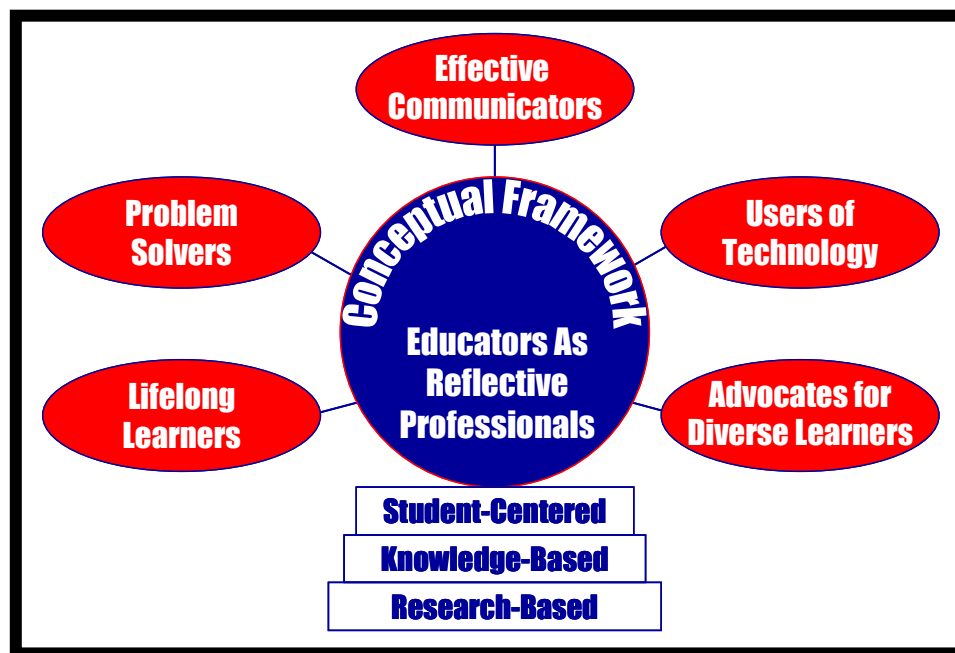


The University of Mississippi
School of Education
Department of Curriculum & Instruction

TEACHER EDUCATION

Educators as Reflective Professionals



Undergraduate Handbook

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PREFACE

This handbook, compiled by education faculty, outlines information regarding policies, procedures, and requirements governing undergraduate programs offered by The University of Mississippi School of Education. Revisions are made regularly to clarify policies and to enhance the experiences of all individuals involved in undergraduate teacher education programs at the University. The Undergraduate Handbook is prepared for teacher education candidates, clinical instructors/supervising teachers, school administrators, and university site coordinators and supervisors. Policies and procedures outlined in this handbook apply specifically to teacher education candidates placed in Professional Development School (PDS) sites and North Mississippi Education Consortium schools.

The University of Mississippi complies with all applicable laws regarding affirmative action and equal opportunity in all its activities and programs and does not discriminate against anyone protected by law because of age, creed, color, national origin, race, religion, sex, handicap, veteran, or other status.



The University of Mississippi

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Dear Teacher Education Candidate:

Welcome to the School of Education. We are pleased that you have chosen education as your profession and look forward to working with you as you prepare to enter the profession. I want to assure you that you have chosen an outstanding teacher preparation program where you will receive exemplary instruction and meaningful experiences in both the university classroom and in our partnership schools.

The faculty is committed to enhancing the knowledge, skills, and dispositions of reflective professionals to facilitate lifelong learning in K-12 classrooms. They are outstanding teachers, active researchers, and hold terminal degrees in their teaching areas.

While this handbook contains an overview of our education programs in the Department of Curriculum and Instruction at Ole Miss and guidelines that will assist you in meeting the requirements for our degree programs, it is your responsibility to be familiar with and adhere to the specific policies and procedures that affect your program of study. This information may be found in The University of Mississippi Undergraduate Catalog and in the “M” Book.

It is my hope that you will have a very enjoyable and profitable experience in the School of Education. I wish you much success as you pursue your degree. If the faculty and staff can be of assistance to you during your program of study, please let us know.

Sincerely,

Tom Burnham
Dean

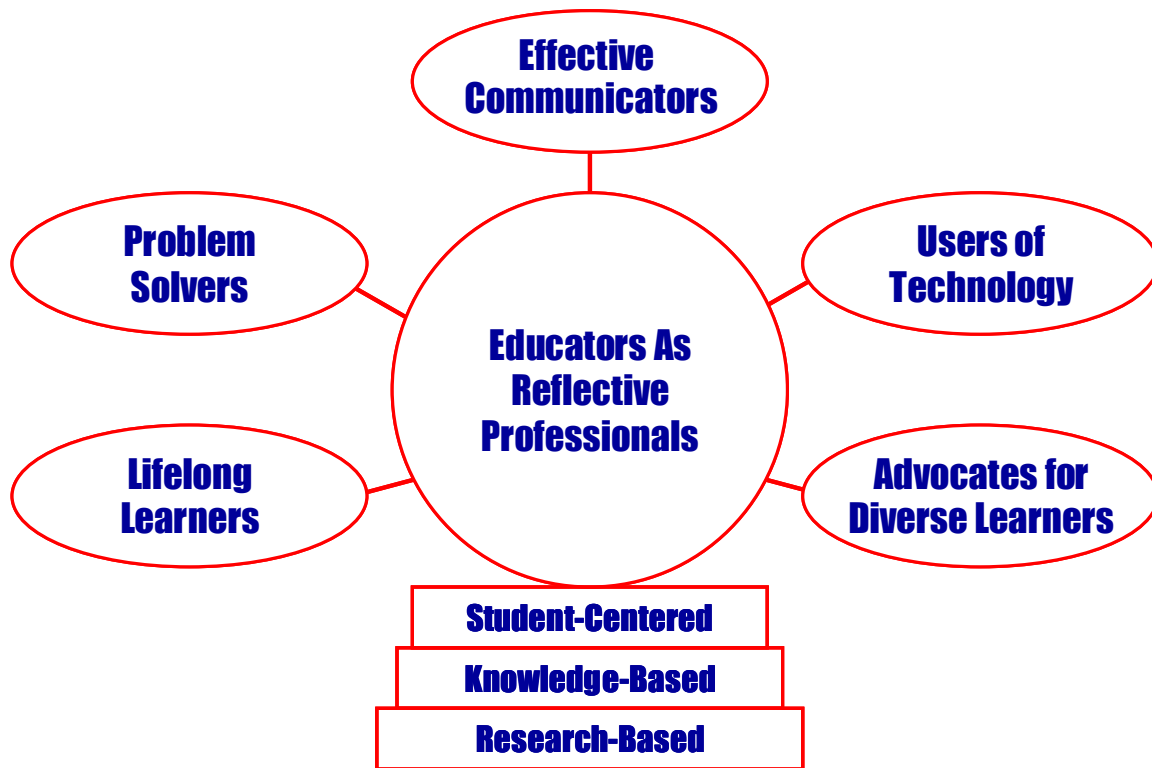
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www.olemiss.edu

The University of Mississippi School of Education

Conceptual Framework

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



Vision Statement

The vision of the School of Education at The University of Mississippi is to be an exemplary unit that prepares reflective professional educators, creates and disseminates new knowledge, and provides service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare teacher education candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

Mission of the Institution

The University of Mississippi is the oldest public institution of higher learning in the state. Its fundamental purpose is the creation and dissemination of knowledge. The University exists to enhance the educational, economic, healthcare, social, and cultural foundations of the state, region, and nation.

As a comprehensive Carnegie research extensive institution, the University offers a broad range of undergraduate and graduate programs as well as opportunities for continuing study. The University's main campus at Oxford emphasizes a traditional, residential educational experience, with a central College of Liberal Arts and several professional schools. The University's regional campuses emphasize professional offerings and primarily serve adult learners.

The University educates students to assume leadership roles in the state, nation, and world through its nationally recognized programs of undergraduate, graduate, and professional study. Its teaching, research, and service missions are characterized by equal access and equal opportunity to all who qualify.

Outcomes

As reflected in the Conceptual Framework, the School of Education strives to produce educators who are:

- **Life-long learners** who take responsibility for their own learning and continuously foster their professional renewal. Unit programs provide opportunities for candidates to reflect upon and evaluate experiences, knowledge, and skills that promote life-long learning. As candidates become confident of their knowledge and abilities, they develop dispositions of reflection and attitudes of life-long learners (Darling-Hammond, 1999; INTASC, 1995; Katz, 1985; Kraft, 2001; NBPTS, 1989; Ryan & Cooper, 2004; Spring, 2004).
- **Problem solvers** who develop solutions to improve the educational environment for all students. Effective professionals are able to establish inquiry-based learning environments that promote problem solving across all subject areas. Assisting candidates in developing the skills of critical thinking and problem solving that leads to appropriate judgment is essential in promoting reflection on student learning and achievement (Darling-Hammond, 1999; Dewey, 1933; Fenstermacher, 1994; INTASC, 1995; Kraft, 2001; NBPTS, 1989; Ryan & Cooper, 2004; Vygotsky, 1978).
- **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. In all professional programs, faculty encourage authentic and consistent communication about practice in order to promote critical reflection (Brookfield, 1995; Dewey, 1998; INTASC, 1995; ISTE, n.d.; Munby, 1986; Munby, 1989; NBPTS, 1989; Ryan & Cooper, 2004; Smith, 1990; USDE, 2005).
- **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. Demonstrating the use of multimedia as an instructional tool is an important way to support the learning process. Unit programs provide candidates with opportunities and experiences for gaining knowledge of technology and developing skills consistent with their professional needs. Candidates also reflect on the utilization of developing

technologies and learn to make critical and moral judgments about content and use of information accessed electronically (INTASC, 1995; ISTE, n.d.; NBPTS, 1989; Roblyer & Edwards, 2000; Standish, 1996; USDE, 2005).

- **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. Since K-12 students bring a diverse range of experiences to the learning environment, educators need a multicultural base and a global perspective in order to understand, appreciate, and work effectively with others whose cultural experiences are different from their own. Candidates work in diverse settings developing respect for all learners and for one another as they reflect on student learning and collaborate to promote achievement (Banks, 1994, 2001, INTASC, 1995; NBPYS, 1989; Ryan & Cooper, 2004; Spring 2004; Wells & Chang-Wells, 1992).

Unit Program Knowledge Base

Outcomes identified for the unit and its programs at The University of Mississippi are justified by the literature on teacher education. This literature clearly identifies knowledge bases that should influence the preparation of teachers (Reynolds, 1989).

Teachers as Facilitators Knowledge Base. The eight program themes that comprise the “Teachers as Facilitators” knowledge base purposefully parallel the five unit outcomes. Consistently, these themes indicate how the department’s knowledge base adheres to the expected outcomes for the entire unit. Lifelong learning, problem solving, effective communicating, using technology, and advocating for diverse learners are all themes that are revisited in the TEACHERS acronym and emphasized in each of the following programs:

- Elementary Education
- Secondary Education
- Special Education

Each program is built around eight themes, selected by the faculty and school partners, that embody and operationalize the idea that teachers are facilitators. Candidates engage in reading, research, inquiry, discussions, simulations, reflection, and applications intended to help them grow in their abilities to practice the eight program themes that are part of the department’s knowledge base and are reflected in all program courses. The eight “Teachers as Facilitators” themes are based on research; the experience, philosophy, and professional insights of the faculty; the standards of each of the specialty professional associations; and the demands and changes of the educational process (Comer, 1996; Darling-Hammond, 2000; Henderson, 1996; Katz & Raths, 1985; Pankratius & Young, 1995). The acronym TEACHERS is used as a mnemonic device and quick reference to the themes.

- 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 (ACEI, 2004; Biggs, 1993; Day, 1999; Dewey, 1933; INTASC, 1995; Loughran, 1997; NBPTS, 1989; Shulman, 1986; Vygotsky, 1978).
- E – Equality and Respect for Diversity.** A teacher develops an understanding of and a respect for individual and cultural diversity (ACEI, 2004; Banks, 1994; Gay, 1997; INTASC, 1995; Mesa-Beins & Schulman, 1994; NBPTS, 1989; Wells & Chang-Wells, 1992).
- 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 (ACEI, 2004; INTASC, 1995; Kessels & Korthagen, 1996; Marzano, R. J., Pickering, D. J., & Pollock, J. E., 2001; NBPTS, 1989).
- 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 (ACEI, 2004; Brookfield, 1995; Dewey, 1933; INTASC, 1995; Marzano, R. J., 2003; Munby, 1986; Munby, 1989; NBPTS, 1989; Poetter, 1997; Smith, 1990;).
- H – Human Development and Curriculum.** A teacher understands the continuum of human development and the nature of different discipline structures; a teacher implements an appropriate and conceptually spiraling curriculum (Elkind, 1989; Forman & Kushner, 1984; Goldberg, 1997; INTASC, 1995; Katz, 1985; Piaget & Inhelder, 1969; Vygotsky, 1962).
- E – Esteem, Autonomy, and Life-Long 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 (INTASC, 1995; Katz, 1985; NBPTS, 1989; Ploughman, 1996; Sach, 2003).
- R – Relevance: Social and Global.** A teacher relates experiences in school to critical issues in our global society (ACEI, 2004; INTASC, 1995; NBPTS, 1989).
- S – Supervision, Management, and Guidance.** A teacher effectively supervises and guides learners and utilizes effective techniques for classroom management and behavior (INTASC, 1995; NBPTS, 1989, Pickering, & Pollock, 2001).

Program Requirements

Beginning with freshman orientation, undergraduate students who have declared a major in education meet with advisors to develop a program of study in one of three program areas (elementary education, secondary education, special education). Teacher education candidates progress through each program by exploring and building knowledge, applying and reflecting on that knowledge, and practicing and refining skills through class, individual, and field experiences. Positive professional dispositions are constructed through experiences with peers, supervisors, faculty, and students in K-12 classrooms.

Advisory services are provided during priority registration as well as regular registration through the dean's office. An advising team provides academic, career, and professional information to assist students in planning a program of study in their chosen degree areas. Students are assisted in identifying and registering for appropriate courses to meet their degree program requirements. Individual student records are maintained in the dean's office and in the Department of Curriculum and Instruction office. **While each student is encouraged to meet regularly with the advising team, it is ultimately the student's responsibility for meeting all degree requirements.**

The Teacher Education Program in the School of Education is composed of three phases. The first phase is the "Core Curriculum." Candidates complete the core curriculum during the freshman and sophomore years. The second phase is the "Professional Education Core." Candidates usually enter this phase at the end of the second semester of the sophomore year or at the end of the first semester of the junior year. Before going forward into any of the professional education courses beyond EDCI 352, candidates must be admitted to phase two. The third phase is "Student Teaching."

Candidates can enter **Phase I: Core Curriculum** as an incoming freshman or by transferring with a minimum 2.5 GPA. Criteria for admission into phases two and three are described below.

Admission to Phase II: Professional Education Core

Requirements for admission to Phase II are as follows:

1. Completion of 45 semester hours. **At least forty-two of the forty-five hours must be in the Core Curriculum.** The remaining 3 hours, if any, must be in the general education (for elementary and SPED majors) and content courses (for secondary majors). Students are responsible for submitting grades to the Office of the Dean for courses taken at other institutions.

2. A grade point average of **2.75** or above on the 45 semester hours described above. Applicants who meet the test requirement (see below) and have *at least a 2.50 but less than the 2.75* on the core may appeal to the Admissions Committee by submitting a portfolio. An interview before the Admissions Committee may also be required for applicants who appeal.
3. Appropriate scores on the Praxis 1: Pre-Professional Skills Tests (PPST) or SAT or ACT scores (See below).
 - PPST Scores Required: Reading – 170 Writing – 172 Math - 169
 - Students who provide proof of an **SAT** composite score of at least 860 or an **ACT** score of at least 21 with no subtest score below 18 may be admitted to the Teacher Education Program without PPST scores. ACT or SAT scores must be from tests taken prior to admission to a college or university.
4. A formal application for admission to Phase II must be filed in the Office of the Dean by the deadline date announced.
5. Approval by the Teacher Education Committee.

Note: A minimum grade of “C” is required in all professional education courses. If this minimum of “C” is not met, the course(s) must be retaken before enrolling in the next level of professional education courses.

Admission to Phase III: Student Teaching

Applications are available on the School of Education’s Web site at www.olemiss.edu/depts/educ_school2. Student teaching applications are due the semester prior to student teaching. Deadlines are communicated via email and through classes each semester.

In order to be admitted to student teaching, a student must meet the following requirements:

1. Admission to Phase II: Professional Education Core
2. A minimum grade of “C” in professional education courses. **If this minimum of “C” is not met, the course(s) must be retaken before enrolling in the next level of professional education courses**
3. Completion of all but two courses in the teaching field (not including electives) with a minimum grade of “C”.
4. Completion of 15 hours in residency at The University of Mississippi (includes Tupelo and DeSoto campus centers)
5. Completion of courses taken by correspondence for admission to student teaching. The grade must be on file prior to admission.
6. Evidence of professional liability insurance

Description of Field Experiences

Field experiences constitute a major component of our teacher education programs. Field experiences for all programs are tied to course objectives and are designed to expose teacher education candidates to a variety of public school settings with a diverse group of learners. Because field experiences are designed to guarantee candidates diversity in their experiences, candidates will be placed in various locations and should not expect to be placed in the same school more than once. Additionally, placement in different districts may be necessary to ensure diversity. Most courses requiring field experiences are not available in the summer due to field placement limitations.

Because we have a responsibility to protect children from situations that may be harmful to them, we examine the background of teacher education applicants. All teacher education candidates are asked to complete the following checklist at the time they meet with an advisor as part of the memorandum of understanding. If “yes” is marked to any of the items, the individual is asked to provide the specifics or an explanation for the response on a separate sheet of paper. Furthermore, the individual will be asked to provide background check information at his or her own expense before being considered for admittance into the teacher education courses. The procedure used when any of the items below is marked “yes” is included in Appendix C. **Beginning in the fall semester of 2008, all teacher education candidates must have a background check completed prior to beginning any field experience. For additional information, contact the Field Experience Office.**

Check “yes” or “no” to the left of each question. *If yes, submit official copies of court record including disposition of case.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you currently addicted or currently dependent on alcohol?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you currently addicted or currently dependent on other habit-forming drugs?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Are you a habitual user of narcotics, barbiturates, amphetamines, hallucinogens, or other drugs having similar effects/
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Have you been convicted, pled guilty, or entered a plea of <i>nolo contendere</i> to a felony as defined by federal or state law?*
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Have you been convicted, pled guilty, or entered a plea of <i>nolo contendere</i> to a sex offense as defined by federal or state law?*
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Have you had a certificate/license denied, suspended, and/or revoked by another state? Have you voluntarily surrendered a certificate/license?

Sophomore and Junior Year Field Experiences

Teacher education candidates in all programs begin their field experiences in EDCI 352-Human Development and Diversity (15 hours) and EDCI 353-Effective Classroom Practices (30 hours). EDCI 352 is offered during the first semester of the junior year, and EDCI 353 is offered during the second semester of the junior year. **Elementary Education candidates** also take EDRD 355 (10 hours of observation) in the second semester of the sophomore year and EDRD 400 (5 hours of observation) in the second semester of the junior year with EDCI 353. **Special Education candidates** receive an additional 20 hours of field experiences during the spring semester of the junior year in EDSP 327 (10 observation hours) and EDSP 329 (10 observation hours).

Senior Year Field Experiences

During the first semester of the senior year, field experiences vary across programs.

Elementary Education candidates are placed in grades K-6 in PDS (Professional Development School) sites, and they spend two full days per week in the schools and two days taking related coursework.

Special Education candidates are also placed in PDS sites, and they are required to spend 40 hours in field experiences. Candidates in special education may be placed in settings across a variety of disability categories. These may range from mild to moderate disabilities to those of a severe or profound nature.

The **secondary education** program at The University of Mississippi is comprised of four content areas: English, mathematics, sciences (biology, chemistry, and physics) and social studies. Candidates in secondary education are required to complete 40 hours during the fall semester, along with completing courses for a major in their chosen content area.

During the spring semester of the senior year, all teacher education candidates are enrolled in student teaching. Student teaching in Mississippi, as required by state law, must be a full-time assignment for a minimum of twelve weeks. In the teacher education programs at UM, senior teacher education candidates are assigned to public schools for one full semester, which exceeds the minimum time required by law. Candidates work with a selected clinical instructor or cooperating teacher five days a week and receive 12 hours credit (will be changed to 9 hours in the spring of 2011) for the student teaching experience. All candidates completing student teaching must also be enrolled in EDCI 419 - Classroom Management. All candidates complete student teaching in the same setting for the entire semester.

For more information on field experiences and student teaching, please refer to the field experience manual. The field experience manual will be discussed in EDCI 353, and the student teaching requirements will be shared prior to student teaching.

Professional Commitments and Dispositions

As shown in the conceptual framework, the unit is committed and dedicated to preparing reflective professional educators who act as facilitators and leaders. Undergraduate programs enable candidates to acquire knowledge, skills, and dispositions essential for successful student learning in K-12 settings.

Professional integrity permeates the education profession at The University of Mississippi. Trust, fairness, and equity promote the success of all candidates as they demonstrate their personal and professional values in the classroom, and show their sensitivity to diversity in the school and community. The unit expects each candidate to value the rights of every student to a free, quality education.

Termination from Curriculum and Instruction Program of Study

Candidates risk suspension and/or termination from department courses and/or field experiences if either of the following occur:

- **Academic Incompetence** – Candidates who continually exhibit academic incompetence in their program area.
- **Disposition Infractions** – Two disposition infraction forms from Curriculum and Instruction instructors or University field experience supervisors. Candidates may be at risk for suspension and/or termination with the first form if the disposition infraction(s) is severe.

The Department of Curriculum and Instruction reserves the right to suspend or terminate the course or field experience of any candidate whose behavior is not consistent with the professional standards embodied in the teacher education program. The following steps will be taken if incompetence and/or a disposition infraction occurs:

- The Departmental Instructor, the University Supervisor and Clinical Instructor (i.e., Supervising Teacher) are responsible for observing and providing feedback to teacher candidates. If concerns arise about the candidate's ability to succeed as a classroom teacher due to academic incompetence, the Department Instructor or University Supervisor will contact the Coordinator of the appropriate program (i.e., Elementary, Secondary, or Special Education). If the problem is disposition related, the Departmental Instructor or University Supervisor will provide a signed infraction form to the Department of Curriculum and Instruction Departmental Secretary.
- The Program Coordinator is to send academic incompetence related matters directly to the Chair of the Department of Curriculum and Instruction and the Director of Field Experiences (if field related). The Department Chair will convene a committee to decide whether the candidate should remain in the course or field experience.

See Disposition Infractions Process (Appendix B) if a candidate's issue is disposition related.

- Dismissal during Field Experience by a school principal from a placement is considered a major disposition infraction that may result in withdrawal from a course or dismissal from the program.
- If suspension or termination is decided for either academic incompetence or disposition infractions, the candidate has the right to appeal the decision to the Dean of the School of Education.

Graduation Requirements

To be eligible for graduation, candidates must meet the requirements listed below:

1. Must have completed a minimum of 129-132 semester hours with passing grades as outlined by the chosen degree area. Freshmen entering in the fall of 2007 will be required to have a minimum of 122-124 hours to graduate
2. Must have earned a GPA of at least 2.0 of all coursework submitted in fulfillment of the course requirements for the degree
3. Must have earned a GPA of 2.0 on all coursework attempted at UM
4. Must have earned a grade of C or above on all required professional education courses **If this minimum of C is not met, the course(s) must be retaken before enrolling in the next level of professional education courses.**
5. Must successfully complete requirements for student as outlined in the course syllabus.

and

6. Must submit an application for the baccalaureate degree in education during the semester in which the candidate graduates. The candidate should consult the calendar in the current catalog for the deadline date. For additional information, contact Ms. Donna Patterson in room 240 of the Office of the Dean 662-915-5154 or dpatters@olemiss.edu.

Teacher Certification

The following information is to advise you of current licensure requirements. This document and licensure guidelines may change without notice. It is the responsibility of the applicant to remain abreast of licensure requirements.

1. Traditional Baccalaureate Teacher Education Program Candidate:

A five year educator license is granted to applicants meeting all licensing requirements and completing a state approved or National Council for Accreditation of Teacher Education (NCATE) approved teacher education program from a regionally/nationally accredited institution of higher learning.

Minimum licensure requirements are as follows:

Educational courses

A full semester of student teaching

Praxis II Principles of Learning and Teaching Test

Praxis II Specialty Area Test in Degree Area

Please visit the following link to identify specific test codes for assessments that have been validated for the state of Mississippi:

http://www.mde.k12.ms.us/ed_licensure/pdf/Praxis_test.pdf

Praxis tests are administered by the Educational Testing Services (ETS). You may register by telephone at 1-800-772-9476 or www.ets.org/praxis.

Supplemental endorsements may be added to a five-year traditional Mississippi License or a valid three-year alternate route.

Endorsements with 18 or 21 Hours

Teachers who wish to add endorsements for most major subject areas may take the Praxis II test or have 18-21 hours of coursework.

- 18 hrs are required if all coursework was completed prior to 9/1/04.
- 21 hrs are required if any portion of the coursework was completed after 9/1/04
- Grades in content areas must be C or higher.

Endorsements with Approved Programs

Some supplemental endorsements require an **approved program** of study. The programs are different at each college and for each endorsement. The **Dean of Education or designee** shall advise the teacher of the required coursework, and an institutional recommendation must be signed by the Dean or Institutional Certification Officer in order to add the endorsement to the license.

Please visit the following website for information regarding the requirements for adding specific supplemental endorsements:

http://www.mde.k12.ms.us/ed_licensure/pdf/SUPPLEMENTAL_ENDORSEMENTS.pdf

2. Basic Application Procedures for Licensure:

- a. Download **Licensure Application Packet** (Form #OEL 02-04, Sec. A-F) at www.mde.k12.ms.us/license.htm
- b. Read **Licensure Instructions** and **Checklist** (Form OEL 02-04, Sec. A, pp1-3) to locate the license for which you are applying.
- c. Collect documents required for your license and check the correlating boxes on **Licensure Checklist** (Form #OEL 02-04, Sec. A).
- d. Complete **Licensure Application** (Form #OEL 02-04, Sec. B).
- e. Send **Licensure Application Packet** and all documents required in your license category as a single **COMPLETE PACKET** to the Mississippi Department of

Education, Office of Educator Licensure, Post Office Box 771, Jackson,
Mississippi 39205-0771.

Incomplete packets will be returned to the applicant with no action taken.

Personnel File Service

Student teachers are given the opportunity to attend sessions conducted by the UM Career Center staff. At that time, instructions for writing a resume and establishing a personnel file, information about on-campus interviews, and other information concerning teaching positions are provided. The Office of the Dean recommends that every candidate take advantage of this service. The Career Center is located in room 303 of the Martindale Student Services Center (662) 915-7174.

Contact Information

Questions Related to Undergraduate Program Requirements

Dr. Whitney Webb
Assistant Dean for Certification, Advising
Room 206 Guyton Hall
Phone: 662-915-7906
Email: whitdt@olemiss.edu

Dr. Bob Plants
Assistant Dean for Advising
(Tupelo, Desoto, and Grenada)
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Questions Related to Field Experiences

Dr. Germain McConnell,
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Appendix A

Undergraduate Dispositions

Undergraduate Dispositions

Dispositions are defined by The National Council for Accreditation of Teacher Education (NCATE) 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. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. As a teacher education candidate in The School of Education at The University of Mississippi, you are expected to exhibit the dispositions listed below. In the event that you receive two (2) disposition infraction forms, a Disposition Committee will counsel with you and decide on your status in the program. Please read each disposition carefully then complete the bottom portion of this form and return to the Department of Curriculum and Instruction.

As a teacher education candidate I will:

- exhibit poise, maturity and sound judgment
- display professionalism through punctuality, appearance, attendance, and dependability
- maintain a positive and enthusiastic disposition toward the teaching profession.
- cooperate and collaborate with colleagues and respond in a sensitive manner to situational needs
- accept constructive criticism in a positive manner
- share and seek professional materials and ideas and incorporate community resources
- follow school policies and procedures
- know safety measures and how to handle emergency situations
- maintain confidentiality and ethical standards
- exhibit understanding of how to work with parents/guardians
- develop cooperative home-to-school partnerships in support of student learning and well-being
- participate in professional activities (staff development, PTA, parent-teacher conferences, group planning, etc.)
- work with community and social service agencies for the benefit of individual students and families.

I have read the above statements and agree to exhibit these dispositions while I am a teacher education candidate in the School of Education at the University of Mississippi and upon graduation while employed as a teacher.

Candidate name: _____ Date: _____

Appendix B

Disposition Infractions Process

Disposition Infractions Process

If a Department of Curriculum & Instruction Course Instructor, University Supervisor, School Administrator, or Clinical Instructor recognizes continual disposition related infractions by a candidate, the following procedures will be implemented:

1. The University Supervisor immediately completes a Disposition Infraction Form on a candidate.
2. After review of the form(s) between candidate and Instructor or University Supervisor, the candidate will be asked to sign the form. The signature is not an agreement with or to the infractions but denotes that the candidate has reviewed and received a copy of the form.
3. After the Instructor or University Supervisor has submitted a copy to the teacher candidate, the original form will be delivered to the Department of Curriculum and Instruction secretary.
4. The Curriculum and Instruction secretary will place the original in a folder and submit a copy to a) the program coordinator, b) the undergraduate's advising office, and c) the Director of Assessment.
5. When two Disposition Infraction forms on a teacher candidate have been placed in the Curriculum & Instruction's secretary's file, a disposition infraction committee will be formed by the Chair of Department of Curriculum and Instruction. **A meeting may be warranted based on the first set of disposition infractions.**
6. The committee will **not** consist of the faculty who completed a disposition infraction form on the teacher candidate undergoing review.
7. The C&I secretary will set up a meeting with the committee and teacher candidate.
8. The committee will meet with the teacher candidate and review the disposition infractions.
9. The committee's recommendation should be sent to the Chair of the Department of Curriculum and Instruction and Dean of the School of Education. Copied on the recommendation letter should be the Director of Field Experiences, Program Coordinator, and the Director of Assessment. The recommendation letter will be completed and given to the teacher candidate within 48 hours of consultation with the teacher candidate. The Director of Field Experiences will place the recommendation in the student's folder, which is located in the Dean's office.
10. If the committee recommends dismissal, the teacher candidate has the right to appeal to the Dean of the School of Education within three days of notification of the decision.
11. The Dean's response to the teaching candidate will be copied to the Department Chair, Director of Assessment, Director of Field Experiences, and the Program Coordinator.
12. If a teacher candidate is recommended for counseling and not for dismissal, a recommendation will be sent to the Chair of the Department of Curriculum and Instruction, Program Coordinator, and Director of Field Experiences. The Disposition Infraction Committee may reconvene to reassess the candidate's appeal.

Appendix C

Character Determination Due Process Procedures

Character Determination Due Process Procedures

IF ANY OF THE ITEMS ON THE CHARACTER DETERMINATION CHECKLIST ARE MARKED YES BY A POTENTIAL TEACHER EDUCATION CANDIDATE:

1. A due process committee is formed.
2. The due process committee reviews all forms including background check information on the candidate.
3. The potential teacher education candidate is given the opportunity to present his or her case before the due process committee.
4. If the candidate is dissatisfied with the decision of the committee, the candidate is allowed three days to appeal the decision to the Dean of the School of Education.

Appendix D

OTHER IMPORTANT INFORMATION FOR TEACHER EDUCATION CANDIDATES

Other Important Information for Teacher Education Candidates

1 Communication

- Check university email regularly for important announcements and updates from the School of Education
- When contacting a faculty or staff member, please identify yourself and your reason for contact
- Use standard English in all modes of communication. (email, phone, in person)

2 Requests for References

- Identify yourself and dates enrolled in class
- Keep requests reasonable
- Provide a self-addressed stamped envelope

3 Protocol for Addressing Student Concerns

Please address your concerns with the appropriate persons in this order. It is important to contact each person, in turn, should you have a concern.

A. *University Classes*: Instructor, Chair, Dean

B. *Field Experiences*: Clinical Instructor, University Supervisor, Site Coordinator, Director of Field Experiences, Chair, Dean

4 Absentee Policy

- Follow the absenteeism policy for each course

5 Waitlist

- In order to be added to a class with closed enrollment, students must go through the university waitlist system