**OFFICE OF CHIEF ACCOUNTABILITY OFFICER**
**Summary of State Board of Education Agenda Items**
**Consent Agenda**
**October 19, 2017**

## OFFICE OF EDUCATOR PREPARATION

D. 2017 Onsite Process and Performance Reviews of the Teacher Education Preparation Programs as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information: The Mississippi Department of Education's Annual Process and Performance Review of education programs are based on approved standards and criteria required for all educator preparation programs in Mississippi colleges and universities. The most current state review process, approved in 2013, consists of 10 process standards and two performance standards that each program must meet. Trained state examiners conduct peer reviews of the educator preparation programs and prepare a report of their findings based on the prescribed standards. Per Mississippi Code Ann. 37-3-2, the Commission on Teacher and Administrator Education, Certification and Licensure and Development reviews the state team findings and recommends to the State Board of Education each year the approval or disapproval of each educator preparation program in the state and assigns a status of "Approved," "Approved with Reservation" or "Non-Approved."

Mississippi has 15 institutions of higher learning that provide educator preparation programs that are subject to annual review and approval through the state's Process and Performance Review or state modified National Council for Accreditation of Teacher Education (NCATE) and Council for the Accreditation of Educator Preparation (CAEP) accreditation onsite review. The attached reports are results from two mid-cycle onsite reviews and review of annual data submitted by all institutions, including admit/completer information and progress of meeting targets/areas for improvements as cited in the most recent state or national review.

Recommendation: Approval

Back-up material attached

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

# OFFICE OF EDUCATOR PREPARATION

# EPP Annual Report with Targets and AFIs

# Mississippi EPP Annual Report Submission 2016-17

| College/University | Title II *Traditional* 3-Year Passage Rate | | | Title II *Alternate Route* 3-Year Passage Rate | | | CAEP Report/ Progress Report AFI/Target from last national or state visit |
|---|---|---|---|---|---|---|---|
| | 2015-16 | 2014-15 | 2013-14 | 2015-16 | 2014-15 | 2013-14 | |
| **Alcorn State University** CAEP | 83% | N<10 | 94% | --- | N<10 | 50% | AFI: Completer Content Knowledge and standard alignment; Evaluation and PD for clinical staff and university supervisors; Quality Assurance System/assessment validity and reliability Progress: The EPP has created a crosswalk that aligns content and pedagogical knowledge to state and national standards. The EPP is preparing to participate in CAEP Elem Ed SPA process. All mentors, university supervisors, and clinical staff complete training modules and other PD. The EPP has had all assessments reviewed by multiple raters and is in the process of ensuring reliability of all instruments. |
| **Belhaven University** State approved | N<10 | 100% | 100% | 81% | 96% | 83% | Target: Assessment Progress: The EPP has developed a Quality Assurance System for both initial and advanced programs. The 2016-17 school year was a beta test for the new assessment system. Data used to make improvements and revisions. EPP's goals and standards have been realigned to national and state standards. |
| **Blue Mountain College** State approved | 83% | 100% | 100% | NA | NA | NA | AFI: Cultural Diversity Progress: The EPP recruits locally and nationally to fill faculty positions. The EPP has recently hired a minority female for its full-time faculty position and a minority male as adjunct faculty. |
| **Delta State University** NCATE→CAEP | 96% | 98% | 97% | 100% | N<10 | 62% | Target: Assessment Progress: The EPP has established an assessment committee to complete annual data summary analysis reports. The EPP has implemented Teacher Work Samples (TWS) which is a key common assessment of initial programs and some advanced programs. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Jackson State University** NCATE→CAEP | 90% | 100% | 95% | 92% | 92% | 90% | AFI: Advanced Programs Assessments<br>Progress: There is a coordinator for the Educational Specialist Degree. The degree has been reevaluated and course changes have been made. Assessments are embedded in the degree. The coordinator of the program is now responsible for ensuring that data are input in to the unit's electronic database system. In addition, the other advanced programs have SPAs and data have been collected and reported at every transition point. The area of improvement was in reference to the Specialist Programs. Now that a coordinator of the program is centralized, data are collected, reported, and analyzed at all transition points. |
| **Millsaps College** CAEP | N<10 | N<10 | 100% | NA | NA | NA | AFI: Assessment, Recruitment, Quality Assurance System<br>Progress: Currently, the EPP is developing action plans to be implemented in the fall of 2017 to address all AFIs. |
| **Mississippi College** NCATE→CAEP | 93% | 98% | 98% | 100% | 100% | 68% | AFI: Candidate ability to analyze student data; Dispositions; Assessment system; Faculty scholarship; Management of programs<br>Progress: The EPP now uses tk20 to collect all data electronically and implemented key assessments across programs. Candidates analyze their own student performance data to make data-driven decisions. Rubrics are used for assessments, and assessment data is collected and analyzed. A stronger emphasis has been placed on research, publication, and professional presentations, and faculty have become more actively involved in these as it is now a requirement. Committees for all initial and advanced programs meet regularly to discuss changes, deletions, and additions to all programs. The committees bring proposals to the department's faculty and coordinate changes to the programs. |
| **Mississippi State University** NCATE→CAEP | 93% | 98% | 97% | 93% | 94% | 84% | AFI: Candidates work with ELLs<br>Progress: The EPP has ensured initial and advanced programs include coursework with diverse student populations and have a variety of clinical and observation experiences, which include ELLs and students with disabilities. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Mississippi Univ. for Women**<br>NCATE→CAEP<br>Onsite: April 2017<br><br>*Onsite Visit Report attached | 100% | 100% | 100% | NA | NA | N<10 | AFI: Data Analysis and Evaluation; Diversity<br>Progress: The Data Review Leadership team meets two to three times a year to review data and processes and make recommendations for program change based on the data collected and analyzed. Candidates interact with mentor teachers, university supervisors, and adjunct faculty which offer them opportunities to interact with a more racially diverse professional education faculty. The EPP has used good faith effort in recruiting of minority candidates to fill openings. |
| **MS Valley State University**<br>NCATE→CAEP | --- | N<10 | N<10 | X | X | X | AFI: Diversity in Clinical Experiences<br>Progress: Candidates in the initial educator preparation programs embarked upon new Field and Clinical experiences to increase exposure through diverse racial /ethnic groups. The EPP developed partnerships with two day cares. Currently, the Unit has established a Memorandum of Agreement with private and charter schools as a means to ensure that candidates have the opportunities to work with K-12 learners in diverse settings. |
| **Rust College**<br>State approved<br>Onsite: May 2017<br><br>*Onsite Visit Report attached. Rejoinder required and submitted September 2017 | N<10 | N<10 | N<10 | NA | NA | NA | Unmet: 1 Component: 12 hours of ENG in Program Study<br>AFI: Diversity, Technology, Data Collection, Recruitment<br>Progress: The program of study was revised in Fall 2016 to include 12 hours of ENG. The EPP has moved forward with purchasing Taskstream/Tk20 to collect data. The EPP has added new components to their ed tech course. The EPP will also increase recruitment efforts by implementing recruitment day, going to more recruitment events, and offer tutoring for potential candidates. |
| **Tougaloo College**<br>State approved | N<10 | N<10 | N<10 | N<10 | N<10 | N<10 | Target: Student Performance<br>Progress: The EPP continues to ensure that all candidates meet the minimum GPA and testing requirements, as well as meeting all state mandated standards for EPPs. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **University of Mississippi** NCATE→CAEP | 95% | 96% | 94% | --- | 96% | 93% | AFI: Assessment<br>Progress: The EPP has made changes to its Quality Assurance System, which includes the addition of graduate admissions data, graduate program evaluations, a new survey interface, and the development of a new and improved assessment system. The new system will begin in Fall 2017. |
| **Univ. of Southern Mississippi** NCATE→CAEP | 86% | 96% | 93% | 100% | N<10 | 86% | AFI: Ed. Leadership standards, Phys. Ed. candidates content knowledge, Stakeholder involvement in assessment system, School partners participation in field experiences, Diversity<br>Progress: The Educational Leadership program created an accreditation reporting system to enhance accreditation and reporting processes. In the Physical Education program completers from spring 2016 - fall 2016 demonstrated strong pass rates (100%) for the Praxis II: Physical Education Content Knowledge exam, indicating content knowledge of physical education concepts. The EPP has created 10 review boards (one for each licensure program) to review data and assessment processes in order to provide ongoing guidance and input to continuously enhance the assessment system. Several changes were made to student teaching as a direct result of suggestions and comments made by Advisory Board members, which include a semester-long candidacy placement for elementary majors, more opportunities for teacher candidates to analyze data for instruction, and stakeholder surveys to assess the overall clinical process. To address diversity, the EPP successfully recruited and hired two additional faculty from diverse backgrounds AY 2017 and purposefully encourages school district partners to identify mentor teachers who represent diversity within the districts. |
| **William Carey University** NCATE→CAEP | 93% | 100% | 100% | 98% | 98% | 80% | AFI: Faculty teaching load<br>Progress: The EPP has put a limit on class sizes and hired additional adjunct faculty to reduce class sizes (3 faculty and 3 support staff members). |

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

# Mississippi Educator Preparation Program Providers 2015-2016 Cohort Data

MISSISSIPPI EDUCATOR PREPARATION PROGRAMS: DATA BY PROVIDER
2015-2016

## Program Data

| Program Type | Number of Completers |
|---|---|
| Traditional Route | 1,008 |
| University/College Alternate Route | 376 |
| MS Alternate Path to Quality Teaching (MAPQT) | 102 |
| Teach for America (TFA) | 122 |
| **School Year** | **Number of Completers** |
| 2015-2016 | 1,608 |
| 2014-2015 | 1,825 |
| 2013-2014 | 2,145 |
| 2012-2013 | 2,187 |
| **Enrollment** (College/University only) | **Number of Students** |
| Enrolled in Teacher Education | 3,333 |

## Admitted and Completed Data

| Program Type | 2014-15 | 2015-16 |
|---|---|---|
| Admitted Traditional | 1,247 | 1,091 |
| Admitted Alternate Route | 397 | 391 |
| Completed Traditional | 1,095 | 1,008 |
| Completed Alternate Route | 486 | 376 |
| Completed MAPQT | 99 | 102 |
| Completed TFA | 145 | 122 |

# MISSISSIPPI EDUCATOR PREPARATION PROGRAMS: DATA BY PROVIDER 2015-2016

## Alcorn State University

Enrolled into Teacher Education: 27

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 11 | Alternate Route: 6 |
| Average Admittance GPA – Traditional Route: 3.38 | Alternate Route: 3.15 |
| Completed Teacher Education – Traditional Route: 12 | Alternate Route: 11 |

## Belhaven University

Enrolled into Teacher Education: 56

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 3 | Alternate Route: 85 |
| Average Admittance GPA – Traditional Route: 3.38 | Alternate Route: 3.15 |
| Completed Teacher Education – Traditional Route: 8 | Alternate Route: 49 |

## Blue Mountain College

Enrolled into Teacher Education: 163

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 29 | Alternate Route: NA |
| Average Admittance GPA – Traditional Route: 3.47 | Alternate Route: NA |
| Completed Teacher Education – Traditional Route: 28 | Alternate Route: NA |

## Delta State University

Enrolled into Teacher Education: 116

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 67 | Alternate Route: 6 |
| Average Admittance GPA – Traditional Route: 3.35 | Alternate Route: 3.50 |
| Completed Teacher Education – Traditional Route: 70 | Alternate Route:9 |

## Jackson State University

Enrolled into Teacher Education: 57

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 37 | Alternate Route: 23 |
| Average Admittance GPA – Traditional Route: 3.39 | Alternate Route: 3.10 |
| Completed Teacher Education – Traditional Route: 20 | Alternate Route: 29 |

# MISSISSIPPI EDUCATOR PREPARATION PROGRAMS: DATA BY PROVIDER 2015-2016

## Millsaps College

Enrolled into Teacher Education: 16

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 3 | Alternate Route: NA |
| Average Admittance GPA – Traditional Route: 3.27 | Alternate Route: NA |
| Completed Teacher Education – Traditional Route: 9 | Alternate Route: NA |

## Mississippi College

Enrolled into Teacher Education: 168

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 73 | Alternate Route: 65 |
| Average Admittance GPA – Traditional Route: 3.50 | Alternate Route: 3.10 |
| Completed Teacher Education – Traditional Route: 59 | Alternate Route: 35 |

## Mississippi State University

Enrolled into Teacher Education: 1,279

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 247 | Alternate Route: 74 |
| Average Admittance GPA – Traditional Route: 3.38 | Alternate Route: 3.29 |
| Completed Teacher Education – Traditional Route: 231 | Alternate Route: 66 |

## Mississippi University for Women

Enrolled into Teacher Education: 46

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 26 | Alternate Route: NA |
| Average Admittance GPA – Traditional Route: 3.42 | Alternate Route: NA |
| Completed Teacher Education – Traditional Route: 24 | Alternate Route: NA |

## Mississippi Valley State University

Enrolled into Teacher Education: 20

| | |
|---|---|
| Admitted into Teacher Education – Traditional Route: 14 | Alternate Route: 8 |
| Average Admittance GPA – Traditional Route: 3.33 | Alternate Route: 3.02 |
| Completed Teacher Education – Traditional Route: 3 | Alternate Route: 17 |

## MISSISSIPPI EDUCATOR PREPARATION PROGRAMS: DATA BY PROVIDER 2015-2016

### Rust College

Enrolled into Teacher Education: 0

Admitted into Teacher Education – Traditional Route: 0 Alternate Route: NA

Average Admittance GPA – Traditional Route: NA Alternate Route: NA

Completed Teacher Education – Traditional Route: 3 Alternate Route: NA

### Tougaloo College

Enrolled into Teacher Education: 9

Admitted into Teacher Education – Traditional Route: 3 Alternate Route: 1

Average Admittance GPA – Traditional Route: 3.06 Alternate Route: 2.82

Completed Teacher Education – Traditional Route: 0 Alternate Route: NA

### University of Mississippi

Enrolled into Teacher Education: 536

Admitted into Teacher Education – Traditional Route: 288 Alternate Route: 25

Average Admittance GPA – Traditional Route: 3.28 Alternate Route: 3.50

Completed Teacher Education – Traditional Route: 248 Alternate Route: 28

### University of Southern Mississippi

Enrolled into Teacher Education: 626

Admitted into Teacher Education – Traditional Route: 244 Alternate Route: 14

Average Admittance GPA – Traditional Route: 3.34 Alternate Route: 3.34

Completed Teacher Education – Traditional Route: 250 Alternate Route: 14

### William Carey University

Enrolled into Teacher Education: 214

Admitted into Teacher Education – Traditional Route: 46 Alternate Route: 84

Average Admittance GPA – Traditional Route: 3.22 Alternate Route: 3.26

Completed Teacher Education – Traditional Route: 43 Alternate Route: 118

## Mississippi Alternate Path to Quality Teaching (Non-Credit)

Completed Teacher Education – Alternate Route:

2015-2016: 102

2014-2015: 99

2013-2014: 123

2012-2013: 139

## Teach for America (Non-Credit)

Completed Teacher Education – Alternate Route:

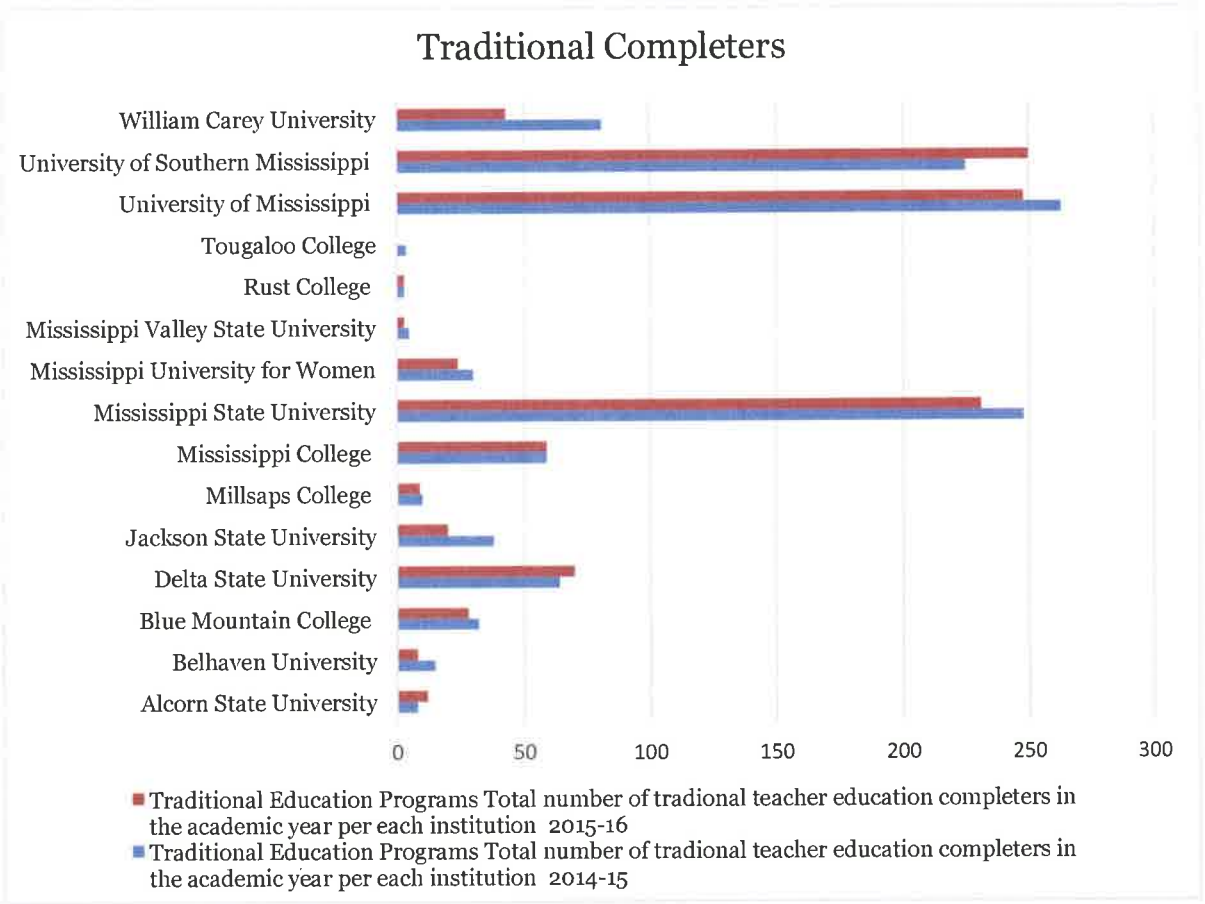
2015-2016: 122

2014-2015: 145

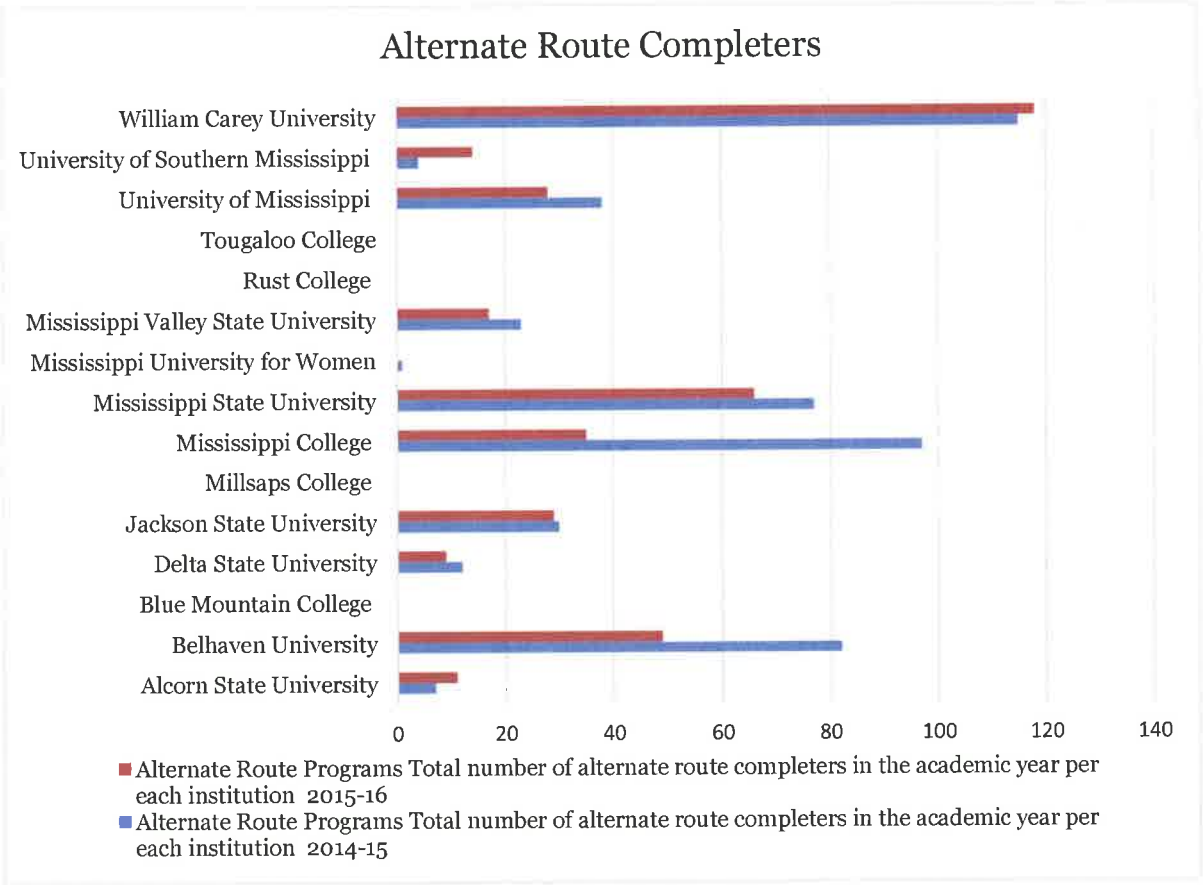
2013-2014: 199

2012-2013: 141

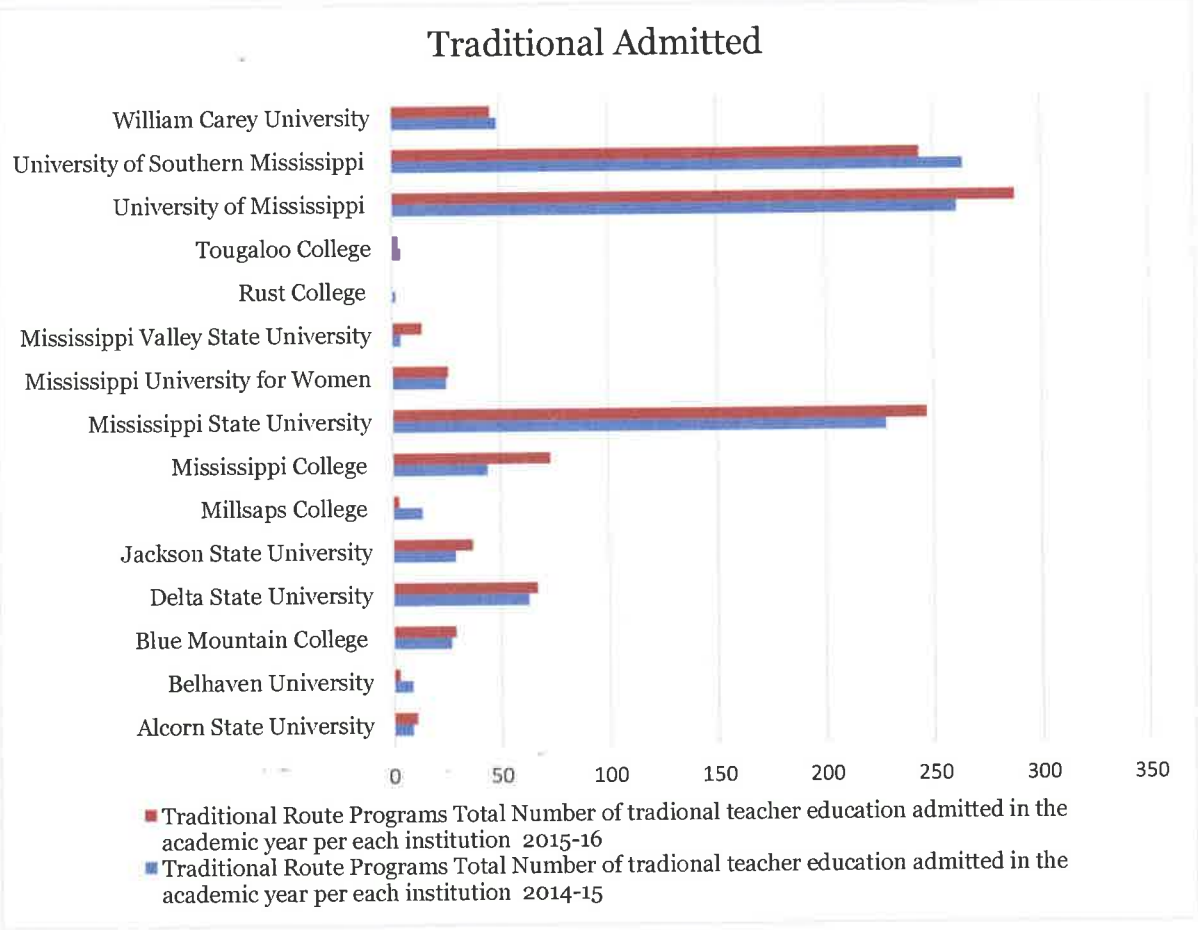
# MISSISSIPPI EDUCATOR PREPARATION PROGRAMS: DATA BY PROVIDER 2015-2016

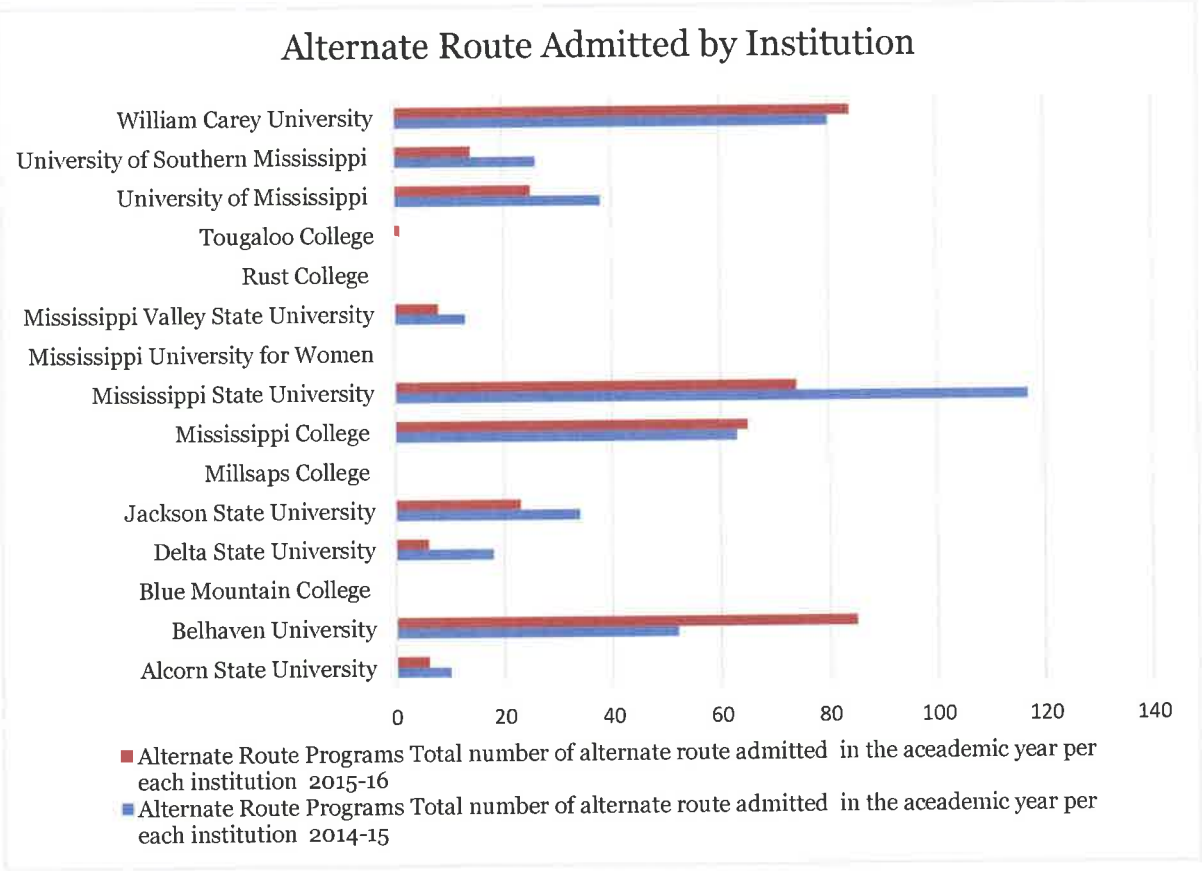


# MISSISSIPPI EDUCATOR PREPARATION PROGRAMS: DATA BY PROVIDER 2015-2016



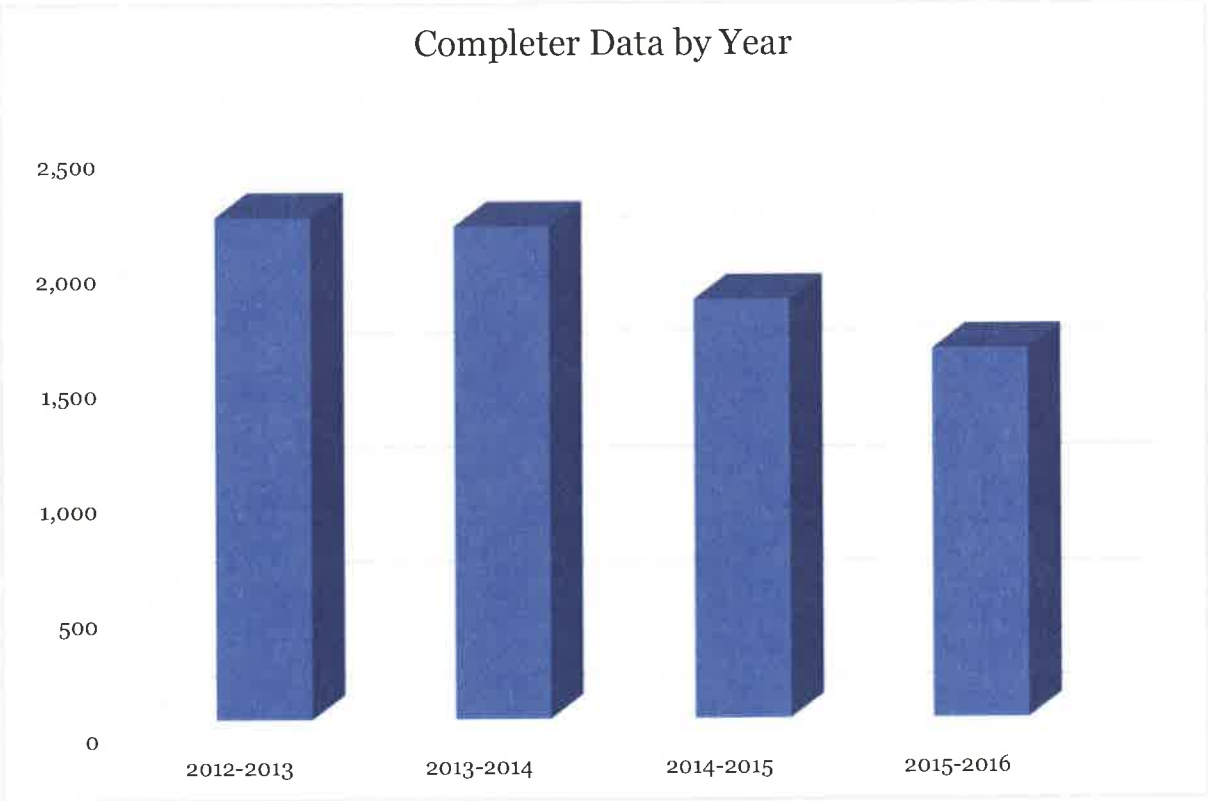
# MISSISSIPPI EDUCATOR PREPARATION PROGRAMS: DATA BY PROVIDER 2015-2016




Alternate Route Admitted by Institution
William Carey University
University of Southern Mississippi
University of Mississippi
Tougaloo College
Rust College
Mississippi Valley State University
Mississippi University for Women
Mississippi State University
Mississippi College
Millsaps College
Jackson State University
Delta State University
Blue Mountain College
Belhaven University
Alcorn State University
0
20
40
60
80
100
120
140
Alternate Route Programs Total number of alternate route admitted in the aceademic year per each institution 2015-16
Alternate Route Programs Total number of alternate route admitted in the aceademic year per each institution 2014-15

# Program Completer Data

| School Year | Number of Completers |
|---|---|
| 2012-2013 | 2,187 |
| 2013-2014 | 2,145 |
| 2014-2015 | 1,825 |
| 2015-2016 | 1,608 |



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

# OFFICE OF EDUCATOR PREPARATION

# Rust College Onsite Review Checklist

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

**STANDARD 1: Content Knowledge, Skills, and Dispositions**

The unit identifies and implements comprehensive and consistent performance expectations for candidates in all educator preparation programs.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| Unit ensures adequate content of courses, professional development and/or other appropriate experiences to ensure the teacher candidate masters subject area content knowledge in all areas in which the candidate will be licensed. | ✓ | | |
| Candidates are required to complete rigorous programs of study that ensure depth and breadth of content and pedagogical knowledge appropriate for beginning teachers as required by the state. | ✓ | | |
| Candidates must satisfactorily complete required coursework common to all teacher candidates that includes instruction in the following: Classroom Management (CM) Special Education (SPED) Data Analysis/Evaluation (DAE). | ✓ | | |
| Interdisciplinary programs of study for all elementary education teacher candidates (K-3, K-6) must additionally include at a minimum:<br>- English 12 semester hours<br>- Mathematics 9 semester hours<br>- Science 9 semester hours<br>- Social Studies 12 semester hours<br>- Fine arts/teaching of fine arts 3 semester hours<br>- Reading/Literacy 15 semester hours<br>*15 hours of Reading/Literacy must include Literacy I and Literacy II courses | | | ✓ |
| Elementary education teacher candidates seeking certification in K-6 must complete two 18-hour content area concentrations. | ✓ | | |
| Secondary teacher candidates seeking certification in grades 7-12 must have an academic content major or equivalent coursework. | ✓ | | |

Mississippi Educator Preparation Program Accreditation Review Standards

On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

| | | | |
|---|---|---|---|
| Candidates certifying in K-12 areas (i.e., foreign language, music, art) must complete pedagogy/literature/reading integration coursework appropriate for all grade levels, the required common coursework (CM, SPED and DAE) and the MS IHL common interdisciplinary core of courses listed below that are required for earning a bachelor's degree (BT Minutes, 1/2003; 3/2008):<br>- English Composition 6 semester hours<br>- College Algebra, Quantitative Reasoning, or higher level mathematics 3 semester hours<br>- Natural Science 6 semester hours<br>- Humanities and Fine Arts 9 semester hours<br>- Social or Behavioral Science 6 semester hours | NA | | |
| Candidates demonstrate appropriate pedagogical skills, including the ability to deliver content, to reflect on practice, and to adapt instruction to enhance student learning. | ✓ | | |
| Candidates demonstrate the appropriate content knowledge for professional educators. | ✓ | | |
| Candidates exhibit the attitudes and behaviors appropriate for professional educators. | ✓ | | |
| **Notes/Comments:** *The unit did not meet one component. Candidate program of study did not include the required 12 semester hours of English with ENG prefix. Only 6 hours of English are on the current program of study. The unit has revised the program of study for the 2017-18 school year to include the required 12 semester hours of English.* | | | |

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

**STANDARD 2: Assessment**

The unit requires that candidates are provided opportunities to demonstrate mastery in delivery of content and assessments as it relates to P-12 student development needs; and the unit systematically assesses candidate and unit performance.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit requires mastery of knowledge and skills for effectively differentiating instruction based on a variety of factors such as learning styles, multiple intelligences, disabilities, and enrichment/remedial needs. | ✓ | | |
| The unit has an assessment system that reflects professional and state standards, and candidate performance data are systematically collected utilizing multiple assessments (both internal & external) at appropriate transition points, including program admission, student teaching and program completion. | ✓ | | |
| The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution to regularly and systematically collect, compile, aggregate, summarize, and analyze candidate performance, program quality, and unit operations in order to initiate changes in programs and unit operation. | | ✓ | |

**Notes/Comments:** *The unit collects data, however, there is no documentation to show how it is used to make informed decisions about its programs. The review team recommends using an electronic assessment system to collect, compile, aggregate, summarize, and analyze student data.*

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

**STANDARD 3: Meaningful Field Experiences**

The unit develops effective field experiences and assesses consistent expectations within educator preparation programs for candidate performance as it relates to knowledge, skills and dispositions including classroom management; and the unit provides adequate and appropriate supervision of teacher candidates during all field placements.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit provides extensive opportunities for teacher candidates to demonstrate appropriate expertise in a variety of classroom strategies. | ✓ | | |
| The unit strengthens the collaborative involvement of P-12 educators with educator preparation programs in identifying problem areas related to classroom management. | ✓ | | |
| The unit identifies and implements comprehensive and consistent performance expectations for teacher candidates. | ✓ | | |
| The unit systematically ensures a range of diverse settings that reflect the reality of the P-12 classroom and represent areas in which the teacher candidate will be licensed. | | ✓ | |

**Notes/Comments:** *The unit provides some opportunities for candidates to experience diverse settings, however, it is not systematic or consistent for every candidate. The team recommends partnering with other districts for field experiences so that each candidate experiences diversity (addresses specifically race/ethnicity and exceptionalities). Also, the unit should find ways to incorporate faculty diversity.*

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

**STANDARD 4: Diversity and Differentiation of Instruction**

The unit ensures a range of diverse settings that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit reinforces/revises program content related to differentiating instruction through collaboration with P-12 Partners. | ✓ | | |
| Candidates receive instruction in how to utilize a variety of teaching tools to adapt instruction to meet the challenges of diverse student populations. | ✓ | | |
| Candidates demonstrate an awareness of different learning styles and appropriately adapt instruction to meet the needs of all students. | ✓ | | |
| Candidates demonstrate awareness and sensitivity to diversity. | ✓ | | |
| Candidates share experiences with diverse faculty, candidates, and students in P-12 school settings, including diversity of gender, race/ethnicity, socio-economic background, culture, and exceptionalities. | | ✓ | |

**Notes/Comments:** *The team recommends partnering with other districts for field experiences so that each candidate experiences diversity (addresses specifically race/ethnicity and exceptionalities). An increased incorporation of technology is recommended.*

Mississippi Educator Preparation Program Accreditation Review Standards

On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

| **STANDARD 5: Faculty Qualifications and Practice**<br>The unit's professional education faculty demonstrate current best practices in scholarship, service, and instruction and have appropriate academic credentials and professional experience. Unit faculty are actively engaged in fostering a community of learners through regular collaboration with P-12 practitioners and various university faculties. | | | |
|---|---|---|---|
| **UNIT** | **Met** | **Met with Conditions** | **Not Met** |
| Unit Facilitation of Professional Development Faculty are qualified and modeled best professional practices in scholarship, services, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. | ✓ | | |
| **Notes/Comments:** | | | |

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

**STANDARD 6: Recruitment, Retention and Partnerships**

The unit enhances scholarships and other pre-service incentives for educator preparation in critical needs content areas, and/or for service in critical needs schools (also a state responsibility); and the unit engages in a well-defined system of collaboration that is accessible and communicated to all stakeholders, including P-12 educators, teacher preparation programs and the broader community.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit implements a program of induction and mentoring based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation (also a state responsibility); | | ✓ | |
| The unit establishes P-16 Councils; and plans opportunities for collaboration among representatives from K-12 educators, teacher preparation programs and the broader community. | ✓ | | |
| The unit utilizes induction and mentoring programs that are essential for the retention and development of teachers | ✓ | | |
| The unit maintains collaborative activity with school districts regarding induction and mentoring processes/involvement in newly funded mentoring and induction plan adopted by MDE, etc. | ✓ | | |

**Notes/Comments:** *The unit should strengthen recruitment efforts to increase number of program admits and completers.*

| Program Review Committee | Signature | Date |
|---|---|---|
| Dr. Lynn Varner | Lynn V. Varner | 6/6/17 |
| Dr. Millard Bingham | [signature] | 6/6/17 |
| Dr. Susan Lee | SUSAN D LEE | 6/20/17 |
| Dr. Albert Carter | Albert Carter | 6/20/17 |
| **State Policy Board** | **Status Recommendation** | **Date Approved** |
| PRC Committee | MET (after rejoinder) | 9-5-17 |
| Licensure Commission | MET | 9-8-17 |
| State Board of Education | | |

*State Consultant (Signature)* Albert Carter *Date* 9-5-17

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Rust College State Review Date: May 22, 2017

**Met** - Program which is in compliance with all Process and Performance Standards.

**Met with Conditions** - Program which has not effectively demonstrated that all Process and Performance Standards for teacher education have been met. A program receiving Met with Conditions status will develop a plan that will correct the deficiencies noted within a maximum of two years. The Commission will facilitate the development and implementation of the plan and will offer assistance through the Mississippi Department of Education during the Met with Conditions period. This plan will be reviewed and Met by the Commission. The program will file an annual report to the Commission on the success of the remediation plan, and a visiting team will annually monitor the progress of the plan. If the program has not corrected deficiencies after the second year of the three-year period, the institution must inform all students presently enrolled in the program and those making application to the teacher education program of its status.

**Not Met** - Teacher education program not in compliance with all program approval standards after the remediation period

Ensuring a bright future for every child

# OFFICE OF EDUCATOR PREPARATION

# Rust College Rejoinder Summary

## Rust College Site Visit: Summary of Unmets/AFIs and Responses

**Standard 1: Content Knowledge, Skills, and Dispositions** *The unit did not meet one component. Candidate program of study did not include the required 12 semester hours of English with ENG prefix. Only 6 hours of English are on the current program of study. The unit has revised the program of study for the 2017-18 school year to include the required 12 semester hours of English.* ***STANDARD UNMET***

**Institutional Response:** Rust College has revised the general education requirements to include 12 semester hours of English. These revisions became effective **Fall Semester 2016.** The documentation of this action is as follows:

A. Academic Council Meeting minutes, March 24, 2016
B. 2016-2020 Rust College Catalog course description Introduction to Literature
C. Course syllabus with course description Composition Ill
D. Course section schedules 2016 Fall I, 2016 Fall II, 2017 Spring Ill, 2017 Spring IV, 2017 Fall II

All students who were admitted to teacher education after August 2016 will satisfy the interdisciplinary program of study.

**STANDARD 2: Assessment** *The unit collects data, however, there is no documentation to show how it is used to make informed decisions about its programs. The review team recommends using an electronic assessment system to collect, compile, aggregate, summarize, and analyze student data.* ***STANDARD MET WITH CONDITIONS***

**Institutional Response:** The Division of Education has participated in an electronic presentation by Taskstream/TK20. We have recommended to Vice President of Academic Affairs to purchase their electronic assessment. We are ready to make the purchase upon the approval of the Vice President of Academic Affairs. This system will be used for collecting, compiling, aggregating, summarizing, and analyzing student data. We have contacted Taskstream/TK20 and have had a demonstration of their services. We have also received a quote form Taskstream of the cost of their services based on our needs.

A requisition for the purchase of this system has been submitted by the Division of Education and we expect it to be finalized within a few weeks.

**STANDARD 3: Meaningful Field Experiences** *The unit provides some opportunities for candidates to experience diverse settings, however, it is not systematic or consistent for every candidate. The team recommends partnering with other districts for field experiences so that each candidate experiences diversity (addresses specifically race/ethnicity and exceptionalities). Also, the unit should find ways to incorporate faculty diversity.* ***STANDARD MET WITH CONDITIONS***

**Institutional Response:** Through field experiences, Rust College teacher candidates are able to experience diversity through completion of the course work in the following courses:

- EDE 331 Math for Elementary Teachers
- EDE 333 Social Science for Elementary Teachers
- EDE 334 Science for Elementary Teachers
- EDU 332 Methods of Middle School Classroom Instruction
- RDL 330 Early Literacy Instruction Part I
- RDL 332 Teaching Reading in Grades 3-8
- RDL 337 Developmental Approaches to Reading &Literacy
- EDU 330 Classroom Management
- EDS 430 Methods of Teaching in the Secondary School
- EDS 313 Teaching Strategies Practicum

Field experiences are done in the following schools that have diverse student populations:

- Marshall Academy
- Potts Camp
- Holy Family

**STANDARD 4: Diversity and Differentiation of Instruction** *The team recommends partnering with other districts for field experiences so that each candidate experiences diversity (addresses specifically race/ethnicity and exceptionalities). An increased incorporation of technology is recommended.* ***STANDARD MET WITH CONDITIONS***

**Institutional Response:** Partnering with other districts for field experiences is addressed in Standard 3. Additionally, Division of Education makes every effort possible to place teacher candidates in diverse settings for the Teacher Internship. Attached are letters of agreement and demographic data for school districts and schools where recent graduates did their student internships. In addition, to our existing inventory of technology, the Division of Education is acquiring additional technology to be used in instruction. Some of the additional technology includes:

- Activ Panel Promethean Board
- Sony PxW-X70 Professional Camcorder
- Scientific Calculators

The technology will be used to complement the course, EDU 323- Educational Technology Competence (Course description attached)

**STANDARD 6: Recruitment, Retention and Partnerships** *The unit should strengthen recruitment efforts to increase number of program admits and completers.* ***STANDARD MET WITH CONDITIONS***

**Institutional Response:** It is our position to strengthen our recruitment efforts to increase the number of program admits and completers. We have begun the following:

- Planned a career day with North West Community College
- Identified and provided an orientation for first time Rust College students with ACT score above 21
- Accompany the enrollment management team recruitment on visits
- Intensify our tutoring and interactive test opportunities via the Education pedagogy laboratory

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

# OFFICE OF EDUCATOR PREPARATION

# Rust College Rejoinder

RUST COLLEGE
150 Rust Avenue * Holly Springs, MS 38635 * (662) 252-8000 Ext. 4410
OFFICE OF THE DIVISION OF EDUCATION

Preface

Attached is the Rust College Division of Education Rejoinder addressing the concerns from the onsite visit conducted by the office of Education Preparation Program on May 22, 2017. This response addresses the following concerns:

Standard I, one component **Not Met**
Standard II, one component Met with Conditions
Standard III, one component **Met with Conditions**
Standard IV, one component Met with Conditions
Standard VI, one component **Met with Conditions**

**Standard 1: Content Knowledge, Skills, and Dispositions**

The unit identifies and implements comprehensive and consistent performance expectations for candidates in all educator preparation programs.

**Unit**

Interdisciplinary programs of study for all elementary education teacher candidates (K-3, K-6) must additionally include at a minimum:

- English 12 semester hours
- Mathematics 9 semester hours
- Science 9 semester hours
- Social Studies 12 semester hours
- Fine arts/teaching of fine arts 3 semester hours
- Reading/Literacy 15 semester hours
  *15 hours of Reading/Literacy must include Literacy I and Literacy II courses

**Notes/Comments:** The unit did not meet one component. Candidate program of study did not include the required 12 semester hours of English with ENG prefix. Only 6 hours of English are on the current program of study. The unit has revised the program of study for the 2017-18 school year to include the required 12 semester hours of English.

**Institutional Response**

Rust College has revised the general education requirements to include 12 semester hours of English. These revisions became effective **Fall Semester 2016**. The documentation of this action is as follows:

A. Academic Council Meeting minutes, March 24, 2016
B. 2016-2020 Rust College Catalog course description
   Introduction to Literature
C. Course syllabus with course description Composition III
D. Course section schedules 2016 Fall I, 2016 Fall II, 2017 Spring III, 2017 Spring IV, 2017 Fall II

All students who were admitted to teacher education after August 2016 will satisfy the interdisciplinary program of study.

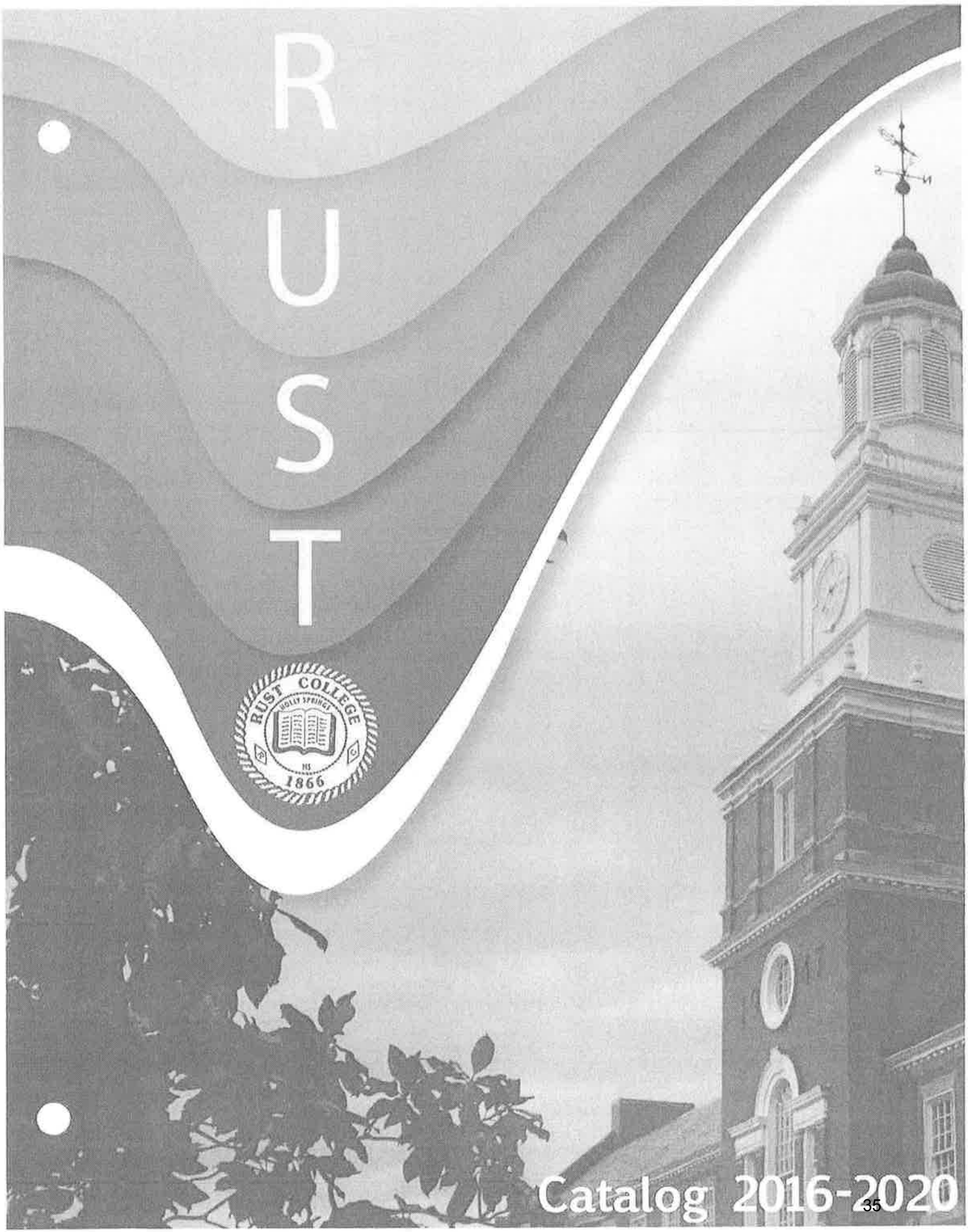
# Academic Council Meeting

| MINUTES | DATE: MARCH 24, 2016 | INDEX #4 | BSC TRUSTEE ROOM |
|---|---|---|---|

| | |
|---|---|
| **MEETING CALLED BY** | DR. SANDRA VAUGHN – VICE PRESIDENT FOR ACADEMIC AFFAIRS |
| **NOTE TAKER** | Monique Lewis – Administrative Assistant |
| **ATTENDEES** | Dr. Sandra Vaughn, Mr. Richard Frederick, Dr. Leon Howard, Mrs. Carolyn Hymon, Dr. Alisea McLeod, Mrs. Anita Moore, Dr. Debayo Moyo, Dr. Helen Oliver, Mr. Clarence Smith, Dr. A.J. Stovall, Rev. Annie Travis, Ms. Chiquita Walls, Dr. Doris Ward, Mr. Alfred Worthy |
| **AGENDA TOPICS:** | |

Meeting called to order by Dr. Sandra Vaughn at 2:40pm

| | |
|---|---|
| INVOCATON | |
| | ➢ Invocation given by Dr. Herod |
| NEW COURSE: ENW 232 – 2ND READING | |
| DISCUSSION | ➢ Dr. McLeod presented changes to ENW 232<br>o All students will be getting a sampling of readings from all disciples in one course<br>o It was suggested that the inferences to "in the discipline" be removed from the course description<br>o All are in agreement with "in the disciplines" as a concept but not as a title for the course<br>o It was also suggested that the course be named Composition III<br>➢ Dr. Howard moved to accept all new course with necessary changes<br>➢ Mr. Frederick seconded the motion<br>o Motion passed unanimously<br>➢ Course will be effective Fall 2016 and applies beginning with the 2016 class |
| OTHER | |
| DISCUSSION | ➢ General Education requirements will move from 49 credit hours to 55 credit hours<br>o Introduction to Literature (ENG 233) – reinstatement of course<br>o Composition III (ENW 232) – new course<br>o Introduction to Computers added back to Gen Ed<br>➢ Social & Cultural Literacy will be an elective and can substitute for Introduction to Humanities |
| OTHER | |
| DISCUSSION | ➢ Another meeting will be called in May. Please be prepared for the meeting. |
| **REVIEW & ADJOURNT** | Meeting adjourned at 3:15pm |


RUST
RUST COLLEGE
HOLLY SPRINGS
MS
1866
Catalog 2016-2020

**Rust College**

Humanities/English

Syllabus

**ENW 232 Composition III**

| | | | |
|---|---|---|---|
| **Professor** | LaToya Jefferson-James | **E-mail** | l_james@rustcollege.edu/latoyajames601@gmail.com |
| **Phone** | 662-252-8000 ext. 4654 | **Office Hours** | Make an appointment |
| **Office** | Doxey 211 | | |

**Course Meeting Day and Time: Monday-Friday 10:30-noon**

**Required Text:**
Michael Rectenwald & Lisa Carl. *Academic Writing: Real World Topics*. New York, NY: Palgrave MacMillan, 2011.

Technology

**Course Rationale:**

This sophomore-level writing-intensive course, which will follow prerequisites ENG 134 and ENG 136, is intended to provide students additional writing practice at the college level. Through this course, students will move toward more advanced college-level writing while also practicing rules of EDITED AMERICAN ENGLISH. This course, as one of three courses that make up the Gen Ed requirements for writing instruction at the College, responds to a mandate for equity as articulated by the National Council for Teachers of English. This course will undergo ongoing assessment by the instructor.

**Catalog Description:**

A sophomore-level writing-intensive course that provides students additional writing practice following ENG 134 and ENG 136. Sections of the course will expose students to good writing within more than one discipline. Through reading and writing assignments focused on examples of academic writing students will have actual contexts for composition of four essays. Skills in grammar, usage, and mechanics will be reviewed in the context of these assignments which will further reinforce rules of EDITED AMERICAN ENGLISH.

**PREREQUISITES: ENG 134, ENG 136**

**Academic Course Competencies**
Upon completion of this course, students should be able to understand and master the following:

1. Elements of academic writing
    a. Thesis statements

## ENGLISH COURSE DESCRIPTIONS

### ENGLISH

Prerequisites to all English Courses: Successful completion of ENG 134 and 136 with a minimum grade of C.

**ENG 433 CREATIVE WRITING 3 SEM. HRS.**
A course of intensive reading, writing, and revision in the genres of fiction, poetry, and personal essay. In addition to writing and revising their own stories, poems, and essays, students will analyze assigned texts and classmates' work in written papers and workshop discussions.

**ENG 233 INTRODUCTION TO LITERATURE 3 SEM. HRS.**
This course introduces students to various forms of literature: drama, short stories, critical essays, books, poetry, and the literary styles of authors from diverse world cultures. Students are exposed to literary analysis, critical interpretation, and rhetorical devices which are present in the various works. Prerequisites: ENG 134, ENG 136.

**ENL 235 WORLD LITERATURE BEFORE 1750 3 SEM. HRS.**
This course is designed to lead students in an academic exploration of the development of a written tradition of literature—one that integrates some of the rich literary traditions of Asia, India, the Arabic World, the Americas, and Europe. In order to better comprehend some of the philosophical and historical roots of the traditions of world literature, students will begin by reading mythological and nation building texts and continue through texts of the 17th century.

**ENL 236 WORLD LITERATURE AFTER 1750 3 SEM. HRS.**
A continuation of ENG 235, this course is designed to lead students in an academic exploration of the development of a written tradition of literature of the 18th century through present day. Students will read and analyze texts from Asia, India, the Arabic World, the Americas, and Europe.

**ENL 335 BRITISH LITERATURE BEFORE 1750 3 SEM. HRS.**
Survey of British Literature from the early Medieval period to the Renaissance and the 18th Century Neo-Classical period, emphasizing the changing literary trends and themes these works represent as well as their historical and political context and relating them to relevant contemporary issues.

**ENL 336 BRITISH LITERATURE AFTER 1750 3 SEM. HRS.**
The course will survey the literature of the 18th, 19th, and early 20th century Britain, taking particular note of the literary response to the changing social climate resulting from the Industrial Revolution, the rise of the middle class, and the birth of political radicalism, changes in perception of gender and class, and the changes in print culture. This period of study begins with the rationalism of the Augustans and proceeds through British Romanticism to British modernism. Prerequisite: ENG 237.

**ENG 330 AFRICAN AMERICAN LITERATURE I 3 SEM. HRS.**
A study of the literature of African Americans from its African roots to the end of the Harlem Renaissance.

**ENG 331 AFRICAN AMERICAN LITERATURE II 3 SEM. HRS.**
A study of the literature of African Americans from the end of the Harlem Renaissance to the present.

**ENP 332 POETRY WRITING WORKSHOP 3 SEM. HRS.**
A workshop in which students will create and receive feedback on original works of poetry, and a study of metrics, forms, and types of poetry in English with attention to the principal traditions and critical ideas associated with the writing of verse in English. Prerequisite: ENG 231.

Department: HUMH

| Course Section/ Synonym | Title/ Faculty Members | Instr Meth | Room | Days | ---Start/End---- Time | Date | Freq | Credits | CEUs |
|---|---|---|---|---|---|---|---|---|---|
| MAC-233-1<br>6740 | Intro to Television Production<br>Ms. Meghann D. Oglesby | LEC | BMC 102 | MTWTHF | 10:30AM<br>12:00PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| MAC-330-1<br>6744 | Mass Media Law<br>Mrs. Sharron Goodman-Hill | LEC | BMC 104 | MTWTHF | 01:00PM<br>02:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| MAC-460-1<br>6784 | Internship<br>Dr. Debayo R. Moyo | LEC | | | | 08/16/16<br>10/11/16 | Week | 6.00 | |
| MAC-410-1<br>6788 | Senior Project<br>Dr. Debayo R. Moyo | LAB | | | | 08/16/16<br>10/11/16 | Week | 1.00 | |
| REL-230-2<br>6877 | Intro to Biblical Studies<br>Rev. Annie L. Travis | LEC | DXY 218 | MW | 06:00PM<br>09:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| SPA-231-1<br>6886 | Elementary Spanish I<br>Mrs. Ana L. Torres-Guerra | LEC | DXY 116 | MTWTHF | 08:00AM<br>09:30AM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| SPA-231-2<br>6888 | Elementary Spanish I<br>Mrs. Ana L. Torres-Guerra | LEC | DXY 116 | MTWTHF | 10:30AM<br>12:00PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| SPA-231-3<br>6890 | Elementary Spanish I<br>Mrs. Ana L. Torres-Guerra | LEC | DXY 116 | MTWTHF | 01:00PM<br>02:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| SPC-130-1<br>6893 | Fundamentals of Speech<br>Mr. John Arthur House | LEC | DXY 118 | MTWTHF | 08:00AM<br>09:30AM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| SPC-130-2<br>6895 | Fundamentals of Speech<br>Mr. John Arthur House | LEC | DXY 118 | MTWTHF | 10:30AM<br>12:00PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| SPC-130-3<br>6897 | Fundamentals of Speech<br>Ms. Class Cancelled | LEC | DXY 118 | MTWTHF | 01:00PM<br>02:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| REL-230-1<br>6982 | Intro to Biblical Studies<br>Dr. Warren Booker, Jr. | LEC | DXY 218 | MTWTHF | 01:00PM<br>02:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| ENG-332-1<br>6983 | Advanced Writing<br>Dr. Hilda B. Williams | LEC | DXY 114 | MW | 06:00PM<br>09:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| ENG-233-2<br>6984 | Intro to Literature | LEC | DXY 109 | TTH | 06:00PM<br>09:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| ENG-339-1<br>6985 | Medieval Literature<br>Dr. Sharron E. Sarthou | LEC | DXY 108 | MTWTHF | 01:00PM<br>02:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |
| REL-130-1<br>6990 | Comparative Religion<br>Rev. Annie L. Travis | LEC | DXY 218 | TTH | 06:00PM<br>09:30PM | 08/16/16<br>10/11/16 | Week | 3.00 | |

Department: HUMH

| Course Section/ Synonym | Title/ Faculty Members | Instr Meth | Room | Days | ---Start/End---- Time | Date | Freq | Credits | CEUs |
|---|---|---|---|---|---|---|---|---|---|
| REL-230-1<br>6872 | Intro to Biblical Studies<br>Dr. Warren Booker, Jr. | LEC | DXY 218 | MTWTHF | 01:00PM<br>02:30PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENG-121-4<br>6938 | Basic Writing<br>Mr. Mark L. Ridge | LEC | BCSB 110 | MTWTHF | 10:30AM<br>12:00PM | 10/18/16<br>12/14/16 | Week | 2.00 | |
| ENG-134-4<br>6939 | Composition I | LEC | DXY 109 | MTWTHF | 10:30AM<br>12:00PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENG-134-5<br>6941 | Composition I<br>Mr. Mark L. Ridge | LEC | BCSB 110 | TTH | 06:00PM<br>09:30PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENG-134-7<br>6942 | Composition I | LEC | DXY 110 | MTWTHF | 08:00AM<br>09:30AM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENG-136-3<br>6943 | Composition II<br>Dr. Hilda B. Williams | LEC | DXY 114 | MTWTHF | 08:00AM<br>09:30AM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENG-136-6<br>6946 | Composition II | LEC | DXY 109 | MTWTHF | 08:00AM<br>09:30AM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENG-233-1<br>6947 | Intro to Literature<br>Dr. Hilda B. Williams | LEC | DXY 114 | MTWTHF | 10:30AM<br>12:00PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENL-236-1<br>6948 | World Lit. After 1700<br>Dr. Latoya R. Jefferson-James | LEC | DXY 214 | MTWTHF | 08:00AM<br>09:30AM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| ENL-431-1<br>6949 | Special Topics in Literat. II<br>Dr. Latoya R. Jefferson-James | LEC | DXY 108 | MTWTHF | 01:00PM<br>02:30PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| HUM-233-4<br>6950 | Intro to the Humanities<br>Mr. Zebedee R. Jones | LEC | DXY 110 | MTWTHF | 10:30AM<br>12:00PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| HUM-233-5<br>6951 | Intro to the Humanities<br>Mr. Zebedee R. Jones | LEC | DXY 110 | TTH | 06:00PM<br>09:30PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| HUM-233-6<br>6952 | Intro to Humanities(honors)<br>Mr. Zebedee R. Jones | LEC | DXY 110 | MTWTHF | 01:00PM<br>02:30PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| JOU-335-1<br>6953 | Newspaper Graphics and Design<br>Dr. Debayo R. Moyo | LEC | BMC 102 | MTWTHF | 01:00PM<br>02:30PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| MAC-236-1<br>6954 | Public Rel & Message Design<br>Ms. Meghann D. Oglesby | LEC | BMC 103 | MTWTHF | 01:00PM<br>02:30PM | 10/18/16<br>12/14/16 | Week | 3.00 | |
| MAC-334-1<br>6955 | Advertising<br>Dr. Debayo R. Moyo | LEC | BMC 102 | MTWTHF | 08:00AM<br>09:30AM | 10/18/16<br>12/14/16 | Week | 3.00 | |

| Course Section/ Synonym | Title/ Faculty Members/ Requisites | Instr Meth | Room | Days | ---Start/End---- Time | Date | Freq | Credits | CEUs |
|---|---|---|---|---|---|---|---|---|---|
| ENG-136-2<br>7389 | Composition II<br>Dr. Margaret V. Delashmit<br>(P) Take ENG-134(799). | LEC | DXY 214<br>(Required) | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENG-330-1<br>7082 | African American Literature I<br>Ms. Danielle L. Littlefield | LEC | DXY 232 | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENG-332-1<br>7248 | Advanced Writing<br>Dr. Hilda B. Williams | LEC | DXY 114 | MW | 08:00AM<br>09:30AM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENG-337-1<br>7101 | Professional Writing<br>Mr. Mark L. Ridge | LEC | BCSB 110 | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENG-338-1<br>7095 | Contemporary Literature<br>Dr. Sharron E. Sarthou | LEC | DXY 109 | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENG-460-1<br>7086 | Internship<br>Dr. Alisea C. McLeod | FLW | | | | 01/04/17<br>03/01/17 | Week | 6.00 | |
| ENL-331-1<br>7090 | Special Topics in Literature I<br>Dr. Hilda B. Williams | LEC | DXY 114 | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENL-335-1<br>7105 | British Literature I<br>Dr. Margaret V. Delashmit | LEC | DXY 214 | MTWTHF | 01:00PM<br>02:30PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENS-435-1<br>7289 | English Research Seminar<br>Dr. Latoya R. Jefferson-James | LEC | DXY 108 | MTWTHF | 08:00AM<br>09:30AM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENW-232-1<br>7348 | Composition III<br>Dr. Sharron E. Sarthou | LEC | DXY 109 | MTWTHF | 01:00PM<br>02:30PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENW-232-2<br>7353 | Composition III<br>Dr. Sharron E. Sarthou | LEC | DXY 109 | MTWTHF | 08:00AM<br>09:30AM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENW-232-3<br>7357 | Composition III<br>Dr. Latoya R. Jefferson-James | LEC | DXY 108 | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENW-232-4<br>7363 | Composition III<br>Dr. Latoya R. Jefferson-James | LEC | DXY 108 | MTWTHF | 01:00PM<br>02:30PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| ENW-431-1<br>7243 | Special Topics in Writing<br>Dr. Alisea C. McLeod | LEC | | MTWTHF | 01:00PM<br>02:30PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| HIS-134-01<br>7078 | The African Diaspora II<br>Dr. Yao F. Modey | LEC | BCSB 105 | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| HIS-134-02<br>7081 | The African Diaspora II<br>Dr. Yao F. Modey | LEC | BCSB 105 | TTH | 06:00PM<br>09:30PM | 01/04/17<br>03/01/17 | Week | 3.00 | |
| HIS-134-03<br>7087 | The African Diaspora II<br>Dr. Marco T. Robinson | LEC | BCSB 122 | MTWTHF | 10:30AM<br>12:00PM | 01/04/17<br>03/01/17 | Week | 3.00 | |

| Course Section/ Synonym | Title/ Faculty Members/ Requisites | Instr Meth | Room | | Days | ---Start/End---- Time | Date | Freq | Credits | CEUs |
|---|---|---|---|---|---|---|---|---|---|---|
| ENG-430-1<br>7222 | Intro to Linguistics<br>Dr. Sharron E. Sarthou | LEC | DXY | 214 | MTWTHF | 01:00PM<br>02:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENG-432-1<br>7218 | Shakespeare<br>Dr. Margaret V. Delashmit | LEC | DXY | 214 | MTWTHF | 08:00AM<br>09:30AM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENG-433-1<br>7338 | Creative Writing<br>Mr. Mark L. Ridge | LEC | BCSB | 110 | MW | 06:00PM<br>09:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENG-438-1<br>7231 | Literary Criticism<br>Dr. Latoya R. Jefferson-James | LEC | DXY | 214 | MTWTHF | 10:30AM<br>12:00PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENG-460-1<br>7178 | Internship<br>Dr. Alisea C. McLeod | | | | | | | | 6.00 | |
| ENL-331-1<br>7214 | Special Topics in Literature I<br>Mr. Mark L. Ridge | LEC | BCSB | 110 | MTWTHF | 01:00PM<br>02:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENL-336-1<br>7182 | British Lit II<br>Dr. Sharron E. Sarthou | LEC | DXY | 109 | MTWTHF | 10:30AM<br>12:00PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENW-232-1<br>7390 | Composition III<br>Dr. Alisea C. McLeod | LEC | DXY | 108 | TTH | 06:00PM<br>09:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENW-332-1<br>7368 | Fiction Writing<br>Ms. Danielle L. Littlefield | LEC | DXY | 232 | TTH | 06:00PM<br>09:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENW-339-1<br>7343 | Advanced Grammar<br>Dr. Alisea C. McLeod | LEC | DXY | 214 | | | 03/07/17<br>04/28/17 | Week | 3.00 | |
| ENW-431-1<br>7234 | Special Topics in Writing<br>Ms. Class Cancelled | LEC | DXY | 108 | MTWTHF | 01:00PM<br>02:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| HIS-133-01<br>7185 | The African Diaspora I<br>Dr. Marco T. Robinson | LEC | BCSB | 122 | MTWTHF | 10:30AM<br>12:00PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| HIS-134-01<br>7176 | The African Diaspora II<br>Dr. Yao F. Modey | LEC | BCSB | 105 | MTWTHF | 01:00PM<br>02:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| HIS-134-02<br>7181 | The African Diaspora II<br>Dr. Yao F. Modey | LEC | BCSB | 105 | MTWTHF | 10:30AM<br>12:00PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| HIS-134-03<br>7187 | The African Diaspora II<br>Dr. Marco T. Robinson | LEC | BCSB | 122 | MTWTHF | 08:00AM<br>09:30AM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| HIS-230-01<br>7189 | Geography<br>Dr. Marco T. Robinson | LEC | BCSB | 122 | MTWTHF | 01:00PM<br>02:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |
| HLM-234-1<br>7138 | First Aid<br>Mr. James T. Rayford, Sr. | LEC | MCM | 104 | TTH | 06:00PM<br>09:30PM | 03/07/17<br>04/28/17 | Week | 3.00 | |

COURSE SECTION SCHEDULE



08/14/2017 - 12/22/2017, 2017FA2
Department and Synonym Sort

epartment: HUMH

| ɔurse Section/ Synonym CEUs | Title/ Faculty Members/ Comments/ Requisites | Instr Meth | Room | Days | ---Start/End---- Time Date | Freq | Credits |
|---|---|---|---|---|---|---|---|
| ------ | | | | | | | |
| NG-433-1 7759 | Creative Writing<br>Ms. Class Cancelled | LEC | DXY 108 | MWF | 03:00PM 10/17/17<br>05:30PM 12/16/17 | Week | 3.00 |
| NL-331-1 7763 | Special Topics in Literature I<br>Mr. Mark L. Ridge | LEC | BCSB 110 | MWF | 03:00PM 10/17/17<br>05:30PM 12/16/17 | Week | 3.00 |
| IM-233-8 7808 | Intro to the Humanities<br>Ms. Class Cancelled | LEC | | MTWTHF | 10:30AM 10/17/17<br>12:00PM 12/16/17 | Week | 3.00 |
| IG-233-1 7809 | Intro to Literature<br>Dr. Hilda B. Williams | LEC | DXY 114 | MTWTHF | 01:00PM 10/17/17<br>02:30PM 12/16/17 | Week | 3.00 |
| IG-136-12 7815 | Composition II<br>Ms. Danielle L. Littlefield<br>(P) Take ENG-134(799). | LEC | DXY 232<br>(Required) | MWF | 03:00PM 10/17/17<br>05:30PM 12/16/17 | Week | 3.00 |
| 'A-231-4 7818 | Elementary Spanish I<br>Mr. Clinton E. Metcalf | LEC | DXY 116 | MTWTHF | 10:30AM 10/17/17<br>12:00PM 12/16/17 | Week | 3.00 |
| G-134-10 7827 | Composition I<br>Ms. Class Cancelled | | | | | | 3.00 |

**Standard 2: Assessment**

The unit requires that candidates are provided opportunities to demonstrate mastery in delivery of content and assessments as it relates to P-12 Student development needs; and the unit systematically assesses candidate and unit performance.

**Unit**

The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution to regularly and systematically collect, compile, aggregate, summarize, and analyze candidate performance, program quality, and unit operations in order to initiate changes in programs and unit operation.

**Notes/Comments:** The unit collects data; however, there is no documentation to show how it is used to make informed decisions about its programs. The review team recommends using an electronic assessment system to collect, compile, and aggregate, summarize, and analyze student data.

**Institutional Response**

The Division of Education has participated in an electronic presentation by Taskstream/TK20. We have recommended to Vice President of Academic Affairs to purchase their electronic assessment. We are ready to make the purchase upon the approval of the Vice President of Academic Affairs. This system will be used for collecting, compiling, aggregating, summarizing, and analyzing student data. We have contacted Taskstream/TK20 and have had a demonstration of their services. We have also received a quote form Taskstream of the cost of their services based on our needs.

A requisition for the purchase of this system has been submitted by the Division of Education and we expect it to be finalized within a few weeks.

taskstream | Tk20

# SOLUTION SUMMARY

Rust College
Division of Education

71 W 23RD STREET NEW YORK NY 10010 T 1.800.311.5656 F 212.868.2947

# TABLE OF CONTENTS

Contact ..... 2
Solution Overview ..... 3
Learning Achievement Tools (LAT) ..... 3
Implementation & Training ..... 5
Pricing ..... 6
LAT Site License for up to 125 Users ..... 6

# CONTACT

## Rust College

150 Rust Avenue
Holly Springs, MS, 38635

Dr. Leon Howard
Professor & Chair, Division of Education
**lhoward@rustcollege.edu**

## Taskstream-Tk20

New York Office
71 23rd Street
New York, NY 10010

Austin Office
8303 N. Mopac Expressway
Austin, TX 78759

Corby Kelly, Ph.D.
Manager, Campus Solutions
**ckelly@taskstream.com**
415-881-0996

# SOLUTION OVERVIEW

## Learning Achievement Tools (LAT)

The Learning Achievement Tools (LAT) facilitates the demonstration and assessment of teacher performance based on a portfolio model for engaging educators in reflective learning and authentic assessment. With LAT, institutions, programs and associations are able to collect evidence and reflections from teachers; evaluate submissions of artifacts using custom rubrics and forms; and assess teacher growth on established performance outcomes, standards and competencies. LAT's robust reporting components offer the ability to aggregate and analyze teacher performance data for program and institutional effectiveness needs, as well as for reporting to agencies and other external stakeholders. All digitally submitted teacher artifacts and evaluation data is available for association analysts to "drill down" and obtain a rich picture of teacher performance over time.

With LAT:

- Customize assignment and artifact requirements according to program or evaluation tool specifications to articulate and scaffold the assessment processes for teachers. Taskstream-Tk20s instructional design tools (whether used stand-alone or integrated with outcomes assessment implementation) further facilitate standards-based instruction.
- Engage teachers in the process of teacher assessment and evidence collection (e.g., lesson plans, writing initiatives, co-curricular experiences, video artifacts, reports).
- Assess teacher learning with a variety of evaluation methods, from rubrics and forms to points scoring, to a simple meets/does not meet or pass/fail requirement (or a combination of these methods). These evaluation methods are available for use in scoring/evaluating all types of requirements and artifacts including text/document submissions and all types of media files.
- Embed standards with rubric criterion to facilitate mapping and reporting of standards and outcomes to teacher performance.
- Develop targeted, individualized instruction and feedback using Web-based formative assessment tools to track and monitor teachers as they progress through a curricular sequence (including self and/or peer evaluation). Evaluators can also create and manage customized, online summative evaluations as part of the outcomes assessment process.

- Build and support e-portfolio initiatives (e.g., professional portfolios, program portfolios, student and faculty portfolios. E-portfolios give teachers ample opportunity to share knowledge, evidence improvement over time, and as a means for reflection.
- Present evidence for accreditation with online exhibit rooms with options for teacher and evaluator anonymity, access to teacher work.
- Generate real-time and longitudinal reports to analyze teacher performance data (e.g., aggregate and disaggregate performance data; drill down to artifacts; filter by demographics and other characteristics; compare results over time; and, export data directly to Excel for further statistical analysis).

*Example supporting tools and services: Rubric Wizard (includes AAC&U VALUE Rubrics and ability to create rubric repositories); Form and Survey Builders, Standards Database (state, national, international sets); Pre-built edTPA™ templates for all subject areas; Field Experience and Clinical Practice Module; Webfolio Builder; real-time user-based dashboards, report filtering by demographics; Lesson and Unit Plan Building Tools; and on-going support and training for all users (e.g., students, faculty, administrators, staff).*

# IMPLEMENTATION & TRAINING

Our Implementation Team works with you to identify your unique needs and goals, and uses that understanding to create your project plan and customize your Taskstream-Tk20 system. Our Implementation Team offers comprehensive implementation and training for key stakeholders and provides expert assistance on getting the most out of your Taskstream-Tk20 system.

With the Taskstream-Tk20 Implementation Team, you will:

- **See quick time to value**: Our goal is to help you implement your system quickly and smoothly, so that you can start monitoring and analyzing the data that you have collected as soon as possible.
- **Use your campus practices to tap into the power of Taskstream-Tk20**: We will work with you to translate your current practices to our online application.
- **Build a solid foundation for using your Taskstream-Tk20 platform**: After your initial data collection, we will work with you to identify ways that you can expand your usage of the system.
- **Be a partner in implementation**: We want you to be in the driver's seat for this implementation. No one knows your campus stakeholders, needs, or goals better than you do!
- **Take advantage of our expert best practices**: We have successfully implemented hundreds of colleges and universities in the United State and around the world. We are happy to share our expertise with you.

A dedicated Implementation Project Manager (IPM) will partner with your institution for a smooth implementation. Keeping your assessment and accreditation goals and timelines in mind, you and your IPM will create a custom project plan to guide your implementation. We also provide a wide range of training and ongoing support materials, including quick guides, video tutorials, and online training sessions. Your online training sessions can be recorded and made available for future reference. At Taskstream-Tk20 we employ a train-the-trainer method of implementation. No one knows your needs, goals, and stakeholders better than you do! We'll work together to ensure that you are a Taskstream-Tk20 expert and can help support your end users so that you can get the data that you need from your Taskstream-Tk20 system.

**Standard 3: Meaningful Field Experiences**

The unit develops effective field experiences and assesses consistent expectations within educator preparation programs for candidate performance as it relates to knowledge, skills, and dispositions including classroom management; and the unit provides adequate and appropriate supervision of teacher candidates during all field placements.

**Unit**

The unit systematically ensures a range of diverse settings that reflect the reality of the P-12 classroom and represent areas in which the teacher candidate will be licensed.

**Notes/Comments:** The unit provides some opportunities for candidates to experience diverse settings; however, it is not systematic or consistent for every candidate. The team recommends partnering with other districts for field experiences so that each candidate experiences diversity (addresses specifically race/ethnicity and exceptionalities). Also, the unit should find ways to incorporate faculty diversity.

**Institutional Response**

Through field experiences, Rust College teacher candidates are able to experience diversity through completion of the course work in the following courses:

- EDE 331 Math for Elementary Teachers
- EDE 333 Social Science for Elementary Teachers
- EDE 334 Science for Elementary Teachers
- EDU 332 Methods of Middle School Classroom Instruction
- RDL 330 Early Literacy Instruction Part I
- RDL 332 Teaching Reading in Grades 3-8
- RDL 337 Developmental Approaches to Reading & Literacy
- EDU 330 Classroom Management
- EDS 430 Methods of Teaching in the Secondary School
- EDS 313 Teaching Strategies Practicum

Field experiences are done in the following schools that have diverse student populations:

- Marshall Academy
- Potts Camp
- Holy Family

**Note:** Attached is demographic information concerning these schools.

The Division of Education at Rust College is structured on a Module system which consists of 2 eight week sessions each semester. However, we have proposed a Professional Morning, each month to adhere to the Diversity and Exceptionalities mandated in Standard 3 from the Department of Education. We will collaborate with North Regional Center, in Oxford Mississippi, Marshall Academy, in Holly Springs, Mississippi, and Blue Mountain College, in Blue Mountain, Mississippi. These institutions will provide more diversity and exposure to different exceptionalities that will enhance the knowledge we will provide to our Teacher Candidates. As a result of these collaborations our students will have a better understanding of what to anticipate in their future classrooms.

## COLLOBORATION

## NORTH MISSISSIPPI REGIONAL CENTER

The North Mississippi Regional Center is located in Oxford Mississippi. The Center is one of five comprehensive centers in Mississippi under the authority of the State Department of Mental Health. This facility operates twelve cottages with 280 clients. In the Division of Education our students are introduced to several classroom settings. It is for these reasons that the Division of Education is actively involved in increasing our student's exposure to diverse settings. These opportunities enhance their understanding of exceptionalities inside and outside of the classroom. The Center provides an excellent array of programs from pre-school to adult intervention. This exposure enables the teacher candidates to mirror the pedagogy with an actual classroom environment. This component has embellished the candidates understanding of a population they will ultimately serve. Therefore we will continue to broaden their understanding of exceptionalities with more of these activities.

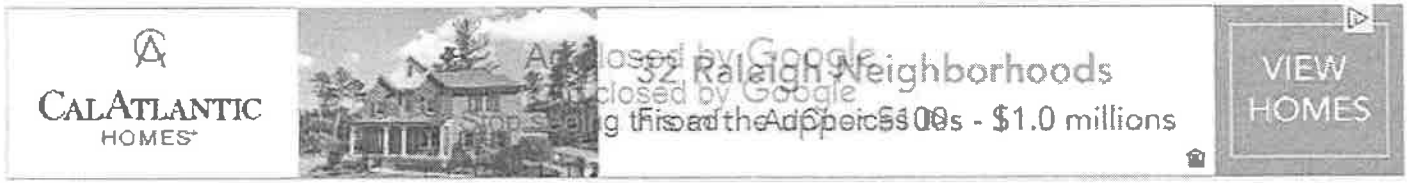
It is our thought that this collaboration will better prepare our teacher candidates through more experiences of this nature. We feel the teacher candidates will be better prepared for student Internships and future teachers.

| | |
|---|---|
| **School Name** | Holy Family School |
| **School Level** | Elementary School<br>Kindergarten<br>Middle School<br>Preschool |
| **Grades** | Pre-Kindergarten-8th |

Visit our preschools website to learn about the preschool program at Holy Family School.

| | |
|---|---|
| **School Website** | hfamilyschool.org |

| | |
|---|---|
| **School Program Type or Emphasis** | Regular |
| **School Setting** | Town |



ADVERTISEMENT

## School Information

Share

| | |
|---|---|
| **Total Students** | 204 |
| **School Gender** | Co-ed |
| **Offers Boarding** | No |

National Catholic Educational Association (NCEA)

| | |
|---|---|
| **Days Per School Year** | 180 days |
| **Length of School Day in Total Hours** | 7 hours |

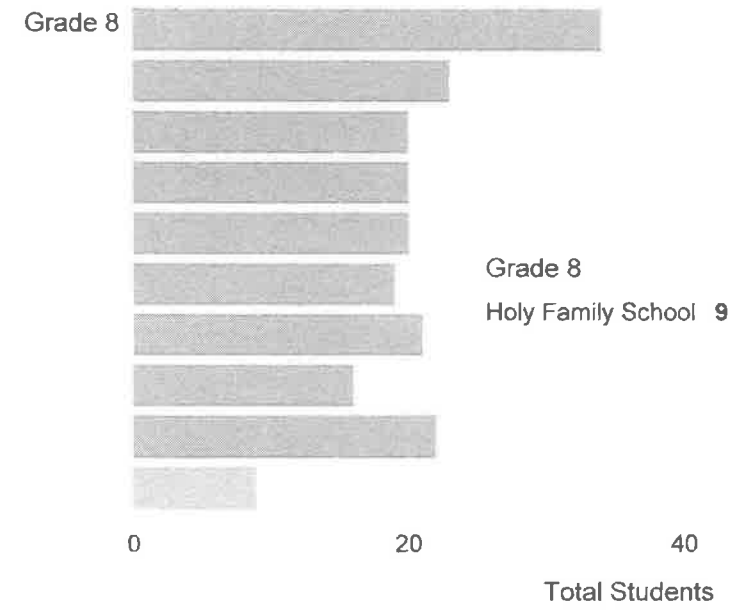
ADVERTISEMENT

## Student Body

Share

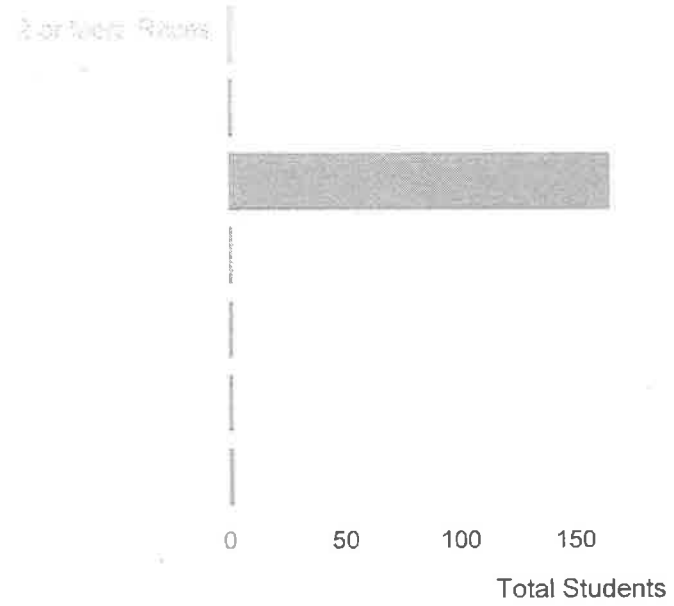
### Grade Level Demographics

**Pre-kindergarten Students**: 34
**Kindergarten Students**: 23
**First Grade Students**: 20
**Second Grade Students**: 20
**Third Grade Students**: 20
**Fourth Grade Students**: 19
**Fifth Grade Students**: 21
**Sixth Grade Students**: 16
**Seventh Grade Students**: 22
**Eighth Grade Students**: 9



## Ethnic Demographics

**White Students**: 2
**Black Students**: 166
**Two or More Races Students**: 2




Get Matched with Scholarships Today

ScholarshipOwl

- Free signup
- Instantly match with eligib
- News and updates on your provided regularly

Register for Scholars

SPONSORED

H&R BLOCK

INCREASING YOUR TAX KNOWLEDGE COULD INCREASE YOUR INCOME.

LEARN MORE

ADVERTISEMENT

## Academics and Resources

Share

### Academics and Faculty

| | |
|---|---|
| **Library or Library Media Center** | Yes |
| **Offers Programs for Learning Differences** | ✖ |

### Extracurriculars

**Extracurricular Activities**

### Available Sports

**Sports Offered**

ADVERTISEMENT

## Location

Share

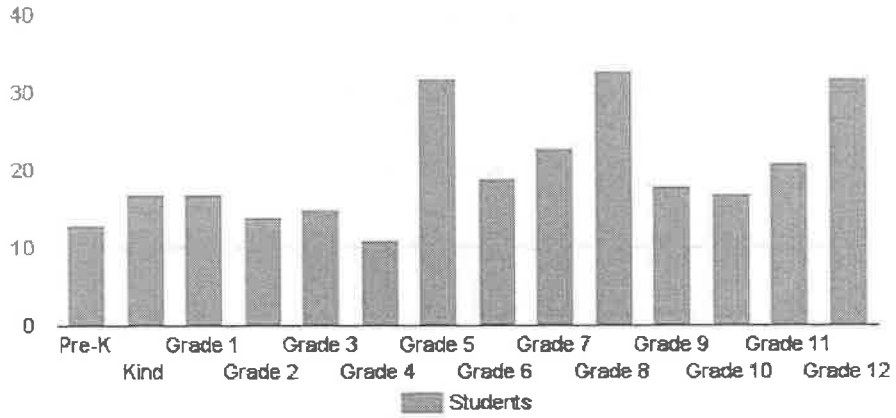
### Nearby Public Education

Religious Affiliation Christian
Grades Offered Grades Prekindergarten-12

## Student Body

Total Students 282 students
Student Body Type Co-ed
% Students of Color 5%
*State avg.: 15%*

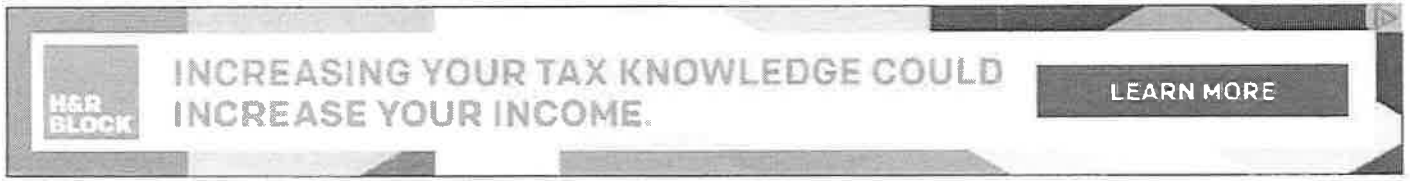
Students by Grade




## Academics and Faculty

Total Classroom Teachers 22 teachers
Student : Teacher Ratio 13:1
*National avg.: 13:1*

REQUEST FREE INFORMATION




58

| StartClass rating | graduation rate | expenditure per student |
|---|---|---|
| 5 | 86 | $8,699 |
| | percent | United States dollars |

| state exam proficiency rate | eligibility for free or reduced lunch |
|---|---|
| 19 | 94.8 |
| percent | percent |

## Quality of Education in Holly Springs

Holly Springs is **ranked 149 out of 235 cities in Mississippi** for its quality of public education.

Rankings are calculated using the weighted average of each public school within the location's average performance on a variety of measures including standardized exams, school environment and more.

Learn more education facts about Holly Springs here.

| | |
|---|---|
| **Address** | 395 West St<br>Holly Springs, Mississippi 38635 |
| **Telephone Number** | (662) 252-1612 |

59

# North Mississippi Regional Center

<=""">

## Education Department

**Director: Corrine Fowler**

Contact information:
**Phone**:662-513-7740
**Email**:hellard@nmrc.ms.gov

**LIFE SKILLS**

The Life Skills Education Program is designed to meet the needs of individuals with severe/profound intellectual and related developmental disabilities who possess limited

care skills. Classes are offered in nine cottages, four of which serve exclusively students who are non-ambulatory. Teaching is conducted in small groups and by one-on-one instruction by the teacher or teacher aid. Staff members are encouraged to use technology as a teaching tool and to design materials that are formulated to foster decision making. Developmental education programs are individualized to include 12 major areas: self-feeding, bathing, dressing, grooming, personal hygiene, dental hygiene, communication, task attendance, daily living skills, motor skills (fine and gross motor), and sensory stimulation. Individuals participate in classes throughout the day. Additional activities include: cooking class, art; physical education; and computer. Additional classes are schedul ed to provide learning experiences in recreational activities such as gross motor development and aquatics. In addition, individuals participate in the learning activities provided through the library, canteen, and music classes.

## STOVALL SPECIAL EDUCATION PROGRAM

Individuals enrolled in the Stovall Special Education Program receive instruction in functional academics, daily living skills, communications, and pre-vocational skills. The traditional academics subject areas of functional reading, writing, language arts, mathematics, pre-vocational training, physical education, and library are designed to meet the individual's needs. Assembling, sorting, time on task, and work related behavior are some of the pre-vocational skills in which students receive instruction. Educational objectives in the Stovall Education Program ensure that students are afforded every opportunity to progress to a more integrated setting. The school is accredited through the Mississippi Department of Education (MDE), and the Southern Association of Colleges and Schools (SACS).

## HOPKINS WORKSHOP

Individuals who are attending the Hopkins Adult Workshop Program participate in activities that promote independence in vocational, daily living, functional academics, and community living. Work skill activities are providing activities that promote the ability to earn a competitive wage. A variety of activities might include prevocational, contract work from local industries and businesses, greenhouse production, community workshop programs, community work sites or arts and craft projects. Through an on-going partnership, since 2001, the City of Oxford, NMRC, and the Oxford Recycling Center are preparing individuals to recycle, re-use, and reduce waste in their environment. Individuals participating in classroom and work activities practice and then have opportunities to apply those experiences in a variety of community settings.

## CTS TEACHERS

Education staff in the Community Transition Services Department provide training in the areas of vocation, functional academics, daily living and community awareness. Daily instruction focuses on banking/budgeting, money management, meal preparation, job skills and community integration. Training in these areas enhances skills necessary for

individuals to become active and contributing members of the communities in which they live and work. Independence in these areas is vital in ensuring that individuals are preparing to continue toward a more integrated setting.

## SENIORS EDUCATION PROGRAM

The Seniors Education Program is designed to address the physical, social, and emotional needs of older adults with intellectual and related developmental disabilities. These include senior citizens, mature adults with significant medical concerns, and persons with Down Syndrome who may be experiencing some form of dementia. A daily program of activities is offered through a traditional and transitional seniors program. These programs provide opportunities in both the cottage setting and in one of two Seniors classrooms on campus. These activities are designed to be fun and stimulating, in a safe and comfortable social environment, where clients can have friends and continue to enjoy life. Seniors also have access to Fine Arts and Seniors recreation in the Macvaugh Building. Individuals are encouraged to enjoy special events throughout the year

## Project RUN

Project RUN (Reaching Us Now) provides early intervention services to infants and children from birth to age three who are experiencing developmental delays (such as difficulty in achieving childhood milestones such as rolling over, crawling, walking, talking, self-feeding, dressing, etc.), who have diagnoses known to be associated with developmental delay (such as Down Syndrome, Autism, etc), or who have special needs (such as prematurity or medical complications) that may delay their development. Early intervention promotes development through family support and individualized therapeutic activities provided in a community-based setting. Additional information about Project RUN services is available here.


Copyright @ 2008 North Mississippi Regional Center

122 E. Spring Street
Holly Springs, MS 38635

lhale@mcschools.us

Phone: 662-252-4271
Fax: 662-252-5129

Preparing Students to Lead the Way

**DR. LELA S. HALE, SUPERINTENDENT OF EDUCATION**

Dr. James Herod, Associate Professor
Rust College
150 Rust Avenue
Holly Springs, MS 38635

August 30, 2017

The Marshall County School District agrees to have students enrolled in education classes at Rust College to complete observation hours in the schools within the district. The Marshall County School District includes students, teachers, and staff from diverse populations. In addition to sending a letter to the superintendent of education stating when observations begin, the college supervisor will present an agreement with each school's principal permitting the student to observe.

Observation reports should be used for educational purposes only and must be written in such a manner as to keep the student's and/or teacher's or staff's identity confidential and private. The Marshall County School District prohibits data, documents, or photos/videos from being posted on social networking websites.

The Marshall County School District looks forward to partnering with the education students at Rust College in completing his or her observation hours.

Cordially,

Dr. Lela S. Hale

Dr. Lela S. Hale

## Mission Statement

*Enhancing the abilities and promoting the independence of persons with intellectual and related developmental disabilities by providing quality care, comprehensive services and family support, with dignity and respect.*

# NORTH MISSISSIPPI REGIONAL CENTER

<="">

HOME

News and Events | ABOUT US | PUBLICATIONS

EMPLOYEE LINKS | COMMUNITY LINKS | EXTERNAL LINKS

Located in Oxford, the North Mississippi Regional Center is one of six comprehensive regional centers in Mississippi. NMRC operates under the authority of the MS Department of Mental Health and is licensed as an Intermediate Care Facility for

Individuals with Intellectual and Developmental Disabilities (ICF/IDD), providing an array of services in the northern 23 counties of the state.

For more information about programs and services of the North Mississippi Regional Center, please contact NMRC at:

**Address**: 967 Regional Center Drive, Oxford, Mississippi 38655
**Telephone:** 662-234-1476
**Fax:** 662-234-1699
**Email:** staff@nmrc.ms.gov

Career Opportunities

Transparency Mississippi
Home | Site Map | Privacy Policy
Copyright @ 2008 North Mississippi Regional Center

<a title="drupal stats" href="http://www.statcounter.com/drupal/" target="_blank"><img class="statcounter" src="http://c.statcounter.com/5907866/0/9ea3cd15/0/" align="center" alt="drupal stats" ></a>

# North Mississippi Regional Center

Dr. Sandy A. Rogers, Director
967 Regional Center Drive
Oxford, Mississippi 38655
Telephone: (662) 234-1476 • Fax: (662) 234-1699 • Web: *www.nmrc.state.ms.us*

## Career Fact Sheet

### Location

Located in Oxford, the North Mississippi Regional Center is one of five comprehensive regional centers in Mississippi. NMRC operates under authority of the State Department of Mental Health and is licensed as an Intermediate Care Facility for the Mentally Retarded (ICF/MR), providing an array of services to individuals with intellectual and related developmental disabilities in the northern 23 counties of the state.

### Services

The North Mississippi Regional Center...

- operates 12 residential cottages housing 280 clients on its 220-acre Oxford campus.
- operates 20 10-bed ICF/MR community homes in Batesville, Booneville, Bruce, Corinth, Hernando, Fulton, Nettleton, Oxford, Pontotoc, and Senatobia, with an additional ICF/MR program under development in Water Valley.
- assists more than 2,500 clients in less restrictive, community-based living throughout the service area. Traditional group homes (Bruce, Clarksdale, Corinth, Oxford, and Tupelo), supported living apartments (Oxford, Tupelo), work activity/prevocational centers (Batesville, Booneville, Bruce, Clarksdale, Corinth, Ecru, Fulton, Grenada, Hernando, Holly Springs, Iuka, Oxford, Senatobia, and Verona), Day Services-Adults (Batesville, Booneville, Clarksdale, Hernando, and Verona), and Home and Community Based Waiver services (area wide) offer opportunities for self-sufficiency and independence.
- provides vital diagnostic/evaluation and referral services at no charge.
- provides free early intervention services and therapy for preschool children with developmental delays at Project RUN (Reaching Us Now) sites in Clarksdale, Grenada, Hernando, and Oxford; at outreach centers in county health departments and daycare centers in all service area counties; and through home-based services in Calhoun, Carroll, Coahoma, DeSoto, Grenada, Lafayette, Leflore, Montgomery, Panola, Quitman, Tallahatchie, Tate, Tippah, Tunica, Union, and Yalobusha Counties.
- assists children and adults with disabilities secure technology to meet individual needs through the on-campus TAD (Technology Assistive Device) Center, a primary resource for assistive technology in north Mississippi.

### Staff

More than 25 departments staffed by specially trained personnel are housed on the Center's Oxford campus. Though departmental programs vary, all staff work toward a common goal – the highest level of self-sufficiency and independence possible for each client. This team approach taps the expertise of staff campuswide to establish carefully planned, individualized programs of active treatment and services. NMRC is one of Lafayette County's largest employers with over 1,060 staff positions in a number of fields, including...

Accountants
Accounting Clerks
Administrative Dietitians
Administrators
Audiologists
Auditors
Bakers
Case Managers
Civil Engineers
Clerks/Clerk Typists
Clinical Dietitians
Clothiers
Cooks
Cosmetologist
Dentist
Dental Hygienist
Department Directors
Direct Care Workers
Direct Care Supervisors
Electronics Specialists
Food Service Supervisors
Food Service Workers
General Service Employees
House Parents
Human Service Workers
Librarian
Licensed Practical Nurses
Maintenance Supervisors
Maintenance Staff
Occupational Therapists
OT/PT Aides
Office Managers
Parent Educators
Payroll Assistants
Personnel Officers
Pharmacists
Physical Therapists
Physician
Program Coordinators
Program Development Specialists
Property Officer
Psychiatrists
Psychologists
Psychology Technicians
Psychometrists
Public Information
Purchasing Agents
Quality Assurance Coordinators
Recreation Therapists
Registered Dietitians
Registered Nurses
Secretaries
Security Officers
Social Workers
Special Education Teachers
Speech Pathologists
Staff Development Instructors
Store Manager
Systems Analysts
Teachers
Teacher Aides
Vocational Training Instructors
Warehouse Clerks
Workshop Directors

### Employee Benefits

- **Paid health insurance**
- **Educational opportunities**
- **State retirement plan**
- **Personal and professional growth and satisfaction**
- **10 paid holidays per year**
- **On-campus cafeteria serving $2.00 full meals**
- **Generous personal and medical leave**

**For more information, contact the North Mississippi Regional Center's Personnel Office at 662-513-7772.**

# Report

**District: (4700)-Marshall Co School Dist School: (018)-Potts Camp Middle School (4)8)**

**Year: 2017**

8/30/2017 4:29:51 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | * |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | * |
| Grade 2 | * |
| Grade 3 | * |
| Grade 4 | 72 |
| Grade 5 | 60 |
| Grade 6 | 49 |
| Grade 7 | 61 |
| Grade 8 | 54 |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 301 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 144 | 47.84% |
| Male | 157 | 52.16% |
| Asian | * | <=5% |
| Black | 78 | 25.91% |
| Hispanic | 11 | <=5% |
| Native American | * | <=5% |
| White | 211 | 70.10% |
| Multi Racial | * | <=5% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

startclass
by GRAPHIQ

See all Private Schools  Guide  Share

# Holy Family School

## Holly Springs, Mississippi

**Location**: Holly Springs, Mississippi
**Total Students**: 204
**School Gender**: Co-ed
**Grades**: Pre-Kindergarten-8th

See all Private Schools  Prep for Entrance Exams

ADVERTISEMENT

## Overview

Share

# Report

**District: (4700)-Marshall Co School Dist School: (016)-Potts Camp High School (9)12)**

**Year: 2017**

8/30/2017 4:29:00 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | * |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | * |
| Grade 2 | * |
| Grade 3 | * |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | 61 |
| Grade 10 | 58 |
| Grade 11 | 47 |
| Grade 12 | 33 |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 206 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 96 | 46.60% |
| Male | 110 | 53.40% |
| Asian | * | <=5% |
| Black | 90 | 43.69% |
| Hispanic | 10 | <=5% |
| Native American | * | <=5% |
| White | 105 | 50.97% |
| Multi Racial | * | <=5% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# RUST COLLEGE
## HOLLY SPRINGS, MISSISSIPPI 38635
### Office of Teacher Education

**This APPLICATION-AGREEMENT involves cooperation between the Teacher Education Program at Rust College and the** Marshall Academy **. This agreement permits a student teacher to serve as an intern in the school designated below:**

## APPLICATION

**Date:** May 22, 2013

**We are requesting internship placement for:**

Crystal Forsythe
**(Student's Name)**

Elem. Education
**(Major)**

**School for the Teacher Intern Internship:** **School Name:** Marshall Academy
**School Address:** 100 Academy Dr.
**School Phone:** (662) 252-3449
**Principal:** D'Sieen

**School District:** ——— **Grade (Subject) Level:** 2

**Dates of Internship:** Aug 26 - Oct 21, 2013 **for a period of** 14 weeks.

**Dr. James E. Herod**
**Supervising Teacher**
**(662) 2525-8000 ext. 4021**
jherod@rustcollege.edu

## AGREEMENT

**WE, THE UNDERSIGNED, agree for the above student to complete student teaching in the designated school:**

Diane O'Sieen
**Principal**

Donna L. Allred
**Cooperating Teacher**

**Supervising Teacher, Dr. James Herod**

**I e sign the agreement and return one copy to the Supervising Teacher, give one copy to the Principal, one copy to the Cooperating Teacher and one copy to the student.**

**Standard 4: Diversity and Differentiation of Instruction**

The unit ensures a range of diverse settings that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.

**Unit**

Candidates share experiences with diverse faculty, candidates, and students in P-12 school, settings, including diversity of gender, race/ethnicity, socio-economic background, culture, and exceptionalities.

**Notes/Comments:** The team recommends partnering with other districts for field experiences so that each candidate experiences diversity (addresses specifically race/ethnicity and exceptionalities). An increased incorporation of technology is recommended.

**Institutional Response**

Partnering with other districts for field experiences is addressed in Standard 2. Additionally, Division of Education makes every effort possible to place teacher candidates in diverse settings for the Teacher Internship. Attached are letters of agreement and demographic data for school districts and schools where recent graduates did their student internships. In addition, to our existing inventory of technology, the Division of Education is acquiring additional technology to be used in instruction. Some of the additional technology includes:

- Activ Panel Promethean Board
- Sony PxW-X70 Professional Camcorder
- Scientific Calculators

The technology will be used to complement the course, EDU 323- Educational Technology Competence (Course description attached)

# Student Intern Placements

**2015**

| Name | Major | Internship Placement |
|---|---|---|
| Dowsing, Senetria | Elem. Ed. | Chickasaw Elementary-Desoto County |
| McDaniels, Shanderla | Elem. Ed. | Horn Lake Elementary/Horn Lake Intermediate-Desoto County |
| Hawking, Patrice | Bus. Ed. | Grenada High/Amanda Elzy High- Leflore County |

**2016**

| Name | Major | Internship Placement |
|---|---|---|
| Pegues, Belinda | Elem. Ed. | Holly Springs Primary |
| Perdue, Jakeyia | Elem. Ed. | Over Park Elementary-Desoto County |
| Williams, Nakisha | Elem. Ed. | Joyner Elementary- Tupelo School District |

# Report

**District: (1700)-Desoto Co School Dist School: (008)-Chickasaw Elementary School**

**Year: 2017**

8/21/2017 4:30:46 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | * |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | * |
| Grade 2 | 267 |
| Grade 3 | 262 |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 534 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 245 | 45.88% |
| Male | 289 | 54.12% |
| Asian | * | <=5% |
| Black | 198 | 37.08% |
| Hispanic | 25 | <=5% |
| Native American | * | <=5% |
| White | 261 | 48.88% |
| Multi Racial | 40 | 7.49% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (1700)-Desoto Co School Dist School: (008)-Chickasaw Elementary School**

**Year: 2015**

8/21/2017 4:32:03 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | N/A |
| Special Education Pre-K | N/A |
| Kindergarten | N/A |
| Special Education Kindergarten | N/A |
| Elementary Special Education | 14 |
| Grade 1 | N/A |
| Grade 2 | 233 |
| Grade 3 | 234 |
| Grade 4 | N/A |
| Grade 5 | N/A |
| Grade 6 | N/A |
| Grade 7 | N/A |
| Grade 8 | N/A |
| Grade 9 | N/A |
| Grade 10 | N/A |
| Grade 11 | N/A |
| Grade 12 | N/A |
| Secondary Special Education | N/A |
| Secondary GED | N/A |
| Total Enrollment | 481 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 221 | 45.95% |
| Male | 260 | 54.05% |
| Asian | * | * |
| Black | 148 | 30.77% |
| Hispanic | 28 | * |
| Native American | 0 | 0.00% |
| White | 289 | 60.08% |
| Multi Racial | 13 | * |
| Pacific Islander | * | * |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (1700)-Desoto Co School Dist School: (028)-Horn Lake Intermediate School**

**Year: 2015**

8/21/2017 4:33:19 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | N/A |
| Special Education Pre-K | N/A |
| Kindergarten | N/A |
| Special Education Kindergarten | N/A |
| Elementary Special Education | 35 |
| Grade 1 | N/A |
| Grade 2 | N/A |
| Grade 3 | 364 |
| Grade 4 | 372 |
| Grade 5 | 360 |
| Grade 6 | N/A |
| Grade 7 | N/A |
| Grade 8 | N/A |
| Grade 9 | N/A |
| Grade 10 | N/A |
| Grade 11 | N/A |
| Grade 12 | N/A |
| Secondary Special Education | N/A |
| Secondary GED | N/A |
| Total Enrollment | 1131 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 552 | 48.81% |
| Male | 579 | 51.19% |
| Asian | * | * |
| Black | 661 | 58.44% |
| Hispanic | 104 | * |
| Native American | 0 | 0.00% |
| White | 338 | 29.89% |
| Multi Racial | 17 | * |
| Pacific Islander | * | * |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (1700)-Desoto Co School Dist School: (020)-Horn Lake Elem**

**Year: 2015**

8/21/2017 4:33:03 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | N/A |
| Special Education Pre-K | 11 |
| Kindergarten | 195 |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | 199 |
| Grade 2 | 187 |
| Grade 3 | N/A |
| Grade 4 | N/A |
| Grade 5 | N/A |
| Grade 6 | N/A |
| Grade 7 | N/A |
| Grade 8 | N/A |
| Grade 9 | N/A |
| Grade 10 | N/A |
| Grade 11 | N/A |
| Grade 12 | N/A |
| Secondary Special Education | N/A |
| Secondary GED | N/A |
| Total Enrollment | 595 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 300 | 50.42% |
| Male | 295 | 49.58% |
| Asian | * | * |
| Black | 320 | 53.78% |
| Hispanic | 46 | * |
| Native American | * | * |
| White | 202 | 33.95% |
| Multi Racial | 23 | * |
| Pacific Islander | 0 | * |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (1700)-Desoto Co School Dist School: (020)-Horn Lake Elem**

**Year: 2017**

8/21/2017 4:32:36 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | 190 |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | 192 |
| Grade 2 | 159 |
| Grade 3 | * |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 552 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 247 | 44.75% |
| Male | 305 | 55.25% |
| Asian | * | <=5% |
| Black | 333 | 60.33% |
| Hispanic | 19 | <=5% |
| Native American | * | <=5% |
| White | 117 | 21.20% |
| Multi Racial | 78 | 14.13% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# RUST COLLEGE
# HOLLY SPRINGS, MISSISSIPPI 38635
## Office of Teacher Education

**This APPLICATION-AGREEMENT involves cooperation between the Teacher Education Program at Rust College and the Holly Springs School District. This agreement permits a student teacher to serve as an intern in the school designated below:**

**APPLICATION**

**Date:** November 4, 2014

**We are requesting internship placement for:**

Patrice Hawkins
**(Student's Name)**

Business
**(Major)**

**School for the Student Teaching Internship:**
**School Name:** Grenada Vocation High School
**School Address:** 2035 Jackson Ave
**School Phone:** (662) 226-6969
**Principal:** Dr. Cliff Craven

**School District:** Grenada **Grade (Subject) Level:** 9-12

**Dates of Internship:** Nov. 3 - Dec. 19
**for a period of** 14 weeks.

**Dr. James Herod**
**Supervising Teacher**
**(662) 252- 8000 ext. 4021**
**Jherod@rustcollege.edu**

**AGREEMENT**

**WE, THE UNDERSIGNED, agree for the above student to complete student teaching in the designated school:**

Cliff Craven
**Principal**

Meg Newsome
**Cooperating Teacher**

James E. Herod
**Supervising Teacher, Dr. James Herod**

**Please sign the agreement and return one copy to the Supervising Teacher, give one copy to the Principal, one copy to the Cooperating Teacher and one copy to the student.**

# Report

**District: (4200)-Leflore Co School Dist School: (004)-Amanda Elzy High School**

**Year: 2015**

8/21/2017 4:38:05 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | N/A |
| Special Education Pre-K | N/A |
| Kindergarten | N/A |
| Special Education Kindergarten | N/A |
| Elementary Special Education | N/A |
| Grade 1 | N/A |
| Grade 2 | N/A |
| Grade 3 | N/A |
| Grade 4 | N/A |
| Grade 5 | N/A |
| Grade 6 | N/A |
| Grade 7 | N/A |
| Grade 8 | N/A |
| Grade 9 | 122 |
| Grade 10 | 105 |
| Grade 11 | 103 |
| Grade 12 | 100 |
| Secondary Special Education | * |
| Secondary GED | N/A |
| Total Enrollment | * |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 209 | 47.83% |
| Male | 228 | 52.17% |
| Asian | * | * |
| Black | 427 | 97.71% |
| Hispanic | * | * |
| Native American | 0 | 0.00% |
| White | * | * |
| Multi Racial | 0 | * |
| Pacific Islander | 0 | * |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (4200)-Leflore Co School Dist School: (004)-Amanda Elzy High School**

**Year: 2017**

8/21/2017 4:38:24 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | * |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | * |
| Grade 2 | * |
| Grade 3 | * |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | 99 |
| Grade 10 | 106 |
| Grade 11 | 109 |
| Grade 12 | 81 |
| Secondary Special Education | 14 |
| Secondary GED | * |
| Total Enrollment | 409 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 207 | 50.61% |
| Male | 202 | 49.39% |
| Asian | * | <=5% |
| Black | 394 | 96.33% |
| Hispanic | 12 | <=5% |
| Native American | * | <=5% |
| White | * | <=5% |
| Multi Racial | * | <=5% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (2220)-Grenada School Dist School: (004)-Grenada High**

**Year: 2015**

8/21/2017 4:34:30 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | N/A |
| Special Education Pre-K | N/A |
| Kindergarten | N/A |
| Special Education Kindergarten | N/A |
| Elementary Special Education | N/A |
| Grade 1 | N/A |
| Grade 2 | N/A |
| Grade 3 | N/A |
| Grade 4 | N/A |
| Grade 5 | N/A |
| Grade 6 | N/A |
| Grade 7 | N/A |
| Grade 8 | N/A |
| Grade 9 | 276 |
| Grade 10 | 281 |
| Grade 11 | 282 |
| Grade 12 | 240 |
| Secondary Special Education | 30 |
| Secondary GED | * |
| Total Enrollment | * |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 550 | 49.42% |
| Male | 563 | 50.58% |
| Asian | * | * |
| Black | 538 | 48.34% |
| Hispanic | * | * |
| Native American | * | * |
| White | 562 | 50.49% |
| Multi Racial | * | * |
| Pacific Islander | 0 | * |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (2220)-Grenada School Dist School: (004)-Grenada High**

**Year: 2017**

8/21/2017 4:34:13 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | * |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | * |
| Grade 2 | * |
| Grade 3 | * |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | 286 |
| Grade 10 | 296 |
| Grade 11 | 224 |
| Grade 12 | 226 |
| Secondary Special Education | 32 |
| Secondary GED | * |
| Total Enrollment | 1065 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 528 | 49.58% |
| Male | 537 | 50.42% |
| Asian | * | <=5% |
| Black | 529 | 49.67% |
| Hispanic | * | <=5% |
| Native American | * | <=5% |
| White | 515 | 48.36% |
| Multi Racial | * | <=5% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (4720)-Holly Springs School Dist School: (012)-Holly Springs Primary School**

**Year: 2016**

8/21/2017 4:38:59 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | 20 |
| Special Education Pre-K | * |
| Kindergarten | 96 |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | 95 |
| Grade 2 | 134 |
| Grade 3 | 144 |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 489 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 249 | 50.92% |
| Male | 240 | 49.08% |
| Asian | * | <5% |
| Black | 460 | 94.07% |
| Hispanic | * | <5% |
| Native American | * | <5% |
| White | 22 | <5% |
| Multi Racial | * | <5% |
| Pacific Islander | * | <5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (4720)-Holly Springs School Dist School: (012)-Holly Springs Primary School**

**Year: 2017**

8/21/2017 4:38:46 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | 20 |
| Special Education Pre-K | * |
| Kindergarten | 110 |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | 104 |
| Grade 2 | 106 |
| Grade 3 | 132 |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 472 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 237 | 50.21% |
| Male | 235 | 49.79% |
| Asian | * | <=5% |
| Black | 438 | 92.80% |
| Hispanic | * | <=5% |
| Native American | * | <=5% |
| White | 21 | <=5% |
| Multi Racial | * | <=5% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (4120)-Tupelo Public School Dist School: (016)-Joyner Elementary School**

**Year: 2016**

8/21/2017 4:40:36 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | 152 |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | 155 |
| Grade 2 | 149 |
| Grade 3 | * |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 456 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 206 | 45.18% |
| Male | 250 | 54.82% |
| Asian | * | <5% |
| Black | 223 | 48.90% |
| Hispanic | 19 | <5% |
| Native American | * | <5% |
| White | 184 | 40.35% |
| Multi Racial | 22 | <5% |
| Pacific Islander | * | <5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (4120)-Tupelo Public School Dist School: (016)-Joyner Elementary School**

**Year: 2017**

8/21/2017 4:40:19 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | 131 |
| Special Education Kindergarten | * |
| Elementary Special Education | * |
| Grade 1 | 142 |
| Grade 2 | 159 |
| Grade 3 | * |
| Grade 4 | * |
| Grade 5 | * |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 436 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 204 | 46.79% |
| Male | 232 | 53.21% |
| Asian | * | <=5% |
| Black | 222 | 50.92% |
| Hispanic | 21 | <=5% |
| Native American | * | <=5% |
| White | 167 | 38.30% |
| Multi Racial | 20 | <=5% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# Report

**District: (1700)-Desoto Co School Dist School: (070)-Overpark Elementary**

**Year: 2016**

8/21/2017 4:39:41 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | * |
| Special Education Pre-K | * |
| Kindergarten | 94 |
| Special Education Kindergarten | * |
| Elementary Special Education | 14 |
| Grade 1 | 122 |
| Grade 2 | 100 |
| Grade 3 | 93 |
| Grade 4 | 127 |
| Grade 5 | 126 |
| Grade 6 | * |
| Grade 7 | * |
| Grade 8 | * |
| Grade 9 | * |
| Grade 10 | * |
| Grade 11 | * |
| Grade 12 | * |
| Secondary Special Education | * |
| Secondary GED | * |
| Total Enrollment | 681 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 324 | 47.58% |
| Male | 357 | 52.42% |
| Asian | 16 | <5% |
| Black | 251 | 36.86% |
| Hispanic | 27 | <5% |
| Native American | * | <5% |
| White | 354 | 51.98% |
| Multi Racial | 30 | <5% |
| Pacific Islander | * | <5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

**James Herod**

**From:** James Herod
**Sent:** Sunday, August 02, 2015 11:35 AM
**To:** 'irene walton'
**Subject:** RE: Teacher-intern placement

Thank you so much.

*James*

Dr. James E. Herod
Associate Professor
Division of Education
Rust College
150 Rust Avenue
Holly Srings, MS 38635
Office: (662) 252-8000 Ext. 4021

**From:** irene walton [mailto:iwalton@hssd.k12.ms.us]
**Sent:** Friday, July 31, 2015 6:05 PM
**To:** James Herod
**Subject:** Re: Teacher-intern placement

Hi Dr. Herod,

I will be glad for you to place a teacher-interns in our district. Feel free to contact me on my mobile anytime at 901.262.1806. Please let me know the school where you would like for her to intern, and I will be glad to help get the process started.

Irene

"At the heart of everything is education."

Irene Walton Turnage
Superintendent
Holly Springs School District
840 Hwy 178 E
Holly Springs, MS 38635
Phone: 662.252.2183
Fax: 662.252.7740
email: superintendent@hssd.k12.ms.us

>>> James Herod <JHerod@rustcollege.edu> 07/31/15 11:10 AM >>>

Dr. Turnage,

Good morning. I hope your summer has been a pleasant one. I know that you are a busy person so I won't take much of your time. I would like very much to place one of our teacher-interns (Rust College) in your district at Holly Springs Primary. If you are able to help in this I ?uld be most appreciative. My teacher-intern (Mrs. Belinda Pegues) has a family and her husband is disabled. I am trying to place her close to home so that it will not be a financial burden. Thank you so much for your time and attention.

Kind regards,

*James E. Herod*

Dr. James E. Herod
Associate Professor
Division of Education
Rust College
150 Rust Avenue
Holly Srings, MS 38635
Office: (662) 252-8000 Ext. 4021

**James Herod**

**From:** James Herod
**Sent:** Tuesday, July 28, 2015 4:07 PM
**To:** 'Mobley, Leigh'
**Subject:** RE: Student teacher

Thank you so much. I will send my email address so that you will have mine. It is jherod@rustcollege.edu

Blessings,

Dr. James E. Herod
Associate Professor
Division of Education
Rust College
150 Rust Avenue
Holly Srings, MS 38635
Office: (662) 252-8000 Ext. 4021
Cell : (662) 801-1116

**From:** Mobley, Leigh [mailto:LMOBLEY@tupeloschools.com]
**Sent:** Tuesday, July 28, 2015 12:35 PM
**To:** James Herod
**Subject:** Student teacher

Dr. Herod:
I thought I would email you so you would have my contact information! I place student teachers here in Tupelo. If you will send me the information on the student you need to place, I will see if I can find placements!! Thanks, Leigh

***Leigh B. Mobley, Ph.D.***
**Executive Director of Professional Development, Assessment, and Compliance**
Tupelo School District
72 South Green Street
PO Box 557
Tupelo, MS 38802
662-841-8850 Work
662-436-0560 Cell

**CONFIDENTIALITY DISCLAIMER**
's email (including attachments) is confidential information protected by the Electronic Communications Privacy Act 18 U.S.C. §2510-2521 and any other applicable law, and / not be opened or forwarded without consent of the named recipient(s). It is intended only for the use of the individual or entity named herein. If the reader of this message is not the intended recipient, or the employee or agent responsible to deliver it to the intended recipient, you are hereby notified that any retention, dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately notify us by return email. Thank you.

# *Lafayette County School District*

100 Commodore Drive
Oxford, Mississippi 38655
Telephone: 662-234-3271
Fax: 662-236-3019

**Adam Pugh, Ph.D.**
Superintendent


August 11, 2017

Dr. James Herod, Associate Professor
Division of Education
Rust College
150 Rust Avenue
Holly Springs, MS 38635

Dear Dr. Herod,

Thank you for considering Lafayette County School District for placement of your student teachers from Rust College to do their observations and student teaching assignments. We would be happy to accept these students in our District. Please let us know how we can help facilitate this partnership.

Sincerely,

Dr. Adam Pugh, Superintendent

122 E. Spring Street
Holly Springs, MS 38635

lhale@mcschools.us

Phone: 662-252-4271
Fax: 662-252-5129

Preparing Students to Lead the Way

**DR. LELA S. HALE, SUPERINTENDENT OF EDUCATION**

Dr. James Herod, Associate Professor
Rust College
150 Rust Avenue
Holly Springs, MS 38635

August 30, 2017

The Marshall County School District agrees to have students enrolled in education classes at Rust College to complete observation hours in the schools within the district. The Marshall County School District includes students, teachers, and staff from diverse populations. In addition to sending a letter to the superintendent of education stating when observations begin, the college supervisor will present an agreement with each school's principal permitting the student to observe.

Observation reports should be used for educational purposes only and must be written in such a manner as to keep the student's and/or teacher's or staff's identity confidential and private. The Marshall County School District prohibits data, documents, or photos/videos from being posted on social networking websites.

The Marshall County School District looks forward to partnering with the education students at Rust College in completing his or her observation hours.

Cordially,

Dr. Lela S. Hale

Dr. Lela S. Hale

# Report

**District: (3600)-Lafayette Co School Dist School: (000)-District Level Data**

**Year: 2017**

8/22/2017 12:34:56 PM

**Enrollment by Grade**

| Grade | Number Enrolled |
|---|---|
| Pre-Kindergarten | 37 |
| Special Education Pre-K | * |
| Kindergarten | 206 |
| Special Education Kindergarten | * |
| Elementary Special Education | 10 |
| Grade 1 | 211 |
| Grade 2 | 219 |
| Grade 3 | 211 |
| Grade 4 | 268 |
| Grade 5 | 211 |
| Grade 6 | 223 |
| Grade 7 | 200 |
| Grade 8 | 227 |
| Grade 9 | 231 |
| Grade 10 | 217 |
| Grade 11 | 168 |
| Grade 12 | 190 |
| Secondary Special Education | 16 |
| Secondary GED | * |
| Total Enrollment | 2846 |

**Enrollment by Subgroup**

| Group Name | Group Number | Group Percent (%) |
|---|---|---|
| Female | 1426 | 50.11% |
| Male | 1420 | 49.89% |
| Asian | 16 | <=5% |
| Black | 734 | 25.79% |
| Hispanic | 74 | <=5% |
| Native American | * | <=5% |
| White | 1995 | 70.10% |
| Multi Racial | 24 | <=5% |
| Pacific Islander | * | <=5% |

Note: * Represents suppressed data to prevent the identification of individuals in small cells or with unique characteristics

# DeSoto County School District

## CONTRACT SUBMISSION COVER PAGE

BOARD MEETING DATE REQUESTED: 8/24/15 SUBMISSION DATE: 08/10/15

**SPONSOR/DEPARTMENT SUBMITTING REQUEST:**

NAME: Van Alexander DEPARTMENT: Personnel

DIRECT PHONE: 662-449-7124 EMAIL: van.alexander@dcsms.org

**CONTRACT INFO:**

CONTRACTING PARTY/COMPANY: Rust College

CONTACT PERSON: Dr. James Herod

TELEPHONE: 662-801-1116 EMAIL: jherod@rustcollege.edu

TERM OF CONTRACT/AGREEMENT: 8/25/16 UNTIL 5/31/2016

COMPENSATION: ____YES ✓ NO FUNDING SOURCE: _____

CONTRACT AMOUNT: _____

BRIEF DESCRIPTION: Student Teacher Placement

***THE SPONSOR IS RESPONSIBLE FOR KEEPING UP WITH THE CONTRACT/AGREEMENT AT EACH STAGE OF APPROVAL.***

**APPROVAL OF PAYMENT TERMS BY STACEY GRAVES MUST BE OBTAINED BEFORE SUBMITTING TO GENERAL COUNSEL.**

REVIEWED BY STACEY GRAVES: _____

**CONTRACTS/AGREEMENTS MUST BE SUBMITTED TO GENERAL COUNSEL AT LEAST 1 WEEK PRIOR TO THE AGENDA DEADLINE DATE FOR THE BOARD MEETING DATE ON WHICH APPROVAL IS REQUESTED.**

REVEIWED BY GENERAL COUNSEL: Janice Turner/ per Keith Treadway Digitally signed by Janice Turner/ per Keith Treadway DN: cn=Janice Turner/ per Keith Treadway, o=DeSoto County School District, ou=Office of General Counsel, email=janice.turner@desotocountyschools.org, c=US Date: 2015.08.18 21:24:01 -05'00'

**A COPY OF THE STAMPED APPROVED CONTRACT WILL BE PROVIDED TO THE SPONSOR AS SOON AFTER THE BOARD MEEETING DATE AS POSSIBLE.**

**PLEASE CONTACT JANICE TURNER IF YOU HAVE ANY QUESTIONS.**

**Janice Turner, Paralegal**
**DeSoto County School District**
**5 East Second Street**
**Hernando, MS 38632**
**662-449-7289 direct**
**662-449-7239 fax**
**901-238-4416 cell**

**STUDENT TEACHER INTERNSHIP AGREEMENT**
**WITHOUT COMPENSATION**
**between**
**DESOTO COUNTY SCHOOL DISTRICT and**
Rust College

APPROVED ON
AUG 24 2015
DeSoto County
Board of Education

**Name of UNIVERSITY or COLLEGE:** Rust College
**Address:**
**Phone:** 662-801-1116 **Placement Dates:** 8/25/16 **until** 5/31/2016
**Contact Person:** Dr. James Herod
**Phone:** 662-801-1116

**This agreement is effective as of** 8/25/16, **and terminates on** 5/31/2016.

This Student Teacher Internship Agreement, without compensation, is made by and between the DESOTO COUNTY SCHOOL DISTRICT, 5 East South Street, Hernando, MS 38632, (hereinafter referred to as DCSD); and Rust College (hereinafter referred to as "UNIVERSITY").

In consideration of the mutual benefits to be derived from this Agreement, the parties hereto covenant and agree as follows:

1. **STATEMENT OF WORK**
DCSD will provide the Intern a working environment and support services reasonably necessary to complete his or her assigned tasks necessary for school credit.

Please refer to attached Exhibit A for a description of the intern program and requirements.

2. **SUPERVISION**
The Intern shall work under the close observation or supervision of DCSD personnel in the performance of various assignments and projects. DCSD will provide direct and close supervision of the work of the intern by an experienced supervisor. At the request of the Intern, the supervisor will prepare a written evaluation of the Intern as required by the school or entity where the Intern attends or as necessary for school credit on a form provided by the Intern, school or entity. Intern hereby agrees to wear an identification badge issued by DCSD while on DCSD campuses/property.

3. **COMPENSATION**
If applicable, the University may pay compensation to the supervising teacher and University agrees to provide proof of such payments, if requested. Any amounts paid to the supervising teacher shall be paid by the University, and DCSD is not responsible for any such payment, nor taxes, withholding, mileage, travel expense or otherwise concerning the performance of this contract.

4. **LIABILITY**
The UNIVERSITY hereby expressly releases DCSD, its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors from any liability from any and all privacy, defamation of other claims, demands, injuries, damages and losses of whatsoever nature and character alleged to be caused by or arising out of, directly or indirectly, the matters, acts, circumstances and participation covered by this Contract.

5. **TERMINATION**
The DCSD or the UNIVERSITY may terminate this agreement for any reason after giving thirty (30) days written notice specifying the effective date thereof to the other party.

6. **CHANGES**
This agreement may be modified, altered, changed or renewed only by written agreement approved by the DeSoto County School Board. Only the School Board has the authority to authorize an amendment or renewal to this contract on behalf of the DeSoto County School District. The parties agree to renegotiate the agreement if federal and/or State revisions of any applicable laws or regulations make changes in this agreement necessary. In the event of any conflict or inconsistency between this Agreement and any attachment to this Agreement, this agreement shall govern.

7. **ACCESS TO RECORDS**
The parties hereto agree that reasonable records shall be maintained in connection with the services provided herein, including evidence that services were performed. It is the responsibility of the UNIVERSITY to communicate to DCSD and/or the supervising teacher all requirements of the internship program.

8. **EQUAL OPPORTUNITY EMPLOYER**
The UNIVERSITY understands that the DCSD is an equal opportunity employer and therefore maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical handicap, disability, or any other consideration made unlawful by federal, State, or local laws. All such discrimination is unlawful and the UNIVERSITY agrees during the term of the agreement that the UNIVERSITY will strictly adhere to this policy in its employment practices and provision of services. The UNIVERSITY shall comply with, and all activities under this agreement shall be subject to, all applicable Federal, State of Mississippi, and local laws and regulations, as now existing and as may be amended or modified.

9. **NON-DISCRIMINATION**
All parties shall comply with Title VI and Title VII of the Civil Rights Act of 1964 (42 U.S.C. §2000d et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1688), the Age Discrimination Act of 1975 (42 U.S.C. 6101-6107), and other civil rights laws applicable to recipients of Federal financial assistance.

10. **LAWS**
The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, and any litigation with respect thereto shall be brought in the courts of the State. Each party to this agreement shall comply with applicable federal, state and local laws and regulations, including but not limited to all FERPA requirements; and policies of the DeSoto County School Board.

11. **ASSIGNMENT**
The UNIVERSITY/Intern shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of the DCSD. Any attempted assignment without said consent shall be void and of no effect.

12. **AUTHORITY TO CONTRACT**
UNIVERSITY/Intern warrants (a) that entry into and performance under this agreement is not restricted or prohibited by any loan, security, financing, contractual, or other agreement of any kind, and (b) notwithstanding any other provision of this agreement to the contrary, that there are no existing legal proceedings or prospective legal proceedings, either voluntary or otherwise, which may adversely affect its ability to perform its obligations under this agreement.

13. **UNIVERSITY/INTERN REQUIREMENTS**
Based upon the Internal Revenue Code, the Intern has been classified as a volunteer, and is not considered an employee or agent of DCSD. UNIVERSITY agrees to be solely responsible for any and all liability on the part of the Intern and shall not impute any such liability, whether it is the liability of the UNIVERSITY, or an agent thereof, on UNIVERSITY's behalf, under the terms of this agreement to the DCSD. The UNIVERSITY shall provide to DCSD written proof of liability insurance prior to any performance of this contract. The UNIVERSITY agrees to maintain and provide at UNIVERSITY's expense and without the assistance of DCSD, all licenses and bonding required pursuant to Federal, State and local laws. If applicable, UNIVERSITY hereby agrees to furnish Workers' Compensation Insurance. UNIVERSITY/INTERN agrees to remain in good legal standing at all times, and agrees to inform the DCSD of any charges and/or changes regarding any criminal and/or civil actions. INTERN hereby agrees to wear an identification badge issued by DCSD while on DCSD campuses/property.

14. **BACKGROUND CHECKS**
INTERN hereby agrees to a background check to be conducted by the DCSD Employee Services Department at the expense of the UNIVERSITY or INTERN.

15. **GRATUITIES**
The UNIVERSITY represents that it has not violated, is not violating, and promises that it will not violate the prohibition against gratuities set forth in Section 7-204 (Gratuities) of the Mississippi Personal Service Contract Procurement Regulations.

16. **SUSPENSION/DEBARMENT**
The UNIVERSITY certifies that neither it nor its principals: (a) are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; (b) have, within a three (3) year period preceding this Agreement, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property; (c) are presently indicted of or otherwise criminally or civilly charged by a governmental entity with the commission of fraud of a criminal offence in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property, and (d) have, within a three (3) year period preceding this Agreement, had one or more public transaction (federal, state or local) terminated for cause or default.

17. **DUTY TO REPORT**
INTERN agrees to report to the superintendent of DCSD, or his designee, any knowledge he/she may have of any unlawful activity which occurred, or may have occurred on educational property, during a school related activity or school related event pursuant to Miss. Code Ann. Section 37-11-29.

18. **REPRESENTATION REGARDING ANY CONFLICT OF INTEREST**
UNIVERSITY/INTERN agree to comply with Section 25-4-101, et seq. of the Mississippi Code 1972 Annotated.

19. **FORCE MAJEURE**
Each party shall be excused from performance for any period and to the extent that it is prevented from performing any obligation or service, in whole or in part, as a result of causes beyond the reasonable control and without the fault of negligence of such party and/or its employees, subcontractors, etc. Such acts shall include without limitation acts of God, strikes, lockouts, riots, acts of war, epidemics, governmental regulations superimposed after the fact, fire, earthquakes, floods, or other natural disasters (the "force majeure events"). When such a cause arises, the UNIVERSITY/INTERN shall notify the DCSD immediately in writing of the cause of its inability to perform), how it affects its performance, and the anticipated duration of the inability to perform. Delays in delivery or in meeting completion dates due to force majeure events shall automatically extend such dates for a period equal to the duration of the delay caused by such events, unless the DCSD determines it to be in its best interest to terminate the agreement.

20. **USE OF DISTRICT PROPERTY**
The Intern shall have no ownership rights in or control of District property, which is defined to include all office space, space adjacent to the workplace controlled by the DeSoto County School District or agency thereof, furniture, fixtures, equipment, and inventory including without limitation, all computer software, databases, servers, computer hardware, discs, and information of any kind contained in or recorded on physical or electronic data sources of any kind. The Intern is prohibited from using DeSoto County School District property for personal use.

21. **TERM**
This agreement will become effective on the date it is signed by all parties and will end one year from the date of signing. Any renewal of this contract must be approved by the DeSoto County School Board.

IN WITNESS WHEREOF, the parties hereto have executed this Contract on the dates indicated below.

DESOTO COUNTY SCHOOL DISTRICT

8-24-15

Milton Kuykendall — Date
Superintendent

Rust College

Signature — Date
Name:
Title:

INTERN:

Signature — Date
Name:
Title:

Promethean

Introducing the Award-Winning
ACTIVPANEL

The Intelligently-Designed,
Connected Hub of the Modern Classroom

SET TAB STOPS FOR FASTER TYPING

TYPE ONLY

ZIPSET®

# PURCHASE REQUISITION

# RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

PURCHASE ORDER NO.

This number must appear on invoices, bills of lading, cases, bundles, packing list and all correspondence.

DELIVERIES TO: (IF DIFFERENT THAN ADDRESS ABOVE)

VENDOR

B & H Photo Video

800 606 - 6969

212 - 444 - 6615

bhphotovideo.com

ALL PURCHASE ORDERS ARE INVALID WITHOUT A NUMBER

| DATE | DELIVERED TO | BUDGET BALANCE | DEPARTMENT | DEPART/OBJ./INT. FD CODE | REQ. BY |
|---|---|---|---|---|---|
| 5-11-17 | Wanso Hayes | | | | |

| QUANTITY ORDERED | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|---|---|---|---|
| 1 | Sony PXW-X70 Professional XDCAM Compact Camcorder with 4K Upgrade License B & H #SDPXWX704K MFR# PXW-X70 | $2,249.00 | $2,249.00 |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | TOTAL PRICE ▶ | | |

NO BACK ORDERS WILL BE ACCEPTED AFTER 60 DAYS

THIS IS A REQUISITION - NOT A PURCHASE ORDER

| REQUISITIONED BY | APPROVED BY | BUDGET ACCOUNTANT | DATE REQUIRED |
|---|---|---|---|
| Wanso Hayes | | | |
| FEDERAL | | PURPOSE | |

APPROVED BY SPECIAL FUNDS COORDINATOR

DATE

DIR. OF ADMINISTRATIVE SERVICES

DATE

**POLICY:** THE BUSINESS OFFICE IS VESTED WITH THE SOLE AUTHORITY TO ORDER MATERIALS AND CONTRACTS FOR SERVICES. THE COLLEGE WILL ASSUME NO OBLIGATION EXCEPT ON A DULY AUTHORIZED AND APPROVED PURCHASE ORDER.

Sandra C. Vaughn 5/15/2017

PURCHASE ORDER APPROVED BY

**BUSINESS OFFICE USE ONLY**

DEPARTMENT OBJECT CODE APPROVED

PURCHASE ORDER NO. _____ DATE _____

| | | | |
|---|---|---|---|
| CMS | 230 | Introduction to Personal Computers | |
| or | | | |
| BCI | 230 | Basic Computers Concepts | 3 |
| SOC | 332 | The Black Family | 3 |
| PSY | 432 | Theories of Learning | 3 |
| HLM | 232 | Holistic Health | 3 |
| HLM | 230 | First Aid | 3 |
| | | **Total Hours** | **15.00** |
| | | **Total Semester Hours Required for Graduation** | **79.00** |

All courses offered in the Associate of Science degree can be transferred to the Bachelor of Science Degree in Child Care Management at Rust College. Upon completion of the testing requirements, at the end of the freshman year, courses may also be applied to the Elementary Education program.

## EDUCATION COURSE DESCRIPTIONS

**PRA 230 CORE SEMINAR 3 SEM. HRS.**
This course is designed to diagnose student strengths and weaknesses in reading, mathematics, and writing (grammar and essay) and to plan individualized as well as group instruction to prepare students to pass the Praxis 1 exam, the Pre Professional Skills Test. The seminar presents paper and pencil as well as computer assisted instruction (CAI) in the above areas. Students are given an authentic pretest to discover their strengths and areas in which they are in need of instructions as well as post test to determine progress and to assign a letter grade. Students are expected to attend class daily and to avail themselves of the hours the lab is open for CAI.

**EDU 230 FOUNDATIONS OF EDUCATION 3 SEM. HRS.**
This course is designed to present the social, cultural, political, and historical facts and philosophical ideas which have influenced the development of modern education. Emphasis is placed on education with special attention to the school as a social institution. The course includes an observation and reflection experience in an actual teaching classroom. In addition, there is a service learning component of at least 10 hours in the local educational community and/or schools.

**EDT 323 EDUCATIONAL TECHNOLOGY COMPETENCY 3 SEM. HRS.**
This is a laboratory, demonstration, and training course with an individualized, hands-on approach to the creation and use of educational technology and media. Students visit local schools to determine technology in use, to meet with the instructor to discuss concepts and application and to meet clearly stated performance competencies as specified on a mastery checklist. Students learn to incorporate technology into classroom teaching with the use of computers, the internet, scanners and multimedia presentations such as the electronic portfolio.

**EDU 330 CLASSROOM MANAGEMENT 3 SEM. HRS.**
This course examines how teachers set up effective classroom management strategies and how they carry them out with equity and competence. It explores the theories of human behavior that underlie acting-out behaviors. It also looks at behaviors that disrupt instruction and behaviors that can cause harm such as bullying, gang behaviors and violence to students and teachers. Several different theorists lead us to a wide variety of therapeutic measures that teachers can safely employ.

**EDU 332 METHODS OF MIDDLE SCHOOL CLASSROOM INSTRUCTION 3 SEM.HRS.**
This course examines the many complex issues that middle school teachers are responsible for in the classroom. Teacher candidates consider some of the possible effects of their decisions and actions on the learning of pupils in the classroom. They will apply principles of learning and teaching by developing lesson plans and integrated curriculum units. Candidates will practice applying principles of learning and teaching by engaging in a minimum of ten (10) hours of field experience. Students in this course are encouraged to think critically and effectively and to make informed decisions about teaching as a reflective and facilitating process, particularly as it relates to working with students in the middle grades. Prerequisite: Acceptance in the Teacher Education Program

**Standard 6: Recruitment, Retention and Partnerships**

The unit enhances scholarships and other pre-service incentives for educator preparation in critical needs content areas, and/or for service in critical needs schools (also a state responsibility); and the unit engages in a well-defined system of collaboration that is accessible and communicated to all stakeholders, including P-12 educators, teacher preparation programs and the broader community.

**Unit**

The unit implements a program of induction and mentoring based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation (also a state responsibility).

**Notes/Comments:** The unit should strengthen recruitment efforts to increase number of program admits and completers.

**Institutional Response**

It is our position to strengthen our recruitment efforts to increase the number of program admits and completers. We have begun the following:

- Planned a career day with North West Community College
- Identified and provided an orientation for first time Rust College students with ACT score above 21
- Accompany the enrollment management team recruitment on visits
- Intensify our tutoring and interactive test opportunities via the Education pedagogy laboratory

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

# OFFICE OF EDUCATOR PREPARATION

# Mississippi University for Women Onsite Review Checklist

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

| **STANDARD 1: Content Knowledge, Skills, and Dispositions**<br>The unit identifies and implements comprehensive and consistent performance expectations for candidates in all educator preparation programs. | | | |
|---|---|---|---|
| **UNIT** | **Met** | **Met with Conditions** | **Not Met** |
| Unit ensures adequate content of courses, professional development and/or other appropriate experiences to ensure the teacher candidate masters subject area content knowledge in all areas in which the candidate will be licensed. | ✓ | | |
| Candidates are required to complete rigorous programs of study that ensure depth and breadth of content and pedagogical knowledge appropriate for beginning teachers as required by the state. | ✓ | | |
| Candidates must satisfactorily complete required coursework common to all teacher candidates that includes instruction in the following: Classroom Management (CM) Special Education (SPED) Data Analysis/Evaluation (DAE). | ✓ | | |
| Interdisciplinary programs of study for all elementary education teacher candidates (K-3, K-6) must additionally include at a minimum:<br>- English 12 semester hours<br>- Mathematics 9 semester hours<br>- Science 9 semester hours<br>- Social Studies 12 semester hours<br>- Fine arts/teaching of fine arts 3 semester hours<br>- Reading/Literacy 15 semester hours<br>*15 hours of Reading/Literacy must include Literacy I and Literacy II courses | ✓ | | |
| Elementary education teacher candidates seeking certification in K-6 must complete two 18-hour content area concentrations. | ✓ | | |
| Secondary teacher candidates seeking certification in grades 7-12 must have an academic content major or equivalent coursework. | ✓ | | |

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

| | | | |
|---|---|---|---|
| Candidates certifying in K-12 areas (i.e., foreign language, music, art) must complete pedagogy/literature/reading integration coursework appropriate for all grade levels, the required common coursework (CM, SPED and DAE) and the MS IHL common interdisciplinary core of courses listed below that are required for earning a bachelor's degree (BT Minutes, 1/2003; 3/2008):<br>- English Composition 6 semester hours<br>- College Algebra, Quantitative Reasoning, or higher level mathematics 3 semester hours<br>- Natural Science 6 semester hours<br>- Humanities and Fine Arts 9 semester hours<br>- Social or Behavioral Science 6 semester hours | ✓ | | |
| Candidates demonstrate appropriate pedagogical skills, including the ability to deliver content, to reflect on practice, and to adapt instruction to enhance student learning. | ✓ | | |
| Candidates demonstrate the appropriate content knowledge for professional educators. | ✓ | | |
| Candidates exhibit the attitudes and behaviors appropriate for professional educators. | ✓ | | |
| **Notes/Comments:** *The unit meets all performance expectations. The unit ensures all candidates have appropriate course requirements and skills needed to fulfill the role of an effective educator.* | | | |

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

**STANDARD 2: Assessment**

The unit requires that candidates are provided opportunities to demonstrate mastery in delivery of content and assessments as it relates to P-12 student development needs; and the unit systematically assesses candidate and unit performance.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit requires mastery of knowledge and skills for effectively differentiating instruction based on a variety of factors such as learning styles, multiple intelligences, disabilities, and enrichment/remedial needs. | ✓ | | |
| The unit has an assessment system that reflects professional and state standards, and candidate performance data are systematically collected utilizing multiple assessments (both internal & external) at appropriate transition points, including program admission, student teaching and program completion. | ✓ | | |
| The unit maintains its assessment system through the use of information technologies appropriate to the size of the unit and institution to regularly and systematically collect, compile, aggregate, summarize, and analyze candidate performance, program quality, and unit operations in order to initiate changes in programs and unit operation. | ✓ | | |

**Notes/Comments:** *The unit has a very comprehensive assessment system. Taskstream allows the unit to collect multiple measures of data at appropriate transitions points. The unit also has shown documentation of using collected and analyzed data to make informed decisions about its programs.*

Mississippi Educator Preparation Program Accreditation Review Standards

On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

**STANDARD 3: Meaningful Field Experiences**

The unit develops effective field experiences and assesses consistent expectations within educator preparation programs for candidate performance as it relates to knowledge, skills and dispositions including classroom management; and the unit provides adequate and appropriate supervision of teacher candidates during all field placements.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit provides extensive opportunities for teacher candidates to demonstrate appropriate expertise in a variety of classroom strategies. | ✓ | | |
| The unit strengthens the collaborative involvement of P-12 educators with educator preparation programs in identifying problem areas related to classroom management. | ✓ | | |
| The unit identifies and implements comprehensive and consistent performance expectations for teacher candidates. | ✓ | | |
| The unit systematically ensures a range of diverse settings that reflect the reality of the P-12 classroom and represent areas in which the teacher candidate will be licensed. | ✓ | | |

**Notes/Comments:** *The unit provides several opportunities for candidates to demonstrate effective pedagogical practices. The unit and district partners have a method to identify and communicate any problems related to field experiences with a particular emphasis devoted to ensuring classroom management. In addition, the unit has designed its programs to promote a diverse range of settings as it relates to clinical practice.*

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

**STANDARD 4: Diversity and Differentiation of Instruction**

The unit ensures a range of diverse settings that reflects the reality of the P-12 classroom and represents areas in which the teacher candidate will be licensed.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit reinforces/revises program content related to differentiating instruction through collaboration with P-12 Partners. | ✓ | | |
| Candidates receive instruction in how to utilize a variety of teaching tools to adapt instruction to meet the challenges of diverse student populations. | ✓ | | |
| Candidates demonstrate an awareness of different learning styles and appropriately adapt instruction to meet the needs of all students. | ✓ | | |
| Candidates demonstrate awareness and sensitivity to diversity. | ✓ | | |
| Candidates share experiences with diverse faculty, candidates, and students in P-12 school settings, including diversity of gender, race/ethnicity, socio-economic background, culture, and exceptionalities. | ✓ | | |

**Notes/Comments:** *The unit ensures diverse learning environments for all candidates through partnerships with several local districts and the P-12 community as a whole. Some community partners would like to reconvene the local P-16 Council that once met regularly.*

Mississippi Educator Preparation Program Accreditation Review Standards

On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

**STANDARD 5: Faculty Qualifications and Practice**

The unit's professional education faculty demonstrate current best practices in scholarship, service, and instruction and have appropriate academic credentials and professional experience. Unit faculty are actively engaged in fostering a community of learners through regular collaboration with P-12 practitioners and various university faculties.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| Unit Facilitation of Professional Development Faculty are qualified and modeled best professional practices in scholarship, services, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development. | ✓ | | |

**Notes/Comments:**

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

**STANDARD 6: Recruitment, Retention and Partnerships**

The unit enhances scholarships and other pre-service incentives for educator preparation in critical needs content areas, and/or for service in critical needs schools (also a state responsibility); and the unit engages in a well-defined system of collaboration that is accessible and communicated to all stakeholders, including P-12 educators, teacher preparation programs and the broader community.

| UNIT | Met | Met with Conditions | Not Met |
|---|---|---|---|
| The unit implements a program of induction and mentoring based upon current research and exemplary practice, requiring implementation by districts and partner programs of teacher preparation (also a state responsibility); | ✓ | | |
| The unit establishes P-16 Councils; and plans opportunities for collaboration among representatives from K-12 educators, teacher preparation programs and the broader community. | ✓ | | |
| The unit utilizes induction and mentoring programs that are essential for the retention and development of teachers | ✓ | | |
| The unit maintains collaborative activity with school districts regarding induction and mentoring processes/involvement in newly funded mentoring and induction plan adopted by MDE, etc. | ✓ | | |

**Notes/Comments:** *The unit has established an effective recruitment plan and mentoring program for candidates who have completed the program.*

| Program Review Committee | Signature | Date |
|---|---|---|
| Dr. Robert Carr | Robert M. Carr Jr | 6/20/17 |
| Dr. Debra Burson | Debra B. Burson | 6/20/17 |
| Dr. Susan Lee | SUSAN PLEE | 20 JUN 17 |
| Dr. Albert Carter | Albert Carter | 6/20/17 |
| **State Policy Board** | **Status Recommendation** | **Date Approved** |
| PRC Committee | MET | 6/20/17 |
| Licensure Commission | MET | 7/14/17 |
| State Board of Education | | |

*State Consultant (Signature)* Albert Carter *Date* 6/20/17

# Mississippi Educator Preparation Program Accreditation Review Standards

## On-Site Visit Checklist

EPP: Mississippi University for Women State Review Date: April 23-24, 2017

**Met** - Program which is in compliance with all Process and Performance Standards.

**Met with Conditions** - Program which has not effectively demonstrated that all Process and Performance Standards for teacher education have been met. A program receiving Met with Conditions status will develop a plan that will correct the deficiencies noted within a maximum of two years. The Commission will facilitate the development and implementation of the plan and will offer assistance through the Mississippi Department of Education during the Met with Conditions period. This plan will be reviewed and Met by the Commission. The program will file an annual report to the Commission on the success of the remediation plan, and a visiting team will annually monitor the progress of the plan. If the program has not corrected deficiencies after the second year of the three-year period, the institution must inform all students presently enrolled in the program and those making application to the teacher education program of its status.

**Not Met** - Teacher education program not in compliance with all program approval standards after the remediation period

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

# OFFICE OF EDUCATOR PREPARATION

# EPP Annual Report Verification Forms

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Alcorn State University State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program -- Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative:_____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Belhaven University State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Blue Mountain College State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |

| Part II<br>State Licensure Requirements | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative:_____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Delta State University State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |

| Part II<br>State Licensure Requirements | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program - Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative:_____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Jackson State University State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative:_____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Millsaps College State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative:_____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Mississippi College State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Mississippi State University State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Mississippi University for Women State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments - Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Mississippi Valley State University State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Rust College State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative:_____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: Tougaloo College State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | **NA | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:**<br>****No completers for 2015-16 Academic Year** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: University of Mississippi State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |
| **Part II<br>State Licensure Requirements** | **Met** | **Met With Conditions** | **Not Met** |
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: University of Southern MS State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |

| Part II<br>State Licensure Requirements | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative:_____

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

# 2015-2016 ANNUAL REPORT VERIFICATION FORM
# MISSISSIPPI EDUCATOR PREPARATION PROGRAM APPROVAL

EPP: William Carey University State Review Date: September 21, 2017

| Part I<br>AACTE/MACTE | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Provides Program Completer Data (total completers) | * | | |
| 2. Provides Candidates Performance Data | * | | |
| 3. Addresses progress toward Areas for Improvement cited in last accreditation reports, if any | * | | |
| 4. Provides progress toward target level performance for upcoming visit: Yes or No | * | | |
| 5. Provides progress toward target level performance (CI Pathway) for upcoming visit: Yes or No<br>6. Summarizes data to demonstrate continuing to meet Standard 2: Assessment and Unit Evaluation (must submit data/evidence/exhibits): Yes or No | * | | |
| **Notes/Comments:** | | | |

| Part II<br>State Licensure Requirements | Met | Met With Conditions | Not Met |
|---|---|---|---|
| 1. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Traditional Candidates | * | | |
| 2. Evidence of a three-year average of an 80 percent pass rate on Praxis II assessments – Alternative Candidates | * | | |
| 3. Evidence of Candidates meet GPA requirements established for certification | * | | |
| 4. Evidence Candidates had no less than 2.75 GPA on pre-major coursework upon entry into the teacher education program – Traditional Candidates | * | | |
| 5. Evidence Candidates had no less than 2.75 GPA on content coursework upon entry into the teacher education program – Alternative Candidates | * | | |
| **Notes/Comments:** | | | |

State Representative: _____