

2023-2024

**GRADUATE
HANDBOOK FOR**
Teacher Education

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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 graduate student'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 graduate students 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. Graduate students 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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School of Education (SOE)

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)

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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 graduate students 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 Graduate Students

Work Ethic

Graduate students should dedicate nine or more hours per week for each course taken. Entering a graduate program requires a substantial commitment of time and energy. Graduate students 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 graduate student's knowledge and awareness of the complexity of education and society.

Forms of Expression

Teacher Education graduate programs prepare educators as reflective professionals; therefore, graduate students 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 latest version of the Publication Manual of the American Psychological Association. Finally, since much of what classroom teachers do is verbal in nature, the ability to communicate effectively in this form is essential. Graduate students 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.

Grades

Students may receive quality grades of A, A-, B+, B, B-, C+, C, C-, D, or F on graduate course work, but grades of C-, D, and F are not acceptable for graduate credit. Graduate students must maintain at least a B = 3.0 average on all graduate work undertaken.

Please see the Graduate School Academic Regulations for additional information.

Personal Attributes and Professional Dispositions

Teacher Education graduate students 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 graduate students to exhibit dispositions characteristic of a professional educator; therefore, we take the responsibility of assessing and enhancing their dispositions. Listed below are dispositions the Department of Teacher Education have identified as most important to an educator; however, the TE Department expects all of our graduate students to adhere to the

entirety of the Mississippi Educator Code of Ethics (please see: <https://www.mdek12.org/node/683>).

- The graduate student accepts constructive criticism in a positive manner. (MCoE 1)
- The graduate student exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during their time in the program. (MCoE 2)
- The graduate student provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (MCoE 4)
- The graduate student maintains a professional relationship with all students both inside and outside professional settings. (MCoE 4)
- The graduate student demonstrates maturity and sound judgment in all interactions with students, peers, university, P-12 personnel, school districts, and parents. (MCoE 4, 5, 6, 10)
- The graduate student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)
- The graduate student protects confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)

Failure to Meet Personal Attributes and Professional Dispositions

Students 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. This infraction will be logged into the SOE Assessment System by the faculty member. If a graduate student receives a disposition infraction, a disposition committee will convene a meeting to discuss interventions for improvement or dismissal from the program. The Program Coordinator will notify the disposition infraction committee, which will not include the faculty member who completed the disposition infraction form. After the disposition meeting, the graduate student may be counseled, issued conditions for continuing in the program, or recommended for dismissal from the program. **All disciplinary documentation must be recorded in the SOE assessment system by the faculty member or program coordinator.**

Failure to Meet Academic Performance Expectations

In the "Expectations for Graduate Students" section of this handbook, personal attributes and professional dispositions are discussed. Please review that section for more specific information on this important topic. Also, it is strongly suggested that graduate students 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 School and 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;
- Academic dishonesty (see M Book);
- Failure to pass the comprehensive examination after two administrations;
- Failure to successfully complete the dissertation and the dissertation defenses after two opportunities to defend.

Failure to Meet the Disposition and/or Academic Expectation Process

If a Department of Teacher Education course instructor, faculty, or Program Coordinator recognizes a disposition/academic related infraction by a graduate student, the following procedure will be implemented:

1. The instructor informs the student that an infraction (disposition or academic) is forthcoming.
2. The course instructor, faculty, or program coordinator will complete the appropriate online infraction form on a graduate student. The form is sent to the Program Coordinator, the Department Chair, and the student.
3. Upon receiving notification of the infraction, the student will be asked to log on to the assessment system and electronically sign the form within 7 days of the submission of the infraction. The signature indicates they've received the form. It does not necessarily indicate agreement with the information contained in the form.
4. The Program Coordinator will form an infraction committee. The committee will be led by a Program Coordinator and will not include the referring party who completed an infraction form on the graduate student undergoing review.
5. The committee will meet with the graduate student and review the infraction(s).
6. The committee's recommendation will be logged electronically in the assessment system and sent to the student. The student will log into the assessment system after the conference within 7 days of submission of the committee's recommendation and will click submit to indicate they have read it.
7. If the disposition infraction committee recommends dismissal, the recommendation will be sent to the Graduate Dean for a decision.
8. If the graduate student intends to appeal the Graduate Dean's decision, they may refer to the M Book Appeals process. The M Book can be found at:

<https://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>

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

Appeal Policy

Dispositions Decision Appeal:

If a graduate student is dismissed from the program or wishes to appeal a sanction after a disposition infraction is issued (see policy above) the graduate student may file an appeal within 15 days of the disciplinary action. The graduate student should use the following steps to appeal:

1. The graduate student will notify the Program Coordinator that he/she wishes to appeal the recommended decision.
2. Graduate student writes narrative about the incident and their appeal of the decision directly into the SOE Assessment System on their page in a text box (limited number of characters) and submits.
3. This triggers an email to advising office/chair.
4. The chair conducts an appeals meeting with the graduate student.
5. Chair goes to the Disposition Reports/Individual Report tab in their Main Menu, enters graduate student ID number, and enters outcome and comments in the textbox.
6. Graduate student logs in to their page to see the outcome. If the graduate student does not intend to appeal further, he/she clicks submit to indicate he/she has read the information and the student's signature is recorded in the assessment system.
7. If the graduate student wishes to appeal further, he/she should notify the Chair of Teacher Education who will then send all documentation to the Graduate School Dean.

Appeal of an academic misconduct disciplinary action:

If the appeal is related to academic misconduct (plagiarism, and/or other academic misconduct) the appeal process will be done first through MyOleMiss and not the SOE Assessment System. Faculty must log the event into MyOleMiss under "Academic Discipline." The process will then follow the 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://communications.olemiss.edu/wp-content/uploads/sites/5/2017/10/MBook.pdf>

* If an academic misconduct appeal fails to clear the student of all sanctions (through following the M-Book policy) or the student does not appeal, faculty in Teacher Education may submit a disposition infraction for the incident so that it is recorded in the SOE Assessment System.

Grade Appeal:

Any grade appeal will follow the policy outlined in the M-Book.

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. Graduate students 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 graduate student'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 graduate student. The Graduate Catalog may be found on the Graduate School Website.

Travel Funding Opportunities for Graduate students

Travel awards may be made to assist students traveling to national or regional professional meetings in order to present the results of collaborative research.

Graduate students 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 (Travel Grants).

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

There is no set deadline, but **application must be made prior to the initiation of travel**. No funds will be awarded if the application is received after the travel has occurred. Funds for this program are limited.

The following items must accompany the Travel Authorization Form and Graduate Student Travel Form:

1. Conference announcement
2. Acceptance letter from the conference
3. Abstract

*****Only students presenting are eligible for funds.**

Forms must be signed by the Department Chair and the student requesting travel funds. Upon return from the conference, the student must submit a **Travel Reimbursement Form**. Only the amounts authorized will be reimbursed. All receipts from your travel **MUST** be attached to your Travel Reimbursement Form (gas, hotel, registration, flights, etc.) Due to limited funding, only **one** award per fiscal year may be granted to an individual; however, this is not a guarantee of an award. All applications require the signature of the Department Chair.

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
 - Special Populations
 - Applied Behavioral Analysis

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. graduate students complete a 30-hour program in early childhood education, elementary, secondary, or special education; 45 clock hours of field-based learning opportunities; (exception for those in ABA seeking BCBA certification) and successful completion of a graduate capstone project. **Completion of the M. Ed. does not lead to initial MS licensure for Elementary, Secondary, and Special Education programs in the Department of Teacher Education.** Each program includes three foundation courses (9 hours): EDCI 603: Measurement and Evaluation for the Classroom Teacher, EDCI 601: Advanced Curriculum & Theory, and EDCI 614: Teachers as Leaders.

The Early Childhood Education program includes 27 concentrated hours in Early Childhood Education as well as 3 hours in Educational Research.

The Elementary Education program includes 18 hours of advanced content knowledge related to research, diversity and pedagogy to impact innovative leadership and practice.

The Special Education program includes 18 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 graduate students 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 graduate student first hand experiences in the 7–12 classroom. MAT graduate students may apply for certification in English, math, science (biology, chemistry, physics), social studies, or any other subject that is allowed for initial teacher licensure according to the Mississippi Department of Education guidelines. Please see MAT website for current information.

Mississippi Teacher Corps (MTC)

The Mississippi Teacher Corps (MTC) leads to a Master of Arts in Teaching and is a 36-hour alternate certification program for graduate students 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 graduate students may apply for certification in English, math, science (biology, chemistry or physics) or social studies. Please see the MTC website for current information.

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. graduate students must complete 60 hours of graduate study beyond the bachelor's degree (30 hours above the M. Ed.). The Ed.S. degree offers graduate students a program with emphasis in elementary, secondary, or special education and is intended for graduate students who wish to earn a post-master's graduate degree that leads to an AAA certification. All Ed.S. graduate students 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.)

The Department of Teacher Education has two doctoral programs, Doctor of Education (Ed.D.) and Doctor of Philosophy (Ph.D.), that cover every area of emphasis in the department: Elementary Education, Early Childhood Education, Special Education, or Secondary Education (with further specializations in Social Studies Education, Mathematics Education, English Language Arts Education, or Science Education). These programs are designed to advance the ability of candidates to research, teach, and serve within their areas of emphasis with each program having a different focus.

The Ph.D. in Education is sixty-nine (69) hours above the master's degree. The program is research intensive and focuses on developing graduates who can assume academic positions in universities and research institutions as well as leadership positions within school districts or other educational institutions.

The Ed.D. in Education is forty eight (48) hours above the master's degree. The program is focused on enhancing the professional practice of its graduates who assume the roles of classroom teachers, local curriculum specialists and other professionals actively involved in classroom instruction, supervision, or professional development in the various areas of emphasis.

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 eligibilities.

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.

Early Childhood Public Policy Certificate

This 12 credit, web-based certificate program, consists of four courses; EDEC 610: The History of Child Development and Equity, EDEC 611: Examining Practices Policies and Key Issues, EDEC 612: Theory Analysis and Research, and EDEC 613: Policy Leadership and Advocacy. Courses examine the interrelationship of early childhood and family policies, such as health issues, before/after school care, mental health for children, families and teachers, family leave, minimum wage, and child abuse/neglect to name a few. Students enrolling in this program would be two-fold: 1) those individuals who are currently employed in early childhood public policy types of jobs already and 2) students who are enrolled in graduate programs in education, health, family studies, human services, social work.

Transfer of Graduate Credit from another Institution

Graduate students 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. Graduate students 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 graduate student 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 graduate student's department in the university as specifically applicable to the graduate student'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 **five-year time limit** on the applicability of transferred credit.

For M.Ed. degree graduate students, a maximum of six (6) hours of credit may be transferred. For Ed.S. degree graduate students, no more than 12 hours may be transferred. For M.Ed. degree graduate students 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 graduate student 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 graduate student will be assigned a dissertation committee following acceptance of the graduate student's Concept Paper by a faculty team. Program plans are flexible and advisors may be amenable to change. Following receipt of admissions notification, each graduate student should contact his/her designated faculty advisor to schedule an appointment to plan the program of study. In addition, each graduate student is required to meet with or contact his/her designated faculty advisors at least once each semester. This usually takes place during priority registration periods as noted in the University calendar. Under no conditions should a graduate student registers for classes or change approved classes listed on the Program Sheet checklist without prior advisor approval.

Doctoral Dissertation

All doctoral graduate students 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 graduate students with a useful publication, *A Manual for Theses and Dissertations*.

Registration for a minimum of 18 credit hours of dissertation is required, and the graduate student must be registered for a minimum of three hours during the semester of the defense.

Graduate students 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, an 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 graduate student for the doctoral degree and must complete all remaining requirements within five calendar years. Once advanced to candidacy, doctoral graduate students should be aware of the Graduate School's policy concerning continuous enrollment.)

GS8 Application to Graduate

All graduate students will need to complete a GS8 Application to graduate in the last semester of coursework. Each semester, the GSO will send an email to students with instructions for completing and submitting the GS8 – Application for Graduation. The date that this email is sent varies depending on the deadline set by the graduate school. Also, the link will go live on the GSO Website on this date. This process allows the GSO to keep a copy on file. The students will be notified of this process via email, and it's outlined below so you'll know how to help us get these forms collected.

1. Students should download the GS8 from https://gradschool.olemiss.edu/wp-content/uploads/sites/36/2013/10/gs8_application_for_degree.pdf and fill it out completely.
2. The student should then send the completed form, along with their unofficial transcript, to you for approval.
3. Once you have signed the form, please return it to the student.
4. Students are then responsible for uploading their completed, signed form to our office at <https://forms.gle/yCiKrBE7oMJPrFs7>
5. Students will receive a confirmation receipt that they should keep for their records.

This process will allow us to collect all GS8s in one place, and ensures that students have a straightforward process to follow. Additionally, it gives the student a confirmation that the form has been submitted. We appreciate your help with this!

Notifications:

1. The GSO email will go out to all SOE graduate students on the last day to add or register for classes. Also, the link will go live.
2. The GSO deadline is no less than one week prior to the graduate school.

Note: The graduate school will also notify students of GS8 forms. However, the Graduate Studies office in the School of Education encourages students to use the process put in place by the SOE Graduate Studies Office.

Appendix A - Master of Education Programs

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. Your advisor will also lift your advising hold so you can register for 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 student 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. All students planning to receive their graduate degrees must be enrolled for at least 3 hours (thesis/capstone or course work) during the fall or spring semester in which they take the thesis/capstone. Those planning to graduate during the summer must be enrolled for at least one hour. **YOU** must be enrolled to complete the capstone project.
7. The graduation 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).
8. You will apply for graduation with the Graduate Studies 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. The Graduate Program Coordinator must sign forms before submitting. This is the student's responsibility.
9. 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.
10. 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.

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.
3. Apply for graduation with the Graduate Studies Office during the semester in which you are enrolled in the last 3-6 hours. Form information will be sent using the process outlined earlier in this handbook. Be sure to check the deadline dates. This application must be submitted to the Graduate Studies Office.
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 student 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 programs.
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

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 student 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 graduate student'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.
7. Before the end of the program, you should have submitted the manuscript, made a presentation, and completed the 65 hours of field experiences.
 - a. Submit the manuscript for publication to a peer reviewed periodical
 - b. Make a presentation to a professional group
 - c. 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 Studies 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.
 - d. Packet of student work, including letters of correspondence and the manuscript of a completed research project submitted to a peer reviewed professional periodical;
 - e. 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 (Graduate student must see advisor for copy of an appropriate evaluation or rubric); and

f. 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

Checklist for progressing through the Doctoral Program

This checklist was completed in consultation of the University of Mississippi Policy Directory (e.g. policy #10000386 (Doctoral Degree Requirements), the School of Education Graduate Studies Office, and current practices within the Department of Teacher Education.

1. Receive admission letter from the Graduate School.
2. Contact your faculty advisor(s) to establish your goals for the program, discuss initial research interests, determine the courses you will take (referencing current program sheet), and share program requirements such as the comprehensive exam and dissertation.
3. Contact your faculty advisor(s) each semester to report your progress, obtain support for course selections, and discuss current research interests.
4. During coursework,
 - a. Use course assignments as opportunities to explore and narrow your research interests.
 - b. Work with your faculty advisor(s) to acquire a dissertation chair that is most appropriate for your research topic. **Note:** A dissertation chair must be a Full Member of the Graduate Faculty, meaning they are Regular Faculty at Associate Professor or Professor rank who are Tenured or Tenure-Track and selected Emeritus Faculty.
 - c. Work with your faculty advisor(s)/dissertation chair to consider additional faculty members that could add value to your dissertation committee.
Note: A full dissertation committee consists of your dissertation chair, at least two additional members of the Department of Teacher Education, and one member external to the department. All must be members of the Graduate Faculty.
5. Take your comprehensive exam. The purpose of the comprehensive examination is to establish that you have satisfactorily mastered the body of academic material appropriate to the degree. **Note:** The comprehensive exam process is different for the Ph.D. and Ed.D. programs. What follows are general guidelines for both programs.
 - a. Consult with your faculty advisor(s)/dissertation chair on the appropriate time to take the comprehensive exam. The comprehensive exam for the Ph.D. in Education is given in the fall and spring semesters. If you take the last class for your program during intersession or summer, the comprehensive exam will be taken during the following semester.
 - b. During the first month of the semester in which you are enrolled in the last hours of your coursework, you should apply to take the comprehensive exams. Application for comprehensive exams involves sending an email during the first month of the semester to the Doctoral Program Coordinator, and the dissertation chair, with a completed GS5-Authorization to sit for a comprehensive examination, notifying the program coordinator of your intent to take the comprehensive exams.

- c. The Doctoral Program Coordinator will contact your dissertation chair on the content of the exam.
 - d. Administration of the exam will involve receiving instructions, a rubric, and timeline for completion of the exam.
 - e. Exams will be read by the dissertation chair and one other member of the committee.
 - f. You should receive notification of pass/fail status of your exam by email within four weeks.
 - g. Upon successful completion of the comprehensive exam you are considered a candidate for the degree and must maintain continuous enrollment.
 - h. The Doctoral Program Coordinator will submit the GS5.1-Admission to the Doctorate Degree to the Graduate School (via the School of Education Graduate Studies Office).
6. Complete and orally defend the Dissertation Prospectus, which is a written proposal of the study you will do to fulfill the requirements of the degree.
- a. A written Dissertation Prospectus is required of every doctoral student as well as an oral defense of the Dissertation Prospectus.
 - b. Consult with your dissertation chair and committee on the format and content of the Dissertation Prospectus, as well as the timeline for the delivery of the written Dissertation Prospectus and the oral defense of the Dissertation Prospectus.
 - c. Submit the written Dissertation Prospectus to the committee 2 weeks before the oral defense of the Dissertation Prospectus.
 - d. Orally defend your Dissertation Prospectus. The committee will evaluate the merit of the prospectus given the written document and the oral defense.
 - i. A single negative vote in the committee, on the Dissertation Prospectus, will require negotiation among the members in order to achieve reconciliation of the point(s) of objection.
 - ii. 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.
 - e. Upon successful defense of the Dissertation Prospectus, the dissertation chair will report (via email to the Doctoral Program Coordinator) the date of the defense and the names of the committee members.
 - i. In addition, the final Dissertation Prospectus document, with any needed changes completed, will be submitted (via email to the Doctoral Program Coordinator).
 - ii. The Doctoral Program Coordinator will submit the date of defense and the final Dissertation Prospectus to the Graduate School, via the School of Education Graduate Studies Office.

7. Complete the Dissertation Study as outlined in the Dissertation Prospectus and approved by the committee.

- a. Periodic contact with the dissertation chair and committee members are advised as you proceed with the study/analysis/writing of the dissertation.
- b. When any member of the committee believes that a substantial change to the Dissertation Study (from what was approved by the committee) has been made, the committee will be reconvened. Unanimous approval of any substantial revision is required. A report of substantial changes will be filed with the Graduate School. **Note:** Substantial changes may result in the need to redo the Dissertation Prospectus.
- c. 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.
- d. 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.

8. Apply for graduation during the semester in which you plan to defend your dissertation. Application forms (GS8-Application and Instructions to Graduate) and instructions will be sent via email by the School of Education Graduate Studies Office. Be sure to check the deadline dates sent by the School of Education Graduate Studies Office. 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.

9. Complete Survey of Earned Doctorates – This should be done 3-4 weeks before the last day of classes and submitted to the Graduate School. (See the Graduate School's The End Game - Preparing to Graduate webpage)

10. Complete and orally defend the Dissertation.

- a. A written Dissertation is required of every doctoral student as well as an oral defense of the Dissertation.
- b. Again, periodic contact with the dissertation chair and committee members are advised as you proceed with the writing of your dissertation.
- c. Consult with your dissertation chair and committee on the format and content of the Dissertation, as well as the timeline for the delivery of the written Dissertation and the oral defense of the Dissertation.
- d. Submit the written Dissertation to the committee 2 weeks before the oral defense of the Dissertation.
- e. Complete and submit GS7-Authorization of the Final Oral/Written Examination form, found on the Graduate School website, to the Doctoral Program Coordinator two weeks prior to the scheduled Dissertation defense.
 - i. There must be at least one full semester (4 months) between the submission of the Dissertation Prospectus and the semester in which the final Dissertation defense is scheduled.

- f. The committee will evaluate the merit of the dissertation.
 - i. 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.
 - ii. Any committee member who does not sign the final dissertation must file an objection with the Graduate School.
 - iii. The Dissertation Chair and/or committee members may require changes to be made to the Dissertation document prior to it being submitted to the Graduate School.
- g. Upon successful defense of the Dissertation, and completion of any required changes, the Dissertation Chair will have all committee members sign the Report of Final Oral/Written Examination.

11. The Dissertation Chair will submit the Report of Final Oral/Written Examination upon successful defense of the Dissertation to the School of Education Graduate Studies Office, who will then forward it to the Graduate School.

12. Electronically Submit Thesis/Dissertation to the Graduate School (See the Graduate School's The End Game - Preparing to Graduate webpage for the timeline to submit).

13. Complete and submit the ETD Rights, Permission, and Contact Form. (See the Graduate School's The End Game - Preparing to Graduate webpage)

14. IRB Progress Report Form – (<http://www.research.olemiss.edu/irb-forms>)
Complete form and submit to IRB office to close out your IRB.

Appendix D – Graduate Field Experience

For all programs except Ph.D., Ed.D., and the MAT

The University of Mississippi School of Education
 Department of Teacher Education
 Graduate student Field Experience Log

Cover Sheet

Name of Graduate student:

ID#

Advisors Name:

Program:	<input type="checkbox"/> Master	<input type="checkbox"/> Specialist	<input type="checkbox"/> Doctoral	
Emphasis:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Special Education	<input type="checkbox"/> Secondary Area:	

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, graduate students 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. Graduate students 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.

*****All graduate students enrolled in any Teacher Education graduate program (with the exception of the Ph.D. in Special Education and MAT) will need to submit their Field Experience Log Cover Sheet in the School of Education's Assessment System. In addition to submitting the Field Experience Log with supporting materials to your advisor, submitting the Field Experience Log Sheet in the Assessment System is a requirement for the master's degree program. Artifacts and other additional materials will not be submitted in the Assessment System.**

Field Experience Log Instructions

Schedule a meeting with your advisor

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 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 student's post-graduation goal.

***All graduate students enrolled in any Teacher Education graduate program (*with the exception of the Ph.D. in Special Education and MAT*) will need to submit their Field Experience Log Sheet in the School of Education's Assessment System. In addition to submitting the Field Experience Log with supporting materials to your advisor, submitting the Field Experience Log Sheet in the Assessment System is a requirement for the degree program. Artifacts and other additional materials will **not** be submitted in the Assessment System but will be turned in to your advisor.

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 Sheet and initialed by your advisor. 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:

Read the description of each field experience to help you understand the intent of the experience

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:

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.

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. Schedule a meeting with your advisor to check your progress by the jointly agreed upon schedule.

Deliver the Field Experience Log

Schedule a meeting with your advisor

Assemble the Field Experience Log Sheet, Artifacts, and Field Experience Entry Forms into a single package.

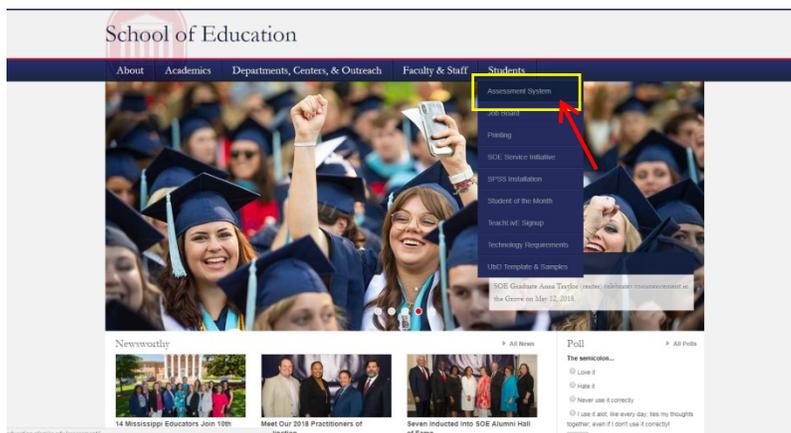
Present the Field Experience Log to your advisor for approval and completion signature. Deliver both the Field Experience Cover Sheet and signed Log Sheet to the Graduate Activities Specialist.

*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 students from the Department of Teacher Education.

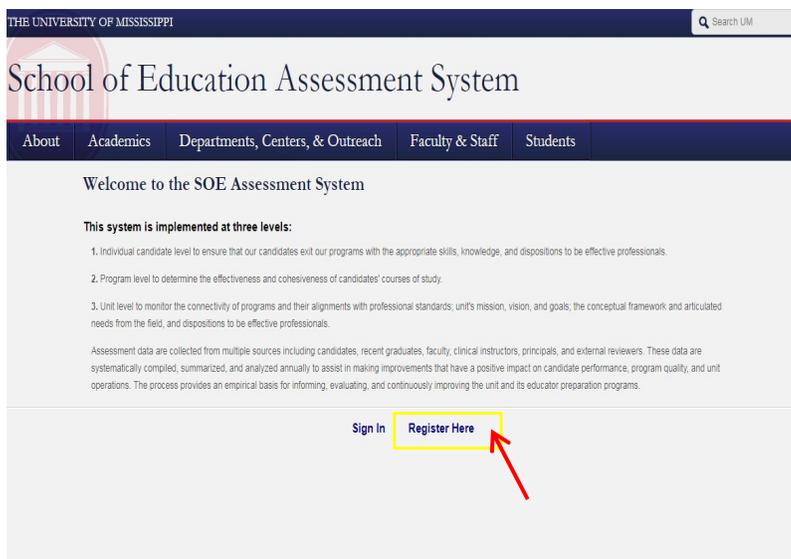
Submitting the Graduate Field Experience Log

All graduate students enrolled in any Teacher Education graduate program (with the exception of the Ph.D. in Special Education and MAT) will need to submit their Field Experience Log Sheet in the School of Education's Assessment System. In addition to submitting the Field Experience Log with supporting materials to your advisor, submitting the Field Experience Log Sheet in the Assessment System is a requirement for the degree program. Artifacts and other additional materials will not be submitted in the Assessment System.

Follow the steps below to successfully submit the Graduate Field Experience Log Sheet in the Assessment System:



Access the SOE Assessment System.
<http://education.olemiss.edu/assessment/home.php>
You can also access the Assessment System from the “Student” tab on the School of Education home page.



First time users will need to register in the system. Click, “Register Here” on the homepage to register in the system.
Graduate students that were previously enrolled in an undergraduate Teacher Education program will be able to access the system using their account used during an undergraduate program. These graduate students will click, “Sign In” and log in with their credentials.

Register your assessment system account.
Already registered? Click [here](#) to login.

Title:

Enter the following information as it would appear on your driver's license:

First Name:

Middle Name:

Last Name:

Enter the following information as it would appear on your university ID card, if applicable.

Faculty ID:

Student ID:

The following information will be your login credentials.

Email Address:

Passwords must be between 6 to 20 characters.

Password:

Confirm Password:

Revised August 2023

Register using your legal name, Student ID number, and University of Mississippi email address. We use legal names to ensure there are no duplicates in the system.
Choose your own password. You can reset it by clicking “Forgot Password” on the Login page.
Click “Register” once you have filled in all the information.

You have successfully registered your account.

Thank you for registering. A confirmation email has been sent to your address. Please click on the link in that email in order to activate your account. Once you have clicked on the link and logged in, your account will be activated.

[Click Here To Sign In](#)

[About](#)

[Academics](#)

[Departments, Centers, & Outreach](#)

[Faculty & Staff](#)

[Students](#)

Your account is now active. You may log in [here](#).

Once you have successfully registered, the page (left) will appear asking for you to activate your account. You will receive an email at the email address provided in the form to confirm your account. Click the hyperlink in the email to activate your account. The hyperlink will direct you to a page with the message “Your account is now active.”

After your account has been activated, the link in the email no longer works. You should go to <http://education.olemiss.edu/assessment> from this point to login to the assessment system. You may also access the system from the SOE home page <http://education.olemiss.edu>

Logged in as: Secondary Ed.

- Home
- Personal
 - Modify Profile
 - View Overview
 - Message Center
- Current Enrollments
- Enrollments Management
- Logout

To submit the Field Experience Log after logging into the Assessment System, click the blue rectangle icon to open the navigation menu. First, click “Personal” in the navigation menu. Next, click “View Overview” from the drop-down menu.

Student Information for [Redacted]			
Student Demographic Information			
First Name	[Redacted]	Last Name	[Redacted]
Address	[Redacted]	City	[Redacted]
State	[Redacted]	Zip	[Redacted]
Student General Information			
Student ID	[Redacted]	Student Email	[Redacted]
Time/Part-Time	[Redacted]	Teacher Assistant?	[Redacted]
Background Check	[Redacted]	Background Check Expiration	2016-09-06
			2018-08-31
Student Program Information			
M.Ed. In Secondary Education			
Session:	Fall 2018	Grade:	3.67
Graduation:	Not Graduated		
Home School:			

[View Program Info](#)

The “Student Information Overview Page” will open.

Scroll down the Overview page to the heading “Submit Assessment Instrument.” Click the yellow button “Submit Assessment Instruments.”

The “Submit Assessment Instruments” page will open. In the “Standard Instruments” box the Graduate Field Experience Log will be listed. Click submit on the right side of the box. Then, a “Submissions” box will appear. Any previous submissions will be listed here. Click the yellow “Submit New Instrument Submission” box.

The “Graduate Field Experience Log” instrument will open. Each item that is listed on the Field Experience Log Sheet can be found in the instrument.

The first item is “Visit a School.” If you completed this field experience, type the number of field experience hours you earned during the time you were enrolled in the program.

Then, select whether or not the school visit was in a diverse setting.

Next, in the comments box, type the name of the school you visited.

Then, type in the date in which the field experience item was completed.

Continue to do this, for any items on the field experience log that you have completed.

Items can be entered all at once or periodically throughout the course of the program.

The screenshot shows a form titled "Other" with the following sections:

- Other Description:** A large text input field.
- Score Ranges from 0 to 20:** A blue header section containing "Hours Range: 0 - 20".
- Other Hours:** A text input field.
- Other Comments:** A large text input field.
- Other Completion Date:** A text input field.
- Save Changes:** A yellow button at the bottom of the form, with a red arrow pointing to it.

The last item on the instrument is labeled “Other.” Please enter any Field Experience information that does not apply to items 1-15 here.

After filling out the instrument, scroll down to the bottom of the page and click the yellow “Save Changes” button to save and submit the instrument.

The instrument will not be saved or submitted unless you click on the “Save Changes” button.

Email assess@olemiss.edu with any questions
about the Assessment System
or
submitting the Graduate Field Experience Log.

Field Experience Log Sheet

Post - Graduation Goal:

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

Required experience for all programs	Hours	Diverse Setting	Advisor Initials	Completion Date
1. visit a school				
2. observe/evaluate an NBPTS teacher				
3. observe/evaluate a teacher graduate student				

Present	Hours	Program Requirement	Advisor Initials	Completion Date
4. staff development				
5. guest lecture in a graduate course				
6. state, regional, or national conference				
Attend				
7. state, regional, or national conference				
8. school board meeting				
9. education-related court/legislative session				
Write				
10. book review				
11. journal manuscript				
12. grant proposal				
13. lesson based on cultural experience				
Serve				
14. as volunteer and/or professional				
15. on state, regional, or national committee				

Graduate student 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 students 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 students 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. 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 or first year teacher (5 hours).

Observe a teacher candidate (student teacher) or a first year teacher in your content area or grade level. Complete this task in a “diverse school site” that you jointly select with your advisor. Observe one lesson and have a conversation with the teacher candidate about your evaluation. Use a teacher evaluation instrument (TIAI, M-STAAR, or state equivalent) to

guide your evaluation, including comments on the indicators. Have the teacher graduate student 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...

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.

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.

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...

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.

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.)

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...

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.

Journal manuscript (15 hours)

Write and submit a manuscript (as first author) following a refereed journal's specifications in your field.

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.

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-STAAAR) 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...

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.

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



Student Name: _____

Student ID #: _____

Semester/Year: _____

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 _____

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: _____

Student ID: _____

UM Email: _____

Phone: _____

Anticipated Graduation 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.

Committee Member	Name	Signature
Chair		
Member		
Member		
*External Member		

**External member must be outside the Teacher Education department.*



Student Name: _____

Student ID #: _____

Semester/Year: _____

Course Title:

EDCI 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

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 _____



PROFESSIONAL DISPOSITIONS

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The teacher graduate student protects confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)	The teacher graduate student reveals confidential information concerning students and/or colleagues.	The teacher graduate student unknowingly reveals confidential information concerning students and/or colleagues.	The teacher graduate student protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The teacher graduate student protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.
2. The teacher graduate student demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)	The teacher graduate student exercises unethical conduct with colleague(s). {This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a	The teacher graduate student lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The teacher graduate student demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The teacher graduate student demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.

	colleague, using coercive means, and promising of special treatment in order to influence professional decisions of colleagues.}			
3. The teacher graduate student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	The teacher graduate student fails to follow all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The teacher graduate student lacks an understanding of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The teacher graduate student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The teacher 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.

DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
4. The teacher graduate student exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the	The teacher graduate student does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive	The teacher graduate student demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.	The teacher graduate student exemplifies honesty and integrity with all stakeholders during his/her time in the program.	The teacher graduate student exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.

program. (MCoE 2)	practices regarding official policies and procedures.			
5. The teacher graduate student accepts constructive criticism in a positive manner. (MCoE 1)	The teacher graduate student is non-receptive and/or rejects constructive criticism.	The teacher graduate student listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations.	The teacher graduate student accepts constructive criticism in a positive manner.	The teacher graduate student accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
6. The teacher graduate student provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (MCoE 4)	The teacher graduate student shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The teacher graduate student plans one-size-fits-all instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The teacher graduate student provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner.	The teacher graduate student 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.
7. The teacher graduate	The teacher graduate student	The teacher graduate student	The teacher graduate	The teacher graduate

<p>student maintains a professional relationship with all students both inside and outside professional settings. (MCoE 4)</p>	<p>exercises poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.</p>	<p>exhibits inappropriate speech, electronic communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.</p>	<p>student maintains a professional relationship with all students both inside and outside professional settings.</p>	<p>student models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.</p>
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Signature of Employer/Professor

Date

Department of Teacher Education
Graduate Assistantship Application

OFFICE USE
ONLY

GPA:

Ranking:

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):

Degree

Institution

Year

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.