

Teacher Education Graduate Studies Student Handbook

Advancing Career Educators
Academic Year 2022-23





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The *Graduate Studies Handbook* is provided as a supplement to the current *MUW [Graduate Bulletin](#)*, all other institutional policies and procedures, and all other School of Education policies and procedures including those outlined on the [MUW School of Education's Website](#).

The program requirements contained within this document and other supplementary School of Education publications are subject to change and may be revised as necessary to meet requirements of the [Mississippi Department of Education](#), [Mississippi Institutions of Higher Learning](#), accrediting agencies, workforce demands, available resources, or other entities to which compliance is required.

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Welcome!

I am pleased to welcome you to the graduate programs of the School of Education at Mississippi University for Women. Whether you are new to campus or returning to the W to work on your advanced degree, we look forward to getting to know you and your current academic and professional goals. Our graduate faculty not only will be with you in your classes but will be your mentors who are here to guide you and support you throughout your studies.

The School's graduate programs include the Master of Arts in Teaching (M.A.T.), which leads to initial licensure in secondary education, and the Master of Education in Education (M.Ed.), which is a program with a particular emphasis on applied best practices in curriculum and instruction. The School's Teacher Education Graduate Studies Handbook will provide many details that will be helpful for guiding the reader to a better understanding of the M.A.T. and M.Ed.; however, handbooks cannot serve as standalone guides. This handbook must be used as a complementary guide to the policies and procedures found in the MUW Graduate Bulletin and those published elsewhere on institutional websites (e.g., those published by the Registrar's Office) and on the School of Education's webpages, communication published over the institution's official email, in the institution's portal and Canvas learning management system, and in direct communication from the School's graduate faculty, graduate Program Coordinators, the Education Department Chair's Office, and the School of Education's Dean's Office.

We have a selective process and are very proud of you and the successes that have helped you reach this important milestone. Now, let's begin, making the most of the incredible opportunity we have to work together in this next phase of your professional development!

Concluding Remarks

Let me start with a qualifier—these are concluding remarks for the Teacher Education Graduate Studies Handbook, but not for the process.

We close this handbook as we began, by saying how proud we are of all of your accomplishments. Please remember as a professional educator the importance of lifelong learning. The study of education should not be considered a product but a process, not the means to a goal, but something always incomplete as you redefine your goals.

On behalf of everyone who supports the graduate programs of the School of Education at the W, I would like you to know that we are pleased to have been a part of your journey as a professional educator. We do want to know how you are progressing well after you graduate and depend on you to keep us updated as you continue to grow professionally!

Martin Hatton, Ph.D.

Dean, School of Education
EDHS Building, 1st Floor
1100 College Street
MUW-1637
(662) 329-7191
mlhatton@muw.edu

School of Education at Mississippi University for Women

Mississippi University for Women has been dedicated to training teachers since it was founded in 1884, more than 137 years ago, as America's first public college for women. Sparked by Sallie Reneau's campaign to secure state funds for female higher education, today's institution boasts an inclusive community and a wide range of academic programs. Despite the university's expanded mission and curriculum, education remains one of its most popular and respected fields of study.

The W maintains steady recognition as one of the top 20 public southern regional universities in rankings released by U.S. News & World Report. The U.S. News & World Report's annual "Best Colleges" guide ranks institutions based on quantitative data such as freshman retention, graduation rates and strength of faculty, and it also includes qualitative factors such as surveys of peer institutions and evaluations by high school counselors.

The School of Education offers both undergraduate and graduate degrees to help students maximize their understanding of teaching, leading, and learning. Housed within the School of Education is an undergraduate degree program in Early Childhood Development (non-licensure program), an undergraduate degree program in Elementary Education, an alternate route licensure program leading to a master's degree, and a Master of Education in Education (M.Ed.) in Curriculum and Instruction. Additionally, Mississippi Educator Licensure add-on certifications in the areas of Reading/Literacy (K-12) and Gifted Education (K-12) are offered.

VISION STATEMENT

The vision of Graduate Studies is to be a regional leader in providing advanced studies for career educators.

MISSION STATEMENT

Graduate Studies follows the University's Strategic Plan: (1) promoting academic excellence through programs that result in individuals who are masters in their profession, (2) maintaining a rigorous system of admissions and monitoring, (3) developing leadership and research skills, and (4) fostering community service as well as participation in state, regional, national, and international organizations. Graduate faculty, administration, and staff at Mississippi University for Women are committed to providing a quality environment with resources for excellence.



Educator Preparation Program (EPP) Quality Assurance Program

Effective Fall 2020, the Quality Assurance System for Program Improvement (QAS) for the MUW School of Education (SoE) was developed to enhance and expand upon previous MUW education program administration's data assessment procedures, the standards established by the Mississippi Department of Education (MDE) Program Review Process, the CAEP Review Process, and the MUW's Planning and Institutional Effectiveness Process. This guidebook provides the nature and scope of the QAS and as such provides an overview of the history, positions, and processes associated with the QAS. The School of Education's stance on the collection, analysis, communication, and use of data for decision-making related to program improvement to support and advance the shared vision of the SoE and the overall EPP are outlined in the [EPP Quality Assurance System Guidebook](#). Additionally, course assessment tools and other means of evaluation are explained. The establishment of this iteration of a QAS is just beginning; therefore, an assumption toward implementation and sustainability is that the QAS is a dynamic process that involves a systemic change to be gradually introduced and implemented going forward in the SoE plan for continuous improvement. Therefore, assessment and evaluation tools included in the QAS may be in a phase of draft, proposal, pilot, or full implementation, and the QAS itself will be subjected to assessment for continued effectiveness.

The *QAS Guidebook* is a companion document to the *Teacher Education Handbook* found in the "Directory" tab of the SoE website. The guidebook and all EPP handbooks are designed for use by faculty, clinical-based partners, and teacher education students at all levels and provide information about standards, curriculum, clinical experiences, assessment practices, and program policies.



Program Coordinators, Faculty, and Staff

Teacher Education Leadership

Dr. Bob Fuller
Visiting Chair for Department of Education
EDHS Building 316-B
662-329-7183
bdfuller@muw.edu

Program Coordinators

Dr. Chrystal Hodges
M.Ed. in Curriculum & Instruction Program Coordinator
EDHS Building 330
662-241-6949
chodges@muw.edu

Dr. Kelly Bennett
Director of Field Experiences and Licensure Officer
Master of Arts in Teaching (MAT) Program Coordinator
Assistant Professor of Education
EDHS Building 306
662-329-7186
kabennett@muw.edu

Teacher Education Graduate Faculty

Dr. Deana Baulch
Assistant Professor of Education
EDHS Building 332
662-329-7182
dsbaulch@muw.edu

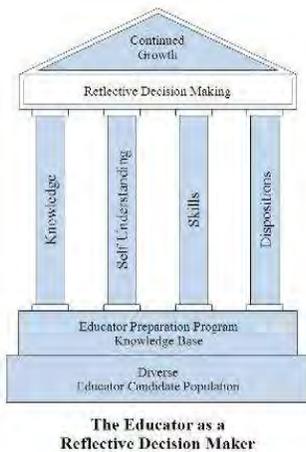
Dr. Hope Durst
Instructor of Education in Residence
EDHS Building 307
662-241-6427
hdurst@muw.edu

Teacher Education Graduate Staff

Christi Dillon
Assistant to the Chair of the Dept of Education
Education Graduate Admissions
EDHS Building 316
662-329-7175
cmdillon@muw.edu

Brittany Hunnicutt
Assistant to the Dean of the School of Education
Taskstream System Manager
EDHS Building 112
662-329-7191
blhunnicut@muw.edu

Master of Education Conceptual Framework



All Teacher Education graduate programs are aligned with the conceptual framework of the School of Education, *Reflective Decision Making* (Entablature resting on the Pillars in the model) and *Continued Growth* (Pediment above the Entablature), and its mission. Educators' decisions and continued growth reflect their beliefs, how they were formed, and how they can be changed. Educators are given opportunities to expand their capabilities to understand the complexity of their educational work and clarify their vision of potential contributions to improvement. Toward the accomplishment of this aim, the Mississippi University for Women M.Ed. in Curriculum & Instruction program is predicated on the *National Board for*

Professional Teaching Standards. The framework supports the characterization of an accomplished career educator as reflected in the related belief statements for each of the core propositions.

Teachers are committed to students and their learning.

- 1 Teachers recognize individual differences in their students and adjust their practice accordingly.
- 2 Teachers understand how students develop and learn.
- 3 Teachers treat students equitably.
- 4 Teachers know their mission transcends the cognitive development of their students.

Teachers know the subjects they teach and how to teach those subjects to students.

- 1 Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- 2 Teachers command specialized knowledge of how to convey a subject to students.
- 3 Teachers generate multiple paths to knowledge.

Teachers are responsible for managing and monitoring student learning.

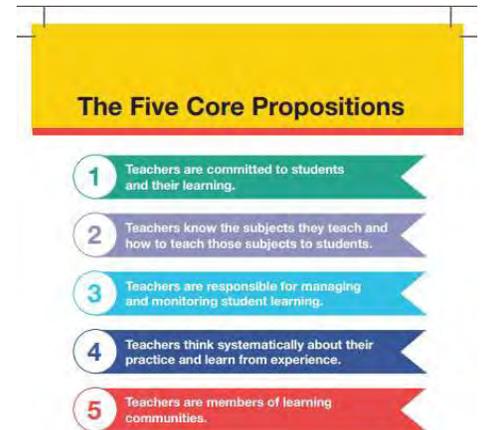
- 1 Teachers call on multiple methods to meet their instructional goals.
- 2 Teachers support student learning in varied settings and groups.
- 3 Teachers value student engagement.
- 4 Teachers regularly assess student progress.
- 5 Teachers engage students in the learning process.

Teachers think systematically about their practices and learn from experience.

- 1 Teachers make difficult choices that test their professional judgment.
- 2 Teachers use feedback and research to improve their practice and positively impact student learning.

Teachers are members of learning communities.

- 1 Teachers collaborate with other professionals to improve school effectiveness.
- 2 Teachers work collaboratively with families.
- 3 Teachers work collaboratively with communities.



Nbpts.org accomplishedteacher.org

InTASC Model Core Teaching Standards for Teachers

For a complete performances, essential knowledge, critical dispositions, and progressions for each standard, access [InTASC Model Core Teaching Standards for Teachers](#) .

Standard 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Mississippi Department of Education Teacher Growth Standards

https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/pgs-teacher_growth-rubric-guidebook2018-2019_20180620110553_869001.pdf?fbclid=IwAR3LsglrZ4-r_g_Oz1FGnhlrzq8BxPk_hdXOKoqgC8pQ6r1bovpldoocPvg8

The Teacher Growth Rubric has four domains and nine standards.

DOMAIN I: LESSON DESIGN

Teachers must be skilled in planning instruction that is appropriate for their students, fully aligned to state standards and reflect teaching to high standards of student learning.

1. Lessons are aligned to standards and represent a coherent sequence of learning.
2. Lessons have levels of learning for all students.

DOMAIN II: STUDENT UNDERSTANDING

Teachers build the classroom to develop students' competence and confidence. This includes a wide range of inputs and processes such as modeling, collaborative and cooperative learning experiences, and assessments.

3. The teacher assists students in taking responsibility for learning and monitors student learning.
4. The teacher provides multiple ways for students to make meaning of content.

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

Teachers build a learning environment that is predictable with established routines and procedures, one in which they know their students as people and as learners, and one in which students thrive.

5. The teacher manages a learning-focused classroom community.
6. The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
7. The teacher creates and maintains a classroom of respect for all students.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

Teachers engage with the professional community both within the school and beyond, demonstrate a commitment to ongoing learning, collaborate productively with colleagues and contribute to the life of the school.

8. The teacher engages in professional learning.
9. The teacher establishes and maintains effective communication with families/guardians.

Expectations for Graduate Students

All graduate students are expected to demonstrate a desire to engage in scholarly work and grow as professionals. They are expected to become familiar with the policies, procedures, and required assessments of the program as presented in this handbook and other School of Education supplementary publications as well as the academic and standards of conduct policies of Mississippi University for Women.

Dispositions of the Professional Educator

The Graduate Student is a career educator who embodies the qualities of mind and character one expects in the profession. A goal of the program is to deepen and strengthen Graduate Students' awareness and use of ethical decision-making through their own professional dispositions, demonstrating growth toward an accomplished educator.

As defined by our accrediting agency, the Council for Accreditation of Educator Preparation (CAEP), the dispositions of the professional educator include the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect the learning environment as well as the educator's own professional growth. The Mississippi Educator Preparation Program Collaborative established the *Dispositions of the Professional Educator*, which are guided by an individual's beliefs and attitudes, and related to the following indicators: honesty and integrity, confidentiality, maturity and sound judgment, adherence to policy, acceptance of constructive criticism, fair and equitable practices, and appropriate professional relationships. Listed below are the dispositions, aligned with the *Mississippi Educator Code of Ethics and Standards of Conduct (MCoE)*, which the Teacher Education Graduate Faculty expects all graduate students to adhere to consistently.

The Graduate Student:

- ❖ protects confidential information concerning students and/or colleagues unless the law requires disclosure and encourages others to do the same. (MCoE 9; NBPTS CP 1)
- ❖ demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents and works to build a consensus in the workplace. (MCoE 5, 6, 10; NBPTS CP 5)
- ❖ follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use and use teachable moments or planned instruction to reinforce school policy. (MCoE 6; NBPTS CP 5)
- ❖ exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program and encourages students to also act with honesty and integrity. (MCoE 2; NBPTS CP 5)
- ❖ accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth. (MCoE 1; NBPTS CP 5)
- ❖ student provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students. (MCoE 4; NBPTS CP 1)
- ❖ student maintains a professional relationship with all students both inside and outside professional settings and encourages students at every opportunity to treat each other with respect. (MCoE 4; NBPTS CP 1)

PROFESSIONAL DISPOSITIONS - MAT

Purpose: To ensure the adherence to the Mississippi Educator Code of Ethics (MCoE), university, and district policies which support the habits of professional action and ethical commitments that underlie an educator’s performance (attitude and behavior).

Administration: This instrument is administered across the progression of the MAT program (at least three times).

Success Indicator: Items rated at the “Meets Standard” level represent successful teaching practice by the candidate. Anything below “Meets Standard” can be seen as an area in need of improvement.

DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1. The MAT Student protects confidential information concerning students and/or colleagues unless the law requires disclosure. (MCoE 9)	The MAT Student reveals confidential information concerning students and/or colleagues.	The MAT Student unknowingly reveals confidential information concerning students and/or colleagues.	The MAT Student protects confidential information concerning students and/or colleagues unless the law requires disclosure.	The MAT Student protects confidential information concerning colleagues and/or students unless the law requires disclosure and encourages others to do the same.
2. The MAT Student demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)	The MAT Student exercises unethical conduct with colleague(s). (This could include, but is not limited to revealing confidential information, making false statements about a colleague and/or the school system, discriminating against a colleague, using coercive means, and promising of special treatment in order to influence professional decisions of	The MAT Student lacks maturity and/or sound judgment that results in one or more interactions with colleagues.	The MAT Student demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	The MAT Student demonstrates maturity and sound judgment in all interactions with colleagues and works to build consensus in the workplace.
3. The MAT Student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)	The MAT Student fails to follow all university and P-12 school policies. This could include being found possessing or under the influence of alcohol, drugs, and/or tobacco while in any professional setting.	The MAT Student lacks an understanding of all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco and social media use.	The MAT Student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	The MAT Student follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use, and uses teachable moments or planned instruction to reinforce school policy.

DOMAIN II. CHARACTER DISPOSITIONS

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
4. The MAT Student exemplifies honesty and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program. (MC0E2)	The MAT Student does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.	The MAT Student demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.	The MAT Student exemplifies honesty and integrity with all stakeholders during his/her time in the program.	The MAT Student exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity.
5. The MAT Student accepts constructive criticism in a positive manner. (MC0E1)	The MAT Student is non-receptive and/or rejects constructive criticism.	The MAT Student listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations.	The MAT Student accepts constructive criticism in a positive manner.	The MAT Student accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.

DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS

	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
6. The MAT Student provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner . (MC0E4)	The MAT Student shows bias against certain students or groups of students based on race, gender, national origin, religion, or disability.	The MAT Student plans one-size-fits-all instruction and makes little or no attempt to learn about students' prior knowledge, learning preferences, or interests and needs.	The MAT Student provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner .	The MAT Student provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students.
7. The MAT Student maintains a professional relationship with all students both inside and outside professional settings. (MC0E4)	The MAT Student exhibits poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.	The MAT Student engages in inappropriate speech, electronic communication, and/or actions that result in a student feeling unsafe, endangered, threatened, or harassed.	The MAT Student maintains a professional relationship with all students both inside and outside professional settings.	The MAT Student models professional behavior in all interactions with students and encourages students at every opportunity to treat each other with respect.

Failure to Meet Professional Dispositions

Graduate Students who fail to show acceptable dispositions during their program in classes, coursework assignments, interactions with the course instructor and peers, and other situations related to the graduate program will receive the following:

First Offense: The Graduate Student will receive a Dispositions Infraction Notice from the course instructor. A coaching conference will be held with the Graduate Student, instructor, advisor, and other graduate faculty.

Second Offense: The Graduate Student will receive a second Dispositions Infraction Notice from the course instructor. A coaching conference will be held with the Graduate Student, instructor, advisor, and the Education Department Chair to determine the Graduate Student's status in the program.

Dispositions Infraction Form

MISSISSIPPI UNIVERSITY FOR WOMEN

Disposition Infraction Form

Candidate's Name: _____ (ID# _____) Date: _____

Residency or Field Experience Course: _____

Indicator	Disposition Infraction	Check all that apply	Explain incident in detail
	DOES NOT:		
	DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS		
1.	Protect confidential information concerning students and/or colleagues when the law does not require disclosure. (MCoE 9)		
2.	Demonstrate maturity and sound judgement in all interactions with peers, university and P-12 personnel, and parents. (MCoE 5)		
3.	Follow all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use. (MCoE 6)		
	DOMAIN II. CHARACTER DISPOSITIONS		
4.	Exemplify honesty and integrity with all stakeholders during his/her time in the program. (MCoE 2)		
5.	Accept constructive criticism in a positive manner. (MCoE1)		
	DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS		
6.	Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner. (MCoE 4)		
7.	Maintain a professional relationship with all students both inside and outside professional settings. (MCoE 4)		

- After having received two (2) Disposition Infraction forms, MUW Field Experience Director and your Residency or Field Experience Instructor will meet with you and decide on your status in the _____ Residency or Field Experience course.
- The Residency or Field Experience Instructor should review the Disposition Infraction form with teacher candidate prior to signing. Signature indicates that the teacher candidate has reviewed and received a copy of the form and DOES NOT necessarily indicate agreement.

Signature of Residency/Field Experience Instructor: _____ Date: _____

Signature of Teacher Education Candidate: _____ Date: _____

Please forward all disposition infraction forms to the Director of Field Experience, Dean, Chair, and Assistants to the Dean and Chair so that an accurate record can be kept.

Academic Performance Expectations

Grades

Graduate students may receive grades of A+, A-, B+, B, B-, C+, C, C-, D, or F on graduate coursework, but grades of C, D, and F are not acceptable for graduate credit. Graduate students must maintain at least a 3.0 (B) MUW cumulative GPA on all graduate work. Please see the [Graduate Bulletin: Academic Policies and Procedures](#) for additional information.

Program of Study & Registering for Classes

1. The Graduate Student, in consultation with his/her academic advisor, develops a proposed program of study using the *Application for Admission to Candidacy for Degree: Proposed Program Form*.
2. The Graduate Student must submit an official transcript of any graduate transfer credits before his/her last semester of coursework. The Graduate faculty must approve any transfer work applied to the student's program. No more than 6 hours with a minimum grade of B may be transferred.
3. The *Application for Admission to Candidacy for Degree: Proposed Program Form* is signed by the Graduate Student and the academic advisor and is retained on file in the Teacher Education Department.
4. The Graduate Student must meet with his/her advisor each semester prior to registration to secure approval for courses to be taken in the ensuing semester.
5. Withdrawal from a graduate class should be done in consultation with an advisor and must be approved by the Department Chair.

Taskstream Online Assessment System

1. The Graduate Studies in Education program uses the Taskstream™ electronic assessment management system to collect, analyze and report data related to the program.
2. The Graduate Student is expected to learn how to use the system to upload key assessments as well as access coaching and feedback. More information about Taskstream™ is provided in the *Graduate Student in Education Orientation* and the first three initial courses.

Progression in the Graduate Programs

1. The potential Graduate Student must make a formal application for admission, providing official transcripts of all coursework (undergraduate and graduate), email addresses, and/or contact information for three references who are willing to provide letters of recommendation, proof of immunization, teaching license or proof of eligibility, and \$25.00 application fee. (MAT applicants must submit passing scores on the Praxis Core Academic Skills for Educators **OR** ACT scores of 21 or above **OR** a GPA of 3.0 or better **AND** on their respective Content Area Praxis II Assessment.
2. Following receipt of admissions notification, each Graduate Student should contact his/her designated faculty advisor to schedule an appointment to plan the program of study. The Graduate Student, in consultation with his/her advisor, works out a proposed program of study. In addition, each Graduate Student is required to meet with or contact his/her designated faculty advisor at least once each semester. This usually takes place during pre-registration periods as noted in the University Academic Calendar. Under no conditions should a Graduate Student

- register for classes or change approved classes agreed upon during advising and listed in their planned program of study without prior advisor approval.
3. In the Graduate Student's final semester, they will take Comprehensive Final Examination and submit their portfolio.
 4. The Graduate Student needs to meet with her or his advisor to confirm completion of graduation requirements:
 - all admission and program requirements have been satisfied,
 - all transcripts of transfer credit have been submitted to and processed by the Registrar,
 - the Comprehensive Final Examinations and Portfolio have been completed satisfactorily,
 - the MUW cumulative GPA and the overall GPA are at least a 3.0 and no grades of incomplete remain on the student's academic record.

Failure to Meet Academic Performance Expectations

A graduate student who does not maintain a 3.0 MUW cumulative GPA, including grades of Incomplete (I), will be placed on probation. If the student on probation fails to earn a 3.0 MUW cumulative GPA excluding grades of Incomplete (I) at the end of the probationary semester, the student will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW. If the student on probation earns a 3.0 MUW cumulative GPA excluding grades of Incomplete (I) at the end of the probationary semester, the student may continue in good standing unless the student earned a grade of I during the probationary semester, in which case the student may continue on probation.

A student who makes more than two grades of C, a grade of D, or a grade of F will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW.

Appeal Policy

A student who is removed from the graduate program may appeal that decision to the Graduate Student Scholastic Appeals Committee. A Graduate Student may appeal to this committee *only once* during his or her graduate-student career. The student's appeal shall consist of a letter, in her/his own words, addressed to the committee in the care of the Director of Graduate Studies. It should contain salient information detailing possible reasons and explanations for sub-standard academic performance, any extenuating circumstances, etc. In addition to the student's own letter, any letter of support for the student from outside parties should also accompany the letter. The Director of Graduate Studies shall forward the appeal information to the Chair of the Graduate Student Scholastic Appeals Committee. The deadline for receiving appeals shall be the working day prior to the published registration date for the semester for which the student intends to register. Neither the student nor any other parties shall be granted the privilege of a personal appearance or hearing before the Committee. The Committee shall reserve the right to seek any relevant academic information pertaining to the student, such as class attendance records and transcripts before rendering a final decision on the expulsion of the student. The Committee shall have the right to impose certain academic requirements or conditions on any student it readmits to the university. These may include but are not limited to, prescribing certain courses, determining semester course load, requiring a specified level of scholastic performance, and requiring academic counseling. A written statement concerning the actions of the Committee on each student's appeal shall be forwarded to the Director of Graduate Studies who will then notify the student in writing of the Committee's action with copies to the Registrar and the student's academic program.

The Graduate Student Scholastic Appeals Committee represents the highest performance review board to which the student may appeal an academic expulsion. The decisions of the committee are not subject to review or change by any other university authority.

Graduate Programs in Teacher Education

Master of Arts in Teaching (M.A.T.) Degree

Admission Guidelines for M.A.T. Degree Program

Applicants should go to the Graduate Studies Website to access information about requirements and the online application. In addition to the specific requirements listed for the MAT application, general admission requirements for all graduate programs at The W includes a \$25 application fee, payable to through the graduate application at time of submission.

Admission to the Master of Arts in Teaching Program

Mississippi University for Women's School of Education is seeking high quality college graduates who possess a bachelor's degree and desire a secondary teaching position through alternate route initial licensure. Additionally, the School of Education seeks those MAT candidates who achieve initial licensure to continue advancing their knowledge, skills, and dispositions at the master's degree level. Please review the standards for admissions and application instructions carefully.

1. Bachelor's degree (or 18 hours of credit) in an approved 7-12 subject area currently offered at MUW
 - a. MAT Initial Licensure Areas at MUW include Art, English, Physics, Business, Health, Social Studies, Biology, Mathematics, Spanish, Chemistry, and Music
 - b. Visit this link for acceptable coursework in a subject area:
<https://www.mdek12.org/OEL/How-to-Add-an-Endorsement-to-your-license>
2. Basic Skills Assessment: Praxis I Core (<https://www.ets.org/praxis/ms/requirements/>) OR ACT Score (Minimum composite score of 21) OR transcripts with GPA 3.0/4.0
3. Praxis II Subject Area Assessment Score Report <https://www.ets.org/praxis/ms/requirements/>
4. Transcripts from all institutions attended with GPA 3.0/4.0 (Non-MUW graduate); Transcripts from all institutions attended with GPA 2.75/4.0 (MUW senior/graduate)
 - a. These must be Official Transcripts of all undergraduate and graduate work from each institution attended, including MUW transcripts.
 - b. Transcripts must verify that the applicant received a baccalaureate degree from a regionally accredited four-year institution.
 - c. Transcripts may be sent Electronically to Mississippi University for Women Graduate Studies. Physical transcripts should be sent to: Mississippi University for Women Graduate Studies, 1100 College Street, MUW-1603, Columbus, MS, 39701
5. Three letters of recommendation are required as part of the application process. Selection of professional references should include those with whom applicants have worked with in the educational setting and those who have supervised the applicant's performance.
 - a. MUW undergraduate seniors taking initial licensure courses must also submit a MUW Senior Approval Form.

Proposed Program Form for Master of Arts in Teaching

GRADUATE STUDIES MISSISSIPPI UNIVERSITY FOR WOMEN APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE

Name: _____ ID #: _____

Local Address: _____ Phone: _____

Permanent Address: _____ Email: _____

Graduate of: _____

Praxis Area: _____

ACT Score: _____ Major/Specialization: _____

PROPOSED PROGRAM FOR MASTERS OF ARTS IN TEACHING

Course	Course Title	Term	Credit	Grade
First Semester				
ED 549	Instructional Assessment Practices & Procedures		3	
ED 538	Understanding Individual Learning Differences		3	
ED 551	Managing the Instructional Environment		3	
Internship Courses				
ED 697	Internship in Masters of Education		3	
ED 697	Internship in Masters of Education		3	
Additional Courses for Class AA Licensure				
ED 500	Educational Research		3	
ED 514	The Professional Role of Educators		3	
ED 520	Foundations of Education		3	
ED 527	Content & Disciplinary Literacy		3	
ED 592	Capstone in Education		3	
Comprehensive Exam & Portfolio (Final Semester)				
ED 590	Graduate Portfolio		0	
ED 591	Graduate Comprehensive Exam		0	
TOTAL CREDITS			30	

SIGNATURE OF ADVISOR

DATE

SIGNATURE OF STUDENT

DATE

Initial Educator Licensure in Mississippi

Once the first part of the initial licensure coursework is successfully completed (ED 538, ED 549, and ED 551), the MAT Licensure Officer at MUW makes the recommendation to the Mississippi Department of Education Office of Educator Licensure for the MAT Candidate's 3-year, non-renewable MS Educator License in the subject area and grade level passed on the qualifying Praxis II Subject Area Assessment. MAT Candidates are expected to complete the application process for the 3-year, non-renewable Mississippi Educator License after the Licensure Officer has notified them that the recommendation has been made. At this point, the MAT Candidate may apply for teaching positions in the area of the license and enroll in the second part of the initial licensure coursework, ED 697 Internship.

After successful completion of the ED 697 Internships (6 hours, taken in two separate sections in two separate semesters), the MAT Licensure Officer will make the recommendation for the 5-year, renewable, Class A Mississippi Educator License. At this point, the MAT Candidate is expected to complete the application process for the 5-year, renewable, Class A Mississippi Educator License after the Licensure Officer has notified them that the recommendation has been made and continue in the master's level program.

Upon completion of the entire MAT degree program, graduates may apply to the Mississippi Department of Education Office of Educator Licensure for an upgrade from a Class A Mississippi Educator License to a Class AA Mississippi Educator License. Graduates are responsible for submitting the online application with all necessary supporting documentation. For more information, please go to the MDE Office of Educator Licensure.

For those graduates licensed in other states, please go to the state department of education website where the graduate is teaching or wishes to teach for further instructions on how to upgrade the teaching license.

Mississippi Department of Education (MDE)
Office of Educator Licensure (General information and FAQs)
601-359-3483

MDE Electronic Licensure Management System (ELMS)
<https://sso.mde.k12.ms.us/Login/Login.aspx> (Application portal for Educator Licensure)

Notice regarding licensure:

Requirements governing licensure in the State of Mississippi are continually revised. As a result, requirements for degrees or certifications leading to initial licensure, upgrades, and/or add-on endorsements are subject to change from those published in the MUW Bulletin, the Graduate Studies Handbook, the School of Education Website, or other supplementary publications of the School of Education.

Master of Arts in Teaching Internship Expectations

Upon successful completion of ED 538, ED 549, and ED 551, the MAT Candidate will be recommended for a 3-year, non-renewable Mississippi Educator License. The MAT Candidate is solely responsible for researching, applying for, interviewing, and obtaining a teaching contract/employment in the subject area and grade of the 3-year, non-renewable Mississippi Educator License. The MAT Candidate may not take ED 697: Internship without an approved full-time teaching position.

The MAT Candidate's teaching position MUST be in a 7th-12th (K-12 for Art, Spanish, Physical Education, and Music) grade classroom, teaching a subject area endorsed on the 3-year, non-renewable Mississippi Educator License.

It is preferred that MAT Candidates are employed in a Mississippi public school during the MAT internship. However, an MAT Candidate may be approved for the MAT internship if the teaching position is not located in the preferred setting. For example, an MAT Candidate teaching in their endorsed subject area and grade in one of the following settings may be considered for approval:

- public school in another state
- non-public school in another state
- non-public MS school

An MAT Candidate requesting to teach a subject area endorsed on the 3-year, non-renewable Mississippi Educator License in a 7th-12th grade classroom in a school that is NOT a public school in Mississippi, must be approved by the MAT advisor and Institution Certification Officer and documented in the student's academic file. The following criteria will be considered by the School of Education for approval of internship:

- A public school in another state must be accredited by their state department of education and the MAT Candidate must have access to a Mentor Teacher/Administrator who meets the standards of the program. The MAT Candidate is responsible for contacting the state's department of education to inquire about the guidelines for teaching in that state with a 3-year, non-renewable MS Educator License.
-

A non-public school in Mississippi or in another state, requires a review of the credentials, accreditation, and curriculum, and the MAT Candidate must have access to a Mentor Teacher/Administrator who meets the standards of the program.

Key Assignments and Assessments in M.A.T. Degree Program

The M.A.T. program of study includes eight key assignments and assessments to demonstrate mastery. The achievement data from all key assessments along with other program data (i.e., enrollment, completion, job placement, satisfaction/quality surveys) are used to monitor and evaluate the Master of Arts in Teaching program for continuous improvement.

Course Number & Title	Key Assignment	Key Assessment
ED 551 Managing the Instructional Environment	3-day Lesson/Unit Plan	TIAI (Teacher Intern Assessment Instrument - Abridged)
ED 697 Internship in Masters of Education	Impact on Student Learning Assignment	Impact on Student Learning Rubric
ED 697 Internship in Masters of Education	Educational Philosophy (ED 549, ED 551, two sections of ED 697 required, both sections assessed)	AACU Written Communication Rubric
ED 549 Instructional Assessment Practices & Procedures ED 551 Managing the Instructional Environment ED 697 Internship in Masters of Education	Professional Dispositions (ED 551, two sections of ED 697 required, both sections assessed)	Professional Dispositions Key Assessment
ED 697 Internship in Masters of Education	5-day Lesson/Unit Plan (two sections of ED 697 required, first section assessed)	TIAI (Teacher Intern Assessment Instrument)
ED 697 Internship in Masters of Education	Delivery of Instruction Video Reflection (two sections of ED 697 required, both sections assessed)	Video Self-Reflection Rubric
ED 697 Internship in Masters of Education	Professional Portfolio	AACU Foundations and Skills for Lifelong Learning Value Rubric
ED 697 Internship in Masters of Education	10-day Lesson/Unit Plan	TIAI (Teacher Intern Assessment Instrument)

Final Comprehensive Exam Guidelines for M.A.T. Degree

All MAT graduate students must complete the Comprehensive Examination (COMPS).

1. Graduate Students are strongly encouraged to keep detailed records from all of the graduate courses, research, and other scholarly work to adequately prepare for COMPS.
2. Graduate Students are strongly encouraged to participate in the Graduate Comprehensive Exam Workshop offered during the final semester of their program.
3. Failure to Pass COMPS:
 1. *Failure of First Written Attempt:* The Graduate Student has the opportunity to repeat written COMPS on an alternative set of content/questions approved by the Chair of the Department of Education. The time/date of the second written attempt is determined by the Chair of the Department of Education
 2. *Failure of Second Written Attempt:* The Graduate Student has the opportunity for an oral defense as a follow-up to the responses on the second written attempt. The oral defense is done with a committee including the primary graduate academic advisor, one other graduate faculty member to be determined by the Chair of the Education Department, and the Education Department Chair. The oral defense should be scheduled prior to the end of the same semester, if possible.
 3. *Unsuccessful Oral Defense:*
 1. Probable delay of planned graduation date
 2. The Graduate Student is required to pass a third written comprehensive exam within one year after the date of the first attempt. Additional coursework will not be required but may be encouraged to assist the student in preparation for the third written comprehensive exam.
 3. Failure to pass the third written attempt will result in exclusion from the graduate program and graduate studies at MUW.

Final Comprehensive Exam Rubric for M.A.T. Degree

GRADUATE COMPREHENSIVE EXAM
FALL 2022

GRADUATE COMPREHENSIVE EXAM

Purpose: To evaluate the Graduate Student's competency and mastery of key proficiency areas and concepts across the program. All responses are: (a) written in appropriate academic style, (b) include specific, concrete details from coursework, readings, and research, (c) supported by appropriate theories/theorists, and (d) include references to coursework, research, and readings across the program of study. Additionally, a brief description of the Graduate Student's area(s) of licensure and the teaching position currently held is included.

Administration: This proprietary instrument is administered by the Academic Advisor during the final semester.

Success Indicator: Items rated at the "Milestones" level represent successful written level of knowledge reflecting competency and mastery of key proficiency areas and concepts across the program. Anything below "Milestones" can be seen as an area in need of improvement.

Indicator	Capstone 4	3	Milestones 2	Benchmark 1
Connections to Experience <i>Connect relevant experiences and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>See: (make) connections across disciplines, perspective.</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapt and applies skills, abilities, theories, or methodologies gained in one situation to new situations.</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought and expression.	Fulfills the assignment(s) by choosing a format, language, or graphs (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experience to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INTEGRATIVE LEARNING VALUE RUBRIC
allium@baylor.edu

M.A.T. Portfolio Guidelines

Artifacts

Beginning with the Master of Education, the graduate student is responsible for collecting (in electronic format) **graded assignments** as artifacts that best represent one's competency within each five core propositions of the [National Board for Professional Teaching Standards](#). The framework supports the characterization of an accomplished career educator as reflected in the related belief statements for each of the core propositions throughout the program. A separate D-A-R narrative is to be written for each artifact.

Teachers are committed to students and their learning.

- 1 Teachers recognize individual differences in their students and adjust their practice accordingly.
- 2 Teachers understand how students develop and learn.
- 3 Teachers treat students equitably.
- 4 Teachers know their mission transcends the cognitive development of their students.

Teachers know the subjects they teach and how to teach those subjects to students.

- 1 Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- 2 Teachers command specialized knowledge of how to convey a subject to students.
- 3 Teachers generate multiple paths to knowledge.

Teachers are responsible for managing and monitoring student learning.

- 1 Teachers call on multiple methods to meet their instructional goals.
- 2 Teachers support student learning in varied settings and groups.
- 3 Teachers value student engagement.
- 4 Teachers regularly assess student progress.
- 5 Teachers engage students in the learning process.

Teachers think systematically about their practices and learn from experience.

- 1 Teachers make difficult choices that test their professional judgment.
- 2 Teachers use feedback and research to improve their practice and positively impact student learning.

Teachers are members of learning communities.

- 1 Teachers collaborate with other professionals to improve school effectiveness.
- 2 Teachers work collaboratively with families.
- 3 Teachers work collaboratively with communities.



**GRADUATE PORTFOLIO ASSESSMENT:
A REFLECTION OF THE CANDIDATE'S UNDERSTANDING OF NBPTS STANDARDS**

Purpose:

To provide an assessment of Graduate Student's use of description, analysis, and reflection of selected NBPTS-aligned artifacts from across the program. The analysis demonstrates how the artifact(s) described aligns specifically with the NBPTS standard(s) identified and supported with a citation(s) of research-based best practices in the field (transfer). Additionally, the narrative in the analysis section should provide the Graduate Student's interest/passion for the subject, instructional technology (curiosity), additional effort to the required work (initiative), and the development of their ideas beyond the mentor teacher or course instructor (independence). This portfolio assignment is not intended to be just a collection of assignments. Rather, it is a purposeful collection of artifacts showing evidence of growth in teaching skills and demonstration of one's understanding of connecting theory to practice.

Administration:

This proprietary instrument is administered by the Advisor during the final semester.

Success Indicator:

Items rated at the "Milestones" level represent successful practice by the Graduate Student. Anything below "Milestones" can be seen as an area in need of improvement.

Indicator	Capstone 4	3	Milestones 2	Benchmark 1
Curiosity CAEP 1.2	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative CAEP 1.4	Completes required work, generates and pursues additional opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence CAEP 1.3	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer CAEP 1.2	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection CAEP 1.1	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Master of Education (M.Ed.) in Curriculum & Instruction Degree

Admission Guidelines for M.Ed. in C&I Degree Program

The information below will answer questions regarding the steps for admission to Mississippi University for Women and the School of Education Department of Teacher Education.

Application Deadlines:

Prospective graduate students can enroll in the M.Ed. in C&I program during the Spring, Summer, and Fall semesters. Applications must be submitted 30 calendar days before the first day of classes each semester. To find out the first day of classes for each semester term, please view MUW's Academic Calendar [here](#).

Application:

To begin the process, applicants must first complete the Graduate Studies application. Applicants should go to the [Graduate Studies Website](#) to access information about general admission requirements and to complete the online Application for Graduate Admission. If you have any questions or problems with completing the application, please call the Office of Graduate Studies at 662-329-7142.

Admission to the Masters in Education Program

Mississippi University for Women's School of Education is seeking dedicated career educators who desire to advance their knowledge, skills, and dispositions in an engaging learning environment. Please review the standards for admissions and application instructions carefully.

Application Requirements for the M.Ed. in C& I Program:

- 1. Online application**
- 2. \$25.00 application fee**
- 3. Bachelor's degree in education from a regionally accredited college or university**
- 4. Current Teaching License**
- 5. Official Transcripts with a GPA of 3.0 on a 4.0 scale**
Official Transcripts of all undergraduate and graduate work from each institution attended must be submitted, including MUW transcripts. Transcripts must verify that the applicant received a baccalaureate degree from a regionally accredited four-year institution. Transcripts may be sent electronically to **Mississippi University for Women Graduate Studies**.
Physical Transcripts should be sent to:
Mississippi University for Women Graduate Studies
1100 College Street, MUW-1603
Columbus, MS 39701

6. Writing Sample

Using a prompt provided in the online application portal, the writing sample provides an assessment of the commitment, readiness, and academic writing ability of applicants for the Master of Education (M.Ed.).

7. Letters of Recommendation

Three letters of recommendation are required as part of the application process. The selection of professional references should include those with whom applicants have worked within the educational setting and those who have supervised the applicant's teaching performance.

Applicants not meeting these criteria may be considered on an individual basis for conditional admission.

Proposed Program Form for M.Ed. in Curriculum & Instruction

GRADUATE STUDIES MISSISSIPPI UNIVERSITY FOR WOMEN APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE

Name: _____ ID #: _____

Local Address: _____ Phone: _____

Permanent Address: _____ Email: _____

Graduate of: _____

Graduation Date: _____ Undergraduate Major: _____

Graduate Degree Desired: _____ Major: _____

PROPOSED PROGRAM FOR MASTERS OF EDUCATION

Course	Course Title	Term	Credit	Grade
Required Courses				
ED 500	Educational Research		3	
ED 514	The Professional Role of Educators		3	
ED 520	Foundations of Education		3	
ED 527	Content & Disciplinary Literacy		3	
ED 538	Understanding Individual Learning Differences		3	
ED 552	Curriculum Development		3	
ED 630	Leadership Through Instructional Supervision		3	
ED 592	Capstone in Education		3	
Electives				
ED			3	
ED			3	
Comprehensive Exam & Portfolio (Final Semester)				
ED 590	Graduate Portfolio		0	
ED 591	Graduate Comprehensive Exam		0	
TOTAL CREDITS			30	

Two electives may be chosen from this list.:

- | | |
|--|---|
| ED 515 Literature for the Adolescent
ED 523 Early Reading Literacy (Pre-K-3)
ED 524 Expanding Reading Literacy Development (4th-12th)
ED 532 Literature for the Child and Adolescent
ED 595 Program Development and Evaluation | ED 516 Understanding Gifted Populations
ED 517 Methods, Materials & Resources for Teaching the Gifted
ED 530 Affective & Social Needs of the Gifted
ED 534 Process Writing |
|--|---|

SIGNATURE OF ADVISOR DATE SIGNATURE OF STUDENT DATE

Updated 6/10/2022

Key Assignments and Assessments in M.Ed. in C&I Degree Program

The M.Ed. in Curriculum & Instruction program of study includes seven (7) key assignments and assessments to demonstrate mastery. The achievement data from all key assessments along with other program data (i.e., enrollment, completion, job placement, satisfaction/quality surveys) are used to monitor and evaluate the Master of Education program for continuous improvement.

Course Number & Title	Key Assignment	Key Assessment
ED 500 Educational Research	Research Proposal	AACU Inquiry & Analysis VALUE Rubric
ED 520 Foundations of Education	Educational or Supervisory Platform Statement	AACU Written Communication VALUE Rubric
ED 527 Content & Disciplinary Literacy	Struggling Reader Literacy Lesson	1. AACU Information Literacy VALUE Rubric (Paper) 2. MS Teacher Growth Rubric (Lesson Plan)
ED 538 Understanding Individual Learning Differences	Individual Education Plan (I.E.P.) Case Study	AACU Critical Thinking VALUE Rubric
ED 552 Curriculum Development	Curriculum Alignment	AACU Written Communication VALUE Rubric
ED 630 Instructional Supervision	Clinical Supervision Project	MELFA Common Assessment
ED 592 Capstone in Education	Capstone Project	1. AACU Inquiry & Analysis VALUE Rubric (Paper) 2. AACU Oral Communication VALUE Rubric (Presentation)

Final Comprehensive Exam Guidelines for M.Ed. in C&I Degree

All M.Ed. in C&I graduate students must complete the Comprehensive Examination (COMPS).

1. Request for registration for COMPS is sent from the Teacher Education Department to all eligible Graduate Students. The Graduate Student must register for COMPS with an email confirmation that they intend to take the exam.
1. Graduate Students are strongly encouraged to keep detailed records from all of the graduate courses, research, and other scholarly work to adequately prepare for COMPS.
2. Graduate Students are strongly encouraged to participate in the Graduate Comprehensive Exam Workshop offered during the final semester of their program.
3. Failure to Pass COMPS:
 1. *Failure of First Written Attempt:* The Graduate Student has the opportunity to repeat written COMPS on an alternative set of content/questions approved by the Chair of the Department of Education. The time/date of the second written attempt is determined by the Chair of the Department of Education
 2. *Failure of Second Written Attempt:* The Graduate Student has the opportunity for an oral defense as a follow-up to the responses on the second written attempt. The oral defense is done with a committee including the primary graduate academic advisor, one other graduate faculty member to be determined by the Chair of the Education Department, and the Education Department Chair. The oral defense should be scheduled prior to the end of the same semester, if possible.
 3. *Unsuccessful Oral Defense:*
 1. Probable delay of planned graduation date
 2. The Graduate Student is required to pass a third written comprehensive exam within one year after the date of the first attempt. Additional coursework will not be required but may be encouraged to assist the student in preparation for the third written comprehensive exam.
 3. Failure to pass the third written attempt will result in exclusion from the graduate program and graduate studies at MUW.

Master of Education Comprehensive Exam Rubric

BROOKHART COMPREHENSIVE EXAM
FALL 2020

GRADUATE COMPREHENSIVE EXAM |

Purpose:

To evaluate the Graduate Student's competency and mastery of key proficiency areas and concepts across the program. All responses are: (a) written in appropriate academic style, (b) include specific, concrete details from coursework, readings, and research, (c) supported by appropriate theories/theorists, and (d) include references to coursework, research, and readings across the program of study. Additionally, a brief description of the Graduate Student's area(s) of licensure and the teaching position currently held is included.

Administration:

This proprietary instrument is administered by the Academic Advisor during the final semester.

Success Indicator:

Items rated at the "Milestones" level represent successful written level of knowledge reflecting competency and mastery of key proficiency areas and concepts across the program. Anything below "Milestones" can be seen as an area in need of improvement.

Indicator	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapt and applies skill, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation .
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought and expression.	Fulfills the assignment(s) by choosing a format, language, or graphs (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form .
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INTEGRATIVE LEARNING VALUE RUBRIC
value@suu.edu

Master of Education Portfolio Guidelines

Purpose: The graduate portfolio is a compilation of graduate work and reflections on personal and professional growth as a result of work in the graduate program.

1. Graduate students are required to select a minimum of eight pieces of work completed in graduate classes. This should include at least three pieces of work or artifacts submitted from core classes (ED 500, 514, 520, and 552) and at least five pieces of work from the primary area of study. Artifacts should represent work from multiple classes.
2. All National Board Professional Teaching Standards core propositions should be addressed.
3. A narrative should accompany each artifact. Each narrative should have a heading that includes the course name and number in which the artifact was completed, the instructor of the course, and the core propositions, which will be addressed in the narrative. The narrative should include three main sections: a description, an analysis that clearly defines the relationship between the artifact and core propositions, and a reflection.
4. All professional portfolios must be submitted electronically.
5. Students graduating in August must submit their portfolio in the designated Canvas shell on the 1st day of the second summer session. Students graduating in May or December must submit the portfolio in the designated Canvas shell 1 month prior to graduation. Students should keep a copy of all portfolio artifacts.
6. Five percent per day will be deducted for late submissions.

Portfolio Format:

- I. Cover sheet
- II. Table of Contents
- III. Vita
- IV. Educational Platform
- V. Professional Goals
- VI. Descriptions, Analyses, and Reflections from the core course with Artifacts
- VII. Descriptions, Analyses, and Reflections from non-core courses with Artifacts
- VIII. Overall assessment of your growth in the graduate program
- IX. Other Comments

(Optional) Before submitting the professional portfolio, the graduate student should verify the following:

_____All sections from above are included.

_____All tabs and/or sections are visible and accurately labeled.

_____Portfolio is presented in a logical manner that is easy to follow.

_____All pages are numbered and match the Table of Contents.

_____All artifacts include a heading with the appropriate course name and number, the course Instructor, and the core propositions standards being addressed.

_____All attributes identified in the rubric are included.

_____Artifacts should be the graduate student's original work and not cut and paste activities or website information.

_____Fonts, headings, and other posted material should be consistent in form.

Artifacts

Beginning with the Master of Education, the graduate student is responsible for collecting (in electronic format) **graded assignments** as artifacts that best represent one's competency within each five core propositions of the [*National Board for Professional Teaching Standards*](#). The framework supports the characterization of an accomplished career educator as reflected in the related belief statements for each of the core propositions throughout the program. A separate D-A-R narrative is to be written for each artifact.

Teachers are committed to students and their learning.

- 1 Teachers recognize individual differences in their students and adjust their practice accordingly.
- 2 Teachers understand how students develop and learn.
- 3 Teachers treat students equitably.
- 4 Teachers know their mission transcends the cognitive development of their students.

Teachers know the subjects they teach and how to teach those subjects to students.

- 1 Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- 2 Teachers command specialized knowledge of how to convey a subject to students.
- 3 Teachers generate multiple paths to knowledge.

Teachers are responsible for managing and monitoring student learning.

- 1 Teachers call on multiple methods to meet their instructional goals.
- 2 Teachers support student learning in varied settings and groups.
- 3 Teachers value student engagement.
- 4 Teachers regularly assess student progress.
- 5 Teachers engage students in the learning process.

Teachers think systematically about their practices and learn from experience.

- 1 Teachers make difficult choices that test their professional judgment.
- 2 Teachers use feedback and research to improve their practice and positively impact student learning.

Teachers are members of learning communities.

- 1 Teachers collaborate with other professionals to improve school effectiveness.
- 2 Teachers work collaboratively with families.
- 3 Teachers work collaboratively with communities.



Template for Artifact D.A.R.

REFLECTION OF NBPTS #___ARTIFACT

Student:

Course:

Type of Artifact:

Description: In this section, the graduate student should provide a clear, concise description of the artifact. The description should include the purpose and intended learning outcome(s) of the artifact with relevant information such as the content area.

Analysis: In this section, identify the NBPTS standard for the focus of the reflection on this artifact and demonstrate how the artifact aligns specifically with the standard. The language associated with the standard should be used in the analysis. Justification of the alignment should be clearly stated and aligned with research-based practice (transfer), including appropriate citation(s).

Reflection: In this section, the graduate student should reflect upon the artifact/ experience using these guiding questions:

1. What did you learn from this artifact/situation? (Feeling)
2. What did you learn about yourself from this artifact/situation? (Feeling)
3. What do you consider a success related to this artifact/situation? (Evaluation)
4. What do you consider an area for continuous improvement related to this artifact/situation? (Evaluation)
5. Based upon your reflection, what do you establish as a goal(s) for yourself as a teacher leader? (Action Plan)

The accompanying artifact for each DAR should be placed immediately after the DAR

**GRADUATE PORTFOLIO ASSESSMENT:
A REFLECTION OF THE CANDIDATE'S UNDERSTANDING OF NBPTS STANDARDS**

Purpose: To provide an assessment of Graduate Student's use of description, analysis, and reflection of selected NBPTS-aligned artifacts from across the program. The analysis demonstrates how the artifact(s) described aligns specifically with the NBPTS standard(s) identified and supported with a citation(s) of research-based best practices in the field (**transfer**). Additionally, the narrative in the analysis section should provide the Graduate Student's interest/passion for the subject, instructional technology (**curiosity**), additional effort to the required work (**initiative**), and the development of their ideas beyond the mentor teacher or course instructor (**independence**). This portfolio assignment is not intended to be just a collection of assignments. Rather, it is a purposeful collection of artifacts showing evidence of growth in teaching skills and demonstration of one's understanding of connecting theory to practice.

Administration: This proprietary instrument is administered by the Advisor during the final semester.

Success Indicator: Items rated at the "Milestones" level represent successful practice by the Graduate Student. Anything below "Milestones" can be seen as an area in need of improvement.

Indicator	Capstone 4	3	Milestones 2	Benchmark 1
Curiosity CAEP 1.5	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative CAEP 1.4	Completes required work, generates and pursues additional opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence CAEP 1.3	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer CAEP 1.2	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection CAEP 1.1	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Upgrading a Mississippi Educator License

Master of Education graduates are expected to complete the process to apply for an upgrade to their Mississippi Educator license after the degree date has been conferred on the transcript.

Upon completion of the M.Ed. program, graduates may apply to the Mississippi Department of Education Office of Educator Licensure for an upgrade from a Class A license to a Class AA license. Graduates are responsible for submitting the online application with all necessary supporting documentation. For more information, please go to the [MDE Office of Educator Licensure](#).

For those graduates licensed in other states, please go to the state department of education website for further instructions on how to upgrade the teaching license.

Certificate Programs in Teacher Education

Admission Guidelines for Certificate Programs

Mississippi Educator Licensure add-on certifications in the areas of Reading/Literacy (K-12) and Gifted Education (K-12) are offered in the Department of Teacher Education. The information below will answer questions regarding the steps for admission to Mississippi University for Women and the School of Education Department of Teacher Education.

Application Deadlines:

Prospective graduate students can enroll in the certificate programs during the Spring, Summer, and Fall semesters. Applications must be submitted 30 calendar days before the first day of classes each semester. To find out the first day of classes for each semester term, please view MUW's Academic Calendar [here](#).

Application:

To begin the process, applicants must first complete the Graduate Studies application. Applicants should go to the [Graduate Studies Website](#) to access information about general admission requirements and to complete the online Application for Graduate Admission. If you have any questions or problems with completing the application, please call the Office of Graduate Studies at 662-329-7142.

Admission to the Masters in Education Program

Mississippi University for Women's School of Education is seeking dedicated career educators who desire to advance their knowledge, skills, and dispositions in an engaging learning environment. Please review the standards for admissions and application instructions carefully.

Application Requirements for Certificate Programs:

- 1. Online application**
- 2. \$25.00 application fee**
- 3. Bachelor's degree in education from a regionally accredited college or university**
- 4. Current Teaching License**
- 5. Official Transcripts with a GPA of 3.0 on a 4.0 scale**
Official Transcripts of all undergraduate and graduate work from each institution attended must be submitted, including MUW transcripts. Transcripts must verify that the applicant received a baccalaureate degree from a regionally accredited four-year institution.

Transcripts may be sent electronically to **Mississippi University for Women Graduate Studies**.
Physical Transcripts should be sent to:
Mississippi University for Women Graduate Studies
1100 College Street, MUW-1603
Columbus, MS 39701

6. Writing Sample

Using a prompt provided in the online application portal, the writing sample provides an assessment of the commitment, readiness, and academic writing ability of applicants for the Certificate Programs.

7. Letters of Recommendation

Three letters of recommendation are required as part of the application process. The selection of professional references should include those with whom applicants have worked within the educational setting and those who have supervised the applicant's teaching performance.

Applicants not meeting these criteria may be considered on an individual basis for conditional admission.

Proposed Program Form for Gifted Education (K-12) Certificate

GRADUATE STUDIES MISSISSIPPI UNIVERSITY FOR WOMEN APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE

Name: _____ ID #: _____

Local Address: _____ Phone: _____

Permanent Address: _____ Email: _____

Graduate of: _____

Graduation Date: _____ Undergraduate Major: _____

Certification Desired: _____

PROPOSED PROGRAM FOR CERTIFICATION

Course	Course Title	Term	Credit	Grade
Gifted Studies				
ED 516	Understanding Gifted Populations		3	
ED 517	Methods, Materials and Resources for Teaching the Gifted		3	
ED 595	Program Development and Evaluation		3	
ED 652	Leadership Through Curriculum Development & Supervision		3	
ED 697	Internship in Masters of Education		3	
	TOTAL CREDITS		15	

Graduate comprehensive exam has been successfully completed. YES NO DATE: _____

Graduate Portfolio has been successfully completed. YES NO DATE: _____

SIGNATURE OF ADVISOR DATE SIGNATURE OF STUDENT DATE

Proposed Program Form for Reading Literacy (K-12) Certificate

GRADUATE STUDIES MISSISSIPPI UNIVERSITY FOR WOMEN APPLICATION FOR ADMISSION TO CANDIDACY FOR DEGREE

Name: _____ ID #: _____

Local Address: _____ Phone: _____

Permanent Address: _____ Email: _____

Graduate of: _____

Graduation Date: _____ Undergraduate Major: _____

Certification Desired: _____

PROPOSED PROGRAM FOR CERTIFICATION

Course	Course Title	Term	Credit	Grade
Reading Literacy				
ED 523	Early Reading Literacy Development (PreK-3)		3	
ED 524	Expanding Reading Literacy Development (Grades 4-12)		3	
ED 527	Content & Disciplinary Literacy		3	
ED 549	Instructional Assessment Practices and Procedures		3	
ED 697	Internship in Masters of Education		3	
	TOTAL CREDITS		15	

Graduate comprehensive exam has been successfully completed. YES NO DATE: _____

Graduate Portfolio has been successfully completed. YES NO DATE: _____

SIGNATURE OF ADVISOR

DATE

SIGNATURE OF STUDENT

DATE

Application for Add-on Endorsement to Mississippi Educator License

Master of Education graduates are expected to complete the process to apply for an upgrade to their Mississippi Educator license from a Class A to a Class AA, including providing official transcripts, after the master's degree has been conferred on the transcript (typically 10 business days after the commencement ceremony). Graduates are responsible for submitting the online application with all necessary supporting documentation. For more information, please go to the [MDE Office of Educator Licensure](#).

Mississippi Department of Education (MDE)

[Office of Educator Licensure](#) (General information and FAQs) 601-359-3483

MDE Electronic Licensure Management System (ELMS)

[Application portal for Educator Licensure](#)

For those graduates licensed in other states, please go to the state department of education website where the graduate is teaching or wishes to teach for further instructions on how to upgrade the teaching license.

After certification completers have been notified by the MUW Licensure Officer that the add-on endorsement recommendation has been completed with the Mississippi Department of Education, the add-on certification completers are responsible for submitting the add-on endorsement online application with all necessary supporting documentation. For more information, please go to the [MDE Office of Educator Licensure](#).

Notice regarding licensure: Requirements governing licensure in the State of Mississippi are continually revised. As a result, requirements for degrees or certifications leading to initial licensure, upgrades or add-on endorsements are subject to change from those published in the *MUW Bulletin*, the *Graduate Studies Handbook*, the *School of Education Website*, or other supplementary publications of the School of Education.

Degree Requirements

All Mississippi University for Women post-baccalaureate, graduate, and professional degrees require the student to earn no fewer than 30 credit hours. To complete a program of study in Graduate Studies, the requirements listed below must be followed:

Hour Requirement

All semester hours in a student's program of studies for the Master's Degree must be completed in courses numbered 500 or above.

Transfer Credit

A maximum of six semester hours of graduate credit may be accepted for transfer. However, at the time the coursework was completed, the transfer institution must have been accredited by the Southern Association of Colleges and Schools or a regional accrediting association. No course will be accepted for transfer in which the student has received less than a B.

Internship Requirements

All coursework except the six hours of transfer credit must be completed at MUW.

Course Load

The minimum load for a full-time graduate student is nine semester hours; the normal full-time load is twelve semester hours. Students must have written permission from the appropriate program coordinator/director to exceed thirteen semester hours in the regular sessions or six semester hours in a single summer session.

Time Limitation

A student must complete his or her Master's Degree within six years from the date of his/her first enrollment in the program.

Comprehensive Exam

All graduate students must complete the Comprehensive Examination (COMPS).

1. Request for registration for COMPS is sent from the Teacher Education Department to all eligible Graduate Students. The Graduate Student must register for COMPS with an email confirmation that they intend to take the exam.
2. Graduate Students are strongly encouraged to keep detailed records from all of the graduate courses, research, and other scholarly work to adequately prepare for COMPS.
3. Graduate Students are strongly encouraged to participate in the Graduate Comprehensive Exam Workshop offered during the final semester of their program.

4. Failure to Pass COMPS:

Failure of First Written Attempt: The Graduate Student has the opportunity to repeat written COMPS on an alternative set of content/questions approved by the Chair of the Department of Education. The time/date of the second written attempt is determined by the Chair of the Department of Education

Failure of Second Written Attempt: The Graduate Student has the opportunity for an oral defense as a follow-up to the responses on the second written attempt. The oral defense is done with a committee including the primary graduate academic advisor, one other graduate faculty member to be determined by the Chair of the Education Department, and the Education Department Chair. The oral defense should be scheduled prior to the end of the same semester, if possible.

Unsuccessful Oral Defense:

1. Probable delay of planned graduation date
2. The Graduate Student is required to pass a third written comprehensive exam within one year after the date of the first attempt. Additional coursework will not be required but may be encouraged to assist the student in preparation for the third written comprehensive exam.
3. Failure to pass the third written attempt will result in exclusion from the graduate program and graduate studies at MUW.

Graduate Portfolio

All graduate students must complete and submit a Graduate Portfolio, a compilation of graduate work and reflections on personal and professional growth as a result of work in the graduate program. For information on specific guidelines for completing the Graduate Portfolio, go to the *Graduate Programs in Teacher Education* section of this handbook.

Application to Candidacy / Proposed Program Form

1. The Graduate student, in consultation with his/her advisor, develops a proposed program of study using the *Application for Admission to Candidacy for Degree: Proposed Program Form*.
 - The Graduate student must submit an official transcript of any graduate transfer credits before his/her last semester of coursework. The Graduate faculty must approve any transfer work applied to the student's program. No more than 6 hours with a minimum grade of B may be transferred.
 - All requests for modification of the *Application for Admission to Candidacy for Degree: Proposed Program Form* must be made in writing to the Department Chair whose approval allows the student to proceed with courses as planned.
 - The Graduate student must meet with his/her advisor each semester prior to registration to secure approval for courses to be taken in the ensuing semester.
 - Based on the requirements on the *Application for Admission to Candidacy for Degree: Proposed Program Form*, all graduate students must meet the following conditions:
 1. Complete all requirements for full admission status to Graduate Studies and to a specific program,
 2. Complete the required 30 semester hours of graduate credit at MUW with a minimum GPA of 3.0 on coursework, and
 3. Complete Master Comprehensive Exam and Master Portfolio.

2. During the final semester of the graduate program, the *Application for Admission to Candidacy for Degree: Proposed Program Form* must be signed by the Graduate Student and the academic advisor. Once the Teacher Education Department receives the signed *Application for Admission to Candidacy for Degree: Proposed Program Form*, the form is electronically sent to the Office of the Registrar.

Application for Degree and Graduation/Commencement

Graduate students are expected to complete the processes to apply for their degree and commencement. Failure to do so by the deadline established by the MUW Registrar's Office will result in a delay of conferring of the degree, minimally by one semester.

Mississippi University for Women holds commencement ceremonies in May (Spring semester), August (Summer semester), and December (Fall semester). Students should participate in the commencement ceremony of the semester they complete.

All graduate students must apply for degree online through his/her BANNER WEB account. Specific deadlines are established each semester for the submission of the degree/graduation application. Multiple notices are sent to current students' myapps email account with reminders of the cost and the deadline. The MUW Registrar's Office may not make any exceptions for any student who does not submit the application by the deadline. Failure to meet the deadline may result in a delayed graduation and consequently a delay in receiving the initial educator license or upgrade to an existing license.

Application for degree must be completed in order to be a candidate. The student's university account will be charged when the application is submitted in Banner Web. Students do NOT need to send additional payment. The amount must be paid online in your Banner Web account or at University Accounting (105 Welty Hall) before your diploma will be mailed.

Application fees, commencement dates, and deadlines for application are published on the [Academic Calendar](#).

Regalia (cap and gown) must be ordered through The Bookend if a student plans to participate in the ceremony. All students MUST wear regalia to participate. Please go to [Student Regalia](#) to find out more information on ordering your regalia.

For additional information about the application for degree/commencement, please go to:

Office of the Registrar 105 Welty Hall
662-329-7135
www.muw.edu/registrar

Financial Aid and Graduate Scholarships

Financial Aid

Financial aid is available to part-time and full-time students after acceptance to the program.

For more information, please call: (662) 329-7114 or visit the [MUW Office of Financial Aid](#).

Graduate Scholarships

Graduate Scholarships are available from Graduate Studies in Education. Please email gse@muw.edu or call (662) 329-7191 if you have any questions.

Deadlines to apply for scholarships are as follows:

SCHOLARSHIP APPLICATION DEADLINES	
Semester	Completed Application
Spring	November 15
Fall	July 15

Scholarships for Licensed Mississippi Teachers

If you are a licensed public-school teacher in Mississippi and in need of financial assistance, please contact the [Mississippi Office of Student Financial Aid/Institutions of Higher Learning \(IHL\)](#) for information on the Graduate Teacher Reimbursement Scholarships (GTS).

1-800-327-2980 or 601-423-6997 or <http://www.ihl.state.ms.us/>