Enrollment andCompleters

<table>
<thead>
<tr>
<th>TRADITIONAL PROGRAMS:</th>
<th>Average GPA of Students Admitted:</th>
<th>Total Annual Unduplicated Enrollment: 934</th>
<th>Total Annual Completers: 307</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.25</td>
<td></td>
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</tr>
</tbody>
</table>

Data gathered from SOAR queries: TEACHER_ED_ENROLLED_FOR_MDE and MDE Annual Report (Table 2)

<table>
<thead>
<tr>
<th>ALTERNATE ROUTE PROGRAMS:</th>
<th>Average GPA of Students Admitted:</th>
<th>Total Annual Unduplicated Enrollment: 24</th>
<th>Total Annual Completers: 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.18</td>
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</tbody>
</table>

Data gathered from SOAR queries: NCATE_ENROLL_BY_TERM and MDE Annual Report (Table 5)

P-12 Student Demographics and Teacher Candidate Demographics

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th>American Indian</th>
<th>Asian/Pacific Islander</th>
<th>Hispanic</th>
<th>White, Non-Hispanic</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidates at USM*</td>
<td>12%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>84%</td>
<td>1%</td>
</tr>
<tr>
<td>Teacher Candidates in MS</td>
<td>21%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>76%</td>
<td>0%</td>
</tr>
<tr>
<td>P-12 Students in MS</td>
<td>50%</td>
<td>0%</td>
<td>1%</td>
<td>3%</td>
<td>46%</td>
<td>0%</td>
</tr>
<tr>
<td>Teacher</td>
<td>7%</td>
<td>1%</td>
<td>3%</td>
<td>6%</td>
<td>82%</td>
<td>1%</td>
</tr>
<tr>
<td>Candidates in US</td>
<td>16%</td>
<td>1%</td>
<td>5%</td>
<td>24%</td>
<td>52%</td>
<td>2%</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
</tbody>
</table>

Teacher Candidates at USM

Teacher Candidates in MS

P-12 Students in MS

Teacher Candidates in US

P-12 Students in US

*Rounded Up

USM Data Gathered from SOAR Query: TEACHER_ED_ENROLLED_FOR_MDE


### Student Teaching Required

Minimum Amount of Required Student Teaching Hours by Program

- Traditional: 490 hours
- Alternate Route Post-Bac (TM): 80 hours
- Alternate Route Masters (MAT): 170 hours

**Hours Required**
Field of Certification*

Area of Study by Percent of Teacher Candidates Enrolled

Policy Highlight

Traditional Route Admissions Policy

In compliance with Mississippi Senate Bill 2188, the following requirements must be met:

- Completion of a core curriculum of pre-major coursework
- *A minimum grade point average of 2.75 on the 44 semester-hour core curriculum of pre-major coursework
- A grade of “C” or better in freshman English Composition I and II
- Successful completion of the Basic Technology Literacy Exam (BTLE) or the Internet and Computing Core Certification (IC³®)
- Good academic standing at Southern Miss (a student on probation, probation continued, or suspension status cannot be admitted to teacher education until the transcript reflects good

Alternate Route Admissions Policy

Specific admissions requirements into the three alternate route pathways differ and can be found on the University’s website: https://www.usm.edu/elementary-special-technology-education/alternate-route-programs-teacher-licensure.

In compliance with Mississippi Senate Bill 2188, the following requirements must be met:

- *A minimum grade point average of 2.75 on content coursework in the requested area of certification
- Successful completion of a nationally normed ability/achievement assessment OR a teacher education normed entrance test:
  - Nationally Normed Ability/Achievement Assessment:
• A clear background check via www.certifiedbackground.com
• Successful completion of a nationally normed ability/achievement assessment OR a teacher education normed entrance test:
  o Nationally Normed Ability/Achievement Assessment:
    ▪ An ACT composite score of 21 or higher, with no scale score below 18 (all on the same test date and prior to the entrance of college)
  o Teacher Education Normed Test:
    ▪ Acceptable scores on the Praxis I Pre-Professional Skills Test (PPST): Reading Test Code 0710/5710 with a score of at least 170, Writing Test Code 0720/5720 with a score of at least 172, and Mathematics Test Code 0730/5730 with a score of at least 169. MDE will accept these scores if the educator took and passed the test before 9/1/2012.
    ▪ **Acceptable scores on the Praxis I Pre-Professional Skills Test (PPST): Reading Test Code 0710/5710 with a score of at least 172, Writing Test Code 0720/5720 with a score of at least 173, and Mathematics Test Code 0730/5730 with a score of at least 172. MDE will accept these scores if the educator took and passed the test before 12/31/2013.
    ▪ **Acceptable scores on the Core Academic Skills for Educators Test (CORE): Reading Test Code 5712 with a score of at least 156, Writing Test Code 5722 with a score of at least 162, and Mathematics Test Code 5732 with a score of at least 150. This is the most recent teacher-normed test approved by the State of Mississippi. MDE will begin accepting this test 9/1/2013 with it becoming mandatory as the new test starting 1/1/2014.

*While a student must only have a 2.75 GPA for admission, the cohort of students accepted at the time of a student’s admission must have at least a 3.00 GPA average as a whole. Thus, an individual student could be denied admission should their individual GPA bring down their cohort of

• An ACT composite score of 21 or higher, with no scale score below 18 (all on the same test date and prior to the entrance of college)

*While a student must only have a 2.75 GPA for admission, the cohort of students accepted at the time of a student’s admission must have at least a 3.00 GPA average as a whole. Thus, an individual student could be denied admission should their individual GPA bring down their cohort of students’ GPA average to less than a 3.00. Furthermore, the cohort’s average performance on a nationally normed ability/achievement assessment such as the ACT must be in the top 50% from the 2016-2017 distribution; the top 40% from the 2018-2019 distribution; and the top 33% by the 2020 distribution. For the purpose of this policy, a cohort
students’ GPA average to less than a 3.00. Furthermore, the cohort’s average performance on a nationally normed ability/achievement assessment such as the ACT must be in the top 50% from the 2016-2017 distribution; the top 40% from the 2018-2019 distribution; and the top 33% by the 2020 distribution. For the purpose of this policy, a cohort refers to all students accepted during a particular term of enrollment (i.e.: Fall, Spring, Summer).

**Even though there are several months of overlap with these tests, the educator cannot combine parts of the PPST and parts of the CORE test in order to meet certification requirements.**

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**About Southern Miss’ Professional Education Unit**

Faculty, staff, and candidates within the Professional Education Unit at The University of Southern Mississippi collaborate to generate, disseminate, and apply knowledge to improve the lives of individuals, families, and communities. Unit faculty members prepare candidates to become creative, bold, and determined educational leaders who possess the characteristics embodied within the following four core themes: the power of knowledge to inform, the power to inspire, the power to transform lives, and to empower a community of learners.

The Professional Education Unit’s conceptual framework is consistent with the University’s historical roots as a normal college, its mission, and its future. The University, since its founding in 1910, has been committed to the exemplary preparation of teachers, counselors, administrators, and other school personnel. In accordance with this history and the present vision and mission of the University, the Unit is committed to improving the educational attainment of the citizens of Mississippi, and in turn, the economic development of our state. Therefore, the mission of the Unit is fivefold: a) prepare high quality teachers and education leaders for our state; b) conduct innovative, relevant research that informs decision-making in education; c) establish strong relationships with local school districts and the Mississippi Department of Education to improve education in our state, d) promote a healthier populace; and e) enhance cultural understanding among our citizens.