



**MUW GRADUATE STUDIES
IN EDUCATION
HANDBOOK**

DIFFERENTIATED INSTRUCTION,
EDUCATIONAL LEADERSHIP,
GIFTED STUDIES,
MASTER OF ARTS IN TEACHING,
AND READING/LITERACY

2009-2010

**College of Education and Human Sciences
Graduate Studies
Revised 8-2009**

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MUW GRADUATE STUDIES IN EDUCATION MISSION STATEMENT

Mississippi University for Women offers graduate programs that provide students who have received a baccalaureate degree with opportunities to learn research-based content beyond that of their undergraduate programs while refining their skills as practicing professionals. The mission of 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.

MUW Graduate Programs in Education

Conceptual Framework

Beliefs

The MUW conceptual framework is based on the five core propositions of the National Board for Professional Teaching Standards. The related belief statements that follow each core proposition further characterize the advanced programs in education at Mississippi University for Women.

Teachers are committed to students and their learning.

1. Teachers recognize individual differences in their students and make sound instructional decisions based on these differences.
2. Teachers have an understanding of how students develop and learn.
3. Teachers treat students equitably.
4. Teachers' missions extend beyond developing the cognitive capacity of their students.

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

5. Teachers demonstrate an understanding of how knowledge in their subjects is created, organized, and linked to other disciplines.
6. Teachers use specialized knowledge of how to convey a subject to students.
7. Teachers generate multiple paths to knowledge.

Teachers are responsible for managing and monitoring student learning.

8. Teachers use multiple methods to meet their goals.
9. Teachers orchestrate learning in flexible group settings.
10. Teachers facilitate learning through actively engaging their students.
11. Teachers regularly and systematically assess student progress.
12. Teachers are mindful of their principal objectives.

**Teachers think systematically about their practice and learn
from their experience.**

13. Teachers use reflection to make decisions to adjust their practice.
14. Teachers seek the advice of others and draw on research and scholarship to improve their practice.

Teachers are members of learning communities.

15. Teachers contribute to school effectiveness by collaborating with other professionals.
16. Teachers work collaboratively with parents.
17. Teachers take advantage of community resources.

**MISSISSIPPI UNIVERSITY FOR WOMEN
DEPARTMENT OF EDUCATION
COLLEGE OF EDUCATION AND HUMAN SCIENCES**

**GENERAL PROCEDURES FOR
MASTER OF EDUCATION
AND MASTER OF ARTS IN TEACHING DEGREES**

I. Admission to Graduate Studies - A formal application for admission, \$25 application fee, official transcripts from all undergraduate and graduate work, 3 letters of recommendation, satisfactory scores on the GRE (GRE scores must not be more than 5 years old), documentation of eligibility for teacher license (except MAT), and proof of immunization need to be received in the Graduate Office before students may enroll in courses. Please gather all information and submit it as one package. **Transcripts must be in a sealed envelope.** [MAT applicants must have passing scores on Praxis I and Praxis II (content area). See www.mde.k12.ms.us for test numbers.] Records of applicants who do not enroll will be kept for one year after the term indicated for admission.

II. Advisor Assignment - Each graduate student is assigned an advisor as follows:

Differentiated Instruction	-	Dr. Lillie Smith
Educational Leadership	-	Dr. Sue Jolly-Smith
Gifted Studies	-	Dr. Royal Toy
Master of Arts in Teaching	-	Dr. Lillie Smith
Reading Literacy	-	Dr. Monica Riley

III. General Program Information

- A. No student is to enroll in graduate courses until a letter of admission has been received. Letters of admission are generated when the student has completed all application requirements. One copy of this letter is sent to the Program Coordinator and another is placed in the student's permanent file in the Graduate Office.
- B. Graduate students must meet with an advisor prior to registration to secure approval for courses to be taken in a given semester.
- C. A student who has been admitted conditionally or provisionally must meet with his/her advisor after completing a minimum of 9 semester hours to determine if he or she is eligible for admission status to be upgraded.
- D. When a graduate student has completed a minimum of 9 semester hours toward requirements for the degree and has a GPA of 3.0 or above (which includes no more than 6 hours with a grade of "C"), the ***Admission to Candidacy*** form should be completed, signed by the student and advisor, and submitted by the student to the Program Coordinator for approval. ***A minimum of 15 semester hours of the 36-hour or 39-hour degree program must be completed after admission to candidacy.*** Once the candidacy form is complete with signatures, the office of Graduate Studies will send the original to the Registrar, keep a copy on file and send a copy to the graduate student.
- E. All requests for modifications to the Candidacy Form must be made by the student in writing and addressed to the Program Coordinator for approval. Once the modification(s) has been approved, the student may proceed with courses as planned.

- F. *No more than 6 hours with minimum grade of "B" may be transferred.* Graduate students requesting that courses be transferred from another university for credit within the program of study must submit an official transcript and a letter of request to the Graduate Office as soon as possible after being admitted to graduate studies at MUW. *This is the responsibility of the graduate student.* The admissions committee will determine if work is suitable for transfer.

GENERAL DEGREE REQUIREMENTS

COURSE WORK

1. Hour Requirements - A minimum of 36 hours of graduate credit is required for master's degrees in Graduate Programs in Education, with the exception of the Educational Leadership program which has a minimum of 39 hours. Courses numbered 500 or above are exclusively for graduate students.
2. Residence Requirements - A minimum of 30 semester hours, except for the Educational Leadership program which will require 33 semester hours, of graduate credit submitted for the master's degree must be completed at Mississippi University for Women
3. Correspondence Study - No credit toward a master's degree may be earned by correspondence study.
4. Workshop Credit - No course may be accepted for three hours of credit toward a master's degree if it was achieved in a workshop whose duration was less than three calendar weeks. Credit for course work achieved in a workshop may or may not be approved.
5. Course Load - The minimum load for a full-time graduate student is 9 semester hours; normal full-time load is 12 semester hours. Students will not be permitted to register for more than 15 hours per semester in the regular sessions, nor exceed 6 semester hours per term during a summer session. Students employed full-time are discouraged from registering for more than 6 semester hours per semester.
6. Time Limitation - A graduate student must complete the program of study within **6 years from the date of first enrollment** in the graduate program.
7. MUW Seniors - A senior enrolled at Mississippi University for Women who is within 9 semester hours of completing the requirement for an undergraduate degree and who has at least a 3.0 GPA may, with the approval of the Program Coordinator and the Dean, enroll in one or more graduate courses while completing the remainder of course work for an undergraduate degree. A letter will be sent to the Graduate Office stating the student's name, ID number, and the course number to be taken.
8. Internships - Internships provide students with the opportunity for practical training in various education centers which meet the needs/specifications of individual graduate students as appropriate to their programs of study. The internship is conducted under the supervision of a faculty member. See individual programs for specific requirements.
9. Professional Portfolio - Before graduation all graduate students will submit a professional portfolio to the Coordinator of Graduate Studies in Education: (a) For **August graduates**, portfolios are due the **1st day of the second summer session**. (b) For **May and December graduates**, portfolios are due **1 month** prior to graduation. (See Portfolio Requirements on pgs. 11-12.)

Points will be deducted for portfolios submitted late. The portfolios must receive a passing grade for students to complete the requirements for graduation. **Students are advised to keep a copy of all contents for their own records.**

10. Comprehensive Examination - Each graduate student is required to take a comprehensive examination/exit exam to demonstrate mastery of all areas covered in course work. Before taking comprehensive exams, students must have completed all course work or be currently enrolled in final courses. Requests for the comprehensive exam should be in writing (e-mail is acceptable) to the Coordinator of Graduate Studies in Education and the administrative assistant for Graduate Studies. Requests should include your name, student identification number, graduate program, and the semester in which you wish take the exam. Comprehensive exams are usually scheduled from 9 am to 1 pm as follows: (a) Last Saturday in April [*4/24/2010], (b) Third Saturday in June [*Friday, 6/18/2010], or (c) First Saturday in December [*11/21/2009]. All dates and times should be confirmed. See page 36 for further information. [* *Dates for this year.*]

GRANTING OF MASTER OF EDUCATION OR MASTER OF ARTS IN TEACHING DEGREE

In order to obtain a Master of Education or Master of Arts in Teaching degree students must:

1. Successfully complete a minimum of the approved **36 semester hours (39 semester hours for Educational Leadership)** of graduate credit with overall GPA of 3.0, i.e., not more than two grades of “C” and no grades of “F”.
2. Successfully complete the Internship.
3. Successfully complete a professional portfolio.
4. Successfully complete a comprehensive examination.

COMPREHENSIVE EXAMINATIONS

The purpose of the comprehensive examination is for the student to demonstrate mastery of all areas covered in course work. The evaluation process will progress as follows:

1. At the beginning of the last term or semester of enrollment, the graduate student must submit a **written request** to the Coordinator of Graduate Studies in Education to take the Comprehensive Examination.
2. On a pre-determined date toward the end of the last semester of course work, the student is issued two written comprehensive questions prepared by graduate faculty members.
3. The student has 4 hours to respond to the two questions.
4. Each response is evaluated by appropriate faculty reviewers. Within 10 weekdays, evaluations will be completed and the student will be notified of the results. The rubric on Pages 26 - 29 will be used for Reading Literacy students. The rubric on page 24 will be used for Educational Leadership students. The Rubric for Comprehensive Exams on page 22 will be used for assessing students’ responses to the comprehensive exams in all other programs.

ACADEMIC PROCEDURES

Grading System and Grade Requirements: Graduate degree credit is granted only for graduate level courses in which the student's grade is A, B, or C. The student must earn a minimum 3.0 GPA overall on all graduate courses attempted. No more than six semester hours of graduate credit evaluated as C may be applied toward a graduate degree.

Retention in Graduate Degree Program: A student who does not maintain a 3.0 overall GPA in all academic courses in which he or she is enrolled will be placed on academic probation. A student on academic probation who fails to achieve an overall 3.0 GPA during his or her next semester, or twelve hours of work taken consecutively, will be excluded from Graduate Studies as a degree candidate. A student who has been notified that he or she is to be excluded for academic reasons may request a review of his or her case through the Director of Graduate Studies.

Grade of I: For credit in a graduate course, the work must be completed by the end of the following term (including summer), or the Incomplete (I) automatically converts to an F. Thesis research is the only exception to the incomplete policy.

Withdrawal from Graduate Program: Graduate students choosing to leave a graduate program and enroll as an undergraduate must submit a letter to both the Office of Graduate Studies in Education and the Office of Graduate Studies stating their intentions.

Withdrawal from the University: A student may withdraw from a course or Graduate Studies during a semester or summer session with the consent of the Coordinator of Graduate Studies in Education. The designation of W or WP/WF is made according to the academic calendar.

Readmission to Graduate Programs: Application for readmission may be made only once, and the student will be held to the requirements effective at the time of readmission.

Dismissal from Graduate Programs

Unsafe practice or unethical, illegal, or unprofessional conduct is cause for dismissal. Students dismissed for these causes will not be eligible for readmission. Notification of dismissal will be communicated to Graduate Studies and this information may be used in admission decisions for other programs on campus.

Revised Regulations for Probation and Expulsion from Graduate Education Programs:

A student who does not maintain a 3.0 MUW cumulative GPA (including grades of I) will be placed on probation. If the student on probation fails to earn a 3.0 MUW cumulative GPA (excluding grades of 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 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.

A student who is removed from the graduate program may appeal that decision to the Graduate Student Scholastic Appeals Committee. The student's appeal shall consist of a letter, in her/his own words, addressed to the Committee in 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 letters 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 receiving 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 Department. 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.

For information regarding Grievance Procedures see Academic Policies and Procedures in the M.U.W. Bulletin, 2009-2010.

DISCLAIMER

The regulations concerning degree requirements are made in good faith by Graduate Studies in Education as a protection to the student and to the University to ensure quality of graduate education. **The University reserves the right to change degree requirements as necessary without prior notice. All programs are subject to Mississippi Department of Education Licensure requirements. All guidelines in this handbook are subject to guidelines set in the MUW Bulletin.**

FINANCIAL AID/SCHOLARSHIP ASSISTANCE

Graduate Studies currently offers financial aid/scholarship assistance as follows:

MUW Graduate Scholarship Assistance

MUW graduate scholarships may be awarded for up to one-half tuition but are **not guaranteed**. Scholarship assistance shall be limited to courses 500 and above and for no more than the total hours required for completion of degree sought.

Criteria for Applying

- Must be fully admitted to a program
- Must have GPA of 3.0 or above
- Must not have any incompletes
- Must not be on academic probation
- Must submit a letter stating need for financial assistance
- Must turn in Graduate Scholarship Form (forms available in Graduate Office and online at http://www.muw.edu/edu_hs/grad/index.html) with letter to Graduate Office **2 months prior to the day of registration for the semester the student is seeking financial assistance**
- Must submit a new application and letter **each** semester

If a student withdraws from classes after receiving graduate scholarship assistance, scholarship assistance will be automatically terminated for those classes and must be repaid by the student before reapplying for future Graduate scholarship assistance.

Graduate Assistantships

Full-time students are eligible for graduate assistantships. Forms for applying for a Graduate Assistantship are available in the Graduate Office.

Other Financial Assistance

Other financial assistance for graduate students in education is available for qualifying students through the MS Teacher Fellowship Program (1-888-611-5160, Shannon Dixon; e-mail: mtfp@olemiss.edu); and the MS Institutions of Higher Learning (1-800-327-2980, toll-free in Mississippi) or at 601-432-6997; e-mail: www.ihl.state.ms.us/financialaid).

Graduate Portfolio Requirements

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. (Reading Literacy majors may provide all artifacts from Reading Literacy classes.)
2. All National Board core propositions should be addressed. (See Graduate Handbook Pages 2 – 3.) In addition, Reading Literacy students should use all International Reading Association Standards (IRA). (See *Standards For Reading Professionals 2003*). Educational Leadership students should use ISLLC standards
3. A narrative should accompany each artifact. Each narrative should have a heading which includes the course name and number in which the artifact was completed, the instructor of the course, and the core propositions, or IRA or ISLLC (Interstate School Leaders Licensure Consortium) Standards which will be addressed in the narrative. The narrative should include three main sections: a description, an analysis which clearly defines the relationship between the artifact and core propositions, IRA or ISLLC Standards, and a reflection.
4. All professional portfolios must be submitted electronically or in a three-ring notebook. Artifacts that are too large to be presented in their entirety must be submitted as a picture and/or a representative sample of the artifact should be included.
5. Students graduating in August must submit the portfolio to the Coordinator of Graduate Studies in Education on **the 1st day of the second summer session**. Students graduating in May or December must submit the portfolio to the Coordinator of Graduate Programs in Education **1 month prior to graduation**. Students should keep a copy of all portfolio artifacts.
6. Five percent per day will be deducted for late submission.

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 courses 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, students should verify the following:

- ___ All sections from above are included;
- ___ All tabs are visible and accurately labeled;
- ___ Portfolio is presented in a logical manner that is easy to follow;
- ___ All pages are numbered and match table of contents;
- ___ All artifacts include a heading with the appropriate course name and number, the course instructor, and the core propositions/IRA standards being addressed;
- ___ All attributes identified in the rubric on the following pages are included.

MUW GUIDELINES
GRADUATE PROGRAM
ELECTRONIC PORTFOLIOS

1. Candidates may elect to submit an electronic portfolio in lieu of a standard portfolio.
2. Electronic portfolios will be scored using the same rubric by which standard portfolios are scored.
3. ALL directions and guidelines for portfolios in the Graduate Program Handbook must be adhered to.
4. Titles and headings of links must be consistent with Graduate Program Handbook directions and instructions.
5. Candidates must submit electronic portfolio URL address to Sandi Rader at srader@edhs.muw.edu by the posted deadline. Late submission will result in the same grade reduction as for a standard portfolio.
6. It is the candidate's responsibility to make sure all links are working links. This will be considered a part of the score for *Notebook Display*, as indicated on the graduate portfolio rubric. Work that is not accessible cannot and will not be graded.
7. All work should be submitted in Microsoft word or PDF format.
8. Initial links for artifacts should be clearly labeled and have the Description, Analysis, and Reflection (DAR) first. Format is as follows:

Artifact 1
ED 564
Analytical Reading Inventory
9. The accompanying artifact for each DAR should either be placed immediately after the DAR, within the original link, or have a clearly labeled link immediately after the Reflection component of the DAR. In any event, the DAR is of primary importance and should be labeled clearly and be located within any link BEFORE the artifact.
10. Artifacts should be candidate generated work and not cut and paste activities or website information.
11. Fonts, headings, and other posted material should be consistent in form. Advisors reserve the right to ask candidates to change font or format if documents are illegible or difficult to read.

Graduate Portfolio Rubric (DI, Gifted & MAT)

Date: _____ Student: _____ ID # _____

Attributes	Not Acceptable	Below Standard	At Standard	Above Standard	Attribute Points Earned
Notebook Display	Professional Portfolio meets none of the requirements found in the Graduate Handbook.	Professional Portfolio meets few requirements found in the Graduate Handbook.	Professional Portfolio meets most requirements found in the Graduate Handbook.	Professional Portfolio meets all requirements found in the Graduate Handbook and is presented in a creative and innovative way and exceeds expectations.	
	0	1	2	3	
Description of Artifact (NBPTS)	Few or none of the descriptions are detailed and clearly comprehensible to all audiences.	Most descriptions are detailed and clearly comprehensible to all audiences.	All descriptions are detailed and clearly comprehensible to all audiences.	All descriptions are detailed and clearly comprehensible to all audiences and are connected to key concepts of the course, and are relevant to current research.	
	0-3	4-6	7-10	11-12	
Analysis of Entry to National Board for Professional Standards (NBPTS)	Few or none of the artifacts are analyzed and clearly connected to all five NBPTS core propositions.	Most artifacts are analyzed and clearly connected to all five NBPTS core propositions.	Artifacts are analyzed and clearly connected to all five NBPTS core propositions.	Artifacts are analyzed and clearly connected to all five NBPTS core propositions and/or IRA standards, and each is connected to all applicable core propositions or standards.	
	0-3	4-6	7-10	11-12	

Reflection of Entry and Relationship to Professional Growth and Affect on Student Learning (NBPTS)	Candidate finds it difficult to interpret the meaning of the entries in regard to personal/professional growth and student learning.	Candidate can minimally relate how the entries may affect his/her teaching in regard to personal/professional growth and student learning.	Candidate identifies the literal meanings of the entries and is able to derive application of meaning from the entry (how it may affect his/her teaching, and student learning).	Candidate forms clear hypotheses about the meanings of the entries and is able to support this with evidence from the artifact (how it affects his/her teaching and student learning).	
	0-3	4-6	7-10	11-12	
Grammar & Mechanics	Major Errors	Minor Errors	There are no substantive errors.	The writing is exemplary with no errors.	
	0-1	2-3	4-5	6	
Total Points Earned					/45 Pass=34 or above

5 % per day will be deducted for late submission.

Instructor's Comments:

Mississippi University for Women
Educational Leadership Portfolio Rubric

The Educational Leadership Portfolio Rubric
is coming soon!

Mississippi University for Women
Graduate Reading Literacy Portfolio Rubric (Page 1)

Date: _____ Student: _____ ID#: _____

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
IRA Standard 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
IRA Standard 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
IRA Standard 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
IRA Standard 1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
IRA Standard 2.1 Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
IRA: Standard 2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	

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Mississippi University for Women
Graduate Reading Literacy Portfolio Rubric (Page 2)

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
<p>IRA Standard 2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	

Mississippi University for Women
Graduate Reading Literacy Portfolio Rubric (Page 3)

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
<p>IRA Standard 3.4 Communicate assessment information to various audiences for both accountability and instructional purposes (policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents).</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match the reading levels, interests, and cultural and linguistic background of students.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	
<p>IRA Standard 5.1 Articulate the theories related to the connections between teacher dispositions and student achievement.</p>	<p>Artifact does not match element and/or does not demonstrate that candidate has mastered the element.</p>	<p>Artifact matches element and demonstrates that candidate has mastered the element with adequacy.</p>	<p>Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.</p>	

Mississippi University for Women
Graduate Reading Literacy Portfolio Rubric (Page 4)

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
IRA Standard 5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
IRA: Standard 5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
IRA Standard 5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.	Artifact does not match element and/or does not demonstrate that candidate has mastered the element.	Artifact matches element and demonstrates that candidate has mastered the element with adequacy.	Artifact completely matches element and demonstrates that candidate has thoroughly mastered the element.	
Descriptions	Descriptions are not detailed or complete and do not include references to IRA elements.	Some descriptions are detailed and include references to IRA elements.	All descriptions are detailed and include references to IRA elements.	
Analysis	Rationales do not provide a clear connection between IRA elements and artifacts. Does not convince reader that candidate has mastered element.	Some rationales provide a clear connection between IRA elements and artifacts. Does not convince reader that candidate has mastered element.	All rationales provide a clear connection between IRA elements and artifacts. Does convince reader that candidate has mastered element.	
Reflection	Reflections inadequately provide an account of personal and professional growth and student learning and/or inadequately describe the strengths and weaknesses of the artifact.	Most reflections adequately provide an account of personal and professional growth and student learning, as well as documents the strengths and weaknesses of the artifact.	All reflections adequately provide an account of personal and professional growth and student learning, as well as documents the strengths and weaknesses of the artifact.	
Organization	The notebook is not organized (no page numbers, no table of contents, etc.) OR the items are not securely attached.	The notebook is somewhat organized and most items are securely attached.	The notebook is attractive and well organized with table of contents, numbered pages, and typed, as well as tabbed section labels.	
Mechanics and Grammar	There are major errors (more than 15).	There are substantial errors (5-14).	There are few or no errors (0-4).	
Total Points				89 points or above = passing

Mississippi University for Women
 Rubric for Graduate Comprehensive Exams (DI, Gifted & MAT)

Date: _____ Student: _____ ID #: _____

	Minimal (1)	Adequate (3)	Exemplary (5)
Research/Supporting Information	Research/supporting information is not appropriate, does not answer question, or was not present .	Research/supporting information answers the question. Three to five citations are used correctly. (e.g. according to Glasser)	Research/supporting information offers in-dept analysis by providing supportive citations of authorities or other supporting information. 6 or more citations
Content	Answers rely on experience or on topics not related to the program.	Answers refer to some content covered through classes & external readings & projects, in synthesis with experience.	Answers refer to content covered across classes & external readings & projects, in synthesis with experience.
Application	Response has no practical value to instruction, leadership &/or professional development & organization.	Some responses have practical value to instruction, leadership, &/or professional development & organization.	Response has practical value to instruction, leadership, &/or professional development & organization.
Organization/ Mechanics	Many organizational or mechanics issues that fail to demonstrate logical sequencing of ideas or transitions that enhance organization. Many errors in spelling & grammar.	Few organizational or mechanics issues that fail to demonstrate logical sequencing of ideas or transitions that enhance organization. Few errors in spelling & grammar.	Demonstrates logical, subtle sequencing of ideas through well-developed paragraphs; transitions that enhance organization; error-free spelling & grammar; strong introduction & conclusion.
Completion	Did not answer all parts of question.	Answered all parts of question.	Answered all parts of question in detail.

Scoring: PASS 15 and above FAIL 14 or less

Revised 5/2008

Mississippi University for Women
Educational Leadership Comprehensive Exam Rubric

The Educational Leadership Comprehensive Exam Rubric
Is coming soon!

Reading Literacy Comprehensive Exam Rubric

(Page 1) Revised 9/2008

Date: _____ Student: _____ ID #: _____

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
<p>IRA Standard 1.1 Refer to major theories in the foundational areas as they relate to reading. They can explain, compare, contrast, and critique the theories.</p>	Answer does not refer to major theories in the foundational areas as they relate to reading.	Answer adequately refers to major theories in the foundational areas as they relate to reading.	Answer refers to major theories in the foundational areas as they relate to reading.	
<p>IRA Standard 1.2 Summarize seminal reading studies and articulate how these studies impacted reading instruction. They can recount historical developments in the history of reading.</p>	Answer does not address reading studies and how they impact reading instruction.	Answer adequately addresses reading studies and how they impact reading instruction	Answer addresses reading studies and how they impact reading instruction.	
<p>IRA Standard 1.3 Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.</p>	Answer does not compare and contrast the theories and research in the areas of language development and learning to read.	Answer adequately compares and contrasts the theories and research in the areas of language development and learning to read.	Answer compares and contrasts the theories and research in the areas of language development and learning to read.	
<p>IRA Standard 1.4 Are able to determine if students are appropriately integrating the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) in fluent reading.</p>	Answer does not demonstrate ability to determine if students are appropriately integrating the components in fluent reading.	Answer adequately demonstrates ability to determine if students are appropriately integrating the components in fluent reading.	Answer demonstrates ability to determine if students are appropriately integrating the components in fluent reading.	
<p>IRA Standard 2.1 Support classroom teachers and paraprofessionals in their use of instructional grouping options. They help teachers select appropriate options. They demonstrate the options and explain the evidence-based rationale for changing configurations to best meet the needs of all students.</p>	Answer does not demonstrate support for classroom teachers and paraprofessionals in selecting appropriate options.	Answer adequately demonstrates support for classroom teachers and paraprofessionals in selecting appropriate options.	Answer demonstrates support for classroom teachers and paraprofessionals in selecting appropriate options.	
<p>IRA: Standard 2.2 Support classroom teachers and paraprofessionals in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices. They help teachers select appropriate options and explain the evidence-base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	Answer does not demonstrate support for classroom teachers and paraprofessional in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices.	Answer adequately demonstrates support for classroom teachers and paraprofessional in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices.	Answer demonstrates support for classroom teachers and paraprofessional in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices.	

Reading Literacy Comprehensive Exam Rubric (Page 2)

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
<p>IRA Standard 2.3 Support classroom teachers and paraprofessionals in the use of a wide range of curriculum materials. They help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. They demonstrate the options in their own teaching and in demonstration teaching.</p>	<p>Answer does not demonstrate support for classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.</p>	<p>Answer adequately demonstrates support for classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.</p>	<p>Answer demonstrates support for classroom teachers and paraprofessionals in the use of a wide range of curriculum materials.</p>	
<p>IRA Standard 3.1 Compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices. Assessments may range from standardized tests to informal assessments and also include technology-based assessments. They demonstrate appropriate use of assessments in their practice, and they can train classroom teachers to administer and interpret these assessments.</p>	<p>Answer does not demonstrate the ability to use, interpret, and recommend a wide range of assessment tools and practices.</p>	<p>Answer adequately demonstrates the ability to use, interpret, and recommend a wide range of assessment tools and practices.</p>	<p>Answer demonstrates the ability to use, interpret, and recommend a wide range of assessment tools and practices.</p>	
<p>IRA Standard 3.2 Support the classroom teacher in the assessment of individual students. They extend the assessment to further determine proficiencies and difficulties for appropriate services.</p>	<p>Answer does not demonstrate the ability to support the classroom teacher in extending assessments to further determine proficiencies and difficulties for appropriate services.</p>	<p>Answer adequately demonstrates the ability to support the classroom teacher in extending assessments to further determine proficiencies and difficulties for appropriate services.</p>	<p>Answer demonstrates the ability to support the classroom teacher in extending assessments to further determine proficiencies and difficulties for appropriate services.</p>	
<p>IRA Standard 3.3 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.</p>	<p>Answer does not demonstrate the ability to assist the classroom teacher in using assessment to plan instruction for all students</p>	<p>Answer adequately demonstrates the ability to assist the classroom teacher in using assessment to plan instruction for all students</p>	<p>Answer demonstrates the ability to assist the classroom teacher in using assessment to plan instruction for all students.</p>	

Reading Literacy Comprehensive Exam Rubric (Page 3)

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
<p>IRA Standard 3.4 Assist the classroom teacher in using assessment to plan instruction for all students. They use in-depth assessment information to plan individual instruction for struggling readers. They collaborate with other education professionals to implement appropriate reading instruction for individual students. They collect, analyze, and use school-wide assessment data to implement and revise school reading programs.</p>	Answer does not demonstrate the ability to communicate assessment information to a various audiences.	Answer adequately demonstrates the ability to communicate assessment information to various audiences.	Answer demonstrates the ability to communicate assessment information to various audiences.	
<p>IRA Standard 4.1 Assist the classroom teacher and paraprofessional in selecting materials that match reading levels, interests, and cultural and linguistic background of students.</p>	Answer does not demonstrate ability to assist classroom teachers and paraprofessionals in selecting materials to match students' reading levels, interests, and cultural and linguistic background of students.	Answer adequately demonstrates ability to assist classroom teachers and paraprofessionals in selecting materials to match students' reading levels, interests, and cultural and linguistic background of students.	Answer demonstrates ability to assist classroom teachers and paraprofessionals in selecting materials to match students' reading levels, interests, and cultural and linguistic background of students.	
<p>IRA Standard 4.2 Assist the classroom teacher in selecting books, technology-based information, and nonprint materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.</p>	Answer does not demonstrate ability to assist the classroom teacher in selecting books, technology-based information, and non-print materials.	Answer adequately demonstrates ability to assist the classroom teacher in selecting books, technology-based information, and non-print materials.	Answer demonstrates ability to assist the classroom teacher in selecting books, technology-based information, and non-print materials.	
<p>IRA Standard 4.3 Demonstrate and model reading and writing for real purposes in daily interactions with students and education professionals. Assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.</p>	Answer does not demonstrate ability to assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.	Answer adequately demonstrates ability to assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.	Answer demonstrates ability to assist teachers and paraprofessionals to model reading and writing as valued lifelong activities.	
<p>IRA Standard 4.4 Use methods to effectively revise instructional plans to motivate all students. They assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students. They demonstrate these techniques and they can articulate the research base that grounds their practice.</p>	Answer does not demonstrate abilities to assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students.	Answer adequately demonstrates abilities to assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students.	Answer demonstrates abilities to assist classroom teachers in designing programs that will intrinsically and extrinsically motivate students.	
<p>IRA Standard 5.1 Articulate the theories related to the connections between teacher dispositions and students achievement.</p>	Answer does not articulate the theories related to the connections between teacher dispositions and student achievement.	Answer adequately articulates the theories related to the connections between teacher dispositions and student achievement.	Answer articulates the theories related to the connections between teacher dispositions and student achievement.	

Reading Literacy Comprehensive Exam Rubric (Page 4)

Critical Elements	Unacceptable 1-2	Acceptable 3-4	Target 5	Comments
<p>IRA Standard 5.2 Conduct professional study groups for paraprofessionals and teachers. Assist classroom teachers and paraprofessionals in identifying, planning, and implementing personal professional development plans. Advocate to advance the professional research base to expand knowledge-based practices.</p>	Answer does not demonstrate ability to conduct professional study groups for paraprofessionals and teachers.	Answer adequately demonstrates ability to conduct professional study groups for paraprofessionals and teachers.	Answer demonstrates ability to conduct professional study groups for paraprofessionals and teachers.	
<p>IRA: Standard 5.3 Positively and constructively provide an evaluation of their own or others' teaching practices. Assist classroom teachers and paraprofessionals as they strive to improve their practice.</p>	Answer does not demonstrate ability to assist classroom teachers and paraprofessionals as they strive to improve their practice.	Answer adequately demonstrates ability to assist classroom teachers and paraprofessionals as they strive to improve their practice.	Answer demonstrates ability to assist classroom teachers and paraprofessionals as they strive to improve their practice.	
<p>IRA Standard 5.4 Exhibit leadership skills in professional development. They plan, implement, and evaluate professional development efforts at the grade, school, district, and/or state level. They are cognizant of and can identify and describe the characteristics of sound professional development programs. They can articulate the evidence base that grounds their practice.</p>	Answer does not demonstrate ability to exhibit leadership skills in professional development.	Answer adequately demonstrates ability to exhibit leadership skills in professional development	Answer demonstrates ability to exhibit leadership skills in professional development	
Organization	Answer is not well organized. Does not demonstrate logical, subtle sequencing of ideas through well-developed paragraphs and transitions that enhance organization.	Answer is adequately organized. Adequately demonstrates logical, subtle sequencing of ideas through well-developed paragraphs and transitions that enhance organization.	Answer is well organized. Demonstrates logical, subtle sequencing of ideas through well-developed paragraphs and transitions that enhance organization.	
Mechanics and Grammar	There are major errors (more than 15).	There are substantial errors (5-14).	There are few or no errors (0-4).	

COMMENTS:

WRITTEN STANDARDS FOR FAILURE TO PASS WRITTEN COMPREHENSIVE EXAMINATION

1. PURPOSE

- 1.1 The purpose of this statement is to establish written standards for the consequences of failure to pass written comprehensive examinations. This standard is to ensure Mississippi University for Women's commitment to excellence.
- 1.2 Established written standards are necessary to provide legal protection for the student, the faculty, and the University.

2. REVIEW

- 2.1 The Graduate Council and the Director of Graduate Studies shall review these standards as needed. Any changes will be submitted to the appropriate Administrator of the University.

3. CRITERIA

- 3.1 Each graduate program will have an evaluative process in place which identifies content area, number of questions, and what constitutes failure for comprehensive examinations.
- 3.2 Students who fail the written comprehensive on the first write will have:
 1. Opportunity to repeat the written comprehensive on content/questions identified by faculty.
 2. Time and date of the repeat examination as determined by the program director.
- 3.3 In the event the student fails the second comprehensive examination the consequences are:
 1. Failure to graduate on the original date.
 2. Register for and successfully complete a Special Topics course (2 hrs) to be designed as a review course for comprehensive examination. This course must be taken during the semester following the semester in which failure occurred.
 3. Enrollment in at least a one hour course within the University each semester until the completion of degree.
 4. Pass a comprehensive exam within one year after the first failure.
- 3.4 Failure to pass the third comprehensive exam will result in exclusion from the graduate program.

GRADUATE GUIDELINES: ACADEMIC DISHONESTY

Mississippi University for Women is committed to maintaining an atmosphere of intellectual integrity and academic honesty. Students enrolled in Graduate Programs at MUW agree to uphold the highest standards of honesty. Violation of the Honor Code (MUW *Bulletin* 2009-2010, pg. 36) is serious and subject to disciplinary action.

1. Purpose

- 1.1 The purpose of these Guidelines is to establish written standards for what constitutes academic dishonesty by graduate students and the consequences of such behavior.
- 1.2 This policy is necessary for the protection of ideas, words, and works of students, faculty, authors, and others both published and not published.

2. Review

- 2.1 The Graduate Council shall review these Guidelines by February 1 of each year.

3. Criteria

- 3.1 Academic dishonesty is defined as fraudulent behavior that entails some form of deception whereby **one's work or the work of others is misrepresented**. This definition is purposely broad and allows for inclusion of falsification and plagiarism (Federal Register 53:181, 1988). **Any student who is a party to academic dishonesty is equally guilty whether having given or accepted assistance**. This also includes using work submitted in one class to fulfill assignments for another class without express permission of both instructors.
- 3.2 Any graduate student's work/paper submitted to faculty for evaluation is subject to these Guidelines.
- 3.3 The Graduate Council defined the above mentioned serious infractions of dishonesty as follows:

Falsification is defined as **taking credit for work done by another**. Examples include but are not limited to:

- a. Giving or using prohibited written and/or oral information during tests, quizzes, or examinations including take-home and online tests and assignments.
- b. Stealing, buying, selling, or any other use of an examination before it has been administered.
- c. Copying ideas or facts from another's paper or work.
- d. Obtaining or giving specific information which will be on a current test before the test is administered.
- e. Deceitfully altering any assignments or the instructor's markings.
- f. Copying or writing computer programs for another student.
- g. Substituting for another person during an examination or allowing such substitution for oneself. (M.U.W. *Bulletin*, 2009-2010, pg. 36)
- h. Reporting nonempirical obtained data as empirical data.
- i. Reporting false data as to clinical experiences, hours, or clients.

Plagiarism "(from a Latin word for 'kidnapper') is defined as the **presentation of someone else's ideas or words as your own**." (Fowler & Aaron, 1989, p. 572). Examples include but are not limited to:

- a. Copying a phrase, a sentence, or a longer passage from a source and passing it off as your own.

- b. Summarizing or paraphrasing someone else's ideas without acknowledging your debt.
- c. Handing in as your own work a paper you have bought, had someone else write, or copied from another source.
- d. Failing to place quotation marks around another author's words.
- e. Omitting a source citation for another's ideas.

(Fowler & Aaron, 1989, p.572)

4. Prevention

4.1 The statements relating to these Guidelines will be distributed to graduate students at the beginning of their program of study and can also be found in either the student handbook, the *Bulletin*, or both.

5. Procedures for Complaint

5.1 Written documentation of the charge must be completed by the faculty member who makes the supposition that a violation of honesty has occurred.

5.2 The faculty member must counsel with the graduate student about the problem. *If the graduate student and the faculty member agree as to the nature of the violation and the consequence, no further action is needed.* Faculty member should report resolution to Dean/Coordinator.

5.3 *If the graduate student disagrees with the faculty member's accusation, documentation by both the faculty member and the student must be completed and forwarded to the Program Coordinator.* The graduate student must schedule a meeting with the Program Coordinator, the faculty member, and the graduate student.

5.4 The faculty member, graduate student, and Program Coordinator will meet within five days after the accusation of a dishonesty violation. If resolution is not achieved, the faculty member and the graduate student must schedule a meeting with the Dean. The Program Coordinator's documentation must be submitted to the Dean prior to this scheduled meeting.

5.5 The Dean, the faculty member, and the graduate student will meet within five class days after the meeting with the Program Coordinator. If resolution is not achieved, the graduate student may appeal the decision.

5.6 The graduate student has the option of appealing the decision to the Academic Standards Board (see MUW Policy Statement 3534).

6. Consequences

6.1 Graduate students are in unique leadership roles and ultimately may have a great impact on society. Therefore, academic dishonesty brings into question the professional character and behavior of the individual(s). Thus, the consequences for academic dishonesty will be set as either a failure in the assignment, a failure in the course in which the violation occurred, or expulsion from the University.

STUDENT GRIEVANCES

Students who wish to appeal the grade received for a project, paper, course, etc. should attempt to resolve the issue with the instructor first. If satisfactory arrangements cannot be made, they should go to the Department Chair/Program Director of the course. If satisfaction cannot be reached, they should then go to the College Dean. Grievances should be taken to the Vice President for Academic Affairs only after these channels have been followed. If a grievance hearing is required, the process will be initiated by the Vice President for Academic Affairs. The following grievance committees and procedures have been established to provide a hearing for students who feel their academic rights have been violated.

The Student Grievance Committee consists of faculty members and three students representing different divisions appointed by the President of the University. Its purpose is to consider student academic grievances that have not been resolved at the program level and to make decisions.

PROCEDURE:

Students who believe that their academic rights have been violated and their complaints have not been resolved to their satisfaction at the program level (i.e., via faculty person involved and Department Chair /Program Director of the course and then to the Dean/Associate VPAA) may petition the Student Grievance Committee to consider their complaints. Students must make their requests to the Student Grievance Committee in writing, stating the grievance, and the procedure they have followed in trying to resolve the problem.

If the grievance involves any member of the Committee, that member will abstain from participation on the Committee while that particular grievance is being considered. The Vice President for Academic Affairs will recommend a replacement.

Upon receipt of a request for consideration of a grievance, the Student Grievance Committee must meet within three regularly scheduled school days to determine what data and materials to request from the student and faculty member. Such requests for materials will be made in writing from the committee to the persons involved.

The Committee Chairman shall set a hearing time that does not conflict with the class schedules of any committee member, student, or faculty member involved. All persons shall be notified in writing of the hearing time at least three days prior to the date of the hearing.

Evidence and background material concerning a case should be submitted to the Committee at least three days prior to the hearing. This will allow the Committee adequate time to examine the facts prior to being required to make a decision on the matter.

At the time of the hearing, students appearing before the Grievance Committee have the right to have a representative or advisor of their choice with them at the meeting. However, students are expected to speak for themselves. Students and faculty members will be given full opportunity to present evidence and witnesses that are relevant to the issue at hand. Evidence introduced at the hearing must be confined to the particular ground or charge that has been predicated.

The decision of the committee must be based on sufficient and credible evidence. The decision will be made by the Committee in closed session. All persons involved in the grievance will be notified in writing of the decision of the Committee within one week of the hearing.

Decisions made by the Committee must be immediately enforced by both faculty and students; however, both students and faculty have "right of appeal."

The final level of appeal for both students and faculty members will be the President of the University.

(See M.U.W. Bulletin, 2009-2010, pages 37-38.)

Teacher Dispositions

Name of Graduate Student: _____

One of our functions as instructors is to help you become an outstanding teacher. It has come to my attention that you may be having a problem in the following areas(s) indicated by a check. In order for me to help you with this, please schedule a time that we can meet to discuss the problem and to create a plan to deal with it.

- _____ Collegiality – Interpersonal Skills
- _____ Dependability & Responsibility
- _____ Effort – going beyond the minimal requirement
- _____ Emotional Stability & Maturity
- _____ Flexibility
- _____ Initiative & Perseverance
- _____ Organizational Skills
- _____ Positive Attitude
- _____ Professional Dress
- _____ Punctuality
- _____ Response to Constructive Feedback & Supervision
- _____ Timely Completion of Assigned Work
- _____ Language Use: Written and/or Oral

Date and time of conference with candidate: _____

Action plan resulting from conference: _____

Comments of candidate: _____

Signature of Graduate Student

Date

Signature of Instructor

Date

**Research Project Guidelines
Graduate Programs in Education
Mississippi University for Women**

Students choosing to complete a research project to fulfill part of the requirements for the Graduate Program will work closely with his/her advisor. The advisor will discuss the guidelines for completing the project. The project should include, but is not limited to: (a) a research proposal, (b) permission to conduct research from the Committee on the Use of Human Subjects, (c) data collection, (d) data analysis and interpretation (e) limitations of the study, and (f) results. All submissions should be in APA format. The student will be expected to meet weekly with his/her advisor in order to have an opportunity to obtain regular feedback. The student will also meet regularly with a four-person Graduate Committee. This committee will be responsible for grading the project for satisfactory completion.

MISSISSIPPI UNIVERSITY FOR WOMEN
COLLEGE OF EDUCATION AND HUMAN SCIENCES

DEPARTMENT OF EDUCATION

Student Checklist for Graduate Students in Education

- ___ 1. Formal application submitted for admission to Graduate Studies with \$25 application fee, official transcripts of all undergraduate and graduate work, GRE scores, 3 letters of recommendation, and proof of immunization. (MAT Applicants need passing scores on Praxis I and II [content area]).
- ___ 2. Received letter of admission.
- ___ 3. An advisor is assigned. My advisor is _____.
Phone numbers are (o) _____ (h) _____.
- ___ 4. Meeting with advisor to plan program of study.
- ___ 5. Candidacy form filled out and signed after the first 9 semester of course work is completed.
- ___ 6. Written request to take comprehensive exams submitted to the Coordinator of Graduate Studies in Education and the administrative assistant for Graduate Studies at the beginning of final semester of course work.
- ___ 7. Take comprehensive exam. (Room 211, ED/HS Building, 9:00 a.m. to 1:00 a.m.
Schedule usually follows: Last Saturday in April [*4/24/2010]
Third Saturday in June [*Friday, 6/18/ 2010]
First Saturday in December [*11/21/2009]
[*= Dates this year]
(All dates, times, and locations should be confirmed.)
- ___ 8. Passed comprehensive exam.
- ___ 9. Apply for graduation with Registrar's Office. **(See current, published deadlines for applying for graduation.)**

PROGRAM DESCRIPTIONS

Master of Education in Differentiated Instruction

Philosophy

The Master of Education degree in Differentiated Instruction provides teachers and others interested in curriculum a graduate program that focuses on innovative approaches to meeting the instructional needs of diverse learners. This program is designed for licensed teachers. Graduate students in Differentiated Instruction must take a minimum of 36 semester hours of graduate course work in the following areas: Core Courses, Studies in Differentiated Instruction, and Electives.

The Core Courses include (1) Educational Research in which students learn how to conduct research and use research findings; (2) The Professional Role of Educators in which students focus on leadership development as they learn skills in collaboration, advocacy, public relations, grant writing, and writing for publication; (3) Foundations of Education in which students examine the historical and philosophical foundations of education as well as the forces impacting schools today; and (4) Curriculum Development in which students analyze the theoretical bases and practical applications of curriculum.

Studies in Differentiated Instruction focus on individual differences, cultural and systemic factors influencing schools and classrooms, effective management of learning environments, innovative approaches to assessment, and collaboration and partnerships with parents, educators, and community members. Graduate students must complete a teaching internship, which involves university-supervised instruction of students. Electives include courses that enhance knowledge and skills in subject areas and/or instructional technology.

MISSISSIPPI UNIVERSITY FOR WOMEN
Master of Education in Differentiated Instruction

DEGREE REQUIREMENTS:

The 36-hour degree program requires the following:

CORE EDUCATION COURSES: (12 credit hours)

- ED 500 - Educational Research
- ED 514 - Professional Role of the Teacher
- ED 520 - Foundations of Education
- * ED 552 - Curriculum Development

STUDIES IN DIFFERENTIATED INSTRUCTION: (21 credit hours)

- ED 538 - Understanding Individual Learning Differences
- ED 548 - Methods and Materials for Teaching Diverse Learners
- * ED 549 - Instructional Assessment Practices and Procedures
- * ED 551 - Managing the Instructional Environment
- * ED 554 - Collaboration
- ED 592 - Capstone in Differentiated Instruction
- ED 598 - Internship in Education

ELECTIVES: (3 credit hours)

*Must have completed ED 538 and ED 548.

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

Name _____ ID # _____ Date _____

Local Address _____ Phone _____

Permanent Address _____ Email _____

Graduate of _____

Date of Graduation _____ Undergraduate Major _____

Graduate Degree Desired MED Major/Specialization DI

Proposed Program for Differentiated Instruction

Course Number Elective Major	Course Title	Term	Credit	Grade
ED 500	Educational Research		3	
ED 514	The Professional Role of Educators		3	
ED 520	Foundations of Education		3	
ED 552	Curriculum Development		3	
ED 538	Understanding Individual Learning Differences		3	
ED 548	Methods and Materials for Teaching Diverse Learners		3	
ED 549	Instructional Assessment Practices and Procedures		3	
ED 551	Managing the Instructional Environment		3	
ED 554	Collaboration		3	
ED 592	Capstone in Differentiated Instruction		3	
ED 598	Internship in Education		3	
	3 Hours of electives. Suggested Elective: ED 503, or any course in Gifted or R/L		3	
	TOTAL CREDITS		36	

Graduate comprehensive exam has been successfully completed. Yes No
 Graduate portfolio has been successfully completed. Yes No

SIGNATURE OF ADVISOR DATE SIGNATURE OF STUDENT DATE

REVISED 9/09

Master of Education in Educational Leadership

Philosophy

The Master of Education degree in Educational Leadership is designed to prepare graduates for Mississippi K-12 AA Certification in School Administration. The degree objective is to prepare future school leaders to effectively lead and respond to the changing needs of educational communities of the 21st century.

The curriculum is aligned with the *Interstate School Leaders Licensure Consortium Standards*, and the *Educational Leadership Constituent Council's* requirements, and complies with current *National Council for Accreditation of Teacher Education (NCATE)* standards. Emphases in the degree program include: Diversity, with particular emphasis on gender; ethical decision making; instructional supervision; and the integration of theory with practice through intensive internships.

The 39-hour degree program is cohort based, with a new cohort beginning study each summer. Candidates must have a minimum of three years of teaching experience. Intensive internships are a requirement of the degree program.

MISSISSIPPI UNIVERSITY FOR WOMEN
Master of Education in Educational Leadership

DEGREE REQUIREMENTS:

The 39-hour degree program requires the following:

CORE EDUCATION COURSES: (9 credit hours)

ED 500 - Educational Research
ED 514 - The Professional Role of Educators
ED 520 - Foundations of Education

LEADERSHIP COURSES: (30 credit hours)

12 credit hours internship
18 credit hours Educational Leadership theory

Internships: (12 credit hours)

ED 692 - Leadership Internship: Elementary Schools
ED 694 - Leadership Internship: Middle Schools
ED 696 - Leadership Internship: High Schools
ED 698 - Leadership Internship: District Level

Educational Leadership Courses: (18 credit hours)

ED 620 - Leadership Principles
ED 630 - Leadership Through Instructional Supervision
ED 640 - Leadership Through School Management
ED 652 - Leadership of Curriculum Design
ED 670 - Leadership: Political, Cultural, and Legal Implications
ED 680 - Leadership Practice with Ethics and Integrity

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

Name _____ ID # _____ Date _____

Local Address _____ Phone _____

Permanent Address _____ Email _____

Graduate of _____

Date of Graduation _____ Undergraduate Major _____

Graduate Degree Desired MED Major/Specialization EDL

PROPOSED PROGRAM FOR EDUCATIONAL LEADERSHIP

Course Number Elective Major	Course Title	Term	Credit	Grade
ED 500	Educational Research		3	
ED 514	The Professional Role of Educators		3	
ED 520	Foundations of Education		3	
ED 692	Leadership Internship: Elementary Schools		3	
ED 694	Leadership Internship: Middle Schools		3	
ED 696	Leadership Internship: High Schools		3	
ED 698	Leadership Internship: District Level		3	
ED 620	Leadership Principles		3	
ED 630	Leadership Through Instructional Supervision		3	
ED 640	Leadership Through School Management		3	
ED 652	Leadership of Curriculum Design		3	
ED 670	Leadership: Political, Cultural, and Legal Implications		3	
ED 680	Leadership Practice with Ethics and Integrity		3	
	TOTAL CREDITS		39	

Graduate comprehensive exam has been successfully completed. Yes No
 Graduate portfolio has been successfully completed. Yes No

 SIGNATURE OF ADVISOR DATE SIGNATURE OF STUDENT DATE

REVISED 9/09

Master of Education in Gifted Studies

Philosophy

The philosophy for the graduate program in gifted studies is based upon the belief that educators who work specifically with gifted/talented students should hold a master's degree in the field and should develop a variety of special competencies for teaching this population. The professional standards jointly agreed upon by the two national governing bodies of education, The National Association for Gifted Children (NAGC) and The Association for the Gifted (TAG), state that degree programs with a major emphasis in gifted education should be offered only at the graduate level.

The graduate program in Gifted Studies builds on the knowledge and skills that are obtained in professional education training at the baccalaureate level. The program is designed for licensed teachers who wish to attain certification in Gifted Studies. Attainment of advanced knowledge and skills necessary to appropriately recognize and meet the unique cognitive and affective needs of students occurs throughout the process of extended research and training through the graduate program.

Graduate students in Gifted Studies must take courses in the following areas: Core courses, Studies of the Gifted, and Electives/Content Area Studies. The Core Courses include research methods in education. Graduates are prepared to conduct research and promote the use of research findings. Curriculum Development is also included in the core courses. Graduate students develop the theoretical bases and practical applications for curriculum work with the gifted. Procedures to follow and concepts to consider in creating curriculum experiences are also developed.

Studies of the Gifted focus on advanced knowledge and skills necessary for the specialized role of teacher/coordinator of gifted programs. A teaching internship is included in the studies of the gifted which involves university-supervised instruction of gifted students geared to the anticipated master teacher position.

Electives/Content Area Studies are designed to develop a specialization appropriate to the level of teaching or the professional role of the individual. The faculty believe that professionals working with gifted students should have a strong content area emphasis in their background.

The master's degree in Gifted Studies provides special advanced training and leadership experiences for professionals who are committed to more purposeful and comprehensive programming for gifted students. The faculty of the graduate program also believe that information concerning gifted students is beneficial to **all** teachers, administrators, parents, counselors, and other interested persons.

MISSISSIPPI UNIVERSITY FOR WOMEN

Master of Education in Gifted Studies

DEGREE REQUIREMENTS:

The 36-hour degree program requires the following:

CORE COURSES: (12 credit hours)

- ED 500 - Educational Research
- ED 514 - Professional Role of the Teacher
- ED 520 - Foundations of Education
- *ED 552 - Curriculum Development

STUDIES OF THE GIFTED: (18 credit hours)

- *ED 516 - Understanding Gifted Populations
- *ED 517 - Methods, Materials, and Resources for the Gifted
- ED 530 - Counseling the Gifted **or** ED 594 - Atypical Populations of the Gifted
- *ED 595 - Program Development and Evaluation
- ED 596 - Trends and Issues in Gifted Education
- *ED 598 - Internship in Education

ELECTIVES: (6 credit hours)

- ED 594 - Atypical Populations of the Gifted **or** ED 530 - Counseling the Gifted
- ED 532 - Literature for the Child and Adolescent
- ED 503 - Instructional Technology
- Any course in DI or R/L

*Courses required for Gifted Licensure.

** Two years of teaching experience is required for certification in gifted studies.

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

Name _____ ID # _____ Date _____

Local Address _____ Phone _____

Permanent Address _____ Email _____

Graduate of _____

Date of Graduation _____ Undergraduate Major _____

Graduate Degree Desired MED Major/Specialization Gifted Studies

PROPOSED PROGRAM FOR GIFTED STUDIES

Course Number Elective Major	Course Title	Term	Credit	Grade
ED 500	Educational Research		3	
ED 514	The Professional Role of Educators		3	
ED 520	Foundations of Education		3	
* ED 552	Curriculum Development		3	
* ED 516	Understanding Gifted Populations		3	
* ED 517	Methods, Materials, and Resources for Teaching the Gifted		3	
ED 530 OR ED 594	Counseling the Gifted Student Atypical Populations of the Gifted		3	
* ED 595	Program Development & Evaluation		3	
ED 596	Capstone: Trends and Issues in Gifted Studies		3	
* ED 598	Internship in Education		3	
	6 Hours of electives. Suggested Elective: ED 594 or ED 530, ED 532, ED 503, or any course in DI or R/L		3 3	
	* Required for certification.			
	TOTAL CREDITS		36	

Graduate comprehensive exam has been successfully completed. Yes No
 Graduate portfolio has been successfully completed. Yes No

SIGNATURE OF ADVISOR DATE SIGNATURE OF STUDENT DATE

REVISED 9/09

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching degree provides college students with:

- an alternative opportunity to teach in Mississippi secondary schools (7-12);
- mentoring and support for those who wish to teach in Mississippi secondary schools; and
- the course work, knowledge base, and field experiences needed to be licensed, successful secondary teachers.

Twelve hours of MUW course work are required for a class A certificate. Twenty-one hours of undergraduate or graduate credit are required in the content area of licensure (must have grades of C or above). Thirty-six hours are required for a Master of Arts in Teaching degree. MAT students must have been employed by a school district within a **40-mile** radius of MUW for 1 year prior to completion of the twelve hour program.

MISSISSIPPI UNIVERSITY FOR WOMEN

Master of Arts in Teaching

Degree Requirements:

The 36-hour degree program requires the following:

RECOMMENDED COURSE ROTATION -- Pre-Teaching Required Courses (taught the summer before the Internship)

Summer:

ED 549: Instructional Assessment Practices and Procedures	3
ED 551: Managing the Instructional Environment	3
ED 538: Understanding Individual Learning Differences	<u>3</u>
Total Rotation	9

Upon completion of the above courses (ED 549 & ED 551), candidates will be eligible for a special Mississippi alternate route license which is good for three years.

INTERNSHIP PHASE

To complete the Internship Phase (6 hours), candidates must hold a teaching position. If a teaching position is not obtained, candidates may continue only with **core** courses in the graduate program. (See page 49.)

ED 548: Methods and Materials for Teaching Diverse Learners	3
ED 566: Internship	<u>6</u>
Total Rotation	9

Upon completion of the 12 hours including at least 6 of internship, candidates will be eligible for a class A standard alternate route Mississippi license.

OTHER COURSES FOR AA LICENSURE AND COMPLETION OF DEGREE

ED 500: Educational Research	3
ED 503: Instructional Technology	3
ED 514: The Professional Role of the Teacher	3
ED 520: Foundations of Education	3
ED 527: Content Area Literacy	3
* ED 552: Curriculum Development	<u>3</u>

Total additional Courses for AA Licensure 18

Upon completion of all the above courses (**36 hours**), candidates will be eligible for a Class AA standard alternate route Mississippi license.

The following are areas in which **MAT Certification** can be obtained:

Art Education	English	Marketing	Physics	Technology Education
Biology	French	Mathematics	Social Studies	
Business Education	German	Music Education	Speech Communications	
Chemistry	Home Economics	Physical. Education	Spanish	

Visit www.mde.k12.ms.us/ed_licensure/praxis_test.html for testing codes.

*Must have completed ED 538 & ED 548.

MASTER OF ARTS IN TEACHING STATEMENT OF UNDERSTANDING

The Mississippi Department of Education requires the successful completion of the Internship before candidates are eligible for a five-year teaching license. In order to satisfy this requirement, the candidate in the MAT program must be employed full-time in his or her area of certification to enroll in the Internship class.

Candidates who are not able to find employment after completing the requirements for the initial three-year alternate-route licensure may only continue enrollment in the graduate program by taking core classes. **A degree cannot be earned until an internship has been successfully completed.** This is a requirement for all MAT students.

MAT students will be required to sign the Statement of Understanding during the first six hours of enrollment.

Signature _____

Name Printed _____

Date _____

Advisor Signature _____ **Date** _____

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

Name _____ ID # _____ Date _____

Local Address _____ Phone _____

Permanent Address _____ Email _____

Graduate of _____

Date of Graduation _____ Undergraduate Major _____

Graduate Degree Desired MAT Major/Specialization _____

PROPOSED PROGRAM FOR MASTER OF ARTS IN TEACHING

Course Number Elective Major	Course Title	Term	Credit	Grade
ED 549	Instructional Assessment Practices & Procedures		3	
ED 551	Managing the Instructional Environment		3	
ED 538	Understanding Individual Learning Differences		3	
ED 548	Methods & Materials for Teaching Diverse Learners		3	
ED 566	Internship (2 = 6 hours)		3	
”	”		3	
ED 500	Educational Research		3	
ED 503	Instructional Technology		3	
ED 514	The Professional Role of the Teacher		3	
ED 520	Foundations of Education		3	
ED 527	Content Area Literacy		3	
* ED 552	Curriculum Development		3	
	* Must have completed ED 538 & ED 548			
	TOTAL CREDITS		36	

Graduate comprehensive exam has been successfully completed. Yes No
 Graduate portfolio has been successfully completed. Yes No

 SIGNATURE OF ADVISOR DATE SIGNATURE OF STUDENT DATE

REVISED 9/09

**REVIEW FOR CANDIDACY
GRADUATE STUDIES**

_____ has completed sufficient
(NAME OF STUDENT)

hours and has the appropriate QPA to be considered for candidacy. The record and program of studies have been reviewed and the student

is recommended for candidacy.

is not recommended for candidacy because

COORDINATOR OF GRADUATE STUDIES IN EDUCATION **DATE**

EDUCATION DEPARTMENT CHAIR **DATE**

DEAN OF THE COLLEGE **DATE**

DIRECTOR OF GRADUATE STUDIES **DATE**

Master of Education in Reading Literacy

Philosophy

Literacy (reading, writing, listening, speaking, viewing) is essential for success in our society. Literacy is highly valued and important for economic and social advancement even in the face of change in America. With the publication of *Becoming a Nation of Readers* in 1985 (Anderson, Hiebert, Scott, & Wilkinson), the nation's attention was focused on literacy instruction and best practices. The Governor's conference, held in Charlottesville, VA in 1995, called for all children to become readers by the end of third grade. Two large scale studies were subsequently conducted, the National Research Council's *Preventing Reading Difficulties in Young Children* (Snow, 1998) and The National Reading Panel's *Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature of Reading and Its Implications for Reading Instruction* (National Institute of Child Health and Human Development, 2000). Both reports emphasize the need for knowledgeable and excellent teachers of reading/literacy.

The Master of Education in Reading/Literacy focuses on the integrated connections among all the literacies (reading, writing, speaking, listening, and more recently, viewing and technology). This program is based upon International Reading Association (2003) *Standards For Reading Professionals*. The program is designed for licensed teachers who wish to enhance their professional preparation in the field of reading/literacy in preparation for becoming a reading specialist at the master's level. The conceptual framework for this graduate program is based on the five core propositions of the National Board for Professional Teaching Standards, as well as the IRA standards. Candidates who complete this program will earn AA licensure in Remedial Reading, grades K-12.

MISSISSIPPI UNIVERSITY FOR WOMEN
Master of Education in Reading/Literacy

Degree Requirements:

The 36-hour degree program requires the following:

Core Courses (Required): 12 Hours

ED 500: Educational Research
ED 514: Professional Role of the Teacher
ED 520: Foundations of Education
ED 552: Curriculum Development

Studies in Reading/Literacy (Required): 24 Hours

ED 523: Early Literacy Development (Pre-K-3)
ED 524: Expanding Literacy Development (4-12)
ED 527: Content Area Literacy
ED 531: Capstone: Effective Reading Programs
ED 532: Literature For The Child And Adolescent
ED 564: Effective Literacy Assessment and Intervention
ED 599: Internship in Reading Literacy (2=6 Hours)

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

Name _____ ID # _____ Date _____

Local Address _____ Phone _____

Permanent Address _____ Email _____

Graduate of _____

Date of Graduation _____ Undergraduate Major _____

Graduate Degree Desired MED Major/Specialization Reading Literacy

PROPOSED PROGRAM FOR READING LITERACY

Course Number Elective Major	Course Title	Term	Credit	Grade
ED 500	Educational Research		3	
ED 514	Professional Role of Educators		3	
ED 520	Foundations of Education		3	
ED 552	Curriculum Development		3	
ED 523	Early Reading Literacy Development (Pre-K-3)		3	
ED 524	Expanding Reading Literacy Development (Grades 4-12)		3	
ED 527	Content Area Literacy		3	
ED 531	Capstone: Effective Reading Literacy Programs		3	
ED 532	Children's Literature in the Elementary Classroom (Pre-K-6)		3	
ED 564	Effective Literacy Assessment and Intervention		3	
ED 599	Internship in Reading Literacy (2 = 6 hours)		6	
	TOTAL CREDITS		36	

Graduate comprehensive exam has been successfully completed. Yes No

Graduate portfolio has been successfully completed. Yes No

SIGNATURE OF ADVISOR DATE SIGNATURE OF STUDENT DATE

REVISED 9/09

Course Descriptions

ED 500 EDUCATIONAL RESEARCH. (3) This course offers instruction in the basic skills of analyzing educational research and concentration on the various research designs.

ED 503 INSTRUCTIONAL TECHNOLOGY. (3) *Prerequisite: ED 497 or a computer course for Gifted Studies.* This course will focus on fundamental concepts and skills for applying instructional technologies to educational settings and for making decisions regarding the most appropriate use. The instructional technologies include authoring/development software, multimedia computers, electronic presentation/projection systems, Internet access, and TV/VCR applications. This course is elective for education majors and recommended for graduate students.

ED 514 THE PROFESSIONAL ROLE OF EDUCATORS (3) This course focuses on the need for educators to serve as positive change agents as they strengthen schools from within. Students will enhance their own professional development by examining their roles as leaders, scholars, researchers, student advocates, and parent/community liaisons.

ED 515 LITERATURE FOR THE ADOLESCENT. (3) This course examines the needs of the reader in upper elementary grades through high school. The history of young adult literature is surveyed, and the rationale for the use of this genre with adolescent students is provided. Curriculum strategies for using young adult literature in the classroom for middle-grade students are identified.

* **ED 516 UNDERSTANDING GIFTED POPULATIONS.** (3) This course includes study, research, and analysis of psychological characteristics, identification procedures, assessment procedures, and learning modes of gifted populations. (Required for certification to teach gifted children in grades K-12; required course in graduate program in gifted studies).

* **ED 517 METHODS, MATERIALS AND RESOURCES FOR TEACHING THE GIFTED.** (3) *Prerequisite: ED 516 for Gifted Studies.* This course is a study of program materials, curricula models, and methodologies applicable to the teaching of the gifted. (Required for certification to teach gifted children in grades K-12; required course in graduate program in gifted studies).

ED 520 FOUNDATIONS OF EDUCATION. (3) This course examines the historical and philosophical foundations of education as well as the social forces impacting schools in modern times. Using both a chronological and a topical frame-of-reference, the students will analyze American educational leaders, trends, and movements in their general political, social, intellectual, and economic contexts.

ED 523 EARLY LITERACY DEVELOPMENT (PRE-K-3). (3) This course is designed to address essential skills and concepts for beginning literacy development. Language development, phonemic awareness, phonics, comprehension, fluency, and motivation will be incorporated from a comprehensive reading perspective.

ED 524 EXPANDING LITERACY DEVELOPMENT (GRADES 4-12). (3) *Prerequisite: ED 523 for the Reading/Literacy Program.* This course is designed to encompass reading/literacy instruction from fourth through twelfth grades. Decoding, comprehension, fluency, attitudes,

motivation, and engagement will be addressed. Issues and trends in expanding reading will be researched and classroom programs will be investigated.

ED 527 CONTENT AREA LITERACY. (3) This course is designed to address content area in all grade levels through an integrated approach to literacy.

ED 530 COUNSELING THE GIFTED STUDENT. (3) *Prerequisites: ED 516 and ED 517 for Gifted Studies.* This course examines the nature of giftedness, the counseling process, and strategies specifically developed for counseling the gifted student.

ED 531 CAPSTONE: EFFECTIVE READING PROGRAMS. (3) *Prerequisites: All course work except internship must be completed prior to this course in the Reading/Literacy Program. May be taken concurrently with a 3- hour internship.* Effective Reading Programs is the capstone course for the Master of Education in Reading/Literacy program. The course has two primary goals: 1) to develop a clear understanding of what constitutes balanced reading/literacy instruction across the developmental continuum and 2) to consider what can be done to improve reading/literacy achievement in our schools. The first goal will focus on what is known about the development of effective reading/literacy programs from the literature. The second goal will include the study of effective reading/literacy programs through an examination of the school and the classroom. Case studies on school change will be studied and participants will consider how schools/districts can improve reading instruction.

ED 532 LITERATURE FOR THE CHILD AND ADOLESCENT (PRE-K-12). (3) This course is designed to offer a survey of current and classic literature with an emphasis on multicultural literature in grades Pre-K-12. Issues and trends in literature for the child and adolescent will be researched and evaluations of quality literature across genres will be conducted

ED 538 UNDERSTANDING INDIVIDUAL LEARNING DIFFERENCES. (3) *Recommended Corequisites: ED 549 and ED 551.* This course focuses on the use of learning theories to understand the needs of diverse learners in order to create responsive learning environments. Course content is based on the need for teachers to recognize individual differences and respond to these differences in practice. It utilizes the knowledge base of theories of cognition, intelligence, and learning to deal more effectively with the ever-increasing diversity in levels of learner preparedness, the variety of cultural and ethnic backgrounds among learners, and the inclusion of learners with disabilities in general education classrooms.

ED 548 METHODS AND MATERIALS FOR TEACHING DIVERSE LEARNERS. (3) *Prerequisite: ED 538.* This course is designed to provide the student with educational strategies and resources that can be used effectively with diverse learners. Students will practice incorporating these strategies and resources into teaching units that will encourage the intellectual and social-emotional growth of all students. The advantages and disadvantages of student-centered and teacher-centered approaches will be examined as well as the use of flexible grouping strategies, and creative and critical thinking.

ED 549 INSTRUCTIONAL ASSESSMENT PRACTICES AND PROCEDURES. (3) *Recommended Corequisites: ED 538 and ED 551 for DI and MAT.* This course provides students with skills in the application of multiple assessment practices necessary for decision-

making in planning and designing curriculum and in evaluating student progress. Students will learn how to develop instruments that are developmentally appropriate, reliable, and valid.

ED 551 MANAGING THE INSTRUCTIONAL ENVIRONMENT. (3) *Recommended Corequisites: ED 538 and ED 549 for DI and MAT.* This course focuses on the structure of the classroom environment and its relevance to the learner's motivation, development, and behavior.

* **ED 552 CURRICULUM DEVELOPMENT.** *Prerequisites: ED 516 and ED 517 for Gifted Studies; or ED 538 and ED 548 for DI and MAT.* (3) This course is a study of the theoretical bases and practical applications for curriculum work. Special attention will be given to specific procedures to follow and concepts to consider in creating curriculum experiences.

ED 554 COLLABORATION. (3) *Prerequisites: ED 538 and ED 548 for DI.* This course is designed to prepare professionals for the role of co-teacher, collaborator, and consultant.

ED 560 INDEPENDENT STUDY IN EDUCATION. (Variable Credit)
Course taught at irregular intervals or upon demand of at least 6 students; course developed to meet special needs, times or current relevant topics in the education area. On demand.

ED 564 EFFECTIVE LITERACY ASSESSMENT AND INTERVENTION. (3)
Prerequisite: ED 523 or ED 524 in the Reading/Literacy Program. The focus of this course is the role of the teacher as a diagnostician in the classroom. Students will learn how to administer measures of literacy assessments that can be used for individuals or whole groups. Students will analyze data and plan appropriate interventions. Students will examine clinical and classroom diagnostic methods, explore the theoretical foundations for these practices, and discuss practical applications.

ED 566 INTERNSHIP IN MAT. (3) This course is the clinical supervision of the MAT program. Intern teachers will meet regularly with their university supervisor to reflect upon instructional planning, classroom experiences, problems, and decisions they have made as classroom teachers. Students will maintain a reflective journal on the teaching experience.

ED 592 CAPSTONE IN DIFFERENTIATED INSTRUCTION. (3) This special topics course focuses on trends and issues characteristic of subject areas in the elementary school curriculum; emphasis is on educational reform designed to enhance student learning.

ED 594 ATYPICAL POPULATIONS OF THE GIFTED. (3) *Prerequisites: ED 516 and ED 517 for Gifted Studies.* This course is an in-depth study of the unique needs and special motivational problems of a variety of atypical populations of gifted students. Attention will be directed to the culturally diverse gifted, economically disadvantaged gifted, underachieving gifted, gifted handicapped, gifted females, the highly gifted, and gifted preschoolers.

* **ED 595 PROGRAM DEVELOPMENT AND EVALUATION.** (3) *Prerequisites: ED 516 and ED 517 for Gifted Studies.* This course is a study of various alternative settings, program options and models for gifted students. Procedures for systematic and comprehensive program development and evaluation will be examined. Other key issues faced by administrators or

teachers of gifted programs will be addressed, such as program articulation, building support systems, and funding sources.

ED 596 CURRENT TRENDS AND ISSUES IN GIFTED EDUCATION. (3) *Prerequisite: Minimum of 12 hours of graduate courses in Gifted Studies including ED 516 and ED 517.* This course is a study of the expanding dimensions of gifted education to include new directions for identification and programming and the implications of new paradigms for research and practice.

* **ED 598 INTERNSHIP IN EDUCATION.** (3) This course is the provision of practical training in various education centers which meet the needs/specifications of the individual graduate student under the supervision of a faculty member.

Students planning to take a gifted studies internship in the summer should notify the Coordinator of Graduate Studies in Education in January.

- The internship for Gifted Studies can be completed in Summer Discovery, Governor's School, or in your classroom **if** you have gifted students in a special class/program. In order to use the in-class option your class must be within Lowndes County.

ED 599 INTERNSHIP IN READING/LITERACY. (6) This course provides the student with two 40-hour experiences in supervised settings with elementary and with secondary students. Interns administer diagnostic assessments and implement instruction based on the results. In addition, interns work with whole class and small group instructional strategies for providing K-12 students with effective literacy instruction.

ED 620 LEADERSHIP PRINCIPLES. (3) This course will introduce leadership theory and provide an overview of change theory and systems theory. Current educational leadership theories and practices will be explored.

ED 630 LEADERSHIP THROUGH INSTRUCTIONAL SUPERVISION. (3) *Prerequisite: ED 620* This course focuses on an understanding of instruction and how to effectively supervise, guide, and develop appropriate instructional practice. Cognitive coaching, clinical supervision, and evaluation of teachers will be covered.

ED 640 LEADERSHIP THROUGH SCHOOL MANAGEMENT. (3) *Prerequisite: ED 620* This course will examine organizational effectiveness strategies for managing all aspects of the educational environment to create a safe and orderly school climate. The following will be covered: school safety, financial management and budgeting, personnel, physical facilities, and scheduling.

ED 652 LEADERSHIP OF CURRICULUM DESIGN. (3) *Prerequisite: ED 620* This course for leadership students focuses on best practices in the processes of guiding and evaluating the development and alignment of curriculum. Students will gain practice in utilizing data to inform curriculum decision making and will also gain an understanding of how to evaluate curriculum design for appropriateness for the various grade levels and subject areas.

ED 670 LEADERSHIP: POLITICAL, CULTURAL, AND LEGAL IMPLICATIONS. (3) *Prerequisite: ED 620* This course will examine the political, cultural, and legal context of school leadership. Students will gain practice in making appropriate and legal decisions while working with all stakeholders.

ED 680 LEADERSHIP PRACTICE WITH ETHICS AND INTEGRITY. (3) *Prerequisite: Must be within the last 6 hours of the Master's of Education degree in Educational Leadership.* In this capstone course, students will explore leadership practice emphasizing integrity and ethical decision making. Students will be required to develop a capstone portfolio demonstrating developed skills in leadership and ethical practice.

ED 692 LEADERSHIP INTERNSHIP: ELEMENTARY SCHOOLS. (3) School based internship, emphasizing the elementary school. Students will complete structured hands-on assignments.

ED 694 LEADERSHIP INTERNSHIP: MIDDLE SCHOOLS. (3) School based internship, emphasizing the middle school. Students will complete structured hands-on assignments.

ED 696 LEADERSHIP INTERNSHIP: HIGH SCHOOLS. (3) School based internship, emphasizing the high school. Students will complete structured hands-on assignments.

ED 698 LEADERSHIP INTERNSHIP: DISTRICT LEVEL. (3) School based internship, emphasizing district level responsibilities such as budgeting, personnel, transportation, special education, school lunch program, federal programs, & professional development. Students will complete structured hands-on assignments.

* Required for licensure for Gifted.