



Revision Responsibility: Professional Education Council (PEC)
Responsible Employee: Co-Directors, Educational Field Experiences (EFE)

Purpose:

To outline policies for student teaching within the Professional Education Unit at The University of Southern Mississippi.

Policy:

About the Teacher Candidacy Internship Program at The University of Southern Mississippi:

- The teacher candidacy internship program at The University of Southern Mississippi entails two separate and successful six credit hour teaching experiences accompanied by the Professional Development Seminars (see below).
 - Details about Teaching Experience: Primarily, this work offers opportunities for teacher candidates (TC) to observe, then assist, and finally assume full teaching responsibilities in their assigned classes. Secondarily, exposure to different grades with diverse educational backgrounds while receiving extensive supervision by a university supervisor is a priority. Placements are made in private and public schools with successful cooperating teachers who have been trained by University faculty. The internship is the capstone experience for the teacher preparation program with The University of Southern Mississippi's Professional Education Unit. The unit is a community of learners who value the power of knowledge to inform, inspire, and transform lives. Its primary goal for teacher candidacy is to provide opportunities for prospective candidates to develop and strengthen the skills and competencies needed to become effective teachers. This is achieved by allowing TCs to engage in hands-on experiences that will help them bridge the gap between the theoretical and the practical dimensions of teaching. These experiences orient students to the responsibilities of a professional teacher with the support and guidance from experienced and dedicated practitioners of the field.
 - Details about Professional Development Seminars (PDS): PDS occurs at the beginning of each student teaching experience (twice each semester). It is a 1-day event except for CISE; for CISE majors, it is a 2-day event. PDS is designed to help students transition to thinking and acting like a teacher; learning the requirements of student teaching and the development of a professional portfolio within Tk20; hearing about the licensure process; hearing from principals or other school personnel about what it takes to be an excellent teacher; how to be impressive in an interview; the M-STAR process; and getting to know their University Supervisors. The morning sessions are general in nature and apply to all students. The afternoon sessions are devoted to teacher interns meeting with their own University Supervisors.

In order for students to be accepted into teacher education field experiences, they will:

- avow that all coursework leading to teacher licensure (the core subjects, education courses, major and minor areas, concentrations of study, labs, and fieldwork) will be completed before their TC field experience. Furthermore, all courses related to the certification program will be completed with a final grade of "C" or better.
- be proficient in all areas of communication. Basic to effective teaching is the ability to spell, speak, and write at college level.
- understand that all forms and submissions for teacher candidacy will be submitted using their subscription to Tk20, a web-based data management program.
- be in good academic standing at The University of Southern Mississippi. Students on probation, probation continued, or suspension status will not be admitted to teacher education field experiences until such a time when their transcript reflects that they are in good standing.
- have a minimum of 30 clock hours of clinical experience prior to teacher candidacy (15 hours of observation and 15 hours of practicum). Specific programs may require more practicum hours.
- have a minimum program GPA of 2.500 to student teach. The GPA will be based on best attempts of "total" hours completed toward degree. "Total" is defined by individual program. Remedial, repeated, and unused courses are not included in the GPA calculation.
 - Staff Technical Policy regarding 2.5000 GPA:
 - Student teaching GPAs are calculated in SOAR. If there are substitutes used for courses outside the GPA formula, SOAR will not calculate unless the substitute is manually entered through the course directive function. Because this GPA is calculated the same as the GPA at the time of graduation, individual College's Academic Advising Representatives (ACA) are responsible for the accuracy of the GPA calculation and should communicate any changes needed to the formula through the Unit and University. Should a change to the formula need to be initiated, the College ACA should contact the Assistant to the Dean for Accreditation within the College of Education and Psychology as well as the University's Student Success Center to ensure SOAR is programmed to run the GPAs accurately. To see who the ACA is by college, visit: <https://www.sum.edu/registrar/what-aca-or-ssc-member>.

Once students are admitted to an educational field experience, the following stipulations apply:

- Students are not allowed to dual enroll in another class in conjunction with student teaching because no interruptions to student teaching hours may be made. All coursework must be completed prior to student teaching.
 - Exceptions:
 - Students enrolled in the JUMP Start Alternate route program may be enrolled in CIS 694: Supervised Internship during their final semester, as well as the other classes they have left to satisfy their Bachelor's degree.
 - Only K - 12 licensure students seeking a dual degree in physical education licensure and sport coaching education permitted to enroll in HPR 419: Practicum in Coaching Education during the student teaching semester and only if the practicum hours do not interfere with the requirements of teacher candidacy. Student teaching hours must match the hours of the cooperating teacher, and practicum hours must be accumulated independently of student teaching.
- TCs have professional responsibilities for attendance just as cooperating teachers do. The TC is expected to attend faithfully. There are no free absences. Absences may occur, but the candidate must contact the supervisor and cooperating teacher prior to the absence, and excused absences will be only granted

by the supervisor. More than three days of excused absences will result in additional time in the classroom at the end of the experiences and may necessitate retaking the experience the following semester. For every tardy and unexcused absence, there will be a 25-point deduction from the total points of the experience.

- Work or family/personal commitments cannot be excuses for failing to meet the demands of teacher candidacy. If such interference occurs, students will be given the choice of withdrawing from teacher candidacy or making the personal adjustments necessary to give full attention to the program.
- Praxis II and PLT tests must be taken at least 2 months prior to the date of graduation and the scores reported to Southern Miss (code #1479).
- As a result of Mississippi Senate Bill 2658, the legislature requires fingerprinting and criminal records background checks for all new hires in Mississippi public school districts. In addition, some school districts are requiring TC to subsidize the cost of their own fingerprinting and background checks for clearance to do teacher candidacy within their district.
- The University of Southern Mississippi reserves the right to remediation and/or removal of students from their candidacy placement by district or Southern Miss request. Continuation in the program will require successful completion of a remediation plan before the student will be allowed another field placement opportunity.
- Students will abide by the policies and procedures of Southern Miss and the school district throughout the placement experience. As stated in Mississippi Statue 37-132-5, a student or intern under the supervision of a licensed teacher, principal, or other administrator shall have the protection of the laws accorded to the licensed teacher, principal, or other administrator, and shall, while acting as such a student or intern, comply with all rules and regulations of the local school board of education and observe all duties assigned to licensed teachers. Upon reporting to the assigned cooperating school, the TC becomes an associate member of the faculty. Therefore, the TC is responsible for following the same policies and procedures governing the cooperating school faculty regarding schedules, holidays, tardiness, absences, etc. During the first few days at the school, the TC should become thoroughly acquainted with the school policies and procedures. The TC may have access to information that should be treated in a confidential manner. The EFE Office expects cordial and professional rapport with district mentors. Remarks or conversations that break this confidentiality could jeopardize the TC's status and justify removal from the school. Cooperating teachers and university supervisors will notify EFE Directors if there are any concerns with the TC. Likewise, EFE expects TCs to use weekly journal entries and conversations with supervisors for areas of concern that they may have.
- Disciplinary measures should conform to the policies of the Cooperating Teacher and the cooperating school, but TCs are to never touch or paddle a student in a disciplinary action. Under no circumstances is the TC to inflict corporal punishment.
- Students will notify EFE immediately, by email, if their TC information, status, and/or needs change. Students must understand that if they drop out of candidacy during the middle of the semester, they must provide their reasoning to the Director of EFE by email.

EFE Details by Educator Preparation Program

The following chart details amount of hours required for field experiences and clinical practice by program:

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
Initial Programs			
Biology Licensure	Observation (CIS 313) Practicum (SME 460) Methods (BSC 495L)	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours.	540 hours

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	50 hours	(SME 489-490)	
Business Technology Education	Observation (CIS 313) Practicum (IT 456L) 50 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (IT 493)	540 hours
Chemistry Licensure	Observation (CIS 313) Practicum (SME 460) Methods (CHE 471L) 55 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (SME 489-490)	545 hours
Elementary Education	Observation and Practicum (CIR 309L) (CIR 407L) (CIR 343L) (CIE 301L) (CIR 412L) 120 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (CIE 480-482)	610 hours
English Licensure	Observation (CIS 313) Practicum (ENG 491L) 60 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (ENG 494-495)	650 hours
Foreign Language (French and Spanish) Licensure	Observation (CIS 313) Practicum (FL 461L) 45 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (FL 494-495)	535 hours
Mathematics Licensure	Observation (MAT 220) Observation (MAT 309) Observation (CIS 313) Practicum (MAT 457L) 45 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (MAT 489-490)	535 hours
Physical Education	Observation (HPR 210) Practicum (HPR 462L) 40 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (HPR 490-491)	530 hours
Physics Licensure	Practicum (SME 460) Observation (CIS 313) 50 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (SME 489-490)	540 hours
Social Studies Licensure	Observation (HIS 110) Observation (HIS 111) Observation (HIS 487) Practicum (HIS 488) Observation (CIS 313)	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (HIS 490-491)	550 hours

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	60 hours		
Special Education BS	Observation and Practicum (SPE 401L) (SPE 410L) (SPE 411L) (SPE 431L) (SPE 442L) (SPE 451L) 120 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (SPE 480-482)	610 hours
Master of Arts in Teaching (Alt. Rte.)	Candidates are practicing teachers. Field experience assignments from coursework are carried out in their classrooms or school. 90 hours	Candidates must secure a full time teaching position in a Mississippi school and register for a 6-semester hour supervised internship. 80 hours	170 hours
Educational Administration MEd	All EDA courses require a field-based experience.	4 semesters of internship 400 hours	400
School Counseling MEd	Practicum (SCS 651) Field-based experience (EDA 792) Field-based experience (SCS 610) 20 hours	Two-semester internship (SCS 653) 40 hours	60
Initial Programs – Accredited by Other Accrediting Organizations			
Dance Education	Observation (DED 260) Observation (DED 360) Practicum (DED 361) 38 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (DED 460-461)	528
Education of the Deaf	Observation and Practicum (SHS 312) 150 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (SHS 495-496)	640
Music Education	Observation (MED 311) Practicum (MED 312) Observation (MED 411) 50 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (MED 493-494)	540
Advanced Programs			
Deaf Education MS	13-month program with practicum experiences in each academic session	N/A	N/A
Education MEd	Candidates are practicing teachers. Field experience assignments are carried out in their classrooms in each of	N/A	80 hours

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	<p>their courses. Field assignments comprise approximately 20% of coursework.</p> <p>80 field experience hours</p>		
Education EdS	<p>Candidates are practicing teachers. Field experience assignments are carried out in their classrooms in each of their courses. Field experiences comprise approximately 20% of coursework.</p> <p>80 field experience hours</p>	<p>CIE 762 CIE 790 CIE 798 Field Research. Candidates plan, conduct, and report the results of a research-based field problem.</p> <p>120 hours</p>	200 hours
Education PhD	<p>Candidates complete a residency requiring 24 continuous semester hours of graduate study on campus within two consecutive semesters (fall, spring) excluding summer. The residency requires candidates to participate in shadowing and teaching undergraduate courses, clinical supervision, research, grant writing and all other activities in which university faculty participate.</p>	<p>CIE 898 Dissertation 12 semester hours Candidates plan, conduct research, and present a dissertation.</p> <p>120 hours</p>	120 hour minimum
Educational Administration EdS	<p>All EDA courses require a field-based experience.</p>	<p>125 hours</p>	125 hours
Educational Administration EdD	<p>All EDA courses require a field-based experience.</p>	<p>125 hours</p>	125 hours
Educational Administration PhD	<p>All EDA courses require a field-based experience.</p>	<p>125 hours</p>	125 hours
Physical Education MS	<p>3-6 hour practicum (HPR 696) 150-300 hours</p>	N/A	150-300 hours
Science Education MS	<p>Optional</p>	N/A	N/A
Special Education MEd	<p>Supervised practicum (SPE 680) with a minimum of 350 hours of direct and or indirect service (75% of time must be spend providing</p>	N/A	350 hours

	direct instructional services)		
Special Education PhD	Candidates complete a residency requiring 24 continuous semester hours of graduate study on campus within two consecutive semesters (fall, spring) excluding summer. The residency requires candidates to participate in shadowing and teaching undergraduate courses, clinical supervision, research, grant writing and all other activities in which university faculty participate.	SPE 898 Dissertation 12 semester hours Candidates plan, conduct research, and present a dissertation.	120 hour minimum
		120 hours	
Advanced Programs – Accredited by Other Accrediting Organizations			
Library and Information Science MLIS	25-hour practicum in each of three courses (LIS 508, 516, 607)	Optional	75 hours
Music Education MME	(Practicum hours in courses) MED 740 MED 736 MED 735 MED 734 40 hours	Two full-time student teaching placements comprising a minimum of 14 weeks in diverse settings and a minimum of 490 hours. (MED 693-694)	530 hours
School Psychology PhD	PSY 652 PSY 762 PSY 763 PSY 835 (6-12 hrs)	Externship (PSY 840) Internship (PSY 880) – supervised full-time practice of school psychology in an approved setting	Full-time