

Graduate Education Handbook
Department of Education
Mississippi University for Women



Developing Quality Educators for Today's School
Academic Year 2026-2027

Welcome to the Department of Education.....	4
Accreditation & Oversight.....	5
School of Education Overview.....	6
Graduate Studies Vision Statement.....	6
Graduate Studies Mission Statement.....	6
Quality Assurance System for Continuous Improvement.....	6
Conceptual Framework: Educator as Reflective Decision Maker.....	7
Academic Advising & Graduate Student Support.....	8
Advisor Responsibilities.....	8
Advisee Responsibilities.....	9
End-of-Semester Advising Follow-Up.....	10
Override Requests.....	10
Legal and Ethical Responsibilities in Advising.....	10
Communication with Students.....	10
Advising Files.....	10
Identifying Students Who Need Support.....	11
Owls on Track: Early Alert System.....	11
Scholastic Policy.....	11
Good Standing.....	11
Scholastic Review.....	11
Academic Exclusion.....	12
Financial Literacy and Student Loan Repayment Resources.....	12
Graduate Student Concerns and Complaints.....	12
Complaints Submitted to CAEP.....	12
Graduate Degree Programs & Pathways.....	12
Master of Arts in Teaching in Elementary Education (K-6).....	12
Master of Arts in Teaching in Secondary & Specialty Education (7-12/K-12).....	13
Master of Education in Education.....	13
Master of Education in Multiple Exceptionalities.....	13
Graduate Add-On Endorsement Options.....	13
Graduate Student Expectations.....	14
PeopleGrove Online Assessment System.....	14
Professional Dispositions.....	14
Failure to Meet Professional Dispositions.....	15
Plan of Study & Transfer Credit.....	15
Progression & Graduation.....	15
Graduate Comprehensive Exam and Graduate Portfolio Requirements.....	15
Graduate Comprehensive Examination.....	16
Graduate Portfolio (MAT Programs).....	16
Graduate Experiential Portfolio (M.Ed. Programs).....	16

Master of Arts in Teaching in Elementary Education (K-6)	17
Admission Requirements	17
Plan of Study	18
Program Progression & Licensure Pathway	18
Transition Points	19
• Transition Point 1: Initial Licensure	19
• Transition Point 2: Internship	19
• Transition Point 3: Program Completion	19
• Transition Point 4: Degree Conferral & Licensure Upgrade	19
Individualized Progression	20
Internship	20
Graduation Requirements	20
Master of Arts in Teaching in Secondary or Specialty Education (7-12/K-12)	21
Admission Requirements	21
Plan of Study	21
Program Progression & Licensure Pathway	22
Transition Points	23
• Transition Point 1: Initial Licensure	23
• Transition Point 2: Internship	23
• Transition Point 3: Program Completion	23
• Transition Point 4: Degree Conferral & Licensure Upgrade	23
Individualized Progression	24
Internship	24
Graduation Requirements	24
Master of Education (M.Ed.) in Education	25
Admission Requirements	25
Plan of Study	25
Individualized Progression	26
Transition Points	26
Program and Key Assessments	27
Graduation Requirements	27
Master of Education (M.Ed.) in Multiple Exceptionalities	27
Admission Requirements	28
Plan of Study	28
Individualized Progression	29
Transition Points	29
Program and Key Assessments	29
Graduation Requirements	29
Appendix A: Graduate Comprehensive Examination	31
Graduate Comprehensive Examination Rubric	33
Appendix B: Graduate Portfolio (MAT Programs)	34
Graduate Portfolio Rubric	36
Appendix C: Graduate Experiential Portfolio (M.Ed. Programs)	37

Graduate Experiential Portfolio Rubric.....	39
Appendix D: Professional Dispositions.....	40
Professional Disposition Infraction Form.....	42
Professional Dispositions Improvement Plan Form.....	43
Professional Dispositions Improvement Plan Evaluation.....	44
Appendix E: Plan of Study Forms & Approved Praxis II Subject Area Exams.....	45
Plan of Study: Master of Arts in Teaching in Elementary Education.....	47
Plan of Study: Master of Arts in Teaching in Secondary and Specialty Education.....	48
Plan of Study: Master of Education in Education.....	49
Plan of Study: Master of Education in Multiple Exceptionalities.....	50
Plan of Study: Graduate Add-On Endorsement Only.....	51
Approved Praxis II Subject Area Exams.....	52
Appendix F: State and National Standards.....	53
National Board for Professional Teaching Standards Five Core Propositions.....	53
National Board for Professional Teaching Standards.....	53
InTASC Model Core Teaching Standards for Teachers.....	54
Council for the Accreditation of Educator Preparation (CAEP) Core Teaching Standards.....	55
Mississippi Department of Education Teacher Growth Standards.....	56
Mississippi Educator Code of Ethics and Standards of Conduct.....	57
Appendix G: Mississippi Department of Education Resources.....	59
MDE Licensure Resources.....	59

Welcome to the Department of Education

Welcome to the Department of Education within the School of Education at Mississippi University for Women (MUW). Whether you are new to campus or returning to the W to work on your advanced

degree, we look forward to getting to know you and your current academic and professional goals. Our graduate faculty will not only teach your courses but also serve as mentors who are dedicated to guiding and supporting you throughout your studies.

This handbook provides a clear and consolidated overview of academic policies, advising procedures, professional expectations, licensure requirements, and, most importantly, a robust support system for the graduate education programs within the School of Education. It is designed to help you navigate your journey with confidence and a sense of security.

This handbook supplements the:

- MUW Graduate Bulletin
- Policies of the Office of Academic Affairs and the Registrar
- Mississippi Department of Education (MDE) requirements
- School of Education's website and official forms

This handbook is a living document. Policy updates made by MUW or MDE may result in immediate changes to policies. Always use the most recent version. In the event of a conflict, the MUW Graduate Bulletin and university policies take precedence. This ensures that you are always informed and up-to-date with the latest policies and procedures.

Accreditation & Oversight

MUW's Educator Preparation Provider (EPP) includes the School of Education and collaborating departments in the College of Arts & Sciences. All licensure programs are:

- Accredited by the Council for the Accreditation of Educator Preparation (CAEP)
- Approved by the Mississippi Department of Education (MDE)
- Compliant with the Mississippi Institutions of Higher Learning (IHL) policy
- Aligned with:
 - InTASC Model Core Teaching Standards
 - CAEP Core Standards
 - MDE Teacher Growth Standards
 - Mississippi Educator Code of Ethics

Disclaimers:

The Graduate Education Handbook is provided as a supplement to the current MUW Bulletin, all other institutional policies and procedures, and all School of Education policies and procedures, including those outlined on the MUW School of Education Website.

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

Licensure requirements in Mississippi are determined by the Mississippi Department of Education and are subject to change. Students should consult current MDE guidelines to confirm requirements for initial licensure, upgrades, or add-on endorsements.

School of Education Overview

Mississippi University for Women has been preparing teachers since 1884, making it the first publicly funded college for women in the United States. Today, MUW serves a diverse student body and remains nationally recognized for the quality of its educator preparation programs.

Graduate Studies Vision Statement

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

Graduate Studies Mission Statement

Graduate Studies follows the University's Strategic Plan:

1. promoting academic excellence through programs that result in individuals who are masters in their profession
2. maintaining a rigorous system of admissions and monitoring
3. developing leadership and research skills
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.

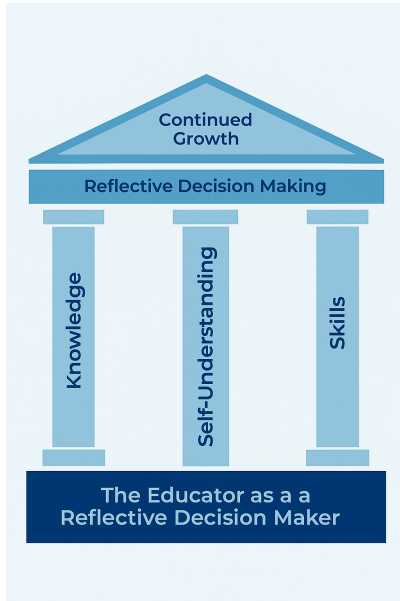
Quality Assurance System for Continuous Improvement

Effective Fall 2020, the Quality Assurance System for Continuous Improvement (QAS) for the MUW School of Education (SoE) was developed to enhance and expand upon the previous MUW education program administration's data assessment procedures, the standards established by the Mississippi Department of Education (MDE) Program Review Process, the CAEP Review Process, and MUW's Planning and Institutional Effectiveness processes. The School of Education's stance on the collection, analysis, communication, and use of data for decision-making related to program improvement to support and advance the shared vision of the SoE and the overall EPP is outlined in the EPP Quality Assurance System. Additionally, course assessment tools and other evaluation methods are explained in the QAS.

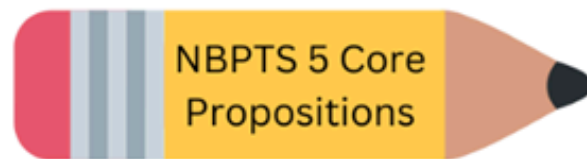
A sustainable QAS is not a document; it is a dynamic process that requires any systemic program change to be gradually introduced and implemented in the SoE's plans for continuous improvement. Therefore, assessment and evaluation tools included in the QAS may be in various phases, including draft, proposal, pilot, or full implementation. The QAS itself will be subject to ongoing assessment to ensure its continued effectiveness.

The document that overviews the QAS is a companion to the Department of Education Graduate Handbook, which can be found in the "Accountability" section in the "About" tab of the SoE website. The QAS and all EPP handbooks are designed for use by faculty, field-based partners, and undergraduate and graduate students at all levels, providing information on standards, curriculum, field experiences, assessment practices, and program policies.

Conceptual Framework: Educator as Reflective Decision Maker



All graduate education programs are aligned with the conceptual framework of the School of Education, which consists of Reflective Decision Making (the Entablature resting on the Pillars in the model) and Continued Growth (the Pediment above the Entablature), as well as its mission. Educators' decisions and continued growth reflect their beliefs, how they were formed, and how they can be changed. Educators are given opportunities to expand their capabilities and understand the complexity of their educational work, thereby clarifying their vision of potential contributions to improvement. To achieve this aim, the Mississippi University for Women's M.Ed. and MAT programs are based on the [National Board for Professional Teaching Standards' Five Core Propositions](#) (see Appendix F). The framework supports the characterization of an accomplished career educator as reflected in the related belief statements for each of the core propositions.



Teachers are committed to students & their learning.

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

Teachers are responsible for managing & monitoring student learning.

Teachers think systematically about their practices & learn from experience.

Teachers are members of learning communities.

Academic Advising & Graduate Student Support

Advising is a shared responsibility between Graduate Students and their assigned advisor. It is a professional mentoring relationship that supports academic planning, program progression, and readiness for licensure.

All Graduate Students are assigned an advisor upon admission to the Mississippi University for Women, as noted below. During or before enrollment, new Graduate Students will meet with their assigned advisor to learn about the program's requirements and expectations. Every degree-seeking Graduate Student should be provided with a course schedule plan each semester, along with instructions on how to register. The advisor and advisee should review this together, sign off in agreement, and each keep a copy for their records. The original document with signatures should be placed in the Graduate Student's file.

The academic advisor is the primary resource regarding academic issues, opportunities, and programs, and should be thought of more as a mentor. Due to this relationship, the Graduate Student's primary contact should be with their advisor.

Master of Arts in Teaching (MAT)	Master of Education (M.Ed.)
MAT (Elementary & Secondary) Advisor: Dr. Kelly Ann Ballard	M.Ed. (Education & Multiple Exceptionalities): Dr. Chrystal Hodges
<i>If a Graduate Student contacts an advisor not assigned to them for direction, it is that advisor's responsibility to direct the Graduate Student back to their current advisor for guidance.</i>	

Advisor Responsibilities

- Be accessible and responsive to advisees.
- Communicate and clarify university policies and procedures.
- Help match advisee needs with available resources and make appropriate referrals when necessary.
- Maintain reasonable office hours and methods of availability for graduate students, allowing for adequate time to discuss goals, career choices, make course selections, and discuss any other questions.
- Inform Graduate Students how to enroll in their courses and to add or drop courses during the semester, in coordination with the Chair of the Department of Education, when it is in the best interest to do so.
- Prepare Graduate Students for graduation by discussing degree requirements, assisting with strategic course selections that minimize the number of semesters required for graduation, and informing Graduate Students about opportunities in their field of study.
 - The application to participate in commencement is distinct from the graduation application. Graduate students must apply for these separately. Graduate Students may choose not to participate in commencement, but each student **MUST** apply for graduation. Failure to apply for graduation on or before deadlines published by the Office of the Registrar **WILL** result in delays in graduation and the MDE licensure review and issuance.
- Be an advocate for policies and best practices that support Graduate Students when necessary.
- Discuss satisfactory academic progress and the consequences of not achieving specific benchmarks promptly for degree progress.

- Discuss connections between academic preparation and careers in the “real world.”
- Help Graduate Students explore their abilities and facilitate progress in areas that require improvement.
- Be knowledgeable about and share opportunities for additional development and engagement in programs, workshops, events, and web-based trainings offered through the School of Education or off-campus, additional related organizations or activities, and career opportunities.
- Follow up with advisees via MUW email account.
- Serve as a professional mentor, including modeling best practices for advisees, classroom students, colleagues, and others who are a part of MUW’s wider community.
- Maintain clear documentation of decisions and concerns to be retained in the advisee’s central file.
- Submit the advisee’s advising audit to the Department of Education as requested, and update it each semester as needed.

For the advisor to be successful in all of the above points, they must be knowledgeable and up-to-date on matters concerning:

- Curriculum—requirements in the Graduate Student’s major, including those related to any licensure-specific requirements, core requirements, and the graduation requirements and deadlines of the university that students need to know to progress successfully to graduation;
- Registration procedures;
- Graduate Student personnel services—medical, counseling, housing, placement, social, recreational, etc.;
- Financial obligations; and
- Basic job market, licensing, and employment information.

Advisee Responsibilities

- Review and understand university policies and procedures, core requirements, graduation requirements, and the Mississippi University for Women bulletins.
- Check your MUW email account regularly.
- Learn to access and navigate Canvas and Banner.
- Be aware of academic dates and deadlines, especially those posted on the [Registrar’s website](#).
- Explore resources to help you make informed career and academic decisions.
- Schedule and attend advising appointments.
- Arrive on time for appointments.
- Prepare for advising sessions and bring relevant materials to the appointment.
- Bring a list of questions to appointments and ask questions if any topic is unclear.
- Communicate openly with your advisor by clearly articulating your values, abilities, goals, and needs.
- Be familiar with the requirements of selected major(s)/minor(s) and schedule courses according to those requirements;
- While advising is a shared responsibility, you must accept final responsibility for your decisions.
- Follow up with your advisor using MUW email—your MUW MyApps email is your official means of communication while you are a student at MUW.

End-of-Semester Advising Follow-Up

At the end of each semester, the Student Success Center identifies Graduate Students who have not registered for the upcoming term. This list is shared with the advisors, who then follow up with their assigned graduate students promptly and make every reasonable effort to encourage registration, even after classes have ended for the fall semester. For the spring and summer terms, the Chair of the Department of Education will follow up with unregistered Graduate Students after faculty contracts have been finalized.

Override Requests

Override requests must be submitted per the instructions provided by the Chair of the Department of Education. Only the Chair of the Department of Education or the Dean of the School of Education may approve overrides for courses with an ED prefix. Requests for other courses should be sent to the assigned advisor, who will determine whether the request should be forwarded to the appropriate department.

Legal and Ethical Responsibilities in Advising

Advising at MUW carries both legal and ethical responsibilities. Advisors operate within important frameworks that include the university's contractual obligations to graduate students, the protection of Graduate Students' privacy, the establishment of appropriate boundaries of communication, and Graduate Students' rights to due process. These responsibilities are outlined in institutional materials, such as handbooks, bulletins, and departmental guidelines.

While Graduate Students are ultimately responsible for meeting degree requirements, advisors must guide them clearly and document their recommendations. Advisors are not liable for Graduate Students who ignore sound, documented advice. To protect both Graduate Students and themselves, advisors should maintain accurate advising records, use official communication channels, and document all interactions with graduate students. Knowing when to refer graduate students to the appropriate university office is equally important, and advisors are expected to stay familiar with current institutional policies.

Communication with Students

Clear and consistent communication forms the foundation of effective academic advising. Although in-person meetings are ideal, advisors and graduate students may sometimes need to rely on phone calls, video chats, or emails. Text messaging should only be used as a last resort and is not the preferred method.

Each advising conversation, whether in person or remote, should be documented. For in-person meetings, Graduate Students should receive a copy of any notes or forms used, and a duplicate should be added to their advising file. For distance advising, the advisor should send a follow-up email summarizing the discussion and save a copy of that email in the Graduate Student's file.

Advising Files

Each assigned advisee must have an advising file stored in the Department of Education Master Advising File Canvas shell. This secure online location will be used by the department's advising team, including the MAT Coordinator and the M.Ed. Coordinator. Advisors are required to upload their updated Plans of Study and Signed Schedule Agreement forms after each advising session, where they can be accessed by authorized faculty members as needed.

The advising file should include the following documentation:

- Academic forms, including change of major and course withdrawal forms
- The Plan of Study for Graduate Students must be updated at each advising session to reflect current goals and progress.
- Signed Schedule Agreement form

Identifying Students Who Need Support

Advisors are often the first to notice when a Graduate Student may need extra support. This could be due to emotional distress, academic struggles, or uncertainty about their major or career path. Common warning signs include withdrawal from communication, repeated absences, a sudden drop in academic performance, or changes in mood or motivation. Graduate Students dealing with personal trauma, illness, or grief may also exhibit these signs.

When concerns arise, advisors are encouraged to refer Graduate Students to campus resources such as the Counseling Center, Health Center, or Student Success Center. Advisors may also submit a BIT report through the university website to ensure the Graduate Student receives timely assistance.

Owls on Track: Early Alert System

The Owls on Track: Early Alert system offers a structured method for advisors and faculty to report concerns about a Graduate Student's academic performance or well-being. Once an Early Alert is submitted, the Student Success Navigator assigned to the Graduate Student's major reaches out to offer support.

If the Graduate Student does not respond after three outreach efforts, a "Failure to Communicate" hold may be placed on their account. This hold remains until the Graduate Student contacts either the Navigator or their faculty advisor. Once contact is made, the advisor, not the Graduate Student, must request that the hold be removed.

Scholastic Policy

All Graduate Students are expected to maintain a level of academic performance consistent with the demands of graduate study. The following scholastic policies apply to all MUW Graduate Students; however, individual programs may impose more stringent standards, as permitted by [Section 7.5 of the Graduate Bulletin](#).

Good Standing

A Graduate Student must maintain a minimum 3.0 MUW cumulative GPA on all graduate courses attempted with no more than two grades of C, with no grade of D, and with no grade of F (unless the program specifies a stricter limit).

Scholastic Review

If a Graduate Student's cumulative GPA falls below 3.0 or fails to meet program-specific performance criteria, they may be placed on academic probation or subject to a scholastic review. During probationary period, the Graduate Student may be required to:

- Limit enrollment to a reduced number of credit hours (e.g., fewer credits per semester)
- Attain a specified minimum semester GPA (e.g., 3.0 or higher)
- Complete remedial or directed coursework
- Meet regularly with their advisor or program coordinator

If the Graduate Student fails to satisfy the probationary conditions by the end of the next full semester in which they enroll, dismissal from the graduate program may result.

Academic Exclusion

Failure to meet the established criteria during the probationary period will result in a review by the Dean of the School of Education of the Graduate Student's standing, which may lead to dismissal from the graduate program in accordance with university policy. A graduate student dismissed for scholastic reasons may appeal via the Graduate Student Scholastic Appeals Committee, as described in [Section 7.5 of the Graduate Bulletin](#). Dismissal for scholastic reasons may be invoked only once in a Graduate Student's career, unless program policy specifies otherwise.

Financial Literacy and Student Loan Repayment Resources

Graduate Students are encouraged to review financial literacy resources and educator loan repayment or forgiveness programs that may apply to their circumstances. Programs such as Public Service Loan Forgiveness and Teacher Loan Forgiveness have different requirements concerning loan type, employment, and qualifying service. Eligibility and program rules can change. Graduate Students should consult [Federal Student Aid's resources for teachers](#) and contact the MUW Office of Financial Aid for guidance about their financial aid or loans before making repayment decisions.

Graduate Student Concerns and Complaints

Graduate Students who have a question, concern, or complaint about a course, assignment, grade, clinical experience, or other academic matter are encouraged to address it promptly and professionally. When appropriate, students should first contact the course instructor or program advisor to seek clarification or resolution. If the concern is unresolved, or if contacting the instructor is inappropriate given the nature of the concern, students may contact the Chair of the Department of Education or the Dean of the School of Education.

Formal academic grievances, grade appeals, and other university complaints must follow the applicable procedures and deadlines in The W Graduate Studies Bulletin and university policies. Raising a concern with an instructor, Chair, or Dean does not replace a required formal appeal or extend its deadline.

Complaints Submitted to CAEP

Graduate Students may submit complaints concerning the Educator Preparation Provider's compliance with CAEP standards, policies, or processes directly to CAEP. CAEP's [Complaint Procedure](#) explains its scope and submission methods. Complaints may be sent to the CAEP Compliance Officer at Compliance.officer@caepnet.org or by mail to 1140 19th Street NW, Suite 400, Washington, DC 20036. A course concern or grade appeal should follow the applicable university process.

Graduate Degree Programs & Pathways

Master of Arts in Teaching in Elementary Education (K-6)

The MAT in Elementary Education is an alternate route program that leads to initial licensure and prepares professionals to teach children in grades K-6. This program is designed for Graduate Students entering the teaching profession through an alternate route pathway. Graduate Students complete initial licensure coursework, internship experiences, and advanced graduate study. The program trains Graduate Students to:

- Design instruction aligned with Mississippi College- and Career-Readiness Standards
- Implement instructional and assessment strategies appropriate for elementary learners

- Build supportive, developmentally appropriate classroom environments
- Use data to guide instructional decisions and support student learning
- Demonstrate leadership and professional reflection as novice educators

Master of Arts in Teaching in Secondary & Specialty Education (7-12/K-12)

The MAT in Secondary & Specialty Education is an alternate route program that leads to initial licensure and prepares professionals to teach grades 7–12 (or K–12 in selected areas). Graduate Students complete coursework in instructional design, assessment, and classroom management, combined with internship experiences in their specialty content area. The program trains Graduate Students to:

- Apply content knowledge and pedagogy to design instruction in their certification area
- Foster critical thinking, creativity, and engagement in adolescent learners
- Establish inclusive, collaborative classroom environments
- Integrate literacy and technology across the curriculum
- Engage in ongoing professional learning and reflective practice

Master of Education in Education

The M.Ed. in Education is an advanced degree designed for educators seeking to deepen their expertise in curriculum, instruction, and leadership. Graduate Students complete a core of research, foundations, diversity, and leadership courses, along with electives that support specialized interests. This program prepares educators to:

- Apply advanced knowledge of curriculum theory and instructional design
- Demonstrate effective leadership and supervision skills in school settings
- Utilize assessment and research to improve classroom and schoolwide practices
- Integrate technology and evidence-based practices into instruction
- Serve as reflective practitioners and leaders in their schools and communities

Master of Education in Multiple Exceptionalities

The M.Ed. in Multiple Exceptionalities prepares educators to address the needs of diverse learners, including students who are gifted, students with disabilities, and those with unique social-emotional or behavioral needs. Coursework emphasizes collaboration, inclusive practices, and leadership in special education. The program prepares educators to:

- Demonstrate expertise in gifted education, special education, and inclusive teaching practices
- Implement effective strategies for diverse learners across multiple exceptionalities
- Collaborate with families, colleagues, and community agencies to support students
- Lead program development and evaluation for specialized populations
- Apply ethical, legal, and research-based practices in exceptional education

Graduate Add-On Endorsement Options

Graduate Students may also pursue additional endorsement pathways, either within their degree program or as non-degree-seeking students. Endorsement programs prepare educators to expand their areas of licensure and expertise. MUW offers three graduate-level endorsement options:

- Reading (K-12): Focus on literacy development, assessment, and intervention across grade levels
- Gifted (K-12): Prepare educators to design and implement curriculum and strategies for gifted learners
- Special Education, Mild/Moderate Disabilities (K-12): Equip educators with strategies, legal/ethical practices, and assessment tools for teaching students with disabilities

Graduate Student Expectations

Graduate Students in the School of Education are expected to demonstrate a strong commitment to scholarly work, professional growth, and leadership within the field of education. They must be familiar with all program requirements, including policies, procedures, and assessments, as outlined in this handbook, as well as course syllabi, university documents, and supplementary publications. Additionally, Graduate Students are responsible for complying with the academic and conduct policies of both the School of Education and Mississippi University for Women. The following sections outline specific expectations and guidance.

PeopleGrove Online Assessment System

Graduate Studies in Education programs use an online assessment system, PeopleGrove, to collect, analyze, and report data related to graduate student performance. Graduate Students are expected to learn how to navigate the system, upload required assessments, and review coaching and feedback. Instructors provide additional training and guidance for assignments submitted in the online assessment system.

Professional Dispositions

The Graduate Student is a career educator who exemplifies the intellectual, ethical, and professional qualities expected within the educational profession. A goal of the program is to deepen and strengthen Graduate Students' awareness and use of ethical decision-making through their own professional dispositions, demonstrating growth toward becoming accomplished educators. The foundation of teacher education is, without question, professionalism.

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

- Protect confidential information concerning students and/or colleagues unless the law requires disclosure, and encourage others to do the same. (MCoE 9; NBPTS 1)
- Demonstrate maturity and sound judgment in all interactions with peers, university, P-12 personnel, and parents, and work to build a consensus in the workplace. (MCoE 5, 6, 10; NBPTS 5)
- Follow all university and P-12 school policies, including but not limited to policies for alcohol, drug, tobacco, and social media use, and use teachable moments or planned instruction to reinforce school policy. (MCoE 6; NBPTS 5)
- Exemplify honesty and integrity (including honesty, tact, and fairness) with all stakeholders throughout the program, and encourage students to do the same. (MCoE 2; NBPTS 5)
- Accept constructive criticism positively and self-reflect on it, as well as participate in professional development activities to promote personal and professional growth. (MCoE 1; NBPTS CP 5)

- Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner by nurturing the intellectual, physical, emotional, social, and civic potential of all students. (MCoE 4; NBPTS 1)
- Maintain a professional relationship with all students, both within and outside professional settings, and encourage students at every opportunity to treat one another with respect. (MCoE 4; NBPTS 1)

Failure to Meet Professional Dispositions

If a Graduate Student fails to exhibit professional dispositions in classes, coursework, field experiences, or professional interactions, the following procedures will apply.

- First Infraction: The Graduate Student receives a Professional Dispositions Infraction Form (see Appendix D) notice from the instructor. A coaching conference is held with the graduate student, instructor, advisor, and relevant graduate faculty. The Graduate Student may be asked to submit a brief reflection outlining steps to improve future professional conduct. Documentation is placed in the graduate student's file.
- Second Infraction: The Graduate Student receives a second notice. A conference is held with the Graduate Student, instructor, advisor, and Chair of the Department of Education.
- Third Infraction: The Graduate Student is placed on a Professional Dispositions Improvement Plan (see Appendix D), developed in consultation with graduate faculty and the Chair of the Department of Education. Failure to meet the plan's requirements results in dismissal from the program. Graduate Students may appeal dismissal decisions in accordance with the MUW Graduate School policies on academic grievance.

Plan of Study & Transfer Credit

- Each Graduate Student works with an academic advisor to develop a Plan of Study.
- Graduate Students are required to meet with their advisor each semester to obtain approval for course registration.
- No more than 6 hours of graduate transfer credit may be applied (with a grade of B or higher), pending graduate faculty approval.
- Withdrawal from a course requires consultation with an advisor and approval from the Chair of the Department of Education.

Progression & Graduation

- Graduate Students must meet the admission requirements, complete their approved program of study, and maintain good academic standing.
- In the final semester, Graduate Students complete the Graduate Comprehensive Exam and submit a Graduate Portfolio.
- Graduate Students must confirm their graduation requirements with their advisor, including verifying their GPA, submitting all transfer transcripts, and clearing any incomplete grades.
- Graduate Students must submit separate applications for graduation and (if participating) commencement by the Registrar's published deadlines.

Graduate Comprehensive Exam and Graduate Portfolio Requirements

All Graduate Students in the School of Education are required to complete a culminating assessment as part of their degree program. These requirements are designed to demonstrate mastery of content knowledge, professional practice, and reflective growth at the graduate level. While the Graduate Comprehensive Exam is required of all Graduate Students, the Graduate Portfolio differs slightly between the MAT and M.Ed. programs. Together, these assessments ensure that graduates are

prepared for advanced professional practice and eligible for the Class AA Mississippi Educator License.

Graduate Comprehensive Examination

The Graduate Comprehensive Examination is required of all Graduate Students in the final semester of their program and is housed in the 0-credit course ED 591 Graduate Comprehensive Exam. The exam assesses the Graduate Student's ability to integrate knowledge and skills from across the coursework and apply them to authentic professional tasks (see Appendix A for full details).

- Graduate Students should maintain detailed records of assignments throughout their program to prepare for the exam.
- MUW offers a Graduate Comprehensive Exam Workshop each semester to support preparation.
- Examinations are graded pass/fail. A Graduate Student who does not pass on the first attempt must complete a second exam on a new written set.
- If unsuccessful on the second attempt, the Graduate Student must sit for an oral defense before a faculty committee.
- A third attempt, if necessary, may be taken within one calendar year. Failure to pass after three attempts results in dismissal from the program.

Graduate Portfolio (MAT Programs)

Graduate Students in the MAT in Elementary Education and the MAT in Secondary and Specialty Education complete a Graduate Portfolio in the final semester, registered under ED 590 Graduate Portfolio. The Graduate Portfolio demonstrates professional growth through the collection and analysis of at least eight artifacts, each representing different courses and aligned with the National Board for Professional Teaching Standards (NBPTS) Core Propositions. Each artifact must include a Description–Analysis–Reflection (DAR) narrative explaining its significance and connection to professional practice. Required components include:

- Cover sheet
- Professional vitae
- Educational philosophy and professional goals
- DAR narratives with corresponding artifacts
- Overall reflection on professional growth

Graduate Portfolios must be compiled as a single PDF document and submitted by the published deadlines for the term of graduation (see Appendix B for full details).

Graduate Experiential Portfolio (M.Ed. Programs)

Graduate Students in the M.Ed. in Education and the M.Ed. in Multiple Exceptionalities complete the Graduate Experiential Portfolio as their culminating project. This portfolio emphasizes field-based experiences that extend beyond coursework and connect theory to practice.

- Graduate Students must complete and log a minimum of 30 hours of approved field-based activities.
- Seven specific experiences are required; Graduate Students may choose additional elective activities that support their professional goals.
- Each activity must be documented with an artifact and accompanied by a DAR narrative connecting the experience to the NBPTS Core Propositions.
- Portfolios are submitted electronically as a single PDF and must include:
 - Cover sheet
 - Table of contents
 - Professional vitae

- Educational Philosophy Statement and Professional Goals
- Log Sheets for Required and Elective Experiences
- DAR Narratives with Artifacts
- Overall Reflection on Professional Growth

Graduate Experiential Portfolios must be compiled as a single PDF document and submitted by the published deadlines for the term of graduation (see Appendix C for full details).

Master of Arts in Teaching in Elementary Education (K-6)

The Master of Arts in Teaching (MAT) in Elementary Education is an alternate route program leading to initial licensure in Mississippi for grades K-6. The program is designed for individuals who hold a bachelor's degree in a non-education field and wish to transition into the teaching profession. Graduate Students progress through clearly defined stages, from admission to provisional licensure and full graduate degree completion, which align with the Mississippi Department of Education's requirements. The program offers a pathway to initial teacher licensure in Mississippi, guiding Graduate Students through a graduate degree that leads to the advanced, Class AA license.

Admission Requirements

To begin the MAT program, candidates must meet the admissions criteria set by MUW and the Mississippi Department of Education. These requirements ensure that candidates are academically prepared and eligible for licensure. Candidates must:

- Hold a bachelor's degree from a regionally accredited institution.
- Submit official transcripts of all prior coursework.
- Provide three professional references.
- Submit proof of immunization.
- Have at least a 2.75 GPA on the last 60 hours of undergraduate coursework.
- Provide a passing score on the Praxis Core Academic Skills for Educators, **OR** an ACT composite score of 21 or higher, **OR** a GPA of 3.0 or above on the last 60 hours of undergraduate coursework.
- Provide a passing score on the Praxis II Elementary Education Subject Assessment (Praxis II 5017) and an attempt or passing score on the Mississippi Foundations of Reading Test (FORT).
 - Candidates can be conditionally admitted to the program without these two assessments, but they cannot be fully admitted or recommended for licensure without a passing score on the Praxis II (5017) and an attempt or passing score on the (FORT).
 - Candidates are strongly encouraged to complete some or all of the literacy courses in their Plan of Study before attempting the FORT. These courses (ED 523, ED 524, ED 527, and ED 564) cover much of the content assessed on the exam. Taking them prior to testing provides a significant advantage, both in achieving a passing score and in feeling prepared to teach literacy effectively in the elementary classroom.
- Submit a completed MAT application and \$25 application fee.

Once all materials have been submitted and reviewed, candidates who meet the requirements will be formally admitted into the MAT program. Candidates may enroll in the MAT program during the Spring, Summer, or Fall semesters. Complete applications must be submitted at least 30 calendar days before the first day of classes for the intended semester. To confirm specific semester start dates, please refer to the MUW Academic Calendar.

Plan of Study

The MAT in Elementary Education consists of 33 credit hours designed to integrate coursework, internship experiences, and program and key assessments. Coursework blends foundations of education, instructional assessment, technology integration, diversity and inclusion, best practices in literacy, and the professional role of educators, alongside a year-long Internship. Graduate Students will also complete a Graduate Portfolio and a Graduate Comprehensive Exam in the final semester, demonstrating mastery of program objectives.

Course	Course Title	Terms Offered	Term/Year Taken	Credit	Grade
First Semester: Initial Licensure Courses					
ED 538	Diversity & Inclusion in the Educational Setting	ALL		3	
ED 549	Instructional Assessment Practices & Procedures	ALL		3	
ED 551	Managing the Instructional Environment	ALL		3	
Internship Courses					
ED 697	Internship in Master of Arts in Teaching	ALL		3	
ED 697	Internship in Master of Arts in Teaching	ALL		3	
Additional Courses for Licensure					
ED 500	Educational Research	ALL		3	
ED 503	Instructional Technology	Summer		3	
ED 523	Early Literacy I	Fall, Summer		3	
ED 524	Early Literacy II	Spring, Summer		3	
ED 527	Integrating Reading & Writing Across the Curriculum	Summer		3	
ED 564	Diagnosing & Assessing Reading Difficulties in Children	Spring, Summer		3	
Comprehensive Exam & Portfolio (Final Semester)					
ED 590	Graduate Portfolio	ALL		0	
ED 591	Graduate Comprehensive Exam	ALL		0	
TOTAL CREDITS				33	

Program Progression & Licensure Pathway

The MAT program is unique because licensure and degree completion are connected. Graduate Students move through three levels of licensure as they complete program milestones.

- Stage 1: Admission and Initial 3-year, non-renewable Class A Licensure**
 After full admission to the program and completion of the three initial licensure courses, Graduate Students may complete the recommendation, made by the Institution Certification Officer in MECCA, for a 3-year, non-renewable Class A Mississippi Educator License endorsed in Elementary Education. This license allows Graduate Students to begin teaching full-time in a K-6 classroom while continuing coursework.
- Stage 2: Advancement to a 5-year, renewable Class A License**
 After completing both sections of ED 697: Internship in Master of Arts in Teaching, Graduate Students may proceed to complete the recommendation made by the Institution Certification Officer in MECCA for a 5-year, renewable Class A Mississippi Educator License endorsed in

Elementary Education. To advance, they must maintain a GPA of 3.0, complete both sections of Internship successfully, and meet Professional Disposition standards.

- **Stage 3: Advancement to a 5-Year, Renewable Class AA License**

After earning the MAT degree (33 credit hours) and passing the Graduate Portfolio and Graduate Comprehensive Exam, Graduate Students may apply for the 5-year, renewable Class AA License (Master's level) endorsed in Elementary Education.

Transition Points

To stay on track, Graduate Students must meet specific benchmarks, known as transition points. These checkpoints help ensure that students are making academic and professional progress.

- **Transition Point 1: Initial Licensure**

- Meet all admission requirements and receive program acceptance.
- Complete the three initial licensure courses (ED 538, ED 549, ED 551).
- Apply for and receive a 3-year, non-renewable Class A Mississippi Educator License.
 - The Institution Certification Officer will recommend Graduate Students in MECCA, notify them of the recommendation, and provide instructions on how to complete it, which includes submitting an official transcript verifying completion of the three initial licensure courses to MDE.

- **Transition Point 2: Internship**

The Mississippi Department of Education (MDE) requires that MAT Graduate Students take two sections (6 credit hours) of Internship over the course of two semesters (3 hours per semester for 2 semesters) to upgrade to a 5-year, renewable, Class A Mississippi Educator License. ***Graduate Students must secure a teaching position in an accredited school at the grade level and subject area(s) endorsed on their Mississippi Educator License to be eligible to enroll in the Internship. This is a non-negotiable set by MDE.***

- Complete the first section of ED 697.
 - Additional courses can be taken while taking ED 697.
- Complete the second section of ED 697.
 - Additional courses can be taken while taking ED 697.
- Apply for and receive a 5-year, renewable Class A Mississippi Educator License.
 - The Institution Certification Officer will recommend Graduate Students in MECCA, notify them of the recommendation, and provide instructions on how to complete it, which includes submitting an official transcript verifying completion of two sections of ED 697 to MDE.

- **Transition Point 3: Program Completion**

- Complete all remaining required coursework.
- Pass the Graduate Portfolio and Graduate Comprehensive Exam during the final semester.

- **Transition Point 4: Degree Conferral & Licensure Upgrade**

- Graduate with the MAT in Elementary Education (K-6) degree.
- Apply to upgrade to a 5-year, renewable Class AA Mississippi Educator License.
 - The Institution Certification Officer cannot recommend graduates for a Class AA license. MDE requires Graduate Students to initiate and complete the application in MECCA to upgrade to a Class AA Mississippi Educator License.

Individualized Progression

While there is a general progression through the MAT program, each Graduate Student's path looks a little different. Some students secure a teaching position immediately after completing the initial licensure courses and are ready to begin Internship, while others may not. In such cases, coursework continues until a teaching position is secured, and Internship is scheduled accordingly.

This flexibility is intentional: every Graduate Student has a personalized Plan of Study, developed with their advisor and revised each semester during advising. The goal is to create a learning experience that fits each Graduate Student's unique circumstances while ensuring all program and licensure requirements are met.

Program and Key Assessments

Graduate Students in the MAT Elementary Education program complete a series of program and key assessments designed to measure growth, demonstrate professional competence, and provide evidence for MUW, the Mississippi Department of Education, and the Council for Accreditation of Educator Preparation (CAEP). These assessments are embedded in coursework, Internship, and culminating experiences. Faculty use these assessments to evaluate readiness for the classroom and progression toward licensure. These assessments include:

- ED 500: *Research Project Proposal (AACU Inquiry & Analysis VALUE Rubric)*
- ED 538: *Disability Category Resource Packet (Resource Packet Rubric)*
- ED 549: *3-Day Unit Plan (Abridged TIAI)*
- ED 697:
 - *Internship Unit Plan Recorded Reflection (Recorded Reflection Rubric)*
 - *5-Day Unit Plan (TIAI)*
 - *Professional Dispositions (PD Rubric)*
 - *Impact on Student Learning (IoSL Rubric; second section only)*
- Final Semester:
 - *Graduate Portfolio (AACU Foundations & Skills for Lifelong Learning VALUE Rubric)*
 - *Graduate Comprehensive Exam (AACU Integrative Learning VALUE Rubric)*

Internship

Internship (ED 697) is the cornerstone of the MAT Elementary Education program. It is a two-semester experience that Graduate Students begin once they have obtained a full-time teaching position in ***an accredited school at the grade level and subject area(s) endorsed on their Mississippi Educator License. This is a non-negotiable set by MDE.*** During the Internship, Graduate Students:

- Serve as the teacher of record in an elementary education classroom.
- Plan and deliver instruction aligned with Mississippi College- and Career-Readiness Standards.
- Receive coaching, mentoring, and formal evaluations from both a Site Supervisor, University Supervisor, and W-BEST Mentor.
- Uphold MUW, MDE, and district professionalism policies, including attendance, confidentiality, and professional conduct.

Graduation Requirements

Graduation from the MAT in Elementary Education requires meeting both academic and professional benchmarks. These requirements confirm readiness for advanced licensure and professional practice. To graduate, Graduate Students must:

- Complete 33 graduate hours with a minimum cumulative GPA of 3.0.
- Earn no more than two grades of "C"; no grade of D or F may count toward the degree.

- Complete both sections of Internship (ED 697) with satisfactory evaluations.
- Submit and pass the Graduate Portfolio (see Appendix B).
- Pass the Graduate Comprehensive Exam (see Appendix A).
- Apply for graduation through the MUW Registrar's Office by published deadlines.

Graduates who meet these requirements are awarded the MAT in Elementary Education (K-6) degree and may apply to MDE for the 5-year, renewable, Class AA Mississippi Educator License.

Master of Arts in Teaching in Secondary or Specialty Education (7-12/K-12)

The Master of Arts in Teaching (MAT) in Secondary and Specialty Education is an alternate route program designed for individuals with a bachelor's degree in a non-education field who seek to become licensed teachers in grades 7–12, or in K–12 specialty areas such as art, music, health, or physical education. Graduate Students progress through clearly defined stages, from admission to provisional licensure to full graduate degree completion, that align with the Mississippi Department of Education requirements. The program offers a pathway to initial teacher licensure in Mississippi, guiding Graduate Students through a graduate degree that leads to the advanced, master's-level (Class AA) license.

Admission Requirements

To begin the MAT program, candidates must meet the admissions criteria set by MUW and the Mississippi Department of Education. These requirements ensure that candidates are academically prepared and eligible for licensure. Candidates must:

- Hold a bachelor's degree from a regionally accredited institution.
- Submit official transcripts of all prior coursework.
- Provide three professional references.
- Submit proof of immunization.
- Have at least a 2.75 GPA on the last 60 hours of undergraduate coursework.
- Provide a passing score on the Praxis Core Academic Skills for Educators, **OR** an ACT composite score of 21 or higher, **OR** a GPA of 3.0 or above on the last 60 hours of undergraduate coursework.
- Provide passing scores on an approved Praxis II Subject Area Assessment (see Appendix E).
 - Candidates can be conditionally admitted to the program without this assessment, but they cannot be fully admitted or recommended for licensure without passing scores on the required licensure exam.
- Submit a completed MAT application and \$25 application fee.

Once all materials have been submitted and reviewed, candidates who meet the requirements will be formally admitted into the MAT program. Candidates may enroll in the MAT program during the Spring, Summer, or Fall semesters. Complete applications must be submitted at least 30 calendar days before the first day of classes for the intended semester. To confirm specific semester start dates, please refer to the MUW Academic Calendar.

Plan of Study

The MAT Secondary and Specialty Education program consists of 30 credit hours. Coursework blends foundations of education, instructional assessment, technology integration, diversity and inclusion, and the professional role of educators, alongside a year-long Internship. Graduate Students will also complete a Graduate Portfolio and a Graduate Comprehensive Exam in the final semester, demonstrating mastery of program objectives.

A suggested sequence of courses is provided in the Plan of Study table, though actual course order may vary. Each Graduate Student works with their advisor to develop a personalized Plan of Study,

which is reviewed and updated each semester to reflect licensure status, teaching position, and professional goals.

Course	Course Title	<u>Terms Offered</u>	Term/Year Taken	Credit	Grade
First Semester: Initial Licensure Courses					
ED 538	Diversity & Inclusion in the Educational Setting	ALL		3	
ED 549	Instructional Assessment Practices & Procedures	ALL		3	
ED 551	Managing the Instructional Environment	ALL		3	
Internship Courses					
ED 697	Internship in Master of Arts in Teaching	ALL		3	
ED 697	Internship in Master of Arts in Teaching	ALL		3	
Additional Courses for Licensure					
ED 500	Educational Research	ALL		3	
ED 503	Instructional Technology	Summer		3	
ED 514	The Professional Role of Educators	Spring, Summer		3	
ED 520	Foundations of Education	Fall, Summer		3	
ED 527	Integrating Reading & Writing Across the Curriculum	Summer		3	
Comprehensive Exam & Portfolio (Final Semester)					
ED 590	Graduate Portfolio	ALL		0	
ED 591	Graduate Comprehensive Exam	ALL		0	
TOTAL CREDITS				30	

Program Progression & Licensure Pathway

The MAT program is unique because licensure and degree completion are connected. Graduate Students move through three levels of licensure as they complete program milestones. Each of these licenses is endorsed in the grades and subject area that the Graduate Student passed an approved Praxis II Subject Area Assessment in, and any other subject area(s) in which they have the required coursework credit hours to obtain. These endorsement areas will be confirmed during initial advising sessions.

- **Stage 1: Admission and Initial 3-year, non-renewable Class A Licensure**

After full admission to the program and completion of the three initial licensure courses, Graduate Students may complete the recommendation, made by the Institution Certification Officer in MECCA, for a 3-year, non-renewable Class A Mississippi Educator License. This license enables Graduate Students to begin teaching full-time in a classroom while continuing their coursework.

- **Stage 2: Advancement to a 5-year, renewable Class A License**

After completing both sections of ED 697: Internship in Master of Arts in Teaching, Graduate Students may proceed to complete the recommendation made by the Institution Certification Officer in MECCA for a 5-year, renewable Class A Mississippi Educator License. To advance, they must maintain a GPA of 3.0, complete both sections of Internship successfully, and meet Professional Disposition standards.

- **Stage 3: Advancement to a 5-Year, Renewable Class AA License**

After earning the MAT degree (30 credit hours) and passing the Graduate Portfolio and Graduate Comprehensive Exam, Graduate Students may apply for the 5-Year, renewable Class AA License (Master's level).

Transition Points

To stay on track, Graduate Students must meet specific benchmarks, known as transition points. These checkpoints help ensure that Graduate Students are making academic and professional progress.

- **Transition Point 1: Initial Licensure**

- Meet all admission requirements and receive program acceptance.
- Complete the three initial licensure courses (ED 538, ED 549, ED 551).
- Apply for and receive a 3-year, non-renewable Class A Mississippi Educator License.
 - The Institution Certification Officer will recommend Graduate Students in MECCA, notify them of the recommendation, and provide instructions on how to complete it, which includes submitting an official transcript verifying completion of the three initial licensure courses to MDE.

- **Transition Point 2: Internship**

The Mississippi Department of Education (MDE) requires that MAT Graduate Students take two sections (6 credit hours) of Internship over the course of two semesters (3 hours per semester for 2 semesters) to upgrade to a 5-year, renewable, Class A Mississippi Educator License. ***Graduate Students must secure a teaching position in an accredited school at the grade level and subject area(s) endorsed on their Mississippi Educator License to be eligible to enroll in the Internship. This is a non-negotiable set by MDE.***

- Complete the first section of ED 697.
 - Additional courses can be taken while taking ED 697.
- Complete the second section of ED 697.
 - Additional courses can be taken while taking ED 697.
- Apply for and receive a 5-year, renewable Class A Mississippi Educator License.
 - The Institution Certification Officer will recommend Graduate Students in MECCA, notify them of the recommendation, and provide instructions on how to complete it, which includes submitting an official transcript verifying completion of two sections of ED 697 to MDE.

- **Transition Point 3: Program Completion**

- Complete all remaining required coursework.
- Pass the Graduate Portfolio and Graduate Comprehensive Exam during the final semester.

- **Transition Point 4: Degree Conferral & Licensure Upgrade**

- Graduate with the MAT in Secondary or Specialty Education (7-12/K-12) degree.
- Apply to upgrade to a 5-year, renewable Class AA Mississippi Educator License.
 - The Institution Certification Officer cannot recommend graduates for a Class AA license. MDE requires Graduate Students to initiate and complete the application in MECCA to upgrade to a Class AA Mississippi Educator License.

Individualized Progression

While there is a general progression through the MAT program, each Graduate Student's path looks a little different. Some Graduate Students secure a teaching position immediately after completing the initial licensure courses and are ready to begin Internship, while others may not. In such cases, coursework continues until a teaching position is secured, and Internship is scheduled accordingly. This flexibility is intentional: every Graduate Student has a personalized Plan of Study, developed with their advisor and revised each semester during advising. The goal is to create a learning experience that fits each Graduate Student's unique circumstances while ensuring all program and licensure requirements are met.

Program and Key Assessments

Graduate Students in the MAT Secondary and Specialty Education program complete a variety of program and key assessments that measure professional competence and provide evidence for MUW, the Mississippi Department of Education, and the Council for Accreditation of Educator Preparation (CAEP). These assessments are embedded in coursework, Internship, and culminating experiences.

- ED 500: *Research Project Proposal (AACU Inquiry & Analysis VALUE Rubric)*
- ED 520: *Educational Philosophy (Educational Philosophy Rubric)*
- ED 538: *Disability Category Resource Packet (Resource Packet Rubric)*
- ED 549: *3-Day Unit Plan (Abridged TIAI)*
- ED 697:
 - *Internship Unit Plan Recorded Reflection (Recorded Reflection Rubric)*
 - *5-Day Unit Plan (TIAI)*
 - *Professional Dispositions (PD Rubric)*
 - *Impact on Student Learning (IoSL Rubric; second section only)*
- Final Semester:
 - *Graduate Portfolio (AACU Foundations & Skills for Lifelong Learning VALUE Rubric)*
 - *Graduate Comprehensive Exam (AACU Integrative Learning VALUE Rubric)*

Internship

Internship (ED 697) is the cornerstone of the MAT in Secondary and Specialty Education (7-12/K-12) program. It is a two-semester experience that Graduate Students begin once they have obtained a full-time teaching position in ***an accredited school at the grade level and subject area(s) endorsed on their Mississippi Educator License. This is a non-negotiable set by MDE.*** During the Internship, Graduate Students:

- Serve as the teacher of record in a classroom at a grade level and subject area(s) endorsed on their Mississippi Educator License.
- Plan and deliver instruction aligned with Mississippi College- and Career-Readiness Standards.
- Receive coaching, mentoring, and formal evaluations from both a Site Supervisor, University Supervisor, and W-BEST Mentor.
- Uphold MUW, MDE, and district professionalism policies, including attendance, confidentiality, and professional conduct.

Graduation Requirements

Graduation from the MAT in Secondary or Specialty Education requires meeting both academic and professional benchmarks. These requirements confirm readiness for advanced licensure and professional practice. To graduate, Graduate Students must:

- Complete 30 graduate hours with a minimum cumulative GPA of 3.0.

- Earn no more than two grades of “C”; no grade of D or F may count toward the degree.
- Complete both sections of Internship (ED 697) with satisfactory evaluations.
- Submit and pass the Graduate Portfolio (see Appendix B).
- Pass the Graduate Comprehensive Exam (see Appendix A).
- Apply for graduation through the MUW Registrar’s Office by published deadlines.

Graduates who meet these requirements are awarded the MAT in Secondary or Specialty Education (7-12/K-12) degree and may apply to MDE for the 5-year, renewable, Class AA Mississippi Educator License.

Master of Education (M.Ed.) in Education

The Master of Education (M.Ed.) in Education is designed for teachers who seek to deepen their knowledge of curriculum, instruction, and assessment while advancing their leadership roles in the classroom and beyond. This program emphasizes research-based practice, reflective professionalism, and innovation in teaching and learning. Because it builds on the skills of practicing educators, it qualifies graduates for the advanced Class AA (Master’s level) Mississippi Educator License. The program is delivered entirely online to meet the needs of working educators. Graduate Students can complete the program in as few as four semesters, though many choose to extend their studies by pursuing additional graduate endorsements in Gifted Education, Reading, or Special Education.

Admission Requirements

To begin the M.Ed. program, candidates must meet the admissions criteria set by MUW and the Mississippi Department of Education. These requirements ensure that candidates are academically prepared and meet the eligibility criteria for the graduate program. Candidates must:

- Hold a bachelor’s degree from a regionally accredited institution with a minimum GPA of 2.75 (4.0 scale).
- Submit official transcripts for all undergraduate and graduate coursework.
- Provide three professional letters of recommendation that address teaching ability and potential for graduate-level work.
- Submit a résumé and a Statement of Purpose essay that explains professional goals and reasons for pursuing the M.Ed.
- Provide proof of immunization.
- Provide passing ACT or Praxis Core scores if GPA is between 2.75 and 2.99.
- Submit a completed online application and \$25 application fee.

Once all materials have been submitted and reviewed, candidates who meet the requirements will be formally admitted into the M.Ed. in Education program. Candidates may enroll in the M.Ed. program during the Spring, Summer, or Fall semesters. Complete applications must be submitted at least 30 calendar days before the first day of classes for the intended semester. To confirm specific semester start dates, please refer to the MUW Academic Calendar.

Plan of Study

The M.Ed. in Education consists of 30 graduate credit hours, blending core courses with electives that allow for professional tailoring. Foundational coursework in curriculum, research, and instructional strategies is complemented by advanced studies in areas such as leadership, assessment, and diversity. Graduate Students will also complete a Graduate Experiential Portfolio and a Graduate Comprehensive Exam in the final semester, demonstrating mastery of program objectives.

A suggested sequence of courses is provided in the Plan of Study table, though actual course order may vary. This plan is reviewed and updated each semester to ensure timely completion of degree requirements and alignment with professional goals.

Course	Course Title	Terms Offered	Term/Year Taken	Credit	Grade
ED 500	Educational Research	ALL		3	
ED 514	The Professional Role of Educators	Spring, Summer		3	
ED 520	Foundations of Education	Fall, Summer		3	
ED 527	Integrating Reading & Writing Across the Curriculum	Summer		3	
ED 538	Diversity and Inclusion in the Educational Setting	ALL		3	
ED 552	Curriculum Design & Development in Education	Fall, Summer		3	
ED 592	Capstone in Education	ALL		3	
ED 630	Leadership Through Instructional Supervision	Spring		3	
Electives (choose two from the list below)					
ED				3	
ED				3	
Comprehensive Exam & Portfolio (Final Semester)					
ED 590	Graduate Portfolio	ALL		0	
ED 591	Graduate Comprehensive Exam	ALL		0	
TOTAL CREDITS				30	

Two electives may be chosen from this list:

- ED 516 Understanding Gifted Populations
- ED 517 Methods, Materials & Resources for Teaching the Gifted
- ED 523 Early Literacy I
- ED 524 Early Literacy II
- ED 530 Affective & Social Needs of the Gifted
- ED 548 Teaching in the Inclusion Classroom
- ED 554 Exceptional Learners & Behavioral Management
- ED 555 Ethical & Legal Practices in Special Education
- ED 564 Diagnosing & Assessing Reading Difficulties in Children
- ED 595 Program Development and Evaluation

Individualized Progression

Because the M.Ed. program attracts educators from diverse teaching contexts, each Graduate Student's plan looks different. Some choose to focus entirely on core coursework to finish quickly, while others strategically incorporate endorsement coursework (Reading, Gifted, and/or Special Education) to expand their licensure credentials. Advisors help Graduate Students map out the most effective pathway, striking a balance between degree completion and professional advancement.

Transition Points

To stay on track, Graduate Students must meet specific benchmarks, known as transition points. These checkpoints help ensure that Graduate Students are making academic and professional progress. Because the M.Ed. is a traditional graduate program, transition points focus on academic benchmarks such as GPA and steady progress, rather than licensure stages.

- **Admission:** Graduate Students complete application requirements and are formally admitted to the program.

- **Midpoint:** Graduate Students must maintain a cumulative GPA of 3.0 or higher and demonstrate steady progress in coursework. Advisors review each Graduate Student's progress and recommend adjustments as needed.
- **Completion:** Graduate Students complete all program requirements, pass the Graduate Experiential Portfolio and Graduate Comprehensive Exam, and apply for graduation.

Program and Key Assessments

Graduate Students in the M.Ed. program complete a series of program and key assessments designed to measure growth, demonstrate professional competence, and provide evidence for MUW, the Mississippi Department of Education, and the Council for Accreditation of Educator Preparation (CAEP). These assessments are embedded in coursework, field experiences, and culminating experiences. Faculty use these assessments to evaluate growth and professional development.

These assessments include:

- ED 500: *Research Project Proposal (AACU Inquiry & Analysis VALUE Rubric)*
- ED 520: Educational Philosophy (*Educational Philosophy Rubric*)
- ED 538: *Disability Category Resource Packet (Resource Packet Rubric)*
- ED 552: Curriculum Alignment Project (*AACU Written Communication VALUE Rubric*)
- ED 630: Clinical Supervision Project (*AACU Critical Thinking VALUE Rubric*)
- ED 592: Capstone Research Project & Paper (AACU Inquiry & Analysis VALUE Rubric (Paper) & AACU Oral Communication VALUE Rubric (Presentation))
- Final Semester: *Graduate Experiential Portfolio (Portfolio Checklist & AACU Foundations & Lifelong Learning VALUE Rubric) and Graduate Comprehensive Exam (AACU Integrative Learning VALUE Rubric)*

Together, these assessments ensure that Graduate Students graduate with the skills, knowledge, and dispositions expected of advanced educators.

Graduation Requirements

Graduation from the M.Ed. in Education requires meeting both academic and professional benchmarks. These requirements confirm readiness for advanced licensure and practice. To graduate, Graduate Students must:

- Complete 30 graduate credit hours with a cumulative GPA of at least 3.0.
- Earn no more than two grades of C; no grade of D or F may count toward the degree.
- Complete all program and key assessments, including the Graduate Experiential Portfolio and Graduate Comprehensive Exam.
- Apply for graduation through the MUW Registrar's Office by the published deadlines.

Graduates are awarded the M.Ed. in Education and are eligible to apply to upgrade their license to a Class AA, 5-year, renewable Mississippi Educator License in MECCA.

Master of Education (M.Ed.) in Multiple Exceptionalities

The Master of Education (M.Ed.) in Multiple Exceptionalities is designed for teachers who wish to expand their expertise in serving students with diverse learning needs, including those in gifted education and special education settings. The program emphasizes inclusive practices, differentiated instruction, and advocacy for exceptional learners, preparing educators to make meaningful contributions across a wide range of school and community contexts. Graduates are qualified for the advanced Class AA (Master's level) Mississippi Educator License, Gifted 207 (K-12) endorsement, Special Education: Mild/Moderate Disability 221 (K-12) endorsement, and are well-prepared to take on leadership roles in meeting the needs of diverse learners.

The program is delivered entirely online, providing flexibility for working educators. Graduate Students may complete the program in as few as four semesters. Many choose to extend their studies by

pursuing an additional endorsement in Reading 174 (K-12) to further expand their professional licensure and career opportunities.

Admission Requirements

To begin the M.Ed. program in Multiple Exceptionalities, candidates must meet the admissions criteria set by MUW and the Mississippi Department of Education. These requirements ensure candidates are academically prepared and eligible for graduate-level study. Candidates must:

- Hold a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.75 (4.0 scale).
- Submit official transcripts for all undergraduate and graduate coursework.
- Provide three professional letters of recommendation that address teaching ability and potential for graduate-level work.
- Submit a résumé and a Statement of Purpose essay that explains professional goals and reasons for pursuing the M.Ed. in Multiple Exceptionalities.
- Provide proof of immunization.
- Provide passing ACT or Praxis Core scores if GPA is between 2.75 and 2.99.
- Submit a completed online application and \$25 application fee.

Once all materials have been submitted and reviewed, candidates who meet the requirements will be formally admitted into the M.Ed. in Multiple Exceptionalities program. Candidates may enroll in the M.Ed. program during the Spring, Summer, or Fall semesters. Complete applications must be submitted at least 30 calendar days before the first day of classes for the intended semester. To confirm specific semester start dates, please refer to the MUW Academic Calendar.

Plan of Study

The M.Ed. in Multiple Exceptionalities consists of 30 graduate credit hours, blending foundational courses with specialized coursework in exceptional learners. Core areas include foundations of gifted and special education, behavioral management, legal and ethical practices, assessment and evaluation, and curriculum and instructional methods for exceptional learners. Graduate Students also complete a Graduate Experiential Portfolio and a Graduate Comprehensive Exam in the final semester to demonstrate mastery of program objectives.

A suggested sequence of courses is provided in the Plan of Study table, though actual course order may vary. Each Graduate Student works with their advisor to develop and update a personalized plan each semester, ensuring that degree requirements are met and career goals are supported.

Course	Course Title	Terms Offered	Term/Year Taken	Credit	Grade
ED 500	Educational Research	ALL		3	
ED 516	Understanding Gifted Populations	Fall, Summer		3	
ED 517	Methods, Materials, & Resources for Teaching the Gifted	Fall, Summer		3	
ED 530	Affective & Social Needs of the Gifted	Spring, Summer		3	
ED 538	Diversity and Inclusion in the Educational Setting	ALL		3	
ED 548	Teaching in the Inclusion Classroom	Fall, Summer		3	
ED 554	Exceptional Learners & Behavioral Management	Fall, Summer		3	
ED 555	Ethical & Legal Practices in Special Education	Spring, Summer		3	

ED 592	Capstone in Education	ALL		3	
ED 595	Program Development & Evaluation	Spring, Summer		3	

Individualized Progression

Because Graduate Students enter the program with diverse teaching backgrounds and career goals, the program is intentionally designed to be flexible. Some Graduate Students focus on core coursework to complete the degree efficiently, while others strategically incorporate endorsement coursework to expand licensure areas. Advisors play a key role in tailoring the Plan of Study to support both timely degree completion and professional advancement.

Transition Points

To stay on track, Graduate Students must meet specific benchmarks, known as transition points. These checkpoints help ensure that Graduate Students are making academic and professional progress. Because the M.Ed. is a traditional graduate program, transition points focus on academic benchmarks such as GPA and steady progress, rather than licensure stages.

- **Admission:** Graduate Students complete application requirements and are formally admitted to the program.
- **Midpoint:** Graduate Students must maintain a cumulative GPA of 3.0 or higher and demonstrate satisfactory progress in coursework. Advisors review each Graduate Student's progress and recommend adjustments if needed.
- **Completion:** Graduate Students complete all program requirements, pass the Graduate Experiential Portfolio and Graduate Comprehensive Exam, and apply for graduation.

Program and Key Assessments

Graduate Students in the M.Ed. in Multiple Exceptionalities program complete a series of program and key assessments designed to measure growth, demonstrate advanced professional competence, and provide evidence for MUW, the Mississippi Department of Education, and the Council for Accreditation of Educator Preparation (CAEP). These assessments are embedded in coursework and culminating experiences. Faculty use these assessments to evaluate growth, readiness for advanced practice, and professional development. These assessments include:

- ED 500: *Research Project Proposal (AACU Inquiry & Analysis VALUE Rubric)*
- ED 538: *Disability Category Resource Packet (Resource Packet Rubric)*
- ED 592: Capstone Research Project & Paper (AACU Inquiry & Analysis VALUE Rubric (Paper) & AACU Oral Communication VALUE Rubric (Presentation))
- Final Semester: *Graduate Experiential Portfolio (Portfolio Checklist & AACU Foundations & Lifelong Learning VALUE Rubric) and Graduate Comprehensive Exam (AACU Integrative Learning VALUE Rubric)*

Together, these assessments ensure that Graduate Students graduate with the skills, knowledge, and dispositions expected of advanced practitioners working with exceptional learners.

Graduation Requirements

Graduation from the M.Ed. in Multiple Exceptionalities requires meeting both academic and professional benchmarks. These requirements confirm readiness for advanced licensure and practice. To graduate, Graduate Students must:

- Complete 30 graduate credit hours with a cumulative GPA of at least 3.0.
- Earn no more than two grades of C; no grade of D or F may count toward the degree.
- Complete all program and key assessments, including the Graduate Experiential Portfolio and Graduate Comprehensive Exam.
- Apply for graduation through the MUW Registrar's Office by the published deadlines.

Graduates are awarded the M.Ed. in Multiple Exceptionalities and are eligible to apply to upgrade their license to a Class AA, 5-year, renewable Mississippi Educator License in MECCA. In addition, the Institution Certification Officer will recommend Graduate Students for their endorsements in Special Education: Mild/Moderate Disability 221 (K-12) and Gifted 207 (K-12), and will send graduates instructions on how to complete the recommendation.



Appendix A: Graduate Comprehensive Examination



The Graduate Comprehensive Examination is a culminating requirement for all Graduate Students enrolled in graduate education programs at MUW. This exam is designed to measure Graduate Students' ability to integrate and apply knowledge gained throughout their coursework to authentic, professional-level problems of practice. Successful completion demonstrates readiness for advanced professional roles and is required for graduation.

Registration and Timing

- All Graduate Students register for ED 591: Graduate Comprehensive Examination (0 credit hours) during their final semester of study.
- Graduate Students must be enrolled in coursework during the semester in which they sit for the exam.

Format and Expectations

- The exam is written and requires Graduate Students to respond to prompts that assess their ability to analyze, synthesize, and apply program content.
- Exam content is aligned with graduate-level competencies, MUW program standards, and the National Board for Professional Teaching Standards (NBPTS) Core Propositions.
- Graduate Students should maintain records of major assignments, research, and assessments throughout their program to support exam preparation.

Preparation and Support

- MUW provides a Graduate Comprehensive Exam Workshop each semester to review expectations, structure, and scoring criteria.
- Advisors provide information about the Graduate Comprehensive Exam in their advising courses via Canvas.
- Advisors and faculty may also provide guidance on areas of focus, though the responsibility for preparation rests with the Graduate Student.

Grading and Evaluation

- The exam is graded on a pass/fail basis.
- Faculty evaluators use a rubric to assess the quality of written responses, focusing on the depth of analysis, evidence of content mastery, clarity of communication, and professional relevance.

Retake Policy

- First Attempt: If a Graduate Student does not pass, a second written exam with new prompts will be administered.
- Second Attempt: If unsuccessful, the Graduate Student must complete an oral defense before a faculty committee.
- Third Attempt: If necessary, a final written exam may be attempted within one calendar year of the first attempt.
- Dismissal: Failure to pass after three attempts results in dismissal from the graduate program.

Submission and Deadlines

- Exams must be submitted electronically by the published deadline for the semester of graduation. Graduate Students are responsible for meeting submission requirements. Late or incomplete submissions may delay program completion and degree conferral.

- Deadlines are published on the MUW Academic Calendar and reiterated in Graduate Studies announcements each semester.

Graduate Comprehensive Examination Rubric

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

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

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

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

Appendix B: Graduate Portfolio (MAT Programs)



The Graduate Portfolio is a culminating requirement for all Graduate Students in the MAT in Elementary Education and the MAT in Secondary and Specialty Education programs. This portfolio serves as a comprehensive demonstration of a Graduate Student's professional growth, readiness for advanced licensure, and ability to connect coursework to authentic classroom practice. It is designed to highlight a Graduate Student's ability to plan, teach, assess, and reflect as a professional educator.

Registration and Timing

- All MAT Graduate Students register for ED 590: Graduate Portfolio (0 credit hours) during their final semester of study.
- The portfolio must be completed concurrently with the Final Comprehensive Examination (ED 591).
- Advisors provide information about the Graduate Portfolio in their advising courses via Canvas.

Purpose and Alignment

- The portfolio is structured around the National Board for Professional Teaching Standards (NBPTS) Core Propositions.
- Graduate Students demonstrate their growth as educators by selecting artifacts from their coursework, field experiences, and internship that show competency in planning, instruction, assessment, collaboration, and reflection.
- Each artifact must be accompanied by a Description–Analysis–Reflection (DAR) narrative that explains its significance, context, and impact on professional learning.

Portfolio Structure

The Graduate Portfolio must be compiled as a single PDF document and submitted electronically.

Required components include:

- Cover sheet
- Professional vitae
- Educational philosophy statement and professional goals
- DAR narratives with at least eight artifacts (each artifact representing a different course)
- Overall reflection on professional growth and readiness for teaching

DAR Narrative Format

Each Description–Analysis–Reflection (DAR) must include:

- Description: Context and purpose of the artifact
- Analysis: How the artifact demonstrates competency and aligns with program outcomes/NBPTS propositions
- Reflection: What was learned through the experience, and how it will impact future professional practice

Submission and Deadlines

- Portfolios must be submitted by the deadline for the semester of intended graduation.
- Deadlines follow the MUW Academic Calendar and are communicated to Graduate Students through the Department of Education.
- Late submissions may delay graduation and conferral of licensure.

Evaluation

- Portfolios are evaluated by graduate faculty using a program-approved rubric.

- Each DAR and artifact is assessed for clarity, alignment, depth of reflection, and evidence of professional growth.
- Graduate Students must receive a passing evaluation to be eligible for graduation.

Retake/Revision Policy

- If a portfolio does not meet expectations, faculty may return it to the Graduate Student with specific feedback.
- Graduate Students are permitted one opportunity to revise and resubmit within the timeline established by faculty evaluators.
- Failure to complete the Graduate Portfolio after resubmission results in dismissal from the program.

Graduate Portfolio Rubric

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

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

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

Indicator	Capstone 4	Milestones 3 2		Benchmark 1
Curiosity CAEP R1.3	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject .	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative CAEP R1.3	Completes required work, generates and pursues additional opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Transfer CAEP R1.2	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements , pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer CAEP R1.3	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection CAEP R1.1	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Appendix C: Graduate Experiential Portfolio (M.Ed. Programs)



The Graduate Experiential Portfolio is a culminating requirement for Graduate Students in the M.Ed. in Education and M.Ed. in Multiple Exceptionalities programs. This portfolio is designed to demonstrate a Graduate Student's ability to connect graduate coursework with meaningful field-based experiences that advance their professional practice. It highlights the Graduate Student's growth as a reflective practitioner and provides evidence of mastery of the program's learning outcomes.

Registration and Timing

- All M.Ed. Graduate Students register for ED 590: Graduate Experiential Portfolio (0 credit hours) during their final semester of study.
- The portfolio must be completed concurrently with the Final Comprehensive Examination (ED 591).
- Advisors provide information about the Graduate Experiential Portfolio in their advising courses via Canvas.

Purpose and Alignment

- The Graduate Experiential Portfolio emphasizes field-based professional learning, requiring Graduate Students to complete and document experiences beyond the classroom.
- Graduate Students align experiences with the National Board for Professional Teaching Standards (NBPTS) Core Propositions to demonstrate growth in leadership, collaboration, instruction, and reflection.
- Each experience is documented with an artifact and a Description–Analysis–Reflection (DAR) narrative.

Portfolio Structure

The Graduate Experiential Portfolio must be compiled as a single PDF document and submitted electronically. Required components include:

- Cover sheet
- Table of contents
- Professional vitae
- Educational Philosophy Statement and Professional Goals
- Log Sheets for Required and Elective Experiences
- DAR Narratives with Artifacts
- Overall Reflection on Professional Growth

Field-Based Experience Requirements

Graduate Students must complete a minimum of 30 hours of field-based activities. These include:

- Seven required experiences (outlined by program faculty) that address key areas of advanced teaching and leadership
- Elective experiences chosen by the Graduate Students, in consultation with an advisor, to support individual professional goals

DAR Narrative Format

Each DAR must include:

- Description: The context and purpose of the experience
- Analysis: How the experience demonstrates competency and aligns with NBPTS propositions
- Reflection: Insights gained and the impact on professional growth and practice

Submission and Deadlines

- Portfolios must be submitted by the deadline for the semester of intended graduation.
- Deadlines are posted in the MUW Academic Calendar and reiterated through Graduate Studies communications.
- Late submissions may delay graduation and conferral of licensure.

Evaluation

- Graduate Experiential Portfolios are evaluated by graduate faculty using a program-approved rubric.
- Faculty assess the quality of documentation, the alignment of experiences to program standards, and the depth of reflection.
- A passing evaluation is required for program completion.

Retake/Revision Policy

- Graduate Students who do not pass on the first attempt will receive feedback and one opportunity to revise and resubmit their work.
- Failure to pass the portfolio after revision results in dismissal from the program.

Graduate Experiential Portfolio Rubric

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

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

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

Indicator	Capstone 4	Milestones 3 2		Benchmark 1
Curiosity CAEP R1.3	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject .	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative CAEP R1.3	Completes required work, generates and pursues additional opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Transfer CAEP R1.2	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.	Beyond classroom requirements , pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer CAEP R1.3	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
Reflection CAEP R1.1	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

Appendix D: Professional Dispositions



Professional Dispositions are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities. These dispositions affect the learning environment and the educator's own professional growth. Graduate Students in all programs at MUW are expected to consistently demonstrate professional dispositions aligned with the Mississippi Educator Code of Ethics (MCoE) and the National Board for Professional Teaching Standards (NBPTS) Core Propositions.

The purpose of the Professional Dispositions framework is to ensure that Graduate Students uphold the highest standards of integrity, responsibility, and professionalism throughout their graduate studies.

Evaluation of Professional Dispositions

- Professional Dispositions are assessed multiple times during each graduate program, including through coursework, field experiences, and internship (if applicable).
- Faculty use a common Professional Dispositions Rubric to evaluate Graduate Students in domains such as professionalism, academic integrity, character, and field-based conduct.
- Graduate Students are expected to meet or exceed the standard on all disposition indicators.

Failure to Meet Professional Dispositions

If a Graduate Student fails to exhibit professional dispositions in classes, field experiences, communication, or interactions with faculty, staff, peers, or school personnel, the following process is followed:

- First Infraction: Graduate Student receives a Professional Dispositions Infraction Form from the instructor. A coaching conference is held with the Graduate Student, instructor, advisor, and relevant faculty. The Graduate Student may be asked to submit a brief reflection outlining steps to improve future professional conduct. Documentation is filed in the Graduate Student's record.
- Second Infraction: Graduate Student receives a second Infraction Form and participates in a second coaching conference with the advisor and Chair of the Department of Education.
- Third Infraction: Graduate Student receives a third Infraction Form and is placed on a Professional Dispositions Improvement Plan. A final coaching conference is held with the Graduate Student, instructor, advisor, and Chair. Failure to meet the plan's requirements results in dismissal from the program. Graduate Students may appeal dismissal decisions in accordance with the MUW Graduate School policies on academic grievance.

Improvement Plans

- Improvement Plans provide a structured opportunity for Graduate Students to address concerns, develop strategies for growth, and demonstrate professional progress.
- Plans must be completed within the timeline established by faculty evaluators.
- Completion is required to remain enrolled in the program.

Forms and Documentation

The following forms are used to support consistency and accountability in the dispositions process:

- Professional Dispositions Infraction Form
- Professional Dispositions Improvement Plan Form

All forms are included in this appendix for reference and use by both faculty and Graduate Students.

Professional Disposition Infraction Form

Graduate Student:	Date:
MUW ID Number:	Course:
Infraction Number (<i>circle the infraction # in THIS course</i>): 1 2 3	

Professional Disposition Infraction <i>Select all professional dispositions violated by the Graduate Student.</i>	Date
DOMAIN I. PROFESSIONALISM & ACADEMIC INTEGRITY DISPOSITIONS	
1. Protect confidential information concerning students and/or colleagues when the law does not require disclosure.	
2. Demonstrate maturity and sound judgment in all interactions with peers, university, P-12 personnel, and P-12 parents.	
3. Follow all university and P-12 school policies , including but not limited to policies for alcohol, drug, tobacco, and social media use.	
DOMAIN II. CHARACTER DISPOSITIONS	
4. Exemplify honesty and integrity with all stakeholders during his/her time in the program.	
5. Accept constructive criticism in a positive manner.	
DOMAIN III. CLINICAL/FIELD EXPERIENCES DISPOSITIONS	
6. Provide fair and equitable opportunities for all P-12 students in a non-discriminatory manner .	
7. Maintain a professional relationship with all students, both inside and outside professional settings.	

Explanation of Infraction (<i>provide documentation, if applicable</i>):

Required Signatures

Graduate Student:	Date:
Course Instructor:	Date:

- After having received two (2) Professional Dispositions Infraction Forms, the MUW Director of Field Experiences and the instructor will meet with the Graduate Student and decide on their status in the program.
- If used, the instructor should include and review the Professionalism Evaluation with the Graduate Student before signing.
- The instructor should review the Professional Dispositions Infraction Form with the Graduate Student before signing.
- The signature indicates that the Graduate Student has reviewed and received a copy of the form, but does not necessarily indicate agreement.

Professional Dispositions Improvement Plan Form

Graduate Student:	Date:
MUW ID Number:	Course:

(Graduate Student Initials) _____

This improvement plan is designed to provide the Graduate Student with guidance and support through communication and collaboration in the area(s) of significant concern related to professionalism, teaching, and learning. Guidance and support for implementing the plan are provided as needed; however, it is understood that the ultimate responsibility for correcting the deficiencies noted in the plan rests with the Graduate Student.

(Graduate Student Initials) _____

The Graduate Student must show continuous improvement in all areas noted within a minimum of five (5) school days from the date of the signature on this plan. Beyond five days, failure to show continuous improvement throughout the remainder of the program may result in immediate termination from the program.

Areas for Growth and Improvement

Area(s) Needing Improvement	Action Steps	Timeline for Completion

Improvement Plan Discussion

Start Date of Improvement Plan	
Graduate Student Comments	
Course Instructor Comment	

Required Signatures

Graduate Student:	Date:
Course Instructor:	Date:
DoE Chair:	Date:

Professional Dispositions Improvement Plan Evaluation

The Improvement Plan Evaluation should be completed at the end of a minimum of five (5) school days from the date the Graduate Student signs the improvement plan. The MUW instructor should submit the evaluation worksheet to the Director of Field Experiences and the Graduate Student's advisor. **Additional documentation may be attached as evidence.**

Graduate Student:	Date:
MUW ID Number:	Course:

Area/s Needing Improvement	Evidence of Improvement	Action Steps Completed		Satisfactory Progress	
		YES	NO	YES	NO
		YES	NO	YES	NO
		YES	NO	YES	NO
Were the areas of improvement satisfied within the timeline?	_____ Yes _____ No* *If no, a recommendation for removal from the program should be noted below in the comments.				

Improvement Plan Evaluation Discussion

Graduate Student Comments	
Course Instructor Comments	
DoE Chair Comments	

Required Signatures

Graduate Student:	Date:
Course Instructor:	Date:
DoE Chair:	Date:

Appendix E: Plan of Study Forms & Approved Praxis II Subject Area Exams



Plans of Study

Each graduate program has a standard Plan of Study outlining the recommended course sequence. These serve as a guide for degree completion, though each Graduate Student's plan is individualized in consultation with their advisor. Templates for each program are included here:

- MAT in Elementary Education Plan of Study
- MAT in Secondary and Specialty Education Plan of Study
- M.Ed. in Education Plan of Study
- M.Ed. in Multiple Exceptionalities Plan of Study
- Graduate Add-On Endorsements Plan of Study



Mississippi University for Women
Department of Education
Plan of Study: Master of Arts in Teaching in Elementary Education

Name:		MUW ID:	
Email:		Educator ID:	
Phone:		Endorsement/s:	
Address:		Program Admittance (semester/year):	
GPA:		Expected Graduation Date (semester/year):	
Required Licensure Exams (list date passed)			
Praxis CIA (5017):		FORT:	
Licensure Information (list date)			
3-Year Rec:	3-Year Issue:	5-Year Rec:	5-Year Issue:

Course	Course Title	Terms Offered	Term/Year Taken	Credit	Grade
First Semester: Initial Licensure Courses					
ED 538	Diversity & Inclusion in the Educational Setting	ALL			
ED 549	Instructional Assessment Practices & Procedures	ALL		3	
ED 551	Managing the Instructional Environment	ALL		3	
Internship Courses					
ED 697	Internship in Master of Arts in Teaching	ALL		3	
ED 697	Internship in Master of Arts in Teaching	ALL		3	
Additional Courses for Licensure					
ED 500	Educational Research	ALL		3	
ED 503	Instructional Technology	Summer		3	
ED 523	Early Literacy I	Fall, Summer		3	
ED 524	Early Literacy II	Spring, Summer		3	
ED 527	Integrating Reading & Writing Across the Curriculum	Summer		3	
ED 564	Diagnosing & Assessing Reading Difficulties in Children	Spring, Summer		3	
Comprehensive Exam & Portfolio (Final Semester)					
ED 590	Graduate Portfolio	ALL		0	
ED 591	Graduate Comprehensive Exam	ALL		0	
TOTAL CREDITS				33	

Signature of Advisor

Date

Signature of Student

Date

Mississippi University for Women
Department of Education
Plan of Study: Master of Arts in Teaching in Secondary and Specialty Education

Name:	MUW ID:		
Email:	Educator ID:		
Phone:	Endorsement/s: *from Praxis II & approved credit hours		
Address:	Program Admittance (semester/year):		
GPA & Date:	Expected Graduation Date (semester/year):		
Required Licensure Exam			
Praxis II:	Date:		
Licensure Information (list date and endorsement/s)			
3-Year Rec:	3-Year Issue:	5-Year Rec:	5-Year Issue:

Course	Course Title	<u>Terms Offered</u>	Term/Year Taken	Credit	Grade
First Semester: Initial Licensure Courses					
ED 538	Diversity & Inclusion in the Educational Setting	ALL		3	
ED 549	Instructional Assessment Practices & Procedures	ALL		3	
ED 551	Managing the Instructional Environment	ALL		3	
Internship Courses					
ED 697	Internship in Master of Arts in Teaching	ALL		3	
ED 697	Internship in Master of Arts in Teaching	ALL		3	
Additional Courses for Licensure					
ED 500	Educational Research	ALL		3	
ED 503	Instructional Technology	Summer		3	
ED 514	The Professional Role of Educators	Spring, Summer		3	
ED 520	Foundations of Education	Fall, Summer		3	
ED 527	Integrating Reading & Writing Across the Curriculum	Summer		3	
Comprehensive Exam & Portfolio (Final Semester)					
ED 590	Graduate Portfolio	ALL		0	
ED 591	Graduate Comprehensive Exam	ALL		0	
TOTAL CREDITS				30	

 Signature of Advisor

 Date

 Signature of Student

 Date

Mississippi University for Women
Department of Education
Plan of Study: Master of Education in Education

Name:	MUW ID:
Email:	Educator ID:
Phone:	Licensure Endorsement/s:
Address:	Program Admittance (semester/year):
GPA & Date:	Expected Graduation Date (semester/year):
OPTIONAL Endorsement/s: _____ Reading (K-12), Code 174 _____ Gifted (K-12), Code 207 _____ Special Education (K-12), Code 221*	

Course	Course Title	Terms Offered	Term/Year Taken	Credit	Grade
ED 500	Educational Research	ALL		3	
ED 514	The Professional Role of Educators	Spring, Summer		3	
ED 520	Foundations of Education	Fall, Summer		3	
ED 527	Integrating Reading & Writing Across the Curriculum	Summer		3	
ED 538	Diversity and Inclusion in the Educational Setting	ALL		3	
ED 552	Curriculum Design & Development in Education	Fall, Summer		3	
ED 592	Capstone in Education	ALL		3	
ED 630	Leadership Through Instructional Supervision	Spring		3	
Electives (choose two from the list below)					
ED				3	
ED				3	
Comprehensive Exam & Portfolio (Final Semester)					
ED 590	Graduate Portfolio	ALL		0	
ED 591	Graduate Comprehensive Exam	ALL		0	
TOTAL CREDITS				30	

Two electives may be chosen from this list:

- | | |
|--|---|
| <ul style="list-style-type: none"> ED 516 Understanding Gifted Populations ED 517 Methods, Materials & Resources for Teaching the Gifted ED 523 Early Literacy I ED 524 Early Literacy II ED 530 Affective & Social Needs of the Gifted | <ul style="list-style-type: none"> ED 548 Teaching in the Inclusion Classroom ED 554 Exceptional Learners & Behavioral Management ED 555 Ethical & Legal Practices in Special Education ED 564 Diagnosing & Assessing Reading Difficulties in Children ED 595 Program Development and Evaluation |
|--|---|

 Signature of Advisor

 Date

 Signature of Student

 Date

Mississippi University for Women
Department of Education
Plan of Study: Master of Education in Multiple Exceptionalities

Name:	MUW ID:
Email:	Educator ID:
Phone:	Licensure Endorsement/s:
Address:	Program Admittance (semester/year):
GPA & Date:	Expected Graduation Date (semester/year):

Course	Course Title	Terms Offered	Term/Year Taken	Credit	Grade
ED 500	Educational Research	ALL		3	
ED 516	Understanding Gifted Populations	Fall, Summer		3	
ED 517	Methods, Materials, & Resources for Teaching the Gifted	Fall, Summer		3	
ED 530	Affective & Social Needs of the Gifted	Spring, Summer		3	
ED 538	Diversity and Inclusion in the Educational Setting	ALL		3	
ED 548	Teaching in the Inclusion Classroom	Fall, Summer		3	
ED 554	Exceptional Learners & Behavioral Management	Fall, Summer		3	
ED 555	Ethical & Legal Practices in Special Education	Spring, Summer		3	
ED 592	Capstone in Education	ALL		3	
ED 595	Program Development & Evaluation	Spring, Summer		3	
Comprehensive Exam & Portfolio (Final Semester)					
ED 590	Graduate Portfolio	ALL		0	
ED 591	Graduate Comprehensive Exam	ALL		0	
	TOTAL CREDITS			30	

 Signature of Advisor

 Date

 Signature of Student

 Date

Mississippi University for Women

Department of Education

Plan of Study: Graduate Add-On Endorsement Only

Can be taken as a degree-seeking graduate student in the M.Ed. or MAT programs, or as a non-degree-seeking student who only wants the endorsement/s.

Reading (K-12)					
MS Educator Licensure Endorsement: 174					
Course	Course Title	Terms Offered	Term/Year Taken	Credit	Grade
ED 523	Early Literacy I	Fall, Summer		3	
ED 524	Early Literacy II	Spring, Summer		3	
ED 527	Integrating Reading & Writing Across the Curriculum	Summer		3	
ED 564	Diagnosing & Assessing Reading Difficulties in Children	Spring, Summer		3	
TOTAL CREDITS				12	
Gifted (K-12)					
MS Educator Licensure Endorsement: 207					
ED 516	Understanding Gifted Populations	Fall, Summer		3	
ED 517	Methods, Materials, & Resources for Teaching the Gifted	Fall, Summer		3	
ED 530	Affective & Social Needs of the Gifted	Spring, Summer		3	
ED 595	Program Development & Evaluation	Spring, Summer		3	
TOTAL CREDITS				12	
Special Education (Mild/Moderate Disability K-12)					
MS Educator Licensure Endorsement: 221					
ED 538	Diversity & Inclusion in the Educational Setting	ALL		3	
ED 548	Teaching in the Inclusion Classroom	Fall, Summer		3	
ED 554	Exceptional Learners & Behavioral Management	Fall, Summer		3	
ED 555	Ethical & Legal Practices in Special Education	Spring, Summer		3	
TOTAL CREDITS				12	

Approved Praxis II Subject Area Exams
MAT in Secondary and Specialty Education Admission Requirement

Subject Area	Praxis II Test Code	MS Endorsement Code
Art, K-12	5134	124
Biology, 7-12	5236	125
Business Ed., 7-12	5101	126
Chemistry, 7-12	5246	129
Economics, 7-12	5911	138
English, 7-12	5038	145
Foreign Languages, K-12	Chinese 5665 French 5174 German 5183 Spanish 5195	Chinese 130 French 148 German 150 Spanish 178
Health Ed., K-12	5551	152
Home Economics, 7-12	5122	153
Library Media Specialist, K-12	5312	155
Marketing, 7-12	5561	159
Mathematics, 7-12	5165	157
Music, K-12	5113	163
Physical Education, K-12	5091	168
Physics, 7-12	5266	169
Social Studies, 7-12	5081	184
Speech Comm., 7-12	5221	180

Appendix F: State and National Standards



National Board for Professional Teaching Standards Five Core Propositions

[National Board for Professional Teaching Standards](#)

Teachers are committed to students and their learning.

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

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

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

Teachers are responsible for managing and monitoring student learning.

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

Teachers think systematically about their practices and learn from experience.

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

Teachers are members of learning communities.

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

InTASC Model Core Teaching Standards for Teachers

InTASC Model Core Teaching Standards for Teachers

Standard 1: Learner Development

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

Standard 2: Learning Differences

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

Standard 3: Learning Environments

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

Standard 4: Content Knowledge

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

Standard 5: Application of Content

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

Standard 6: Assessment

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

Standard 7: Planning for Instruction

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

Standard 8: Instructional Strategies

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

Standard 9: Professional Learning and Ethical Practice

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

Standard 10: Leadership and Collaboration

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

Council for the Accreditation of Educator Preparation (CAEP) Core Teaching Standards

[2022 CAEP Standards](#)

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates Teacher Candidates' reflection on their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for Teacher Candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to Teacher Candidate preparation. These experiences should be designed to develop the Teacher Candidate's knowledge, skills, and professional dispositions to demonstrate a positive impact on diverse students' learning and development. High-quality clinical practice offers Teacher Candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice that Teacher Candidates experience in their engagement with P-12 students.

Standard 3: Candidate Recruitment, Progression, and Support

The provider demonstrates that the quality of Teacher Candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of Teacher Candidate quality is the goal of educator preparation and that the EPP provides support services (such as advising, remediation, and mentoring) in all phases of the program so Teacher Candidates will be successful.

Standard 4: Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Mississippi Department of Education Teacher Growth Standards

[Teacher Growth Rubric](#)

DOMAIN I: LESSON DESIGN

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

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

DOMAIN II: STUDENT UNDERSTANDING

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

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

DOMAIN III: CULTURE AND LEARNING ENVIRONMENT

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

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

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES

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

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

Mississippi Educator Code of Ethics and Standards of Conduct

[MS Standards of Conduct](#)

Upon entering the teaching profession, each educator assumes several obligations, one of which is to adhere to a set of principles that define professional conduct. These principles are reflected in the *Mississippi Educator Code of Ethics and Standards of Conduct* (MCoE).

This code applies to all Teacher Candidates and persons licensed according to the rules established by the Mississippi State Board of Education, protecting the health, safety, and general welfare of students and educators. Ethical conduct refers to any behavior that promotes the health, safety, welfare, discipline, and morals of students and colleagues. Unethical conduct is any conduct that impairs the license holder's ability to function in his/her employment position or a pattern of behavior that is

1. **Professional Conduct:** An educator should demonstrate conduct that follows generally recognized professional standards.
2. **Trustworthiness:** An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.
3. **Unlawful Acts:** An educator shall abide by federal, state, and local laws and statutes and local school board policies.
4. **Educator-Student Relationships:** An educator should always maintain a professional relationship with all students, both in and out of the classroom.
5. **Educator/Collegial Relationships:** An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.
6. **Alcohol, Drug, and Tobacco Use or Possession:** An educator should refrain from the use of alcohol and/or tobacco during professional practice and should never use illegal or unauthorized drugs.
7. **Public Funds and Property:** An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment entrusted to their charge for personal gain or advantage.
8. **Remunerative Conduct:** An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.
9. **Maintenance of Confidentiality:** An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.
10. **Breach of Contract or Abandonment of Employment:** An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

Appendix G: Mississippi Department of Education Resources



MDE Licensure Resources

Graduates who are licensed in other states should consult the state department of education website in the state where they are teaching or intend to teach for instructions on how to upgrade their teaching license.

For graduates seeking licensure support in Mississippi, the following resources are available:

- **Mississippi Department of Education (MDE)**
 - [Office of Educator Licensure](#) (General information and FAQs)
 - Phone: 601-359-3483
- **Mississippi Educator Career Continuum Archive (MECCA):** [MECCA Portal](#)

