>
<tr>
<td>state, regional, or national conference</td>
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<tr>
<td>school board meeting</td>
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<tr>
<td>education-related court/legislative session</td>
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</tr>
</tbody>
</table>

| Write                                         |       |                     |                  |                 |
| book review                                   |       |                     |                  |                 |
| journal manuscript                            |       |                     |                  |                 |
| grant proposal                                |       |                     |                  |                 |
| lesson based on cultural experience          |       |                     |                  |                 |

| Serve                                         |       |                     |                  |                 |
| as volunteer and/or professional              |       |                     |                  |                 |
| on state, regional, or national committee    |       |                     |                  |                 |

Candidate and Advisor should discuss field experience progress each semester. Date(s) to check progress:

Field Experience Log Completion: ___________________________  Advisor Signature ______________________  Date ___________________________
Required experiences in distinct diverse settings

Each of the experiences below must be completed by all graduate candidates in separate diverse settings. Each experience must be in a setting that represents diversity from your current educator context.

Diversity is defined by the National Council for Accreditation of Teacher Education (NCATE) as “Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area” (p.86). This definition may help graduate candidates in jointly selecting, with their advisor, diverse settings that aid their development as an educator, scholar, and steward of the profession.

1. Visit a school (5 hours)

Visit a “diverse school site” outside your school district that you jointly select with your advisor from the list of partner schools supplied by the Department of Teacher Education. Spend at least 5 hours at the site. Make observations regarding the diversity at the site, including teachers, students, staff and scheduling. Compare and contrast the school site with your own school site, considering the curriculum and instructional practices, demographics, special programs, and classroom environment (teacher and student behaviors) observed at the site. You may also describe how this experience impacts your role as a teacher. Submit your paper to your advisor for review and place in your field experiences notebook.

Artifacts: Notes from observation and paper CF= Advocates for Diverse Learners

2. Observe and evaluate a NBPTS teacher (5 hours)

Observe one entire class period within a “diverse school site” that you jointly select with your advisor from the list of partner schools supplied by the Department of Teacher Education. Evaluate the lesson taught by a National Board for Professional Teaching Standards certified teacher and have a conversation with the teacher around your evaluation. Consider the perceived effectiveness of the lesson and connect techniques used to effective teaching practices. Use a teacher evaluation instrument (TIAI or M-STAAR) to guide your evaluation, including comments on the indicators. Have the NBPTS teacher sign and date the evaluation. Based on your observations, written evaluation, and conversation with the NBPTS teacher, describe in a two- to three-page double spaced paper how this experience will enhance your own instruction/practice. Submit your paper to your advisor for review and place in your field experiences notebook.

Artifacts: Evaluation instrument, notes from post observation conversation, and paper CF=Lifelong Learners
3. Observe and evaluate a teacher candidate (5 hours).

Observe a teacher candidate during the student teaching experience in your content area or grade level. Complete this task in a “diverse school site” that you jointly select with your advisor from the list of partner schools supplied by the Department of Teacher Education. Observe one lesson and have a conversation with the teacher candidate around your evaluation. Use a teacher evaluation instrument (TIAI or M-STAAR) to guide your evaluation, including comments on the indicators. Have the teacher candidate sign and date the evaluation. In a two- to three-page reflective paper, consider how this experience has affected your perception of the importance of clinical instructors in undergraduate student teaching experiences. Also consider the effectiveness of the lesson and connect techniques used to effective teaching practices.

Artifacts: Evaluation instrument, notes from post observation conversation, and paper CF=Lifelong Learners, Problem Solvers, Effective Communicators
Additional experiences

Present...

1. Staff development (5 hours)
Prepare and present a staff development session that will be of benefit to the faculty/staff in your school or work setting. The participants of the staff development session and your immediate supervisor should evaluate the session using an evaluation form that you develop. These evaluations should be analyzed for the strengths and weaknesses of the presentation.

2. Guest lecture in a graduate level course (5 hours)
Prepare and present a guest lecture for a class in which you are not enrolled. Your presentation should reflect your own experiences and expertise.

3. State, regional or national conference (5 hours)
Propose, prepare, and present a talk, paper, poster, or workshop at a state, regional, or national conference. Consider how the experience helped you develop as an educator, scholar, and/or steward of the profession.

Attend...

4. State, regional or national conference (5 hours)
Attend a state, regional, or national conference. Take notes on each seminar/workshop attended. Summarize how you will use this information in your classroom to enhance student learning.

5. School Board Meeting (5 hours)
Attend a School Board meeting where issues that concern you will be discussed/debated. Consider how your attendance helped you meet your post-graduation goals and affected your perception of educational administration. Take notes during the experience. Consider the implications for you as a classroom teacher. (Maximum 1 meeting may be submitted for credit.)

6. Education-related court/legislative session (5 hours)
Attend a court or legislative session where issues related to your classroom context are being discussed/debated. Take notes during the experience. Consider how the experience has affected your understanding and feelings about legal/legislative issues related to education and educational policy.

Write...

7. Book review (5 hours)
Read a recently published book from within your content area. Submit a book review to a professional journal in your content area.
8. Journal manuscript (15 hours)
Write and submit a manuscript (as first author) following a refereed journal's specifications in your field.

9. Grant proposal (5 hours)
Write and submit a grant proposal for funding for an educational institution or project. Consider the impact on student learning or potential impact on student learning.

10. Curriculum based on experience (5 hours)
Based on a cultural or academic activity in which you participated, develop a lesson plan for a class you teach or for a grade level you plan to teach. Videotape or have another teacher evaluate the lesson as you teach it to a class. Evaluate your own lesson and consider the strengths and weaknesses of the lesson and how you will improve the lesson for future use. Use a teacher evaluation instrument (TIAI or M-STAAR) to guide the evaluation of your lesson.

Suggested activities may include:
   - Attendance at a play or live theatre event (e.g., Phantom of the Opera);
   - Touring a research center (e.g., National Center for Acoustics);
   - Touring an industrial complex (e.g., Nissan);
   - Touring a museum (e.g., National Civil Rights Museum)

Serve...

11. Community or professional volunteer (5 hours)
Participate in a volunteer and/or professional service activity that has educational significance. In a reflective journal, describe how the activity improved your problem-solving skills and/or communication skills as well as the impact on student learning.

12. State, regional or national committee (5 hours)
Serve a state, regional, or national organization as an officer or member of a committee. Take notes on each meeting attended. Consider how your work will enhance student learning.
Appendix F

Miscellaneous Forms
(For All Programs)
Department of Teacher Education  
Advance Individual Study Form

Student Name: ____________________________  
Student ID #: ____________________________

Semester/Year: ____________________________

Course Title & Hours:

EDCI 651, Advanced Individual Study: ____________________________
EDEC 651, Advanced Individual Study: ____________________________
EDEC 652, Advanced Individual Study: ____________________________
EDEL 651, Advanced Individual Study: ____________________________
EDEL 652, Advanced Individual Study: ____________________________
EDRD 651, Advanced Individual Study: ____________________________
EDRD 652, Advanced Individual Study: ____________________________
EDSE 651, Advanced Individual Study: ____________________________
EDSE 652, Advanced Individual Study: ____________________________
EDSP 651, Advanced Individual Study: ____________________________
EDSP 652, Advanced Individual Study: ____________________________

Purpose: __________________________________________________________

Product: __________________________________________________________

Timelines: _________________________________________________________

Grading Expectations: _______________________________________________

Instructor Comments: 
At the beginning of the semester, submit a signed copy of this form to the Department of Teacher Education, Guyton Hall 316.

Beginning Course Signatures             Ending Course Signatures

Student’s Signature          Date          Student’s Signature          Date

Faculty’s Signature           Date          Faculty’s Signature          Date

Chair/Assistant Chair’s Signature  Date  Chair/Assistant Chair’s Signature  Date

Copy to: Student_______Faculty______Department_______
Program Committee and Dissertation Concept Agreement

Name ___________________________ Date ______________________

ID # ___________________________ Phone ______________________

E-mail __________________________

Anticipated Graduate Date ________________

The purpose of a Program Committee is to provide critical input and guidance as the candidate plans to enter the dissertation phase of the doctoral program. Candidates must develop a concept paper consisting of approximately 3-5 pages outlining the problem statement, potential questions, and a rationale supported by a brief literature review to share with potential committee members. The purpose of the concept paper is to gain committee support for a topic selected by a doctoral candidate and it should indicate that the student has researched the topic before development of a concept. Once the student receives the signatures, the concept paper and this completed agreement should be submitted to the Committee Chair.

Signature of the Candidate ___________________________ Date ________________

Committee Members:

The following signatures indicate that the faculty listed has reviewed the dissertation concept paper and each agrees to serve as a committee member on this candidate’s dissertation committee.

<table>
<thead>
<tr>
<th>Committee Member</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*External Member</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*External member must be outside the Teacher Education Department.
Department of Teacher Education
Internship Form

Student Name: ____________________________  Student ID #: ____________________________

Semester/Year: ____________________________

Course Title:
☐ EDCl 727: Internship  Hours requested: ______
☐ EDEL 727: Internship  Hours requested: ______
☐ EDSP 727: Internship  Hours requested: ______
☐ EDSE 727: Internship  Hours requested: ______

Activities involved in Internship (research, experiments, observations, design of materials, teaching, etc.):

Grade:
☐ A  ☐ C  ☐ F
☐ B  ☐ D  ☐ I

Instructor Comments on product:

Beginning Course Signatures

Student’s Signature  Date

Faculty’s Signature  Date

Chair/Assistant Chair’s Signature  Date

Copy to: Student_______Faculty_____Department_______
Department of Teacher Education
Dissertation Form

Student Name: ________________________________  Student ID #: ________________________________

Semester/Year: ________________________________

Course Title:

☐ EDEL 797: Dissertation  Hours requested: ______
☐ EDSP 797: Dissertation  Hours requested: ______
☐ EDSE 797: Dissertation  Hours requested: ______

Goal(s):
__________________________________________________________________________________________

__________________________________________________________________________________________

Timeline:
__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Grade:
☐ Pass
☐ Fail

Instructor Comments on product:
__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Beginning Course Signatures                              Ending Course Signatures

__________________________________________________________________________________________

__________________________________________________________________________________________

Student’s Signature        Date        Student’s Signature        Date

Faculty’s Signature         Date        Faculty’s Signature         Date

Chair/Assistant Chair’s Signature  Date  Chair/Assistant Chair’s Signature  Date

Copy to: Student______Faculty_____Department______
# Graduate Disposition Infraction Form

**Department of Teacher Education**

**Candidate Name:**

**Course number or Incident outside of class:**

<table>
<thead>
<tr>
<th>Disposition Infraction</th>
<th>Check all that apply</th>
<th>Explain incident in detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit poise, maturity and sound judgment. CF = Lifelong Learners, Problems Solvers, Effective Communicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display professionalism through attendance and dependability. CF = Effective Communicators, Lifelong Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display professionalism through academic integrity. CF = Effective Communicators, Lifelong Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain a positive and enthusiastic disposition toward the education profession. CF = Lifelong Learners, Advocates for Diverse Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond in a sensitive manner to diverse populations. CF = Lifelong Learners, Advocates for Diverse Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accept constructive criticism in a positive manner. CF = Problems Solvers, Effective Communicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Share and/or seek professional materials and ideas. CF = Users of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow appropriate policies and procedures. CF = Effective Communicators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect and tolerate opinions and views of others. CF = Effective Communicators, Advocates for Diverse Learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a candidate is given a disposition infraction, this will trigger an automatic meeting with the Professional Dispositions Committee. At the end of this meeting, the candidate may be counseled or dismissed from the program.

Signature indicates that candidate has reviewed and received a copy of the form and does not necessarily indicate agreement.

**Signature of Professor:** ___________________________ **Date** ___________________________

**Signature of Graduate Student:** ___________________________ **Date** ___________________________
Graduate Candidate Dispositions Instrument
Mid-Point Assessment

To be completed by a current professor and employer:

Degree Program and Area: ____________________________  Academic Advisor: ____________________________
Candidate Name: ____________________________  Student ID#: ____________________________
Form Completed By: ____________________________  Title/Position: ____________________________

Evaluation Scale: 0 = Unacceptable  1 = Emerging  2 = Acceptable  3 = Target

<table>
<thead>
<tr>
<th>U (0)</th>
<th>E (1)</th>
<th>A (2)</th>
<th>T (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

1. Demonstrates an expectation that all students can learn and are a vital part of the learning community.
   Dispositions: Caring, equality, professionalism  CF: Advocates for Diverse learners, effective communicator  InTASC: 1, 2, 8
   - Does not communicate high expectations for learning to all students and does not hold students accountable for meeting instructional goals. Students do not feel valued.
   - Inconsistent in communicating to all students that they are capable of meeting learning expectations. Some students do not feel valued.
   - Frequently and clearly has high expectations for students of all levels and frequently holds students accountable for meeting instructional goals. Students are treated as valuable members of the classroom.
   - Consistently and clearly has high expectations for students of all levels and consistently holds students accountable for meeting instructional goals. Students feel like valued and contributing members of the classroom.

2. Displays sensitivity to students’ needs.
   Dispositions: Caring, Equality, Authentic Assessment  CF: Advocates for diverse learners, problem solver, effective communicator  InTASC: 2, 3, 6, 7
   - Lacks sensitivity to individual student needs: Does not use knowledge of student backgrounds, interests, experiences, and prior knowledge to make instruction relevant and meaningful.
   - Is sensitive to some students’ needs: Demonstrates some understanding of student backgrounds, interests, experiences, and prior knowledge. Does not effectively use the information in developing learning experiences that are relevant and meaningful.
   - Is sensitive to most students’ needs: Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively uses this knowledge in developing learning experiences that are relevant and meaningful.
   - Is sensitive to all students’ needs: Demonstrates a thorough understanding of student backgrounds, interests, experiences, and prior knowledge. Effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful.

3. Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.
   Dispositions: Professionalism, Collaboration, Excellence  CF: Effective communicator, problem solver, user of technology  InTASC: 10
   - Is generally uncooperative in the classroom and is defensive when provided with constructive criticism.
   - Is generally cooperative and listens to criticism, but does not change behavior.
   - Cooperates in the classroom and accepts constructive criticism in a positive manner and changes accordingly.
   - Adds to the classroom environment with valuable ideas, is extremely cooperative, and is always looking and asking for ways to do better and learn more.

4. Models poise, maturity, and sound judgment
   Dispositions: Professionalism/Leadership  CF: Life-long learner  InTASC: 9
   - Lacks poise, maturity, and sound judgment: Has been more than 5 minutes late, dressed inappropriately, or absent without notification.
   - Lacking in poise, maturity, or sound judgment: Has been a few minutes late, has more than 2 absences, and/or should dress more professionally.
   - Almost always exhibits poise, maturity, and sound judgment: Has never been tardy, has never been absent 1 – 2 times (with notification), and dresses professionally.
   - Consistently models poise, maturity, and sound judgment: Has never been tardy or absent, completes all after and before school duties, and dresses professionally.

5. Engages in continuous self-evaluation and improvement.
   Dispositions: Excellence, Transformation  CF: Life-long learner, problem solver, effective communicator  InTASC: 9
   - No self-evaluation is evident.
   - Occasionally evaluates self, but makes no improvements.
   - Almost always exhibits poise, maturity, and sound judgment: Has never been tardy, has been absent 1 – 2 times (with notification), and dresses professionally.
   - Consistently models poise, maturity, and sound judgment: Has never been tardy or absent, completes all after and before school duties, and dresses professionally.

6. Acts as a steward of the profession.
   Dispositions: Professional Practice, Collaboration, Leadership  CF: Effective communicator, problem solver  InTASC: 9, 10
   - Does not participate in professional activities and/or has made inappropriate comments concerning the teaching profession.
   - Participation in professional activities is limited and is apathetic toward the teaching profession.
   - Participates in professional activities and exhibits a positive attitude toward teaching.
   - Plays a leadership role in professional activities and is enthusiastic about beginning a career in teaching.

Total Points Earned: ____/18

Signature of Employer/Professor  Date

Graduate candidates must submit two completed forms to their academic advisor.
Department of Teacher Education
Graduate Assistantship Application

Name: ___________________________  Student ID#: ___________________________

Address: ________________________________________________________________

________________________________________________________________________

Phone Number: ___________________  Email: _________________________________

Degree Sought: ______________________  Semester Applying: __________________

Special skills/knowledge which you possess: (For example, computer skills, research skills, etc.):

________________________________________________________________________

________________________________________________________________________

Work Experience (last 5 years only – attach resume):

________________________________________________________________________

________________________________________________________________________

Degrees held and institutions granting those degrees (attach all transcripts if you earned a degree at another institution):

________________________________________________________________________

________________________________________________________________________

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
</table>

Please list two of your most recent professors to be contacted for references:

1. _________________________________________________________________

2. _________________________________________________________________

Students working as graduate assistants may enroll in 9 hours of course credit during the fall and spring terms.