

OFFICE OF CHIEF OPERATIONS OFFICER
Summary of State Board of Education Items
July 23, 2014

OFFICE OF EDUCATOR QUALITY

16. Approval of request from Tougaloo College to add a Master of Arts in Teaching (M.A.T.) as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

The Division of Education, Supervision and Instruction at Tougaloo College requests to offer graduate level degree programs leading to the Master of Arts in Teaching (M.A.T.) with a concentration in Elementary Education (4-6) or Secondary Education (7-12). The proposed program will offer candidates who hold a non-education degree the opportunity to obtain a teaching license and a master's degree. In addition, the program is meant to offer candidates possessing a bachelor's or master's degree in biology, chemistry, English, history, physics or mathematics teacher licensure.

The degree programs will help address the severe shortage of highly qualified teachers in grades K-12 classrooms particularly, in the Delta region and Jackson metro region. Furthermore, the M.A.T. program will assist Tougaloo College in establishing a strong graduate program for its initial Teacher Preparation Program. The program will impact Mississippi by raising the number of qualified beginning minority teachers in the local region, while increasing the number of effective beginning teachers in schools that serve economic and socially disadvantaged students.

The Commission on Teacher and Administrator Education, Certification and Licensure and Development approved the request on June 6, 2014.

Recommendation: Approval

Back-up material attached

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PROPOSED

MASTER OF ARTS IN TEACHING

Elementary Education Concentration
Secondary Education Concentration

[ALTERNATIVE CERTIFICATION ROUTE]

JULY 12, 2013

MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF EDUCATOR LICENSURE

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MISSISSIPPI DEPARTMENT OF EDUCATION
OFFICE OF EDUCATOR LICENSURE

Proposed Graduate Degree Programs
M.A.T. in Elementary Education Program
M.A.T. in Secondary Education Program
(Alternative Route Programs)

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1. Introduction

Tougaloo College's Division of Education, Supervision and Instruction proposes to offer graduate level degree programs leading to the Master of Arts in Teaching (M.A.T.) with a concentration in Elementary Education or Secondary Education. The programs will provide exceptional and important resources to the community, and state. More specifically, the programs will further Tougaloo's overall purpose of preparing students who are imaginative, self-directed, life-long learners committed to leadership and services in a global society. The graduate programs will offer candidates who hold non-educational undergraduate/graduate degrees the opportunity to obtain a teaching license and a master's degree. Each proposed M.A.T. degree program, in contrast to a research-oriented M.A. degree, is an alternative certification route program, meant to offer opportunities for candidates possessing a baccalaureate or master's degree in biology, chemistry, English, history, physics, or mathematics to attain teacher licensure. More importantly, through an alternative certification program, Tougaloo proposes a graduate level initial teacher preparation program to provide aspiring recent college graduates, and career-changers wishing to enter the teaching profession, with a course of study designed to prepare exceptional, qualified teachers who are responsive to the needs of diverse student learners (See **Appendix A**, p. 27 for *Tougaloo College, Division of Education, Supervision and Instruction M.A.T. Proposal*).

The state of Mississippi is facing a severe shortage of highly qualified teachers in grades K-12 classrooms. The proposed M.A.T. degree programs, particularly in Elementary Education and Secondary Education, will help address this critical shortage, particularly in the Delta region and Jackson metro region. The alternative route program at Tougaloo College will provide a mechanism for persons holding non-educational bachelor/master level degrees to become highly qualified teachers in grades 4-12. This program will assist Tougaloo College in establishing a strong graduate program for its initial Teacher Preparation Program that will have an immediate impact in Mississippi, raising the number of qualified beginning minority teachers in the local region, while increasing the number of effective beginning teachers in schools that serve economic and socially disadvantaged students.

A recent survey of suburban Jackson schools revealed that even in ostensibly stronger school systems, very few students enrolled in chemistry or physics. Indeed, most school districts cannot find teachers qualified to teach physics and upper level mathematics. These new M.A.T degree programs will increase the number and expertise of Mathematics and Science teachers, and consequently improve the aspirations and competence of Mississippi middle and high school students.

In addition, according to the National Center for Education Statistics, while K-12 student enrollment is growing, the pool of qualified teachers will decline as nearly one million teachers approach retirement age.¹ The need to attract highly qualified and effective teachers in the U.S., including in rural and urban communities, will become an essential concern for U.S. schools. As previously mentioned, high need subject areas like reading, math and sciences will especially be in demand; in addition, more male and minority teachers will be essential to U.S. schools, including here in the state of Mississippi.

The proposed Master of Arts in Teaching (M.A.T.) degrees in Elementary Education (4-6) and Secondary Education (7-12) are alternative certification programs intended for postgraduates who can devote their time to graduate coursework, field-based studies, and professional training in a face-to-face classroom setting. The MAT program will prepare candidates possessing a baccalaureate degree in core courses to teach in the elementary setting, grades 4 through 6, or in the secondary setting, grades 7 through 12. Computerized and paper **CORE (Core Academic Skills for Educators)** test and the Praxis II Specialty

¹Hussar, W.J. and T.M. Bailey. (2013). *Projections of Education Statistics to 2021*. Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Area testing for certification in Mississippi are available on the Tougaloo College campus in the following content areas:

Elementary Education – 5014/0014

Secondary Content Areas

- English – 5041/0041
- Mathematics – 5061/0061
- Biology – 0235
- Physics – 0265
- Chemistry – 0245
- Social Studies – 5081/0081

See **Appendix B**, p. 45 for *Evidence of institutions (state, regional or national) with the same or similar course of study* for M.A.T. programs).

2. Program Content

The concentrated, integrated, and interdisciplinary M.A.T. degree programs will emphasize deep training in a core set of graduate education courses that build a model of teaching and learning through field-based experiences and clinical practice. The Master of Arts in Teaching (M.A.T.) degree program is an alternative certification program that will need to be approved by the Mississippi Board of Education, and Department of Education, Office of Educator and Administrator Licensure. This degree program is tailored to meet the needs of college graduates with no previous teacher training who wish to obtain certification and a master's degree to teach at the elementary or secondary school level.

Catalog Description

The M.A.T. degree program is designed to provide the necessary theoretical and practical foundations to prepare candidates for careers in modern teaching and learning practices as school teachers. Candidates will be immersed in educational methods, practice and inquiry; that provide field-based and clinical practice experience in partnering with public schools. The M.A.T. degree option is for a student who has a Bachelor of Arts degree in an area other than education, or who currently holds an alternate license and desire to complete a Master's degree and standard certification. Tougaloo College's M.A.T. degree programs are designed for candidates with a bachelor's degree with either a major in a content/subject area (30 semester credit hours) or significant upper level coursework in a single discipline area. Candidates must pass CORE (Core Academic Skills for Educators), with appropriate subscores and the Praxis II Specialty Area Test to apply for admission to Tougaloo College, Division of Education, M.A.T. degree program.

The M.A.T. degree program is divided into three phases: Pre-Teaching, Teaching, and Post-Teaching. **Pre-Teaching**, candidates complete the required pre-teaching coursework (6 semester hours) in *EDU 502: Theories of Classroom Management & Practice* and *EDU 505: Assessment & Evaluation in Teaching and Learning* that includes practicums (field experience) during school hours. Successful candidates completing required pre-teaching courses and testing requirements can apply to MDE Office of Educator Licensure for a three-year provisional Class A license with test scores, transcripts, and recommendation from Tougaloo College. Candidates will be required to secure an approved full-time, year-long teaching position with a public accredited school district in an elementary, middle, or high school classroom. The **Teaching** phase, candidates enrolled in a professional internship, in conjunction with a bi-weekly seminar (*EDU 596: Clinical Teaching Internship & Seminar*) course for one-year.

Throughout the **Teaching** phase, candidates work as full-time paid teachers in their own classroom, with support from mentors and a supervising faculty member. The mentors and the supervising faculty member work closely with the candidate to develop the skills necessary for success in the classroom and help develop critical skills in the areas of classroom management, instructional delivery, testing and assessment. Candidates will attend graduate school as a cohort on Tougaloo College campus according to

a predetermined schedule on Saturdays for their *Internship & Teaching Seminar* session, while teaching during the week in a public school district. After successful completion of CORE, Praxis 2, pre-teaching coursework, and the required six (6) semester units in the teaching internship/seminar course, candidates may apply to MDE Office of Educator Licensure for a Class A standard (5 year) license.

The M.A.T. graduate degree program has a 33-semester unit requirement for the Elementary Education option and a 36-semester unit requirement Secondary Education that allows candidates an alternative certification licensure program and a master's degree. Candidates are advised to follow their program of study plan to complete their M.A.T program within a two-or three-year period. All courses in the M.A.T. programs are taught only in a live face-to-face classroom setting in the evenings. Upon program completion (graduation), M.A.T. candidates may apply for a Class AA standard license (see Appendix C, p. 45 for *Plan of Study* form).

The program proposed coursework for Elementary Education option consists of a minimum of 33 semester hours from the following courses (see Appendix D, p. 47 for *Sample Schedule*):

EDU 500	Foundations of Modern Educational Practices (3)
EDU 502	Assessment and Evaluation in Teaching and Learning (3)
EDU 505	Theories of Classroom Management and Practice (3)
EDU 506	Exceptional Learners: Development and Cultural Characteristics (3)
EDU 513	Reading, Writing and Language Arts in Elementary Schools (3)
EDU 516	Social Studies and Creative Arts in the Elementary Classroom (3)
EDU 554	Science and Mathematics Methods in Elementary Education (3)
EDU 557	Elementary Education Curriculum and Instruction Designs and Strategies (3)
EDU 559	Teaching with Technology (3)
EDU 596	Clinical Teaching Internship/Seminar (6)

The proposed M.A.T coursework for the Secondary Education option graduate degree program consist of a minimum of 36 semester hours in the following courses, in which six (6) semester hours of master (500 level-and above) content area concentration courses are taken from our regionally accredited partner Jackson State University.

EDU 500	Foundations of Modern Educational Practices (3)
EDU 502	Assessment and Evaluation in Teaching and Learning (3)
EDU 505	Theories of Classroom Management and Practice (3)
EDU 506	Exceptional Learners: Development and Cultural Characteristics (3)
EDU 515	Reading Instruction and Assessment across the Content Area (3)
EDU 559	Teaching with Technology (3)
EDU 561	Teaching Methods and Practicum Analysis in the Secondary Classroom (3)
EDU 563/564	Unit Planning in Action (3-6)
Transfer credits	Content Area Concentration Courses (6)
EDU 596	Clinical Teaching Internship/Seminar (6)

The philosophy, conceptual framework for teacher preparation, and R.E.A.D. educator model embraced by Tougaloo College's Division of Education are appropriately aligned with the state's Common Core Standards, professional, state, and institutional standards. These standards are infused into the Division's graduate program of study, curricular, program documents, and assessment system. The unit's mission, philosophy, conceptual framework, and R.E.A.D. model are introduced early and are continuously examined throughout the graduate candidate's progress through the program. The conceptual framework guides and informs the curricula and operations of the Division of Education, including the planning, implementation, and evaluation of the graduate candidates' performance from program admission to

program completion for our graduate level degree programs. In the graduate education program, the R.E.A.D educator model promotes expert knowledge and responsible professional development of expertise in skills and practice. Graduate candidates arrive with a rich background of practical experience upon which a professional educator's knowledge and skills are built. They further their professional growth through an advanced program that integrates a rigorous approach to theory in their graduate coursework with intensive application in field-based and clinical experience.

Our use of the constructivist theory in the graduate program incorporates a pedagogical understanding of teaching and learning techniques for students in grades 4-12. The curriculum is designed to foster in graduate candidates the knowledge, attitudes, and skills appropriate for their professional practice. Education faculty, advisors and master/mentor teachers serve as instructional models who guide the professional growth and development of graduate candidates as they become highly qualified and effective schoolteachers. In this context, schoolteachers are viewed at every level as agents of change, and service and leadership is viewed as a lifelong commitment to learning. The mission of the Division of Education, Instruction and Supervision at Tougaloo College is to prepare and support caring, reflective pre-service teachers to be life-long learners and to succeed as professional educators in the teaching community. Through teaching, scholarly research, and service, the Division of Education is dedicated to preparing future teachers with the knowledge base, dispositions and skills necessary to become successful and effective educators in a complex, rapidly changing global society. The Division of Education faculty and staff envision a teaching and learning environment committed to providing future teachers with an education that develops reflective, effective, active and decisive scholars and practitioners who use theory, scholarly research, and best practices in their work with children and adolescents.

The following are course descriptions for the M.A.T. Elementary Education and Secondary Education graduate degree programs (see **Appendix J**, for *Course Syllabi*):

EDU 500 Foundations of Modern Educational Practices (3 credits)

This course explores and critically analyzes the underlying issues of modern education policies/practices within a historical, philosophical, social, political and cultural context. The course examines a wide range of issues affecting educational policy at multiple levels: classroom, school, and school system, including the role of schools, multicultural education, community-school relations, etc. Students reflect on current education trends and issues to understand and reflect upon the teaching profession in elementary, middle and high schools. The course will make use of field-based experiences in elementary and secondary schools to highlight and reinforce the relationship between the theory and practice of education. Teaching candidates will begin developing a personal professional Teaching Portfolio.

EDU 502 Assessment and Evaluation in Teaching and Learning (3 credits)

This course develops the foundation for understanding, identifying and teaching to the developmental abilities of children and adolescents. The course examines child and adolescent development in the context of cognition, personality, social behavior, and language and physical development with a focus on intervention, instruction, assessment, and evaluation of children and adolescents with exceptional needs. Students explore designing, developing and modifying curriculum for developmentally and culturally appropriate instruction. A field-based experience in an elementary, middle, or high school setting is required. Students will develop their Teaching Professional Portfolio in this course.

EDU 505 Theories of Classroom Management and Practice (3 credits)

This course explores major learning models and theories of classroom management and current practices, teaching and learning principles to develop classroom management systems, tactics, and techniques for practical application in elementary and secondary classroom settings. The course also presents concepts of extrinsic and intrinsic motivation; the concept of self-motivation; and assertive, positive, and cooperative discipline. It examines the relationships among classroom environment, classroom behavior, and learning. In this course, students will explore interventions for preventing and managing routine and disruptive discipline problems; strategies to establish

effective classroom rules and procedures; relationships with parents; and helping students contribute to a positive learning environment. A field-based experience in elementary or secondary school settings is required. Students will develop a Teaching Portfolio.

EDU 506 Exceptional Learners: Development and Cultural Characteristics (3 credits)

This course is designed to provide students with assessment, evaluation and testing strategies, techniques, and tools necessary to enhance learning for diverse students. The course will address evidence-based best practices to assess higher order cognitive objectives and social, language, motor and affective domains to improve classroom instruction. Students will participate in activities that will enhance understanding of assessment task development, analysis, and interpretation of results to improve teaching and learning strategies. Students will become familiar with assessment and testing in the classroom. Emphasis will be placed on the purposes of documenting student performance and progress: instruction, accountability, communication with parents and students, and changing views toward assessment and testing. In addition, the course will explore technologies as well as computer-assisted software programs that are used to enhance the assessment and record keeping process. A field-based experience in elementary or secondary school settings is required. Students will develop components of their professional Teaching Portfolio.

EDU 513 Reading, Writing and Language Arts in Elementary Schools (3 credits)

This course explores the current techniques, methods and materials utilized for effective teaching of reading, writing and language arts at the elementary school level. The course includes a review of the research and literature related to the basic concepts underlying reading and writing methods; an introduction to emergent literacy in the elementary classroom; reading comprehension strategies; the nature and process of reading; vocabulary development; phonemic awareness; and the use of technology in teaching and reading. Students examine and evaluate materials and methods of teaching language arts and developing a language arts program, including examining the Mississippi Language Arts Curriculum Framework/Common Core State Standards. A collaborative teaching experience with application of language arts concepts is a requirement of this course. Students will develop their Teaching Professional Portfolio in this course.

EDU 515 Reading Instruction and Assessment across the Content Area (3 credits)

Reading and writing extend beyond English and language arts classes. Success in every subject area depends on students' abilities to comprehend what they read and express themselves with clarity and purpose. This course explores the role content area teachers play in the English language and literacy development of students, as well as the influence of cognitive psychology on reading and learning in the content areas, reading motivation, purposes for reading, strategic instructions, and the use of assessment data in planning developmentally appropriate instruction for students. Specific topics include schema, metacognition, scaffolding, vocabulary development, text structure and complexity, comprehension and reading strategies. Candidates will learn to develop lessons and units that integrate reading and writing while covering concepts in the content area, and learn effective instructional strategies in the content areas to teach students at varied levels and abilities, including struggling readers. Teaching in an elementary school is a primary requirement for this course. Students will develop their Teaching Professional Portfolio.

EDU 516 Social Studies and Creative Arts in the Elementary Classroom (3 credits)

This course introduces students to social studies content theories and methods of teaching social studies in the elementary school setting with special emphasis on integrating the creative arts. Students will learn about the interconnectedness of creative arts: drama, movement, visual art, music and creative writing. Emphasis is placed on planning, facilitating, and assessing social studies and creative arts learning experiences for children in grades 4-6. Methods of designing developmentally appropriate learning experiences and selecting developmentally appropriate learning activities, materials and technology are addressed. Special attention is given to multicultural influences and needs of exceptional children. Supervised clinical field-based experiences will provide opportunities for students to observe and implement teaching theories and strategies introduced in the course. Students will develop their Teaching Professional Portfolio.

EDU 554 Science and Mathematics Methods in Elementary Education (3 credits)

This course focuses on applying theory in practice and offers an approach for first-year teachers to teach science and mathematics basic content, concepts, and procedures to elementary students. Students will examine issues and trends in elementary science and mathematics education, instructional strategies and methods, and model best practices of

science and mathematics teaching and learning. The goal is to develop children's inquiry, problem solving, and critical thinking skills to engage all learners in exploring and discovery the world of science and mathematics. Multiple approaches to informal and formal assessments for the elementary science and mathematics content learning, including assessment of instruction are explored and practiced. Teaching in an elementary school is a primary requirement for this course. Students will develop their Teaching Professional Portfolio.

EDU 557 Elementary Education Curriculum, Instruction and Assessment Strategies (3 credits)

This course examines curriculum, instruction, and assessment for elementary schools through the student's reflection on what we teach (curriculum), how we teach (instruction), and whether students are learning (assessment). Students will examine and critically analyze theories, methods and practices in curriculum development, instructional/ technology design, and models of assessment for teaching based on a student's prior knowledge, experiences and ability level. The course will address the present need for curriculum improvement, criteria for selection of broad goals, types of curriculum frameworks and consideration of specific learning environment and experiences as part of the curriculum structure. Students will develop required documentation for their Teaching Portfolio.

EDU 559 Teaching with Technology (3 credits)

The course focuses on the integration of technology as an educational and teaching tool to promote student learning in today's classroom. This course will emphasize planning and assessing instructional technology strategies, resources, and methods of designing instructional learning environments for elementary and secondary schools. This course will also address the impact of technology on student learning, ISTE-NETS teaching and student standards, extending pedagogical strategies to include technology-based requirements in the unique learning environments of elementary, middle and high schools. Students will examine current and emerging technologies and software programs and will demonstrate competency in identifying and utilizing technology resources, including planning appropriate instructional technology resources and strategies in specific content areas to achieve desired teaching and learning objectives for diverse student learners. Co-teaching or teaching in an elementary or secondary school setting where students are able to apply what they learn is a primary requirement for this course. Elementary and Secondary Education students will develop the required Teaching Portfolio.

EDU 561 Teaching Methods and Practicum Analysis in the Secondary Classroom (3 credits)

This course will explore curriculum approaches, teaching and assessment strategies, specific methods and practices, and other critical issues for teaching at the secondary and adolescent levels. Students examine the history, philosophy, structure, organization, and curricular needs and models of secondary schools to become familiar with the ways in which middle and high schools function, both within their buildings and within their broader communities. Factors and processes related to curriculum planning, instructional design, and development are identified, and assessment of instructional plans and use of instructional strategies are taught. Students have opportunities to teach and evaluate lesson plans, assess student achievement and learning, and to evaluate themselves as teachers. Teaching in a secondary school is a primary requirement for this course. Secondary Education students will develop the required Teaching Portfolio.

EDU 563/564 Unit Planning in Action (3-6 credits)

This course is designed to provide students with the theory and practice of planning, instructional design, learning (including higher-order, critical thinking skills), and classroom management techniques in middle and secondary schools. Students are grouped in their desired grade levels and/or teaching content areas to collaborate in their current classroom to refine their specified methods and practices of teaching and learning; which includes an immersion in planning, teaching, and evaluating students' achievement as well as themselves as teachers. Students take three to six semester credits with approval of M.A.T. advisor. Teaching in a elementary, middle or high school is a primary requirement for this course. Students will develop their professional Teaching Portfolio.

EDU 596 Clinical Teaching Internship/Seminar (6 credits)

All MAT Candidates must obtain an approved position as a full-time teacher with a public accredited school district in an elementary, middle, or high school classroom and enroll in EDU 596 for six (6) semester credit hours. The course is designed for first year teachers to guide and support the candidate's learning experiences during the internship, while under the guidance of clinical supervision by a college faculty member with the support of a school-based professional team. Concurrently, teachers attend one night a week for three hours and eight Saturdays

for 6 hours per seminar focusing on classroom management, classroom instructional delivery strategies, testing, evaluations and assessments, creative ideas, and issues arising in the classroom day-to-day are addressed. Also three sessions during each semester will provide additional opportunities for teachers to discuss problems and successes with their colleagues and seminar leader. Clinical supervision requires six (6) observed evaluations during each semester. Each observed evaluation requires pre- and post-conference sessions. The professor of EDU 596 must approve employment site for purposes of college supervision.

The following chart addresses the Division of Education conceptual framework and Mississippi Common Core Standards in Language Arts/Reading and Mathematics and its professional educator standards, as well as national and specialized professional association standards applicable to the required coursework for the Division's Master of Arts in Teaching degrees:

Table 1: Alignment of Conceptual Framework Outcomes, CAEP Standards, INTASC Principles, Related SPAs, and MS-STAR Domains

Course No./ Course Title	Conceptual Framework	CAEP Standards ¹	INTASC Principles ²	State Common Core Standards	SPAs Related Standards ³	M-STAR Domain(s) ⁴
EDU 500: <i>Foundations of Modern Educational Practices</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-10		ACEI, CEC, NSTA, NCTE NCTM, NSTA	
EDU 502: <i>Assessment and Evaluation in Teaching and Learning</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-3, 6-10		ACEI, CEC NCSS, NSTA NCTE/IRA NCTM, NSTA	I-2, I-3, I-4, II-5, II-6, III-9,
EDU 505: <i>Theories of Classroom Management and Practice</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	3, 6, 8-10		ACEI, CEC	IV-12, IV-13, IV-14, IV-16,
EDU 506: <i>Exceptional Learners: Development and Cultural Characteristics</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-10		ACEI, ECE	I-4,
EDU 513: <i>Reading, Writing and Language Arts in Elementary Schools</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-10	CCSS ELA	ACEI, CEC IRA, NCTE	I-1, I-2, I-4, III-11, III-10
EDU 515: <i>Reading Instruction and Assessment across the Content Area</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-8	CCSS ELA	ACEI, CEC NCTE	I-1, I-2, I- 3, I-4, III- 10, III-11
EDU 516: <i>Social Studies and Creative Arts in the Elementary Classroom</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-8		ACEI, CEC NAEA, NCSS	I-1, I-2, I-4, III-10,
EDU 554: <i>Science and Mathematics Methods in Elementary Education</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-10	CCSS Math	ACEI, CEC NSTA NCTM	I-1, I-2, I- 3, III-7, III-10, III-11
EDU 557: <i>Elementary Education Curriculum and Instruction Designs and Strategies</i>	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-5, 7, 8, 10	CCSS ELA CCSS Math	ACEI, NCSS NSTA, NCTE NCTM	I-2, III-7, III-10, III-11,
EDU 559: <i>Teaching</i>	R1-R4, E1-	1.1-1.5, .2.1-	1-8		ACEI, CEC	I-1, I-2,

Course No./ Course Title	Conceptual Framework	CAEP Standards ¹	InTASC Principles ²	State Common Core Standards	SPAs Related Standards ³	M-STAR Domain(s) ⁴
<i>with Technology</i>	E5, A1-A6, D1-D5	2.2			ISTE-T, ISTE-S	I-3, III-10, III-11
EDU 561: Teaching Methods and Practicum Analysis in the Secondary Classroom	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-10	CCSS ELA CCSS Math	CEC, NCSS NSTA, NCTE NCTM	I-2, I-3, III-10, III-11
EDU 563/564: Unit Planning in Action	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-10	CCSS ELA CCSS Math	ACEI, CEC, NCSS, NSTA NCTE, NCTM ISTE-T, ISTE-S	I-1, I-3, I-4, III-10, III-11
EDU 596: Clinical Teaching Internship/Seminar	R1-R4, E1- E5, A1-A6, D1-D5	1.1-1.5, .2.1- 2.2	1-10	CCSS ELA CCSS Math	ACEI, CEC IRA, NCSS NSTA NCTE NCTM, NSTA	I-3, II-5, II-6, III-7, III-8, III-9, III-11, IV-15, V-19

¹Council for the Accreditation of Educator Preparation (CAEP) Standards.

²Interstate New Teacher Assessment and Support Consortium (InTASC).

³ACEI=Association for Childhood Education International; IRA=International Reading Association; NCTM=National Council of Teachers of Mathematics; NCTE=National Council for Teachers of English; NCSS=National Council for the Social Studies; NSTA=National Science Teachers Association.

⁴Mississippi (M-STAR) Teacher Evaluation Rubric Domain(s)

3. Assessment

Program Admission

The M.A.T. programs are designed for graduates of accredited four-year colleges who hold non-educational degrees and want to pursue the alternative route licensure program at the graduate level, who currently hold a master's degree and wish to pursue teacher certification, or who currently hold an alternate license and wish to complete a Master's degree and standard certification. The M.A.T. Secondary Education program requires a bachelor's degree with a major (30 credits) in a content area that is taught in secondary schools, or completion of a significant amount of upper-level coursework in a single discipline/content area. For the M.A.T. in Elementary Education, the degree program requires a bachelor's degree with completion of 12 credits each in English, mathematics, science, and social science, with six credits in fine arts (see **Appendix E**, p. 48 for the *Division of Education, Supervision and Instruction Graduate Admission Application*).

The following requirements describe the criteria for admission to the proposed M.A.T. degree programs:

- A completed Division of Education, Graduate application and \$20 application fee
- Official transcripts verifying a baccalaureate degree from a regionally/nationally accredited institution of higher learning
- Completion of the required undergraduate/graduate coursework in the subject/content area chosen for *Secondary Education certification* as illustrated below:

Biology (7-12)

- At least 30 credits in Biology
- A blend of courses in biology, genetics, physiology, ecology, zoology, marine biology

Chemistry (7-12)

- At least 30 credits in Chemistry
- A blend of courses in analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry

English/Language Arts (7-12)

- At least 30 credits in English
- A blend of courses in writing, genre studies, and literature

Mathematics (7-12)

- At least 30 credits in Mathematics
- A blend of courses in algebra, calculus, discrete mathematics, geometry, probability and statistics, number system, trigonometry

Physical Science (7-12)

(Examples: chemistry, physics, geology, earth science, space science, oceanography)

At least 30 credits in Science, which includes at least six credits each in

- Chemistry
- Physics

Physics (7-12)

- At least 30 credits in Physics
- A blend of courses in electronics, electricity and magnetism, mechanics, modern physics, quantum mechanics

Social Studies (7-12)

- At least 30 credit hours in social studies
- At least 9 credits must be in history, including two U.S. History courses
- At least 24 credits in one of the following four content areas: history, economics, geography or political science
- To reach the 30 credits, 9 credits may come from anthropology, sociology or psychology coursework
- A 1200-1500 word personal statement explaining the applicant's motivation for becoming a teacher and how their current academic qualifications and work experiences have prepared the applicant for a career in teaching; applicant should elaborate on experiences working with children and/or adolescents, the importance of helping diverse students to be successful in school, and the applicant's personal strengths, including the ability to work collaboratively with others
- GPA of 3.00 or higher (based on a 4.0 scale) in undergraduate/graduate coursework in the appropriate academic discipline/content area
- Three confidential letters of recommendation from professional and/or academic references dated within the last six months. References are required to submit a letter that indicate how they know the applicant, emphasize the applicant's level of commitment to working with children and/or adolescents, how they feel the applicant will be as a teacher, and how they believe the applicant will interact with peers, faculty, schoolteachers, staff and students in an educational setting
- A CV or professional resume
- Completion of the DOE Pre-Candidate Questionnaire
- Passing scores at the state required level on the CORE (Core Academic Skills for Educators) test
Qualifying scores on the SAT or ACT may be substituted for CORE testing requirements
- Passing scores at the state required level on the Praxis 2 Specialty Area Test must be taken in one of these areas: Elementary Education (4-6), English, Mathematics, Science (e.g., Biology, Chemistry & Physics) and Social Studies (History). All candidates must demonstrate satisfactory performance on the Praxis 2 specialty content knowledge test in the required content area(s) in which they will teach.
- Satisfactory completion of an interview

Transfer of Credits

No more than six (6) semester credit hours of approved program credits may be transferred from other regionally/nationally accredited institutions of higher learning. Transferred credits may not be used for the pre-teaching core courses. A minimum B grade (3.0) is required in all graduate courses presented for transfer. Applicants may not use credit by examination, audited courses, or courses taken under the credit/no credit option to fulfill course requirements for any Education graduate degree program. **Only course credits less than six years old may be applied to graduate degree requirements.**

Application Process

The priority deadline for applications to the Division of Education M.A.T. degree programs is February 15. Review begins in March, and applications are considered until the cohort group is full for admission to Tougaloo's M.A.T. ***Pre-Teaching Summer Program***. A comprehensive rubric of multiple measures is used to assess personal characteristics, communication skills and basic skills necessary for preparing candidates to teach in an elementary or secondary school setting (see **Appendix F**, p. 55 for *Graduate Program Admissions Rubric*). In most cases, applicants will receive an admission decision within two weeks after their interview with the Division of Education M.A.T. Committee. All applicants accepted for the M.A.T. degree programs will be advised in writing (see **Appendix G**, p. 56 for *Proposed Academic Calendar for Graduate Programs for Education Division*).

Program Retention

The Division of Education initial teacher preparation program for the graduate level programs will utilize several measures to evaluate the progress and performance of M.A.T. graduate candidates during the three teaching phases (pre-teaching, teaching, and post-teaching) and at key transition assessment points from program admission through program completion. These measures include GPA, course grades, exams, critical assignments, disposition surveys, candidate course evaluations, portfolio scores, practicum scores, and using the Mississippi Department of Education Teacher Intern Assessment Instrument scores. The M.A.T. program utilizes five transition assessment points that guide faculty's retention efforts as they follow the candidates' progress and performance through program completion.

Transition Assessment Point #1 – Admission Process Criteria

See above criteria for program admission process and pre-teaching phase for transition assessment point #1.

Transition Assessment Point #2 – Entry to Clinical Candidate Teaching Internship Practice Criteria

At the completion of the ***Pre-Teaching Summer*** program semesters (***the Pre-Teaching Phase***), M.A.T. advisor, faculty and mentor teachers review each candidate's grades and performance for entry to Clinical teaching internship practice (*EDU: 596: Clinical Teaching Internship/Seminar*) and institutional recommendation to apply for a three-year provisional Class A license. Upon completion of the pre-teaching phase, graduate candidates enter the ***Teaching Phase***, by securing a teaching position in partnering school districts and enrolling in *EDU: 596: Clinical Teaching Internship/Seminar*. Employment must be approved by the M.A.T. advisor and program director for purposes of supervision by college faculty and master/mentor teachers from partnering schools. The *teaching phase*, candidates work as full-time teachers and will be supervised and assessed in the classroom throughout their year of teaching in the classroom. Candidates with a grade point average (G.P.A.) falling below 3.0, with a C for any course in the program, or with unsatisfactory evaluations of performance may either 1) be placed on probation for the subsequent semester(s) with a written academic/performance plan generated by M.A.T. faculty; or 2) be dismissed from the M.A.T. program.

After successfully completing both phases (***pre-Teaching*** and ***Teaching***), including the pre-teaching required core courses, the CORE and Praxis 2 Specialty Area tests, and one full-year of teaching with six

(6) semester credit hours of supervised internship in *EDU: 596: Clinical Teaching Internship/Seminar*, candidates may apply to the MDE, Office of Educator Licensure and submit CORE and Praxis test scores, a transcripts, completed application and institution recommendation for a standard Class A license alternate route license. After completion of the candidates remaining 21 semester credit hours for the M.A.T. degree and all graduate degree requirements, candidates are awarded the Master of Arts in Teaching; the candidate must submit transcripts with institutional recommendation and the MDE completed alternate route application to the Office of Educator Teacher Licensure to receive a standard 5-year Class A license.

Transition Assessment Point #3– Exit from Clinical Candidate Teaching Practice Criteria

At the completion of the candidate’s final (spring) semester, each candidate is required to:

- (a) Achieve a rating level of Acceptable or Target on his or her summative candidate teaching evaluation to be eligible to pass candidate teaching and be recommended for licensure. Candidates receiving a rating of Emerging or Unacceptable receive a C for their candidate’s teaching portion of the program and are required to complete another semester of candidate teaching to be considered for licensure recommendation.

If a candidate is unsuccessful in a second attempt at candidate teaching, the candidate may be dismissed from the program.

- (b) Have a minimum of five Student Teacher Formal Lesson Observation evaluations with a rating level of Acceptable or Target to be eligible to successfully pass the teaching portion of the program. Pre- and post-conferences occur with supervising college faculty and master teachers for reflective feedback on student assessment and learning. Candidates receiving a rating of Emerging or Unacceptable receive a C for the candidate’s teaching portion of the program and are required to complete another semester of candidate teaching to be considered for licensure recommendation.
- (c) Achieve a level of *Proficient* or *Distinguished* on the summative or final portfolio evaluation based on CAEP and InTASC portfolio criteria that include sample work products to successfully pass the portfolio portion of the program. Formative evaluations of the portfolio occur at the end of every semester while the candidate is in the program, the summative evaluation of the portfolio is the one used for determining successful program completion and recommendation for licensure.

A candidate who falls below the Proficient rating on their summative portfolio is placed on probationary status and is given a written academic/performance plan with stipulations for successful completion of the portfolio.

Each candidate may be granted one additional semester to complete his or her portfolio.

- (d) Completion of a Graduate Level Degree Program Professional Dispositions Assessment Survey

Transition Assessment Point #4– Program Completion (Exit) Criteria

The Tougaloo College, M.A.T. Graduate Degree Programs in the Division of Education makes recommendations for licensure to the state of Mississippi only upon the candidate’s:

- successful completion of the required course work with a 3.0 or above G.P.A. and no C in any course
- successful completion of supervised teaching with a rating of Acceptable or Target
- faculty satisfaction that Interstate New Teacher and Support Consortium (INTASC) principles and Mississippi Professional Educator standards have been met at a level of *Proficient* or *Distinguished* and with sufficient documentation through portfolio and work samples

- achieving the minimum score required by the state of Mississippi on the Praxis 2 exam in the candidate's area of specialization
AND
- successful completion of the summative portfolio with a rating of *Proficient* or *Distinguished*

After Program Completion (Exit) Criteria

The Tougaloo College, M.A.T. Graduate Degree Programs in the Division of Education will encourage beginning teachers to enter the *Post-Teaching Phase* and commit to 3-4 years of:

- Registration and continuous participation in the beginning Teachers professional support and assessment (BTPSA) individuals are encouraged to participate annually
- Continuing mentoring, professional development seminars, ongoing training, support and assessment through BTPSA semi-annual cohort meetings and Division of Education professional development workshops offered through the Office of Continuing Education.
- Professional Disposition Assessment Survey at graduation, one year after program completion, and year 3 after program completion

Description of Key Assessments

The key assessments in the Master of Arts in Teaching programs in Elementary and Secondary Education are an essential component of Tougaloo College, Division of Education unit assessment system. The objective of the key assessments is to assess, evaluate and monitor the candidate learning and the performance of the program, and ultimately to enhance candidate knowledge, skills and dispositions to impact the learning of students in grades 4-12. Brief descriptions of key assessments are listed in chronological order for the M.A.T. programs in **Table 2** below:

Table 2: Chronological Order of M.A.T. Degree Program Key Assessments

Name of Assessment	Administered	Description	Type (e.g., Institution, Unit, National/State)
CORE (Core Academic Skills for Educators) , or ACT or SAT test scores	Program Entry	State required standardized pre-program test	MDE, CAEP, Program
3.0 Cumulative GPA	Program Entry	Assesses candidate’s suitability for graduate work through GPA	Unit, Program
Graduate Candidate Disposition Assessment Questionnaire	Program Entry	Assesses candidate commitment and disposition towards teaching	Program
Praxis 2 specialty area test scores	Entry to clinical practice	Assesses candidate commitment and disposition prior to clinical teaching/internship	Unit, Program
Graduate Candidate Disposition Assessment Questionnaire	Entry to clinical practice	Assesses candidate commitment and disposition prior to clinical teaching/internship	Program
Teacher Internship Assessment Instrument	Exit from clinical practice	Summative internship evaluation by supervisor and master/mentor teacher	Unit, Program
Formal Lesson Observation Evaluations	Exit from clinical practice	Summative internship evaluation of formal lesson by supervisor and master/mentor teacher	Unit, Program

Name of Assessment	Administered	Description	Type (e.g., Institution, Unit, National/State)
Teaching Portfolio	Exit from clinical practice	Summative evaluation of final work samples and final evaluation of Teaching Portfolio by college supervisor	Program
Graduate Candidate Disposition Assessment Questionnaire Exit Survey	Program completion	Assesses candidate commitment and disposition at program completion	Unit, Program

4. Field Experiences and Clinical Practices

Program Requirements for Field and Clinical Practices

The entry and exit requirements for clinical practice for M.A.T. candidates are detailed above in *Transition Assessment Points 2-4*. In general, the entry criteria for clinical practice in the M.A.T. graduate teacher preparation program include: (1) completion of pre-teaching graduate core coursework with a minimum GPA of 3.0 on a 4.0 scale; (2) passing scores on CORE (Core Academic Skills for Educators) test and Praxis 2 Specialty Area exam; (3) good physical health; (4) positive experiences with children; and (5) a positive professional disposition. Exit criteria include: (1) successful completion of one-year of full-time teaching in an elementary or secondary school setting; (2) demonstration of meeting both content-specific professional and common core standards and all ten INTASC standards through work samples and a portfolio exit interview; (3) successful Teacher Intern Assessment Instruments (TIAI) scores by the candidate, the college supervisor and the cooperating teacher during the school year at eight, fifteen, twenty-two, and thirty-one week intervals in the clinical practice (the summative TIAI must have a mean final score of 7.5 or above); and (4) a course grade of 3.0 or above on a 4.0 grade point scale in EDU 596: *Clinical Teaching Internship/Seminar*.

Field-based clinical practices require candidates to take on the professional responsibilities in pre-teaching coursework during the summer semesters, while the first semester gradually prepare candidates for teaching responsibilities through application of theory to practice, acquiring the appropriate knowledge, skills and dispositions to teach diverse student learners. The M.A.T. graduate programs require candidates to devote a minimum of 10 hours a week in the field during their first (summer) semesters and to secure a full-time teaching position for the fall and spring semesters under the supervision of faculty and a master teacher in partnering schools. For example, in EDU 505: *Theories of Classroom Management and Practice*, the candidate is introduced to theory, law, research, and practice relevant to understanding classroom management, classroom behavior, and learning. The course requires a practicum where the candidates observe, participate and reflect on classroom management practices (e.g., space, time, questioning strategies) and student discipline in the classroom. Candidates learn to develop lessons and classroom management plans for class instruction in order to demonstrate proficiencies and dispositions that support diverse learning styles, and apply differentiated instruction to help all students to learn. The Division initial teacher preparation programs require graduate level candidates during the summer (transition assessment point 1 to observe, practice and complete clinical field practice experience in their grade level and content area at partnering public schools.

In *Transition Assessment Point 2, the Teaching Phase*, candidates complete a full year of teaching (1280 hours or 150 days) and clinical practice at public schools during their EDU 596 course. Public schools provide full-time teaching positions to candidates to fulfill requirements for working with diverse student populations in three public classroom settings (4-6, 7-8, and 9-12). Graduate candidates participate and reflect on classroom instructional delivery and teaching strategies at partner schools in collaboration with faculty and master teachers throughout their internship and in seminars. This integrated, and concentrated

graduate program provides sequential coursework that develops the knowledge and skills of candidates to focus on integrating theory with practice, developing appropriate instructional strategies, methods, materials, etc. to teach and assess the impact of learning for diverse students, including exceptional students. Candidates work with cooperating master teachers, Division of Education Graduate college supervisors and professionals to continue to hone knowledge, skills and dispositions for candidates as they work to integrate theory into practice during the *Pre-Teaching* and *Teaching* phases.

Table 3: Division of Education Field Experiences and Clinical Practice

Program	Field Experience Courses	Clinical Practice Internship	Total Number of Hours
All M.A.T. Candidates	EDU 502, 505, 506 Two of three (3) field-based experiences in public elementary, middle, or high school settings, totaling 62 hours in core pre-teaching coursework during Transition Assessment Point 1- 2	EDU 596 One-year, full-time teaching (paid) position in an elementary school setting; total hours = 1,280 (<i>Teaching</i> phase)	1,342

Graduate M.A.T. candidates gain a minimum of 1,342 life experience hours towards their field based and clinical practice experience in 4-6, 7-8, or 9-12 public school settings. Table 4 below outlines the nature of the field and clinical practice experience for each program/course at the initial teacher preparation level for M.A.T. graduate candidates.

Table 4: Division of Education Field-based and Clinical Practice Experiences by Course for M.A.T. (Graduate Level Degree Programs)

Course Number/ Course Title	Field-based Experience Hours	Clinical Practice Experience Hours ¹	Nature of Experience	Master of Arts in Teaching Program
EDU 500: <i>Foundations of Modern Educational Practices</i>	n/a	n/a	n/a	Elem Ed Secondary Ed
EDU 502: <i>Assessment and Evaluation in Teaching and Learning</i>	Minimum of 5 hours for 5 weeks in a public school setting=25 hours		Candidates will observe and participate in assessment of small groups in a grade level and/or content area, and reflect on assessment, evaluation, and testing to affect the learning environment of students in elementary, middle, or secondary school level.	Elem Ed Secondary Ed
EDU 505: <i>Theories of Classroom Management and Practice</i>	Minimum of 5 hours for 5 weeks in a public school setting=25 hours		Candidates will develop classroom plans and lessons for the first four weeks if a school year; and reflect on classroom management and student behavior in an elementary, middle, or secondary school setting	Elem Ed Secondary Ed
EDU 506: <i>Exceptional Learners: Development and Cultural Characteristics</i>	Minimum of 4 hours per observation for 2 to 3 weeks in a public school setting=12 hours		Candidates are required to document and reflect on observing three (3) classrooms with exceptional and diverse students, totaling 12 hours of	Elem Ed Secondary Ed

Course Number/ Course Title	Field-based Experience Hours	Clinical Practice Experience Hours ¹	Nature of Experience	Master of Arts in Teaching Program
			observation in an elementary, middle, or secondary school setting.	
EDU 513: <i>Reading, Writing and Language Arts in Elementary Schools</i>		n/a	Candidates orally present throughout the semester a 5-unit lesson and assessment plan that they have implemented and taught in the classroom; and reflect on its impact on student achievement in an elementary school setting.	Elem Ed
EDU 515: <i>Reading Instruction and Assessment across the Content Area</i>		n/a	Candidates orally present throughout the semester a 5-unit Reading/Content area lesson and assessment plan that they have implemented and taught in the classroom; and reflect on its impact on student achievement in a middle or high school setting.	Secondary Ed
EDU 554: <i>Science and Mathematics Methods in Elementary Education</i>		n/a	Candidates will plan an integrated 5-unit lesson to implement, teach, and assess the impact of on student learning at the elementary school level to present throughout the semester.	Elem Ed
EDU 559: <i>Teaching with Technology</i>		n/a	Candidates work in small groups to give an oral presentation on a unit lesson that is being utilize in their own classroom to illustrate the impact of a technology research-based project on student achievement within a single content area at the elementary, middle or high school levels.	Elem Ed Secondary Ed
EDU 561: <i>Teaching Methods and Practicum Analysis in the Secondary Classroom</i>		n/a	Candidates with guidance and support from Instructor in a written report will critically analyze and reflect on teaching strategies, instructional delivery and practice in their own classroom in order to impact student learning.	Secondary Ed
EDU 563/564: <i>Unit Planning in Action</i>		n/a	Candidates present their own classroom experiences and collaborate to plan unit lessons to implement and teach in their classroom; and methods for evaluating student learning as well as themselves as teachers in their required grade levels and/or content/subject areas.	Elem Ed Secondary Ed
EDU 596: <i>Clinical Teaching Internship/Seminar</i>		Full-time position, one-full school-year	A full-time teaching position supervised by college faculty, master/mentor teacher, and professional team to support candidate's internship while in their first of teaching in a public elementary or secondary school	Elem Ed Secondary Ed

Course Number/ Course Title	Field-based Experience Hours	Clinical Practice Experience Hours ¹	Nature of Experience	Master of Arts in Teaching Program
			setting.	

Local School Partners Utilize for Clinical Field Experience Work

The Division of Education at Tougaloo College collaborates with 4-12 school partners from Mississippi’s Jackson Public Schools and Yazoo County Public School District. The unit has established agreements (MOUs) with the two public school districts to work with initial teacher candidates from the graduate level M.A.T. program in grades 4-6, 7-8, and 9-12 for the division’s field experiences. After completion of field experience in pre-teaching core courses, M.A.T. candidates spend a full-year, 40 hours per week in the classroom and complete *EDU 596: Clinical Teaching Internship/Seminar* course, with a designated master cooperating mentor/teacher, supervising faculty, and professional team. The director of each M.A.T. program is responsible for the assignment of clinical faculty and master cooperating mentors/teachers for the Division’s M.A.T. program field work and internships.

The placement of candidates in partnering schools for field experiences is coordinated by the division’s Degree Program Director in collaboration with partner school principals and cooperating teachers. Factors that contribute to placement decisions include diversity of school population, grade level requirements for licensure, field placement recommendations, content requirements and candidates’ geographic location needs. In addition, the division’s M.A.T. teaching candidate’s field experience include placements at high needs schools within the Jackson and Yazoo partnering school districts. Overall, the division’s dean and each program director, in collaboration with the schools, are responsible for placement of the division’s graduate level (M.A.T.) teacher candidates in field experience work for the alternative certification programs.

The division has established criteria for the selection of school-based clinical faculty. The division’s Dean or designees visit sites or forward letters to partnering district schools that are critical needs schools as shown by academic performance levels, in order to meet with potential cooperating teachers for field work assignments. Cooperating teachers for the division’s initial teacher program for M.A.T. teaching candidates must hold a Mississippi Teacher Licensure in the appropriate content area and a master’s degree in the fields in which they are mentoring, have at least five years of successful teaching experience before serving as a master cooperating teacher/mentor, and receive a recommendation from the school-site principal. The selection is a collaborative effort between the Dean of Education, department chairs, program directors and school administrators.

5. Faculty

Table 5 below shows earned degrees, expertise, assigned roles, proposed courses to be taught in the unit, scholarship/leadership, service to the college/schools/professional community, and professional experiences in P-12 public and private schools for the full- and part-time faculty in the Division’s proposed M.A.T. Degree programs (see **Appendix I** for Faculty CVs):

Table 5: Faculty Summary of Qualifications

Faculty Member Name	Rank & Expertise with Institution	Assignment/ Role of the faculty member	Proposed Courses to be Taught	Temure Track (Yes/No)	Scholarship, Leadership, and Service (past 3 years)	Professional experience in P-12 schools
Dixon,	Adjunct	Part-time	EDU 513,	No	Planning Committee	4 years of teaching

Faculty Member Name	Rank & Expertise with Institution	Assignment/ Role of the faculty member	Proposed Courses to be Taught	Tenure Track (Yes/No)	Scholarship, Leadership, and Service (past 3 years)	Professional experience in P-12 schools
Trashonda Campbell	Instructor MS, Reading Education K-12, Jackson State Univ. MS	faculty	515, 516, 557, 596, 598		President, National Education Association (Student Program); Ronald E. McNair Scholar and Tutor/Mentor; Mississippi Delta Action Research	experience, including 3 years of teaching middle school reading and language arts
Jones, Willie	Assistant Professor Ed.D., Early Childhood Education	Full-time faculty; College Supervisor	EDU 500, 502, 505, 506, 596/598	Yes	Chairperson, Spirit of Safety National Conferences: Violence Prevention in Schools (2007-2012); Infant and Toddler Institute Managing Everyday Experiences with Infant and Toddlers (2010-2012); Member of American Counseling Association; National Academic Advising Association; National Association for the Education of Young Children; Southern Early Childhood Association; and Mississippi Early Childhood Association	8 years of teaching experience, including 1 year of teaching in the public school system; and 7 years teaching early childhood courses at the university level.
Marshall, Sophia	Professor; Ph.D., Educational Administration & Supervision, Univ. of So. Mississippi (Hattiesburg)	Full-time faculty; College Supervisor	EDU 500, 502, 505, 506, 515, 561, 563-569, 597, 599	Yes	2012-2014 FINESSE II (Faculty Institute for NASA Earth and Space Science Education) Collaborative Team; 2011-2013 Board Treasurer of the National Association of Community Colleges of Teacher Education; 2011-2012 Phi Delta Kappa International Utica Chapter #1101; Vice President for Membership African American Males In Education-NACCTEP News Volume 3 Issue 4 March 2011	23 years of teaching experience, including 7 years of higher education, and 16 years in public school systems, K-8 and Reading K-12 endorsements
Russ, Pamela	Full Professor; Ph.D., Curriculum and Instruction in Multicultural Teacher Educ., Univ. of NM (Albuquerque)	Full-time faculty; Dean; Coordinator of Secondary Education; CAEP Coordinator; Coordinator of Field	EDU 500, 500, 502, 505, 513-599	Yes	Director, Aspire-CSU Stanislaus Early College HS; authored article published by SSR on a middle school writing project on children planting seeds for the future; authored article published by CRA on listening, language, and	35 years of teaching experience; including 24 years of higher education teaching, 11 years in public (P-12) school setting, including 7 years of teaching in elementary schools and 4 years of

Faculty Member Name	Rank & Expertise with Institution	Assignment/ Role of the faculty member	Proposed Courses to be Taught	Tenure Track (Yes/No)	Scholarship, Leadership, and Service (past 3 years)	Professional experience in P-12 schools
		Experiences			learning through poetry	coordinating curriculum and teaching in an early college high school
Williams, Dennis	Adjunct Instructor; Ph.D., Education Administration and Supervision Jackson State University, MS	Part-time faculty; College Supervisor	EDU 505, 506, 559, 561, 563-569, 597, 599	No	Liaison Officer/Recruiter – TEACH Delta Project Presented at TEACH Delta Project on impact of alternative teaching certification programs on teacher retention in 3 Mississippi Delta school districts; authored article published by NRSL on creating culturally sensitive classrooms to address the needs of diverse learners	10 years of teaching experience in 9-12 private school setting, including 6 years of teaching secondary social studies

6. Support Documentation

Documentation of the Division’s current state/national program recognition is located under the Program Proposal Review folder as **Attachment #1**).

Documentation of institution administrative approval and, if applicable, a document that indicates MS IHL approval follows this page on **pg. 22-25**.

Division's Current State/National Program Recognition Letter (located in Program Proposal Review folder as Attachment #1)

***Division's current state/national
program recognition letter
SEE ATTACHMENT #1***

Documentation of Institution and Administrative Approval (pg. 22-26)



TOUGALOO COLLEGE

Office of the President

February 5, 2013

To Whom It May Concern:

This communication serves to inform any party of interest that the Board of Trustees of Tougaloo College authorized the establishment of a Division of Graduate Studies to award advanced degrees from various departments that would offer graduate programs at the October 2010 board meeting. A copy of minutes of said meeting are herein attached as supporting documentation to the statement.

Sincerely,

Beverly W. Flogan
President

Enclosure



500 West County Line Road • Tougaloo, MS 39174 • (601) 977-7730 • (601) 977-7739 fax

www.tougaloo.edu

TOUGALOO COLLEGE
Board of Trustees' Full Board Meeting
October 15, 2010

Trustees Present: T. Anderson, D. Browne, I. Byrd, C. DuBose, H. Glenn, E. Hughes, R. Irons, M. James, G. Curt Jones, C. Lapsky-Davis, J. Nickens, I. Perkins, W. Prater, E. Smith, B. Slaughter, L. Walker, A. Willis, H. Wingate.

Administrators & Staff: President Hogan, F. Alexander, J. Coleman, B. Hennington, F. Kent, L. Johnson, M. Light, C. Melvin, K. Menogan, A. Patel, E. Stringfellow, A. Turay, K. Wilson.

- I. **Call to Order:** Chairman Walker called the meeting to order at 1:49 p.m. and extended greetings.
- II. **Invocation:** The invocation was given by Trustee Anderson.
- III. **Comments by Board Chairman:** Chairman Walker thanked the trustees for their presence at the Board Meeting. He stated that he would be making comments throughout the reports.
- IV. **Approval of Minutes:** The minutes of the May 2010 full board meeting were approved.
Moved: R. Irons; Seconded: A. Willis; Carried.
- V. **Report of the President**

President Hogan thanked everyone for their presence at the meeting. She commented that this is an exciting time for the College as we commemorate 141 years of existence. She requested that everyone review the President's Report which outlines the many endeavors engaged in by our talented and dedicated faculty.

She stated we are realizing successes in the productivity of our faculty, learning-outcomes for our students and moving the College in the direction to compete amidst the demands of a changing climate for higher education, especially black higher education. Our institutions are threatened on many levels by the Economic Recession 2008, especially in resource development. Being private and independent, we rely on tuition, fees, donor support and other indirect cost income generated through federal funding to support our operating budget.

She commented that our rankings have never been higher, as cited by *U.S. News and World Report*, *Washington Monthly* and the *Princeton Review*. The College continues to get the attention of foundations and corporations as we seek new initiatives to broaden our opportunity. In spite of our fiscal challenges and limited resources, Tougaloo College still garners recognition in the areas of education that really matter. We talk

1

about maintaining our core liberal education focus and integrating specialized knowledge areas to prepare our students to use their knowledge in real world applications. The opportunity with the Health Informatics Management and Systems post baccalaureate certification is an example of putting that vision into action. The cyber security and other homeland security initiatives will provide others as well as on line adult degree completion offerings.

President Hogan further noted that the Strategic Plan for 2010-2015 has been finalized for review by board members and to get their involvement in this process. Trustees Nickens and Hughes served on the steering committee and participated in the development of this document. All trustees will be given a copy of the Plan for review and will vote on it through electronic email.

MOTION: To approve the Mission and Vision Statements of the Strategic Plan.
Moved: H. Glenn; **Seconded:** T. Anderson; **Carried.**

VI. STANDING COMMITTEE REPORTS

A. Student Life (W. Prater)

Dr. Prater stated that the Student Affairs sector had an excellent report in the President's Report to the Board of Trustees. The student affairs staff reported that there was an increase in male enrollment this year. Those males residing on campus are primarily housed in Berkshire Hall.

It was reported that the Campus Security officers need replacement cars. Atty. Byrd will proceed with looking at getting additional cars for Security through local dealerships. Chairman Walker stated that they are also looking at uniforms for the security officers.

Dr. Prater raised the question if an officer's weapon accidentally discharges, will he/she be tested for drugs? Mr. Fred Alexander will get a copy of the Standard Operation Procedures (SOP) to the trustees. (SEE ATTACHMENT)

B. Educational Policy (C. Jones)

MOTION: To authorize the establishment of a new Division of Graduate Studies at Tougaloo College, with a recommended organizational structure to follow at a later date, fall semester 2010. The Division of Graduate Studies will award advance degrees from various departments that would be authorized to offer graduate programs.

Moved: C. Jones; **Seconded:** A. Willis; **Carried.**

MOTION: To reaffirm the establishment of the Post-Baccalaureate Certification Program in Health Informatics Management Systems.

Moved: C. Jones; **Seconded:** A. Willis; **Carried.**

The Board Advance will be held on Saturday, February 26, 2011. All trustees are asked to please mark their calendars and make plans to attend.

I. **Audit (C. Jones)**

Dr. Jones made the following comments regarding the Audit Committee meeting:

- Draft Audit Report has been received
- Unqualified Opinions received on financial statements and compliance with major programs
- Net Assets increased
- Thorough review of draft audit report prior to final audit issued
- Conference Call to be scheduled with Executive and Audit Committees and Wesley Peachtree Group to discuss final audit report

Chairman Walker stated that a new Art committee has been instituted. The chair of the committee is Henry Wingate. Members include: Doris Browns, Carrie Lapsky-Davis, Jerry Nickens, and LeRoy Walker, Jr.

President Hogan has consulted with Maureen A. Donnelly, Fine Art Appraiser, regarding the appraisal of the art collection. Ms. Donnelly has agreed to review our art at a rate of \$40.00/hr. (normal fee is \$75.00/hr.) for a cost of approximately \$25,000.00. A grant in the amount of \$136,000 from the Mississippi Arts Commission can be used in part for this work.

MOTION: To enter into an arrangement with Maureen A. Donnelly for the appraisal of the Tougaloo College Art Collection.

Moved: H. Wingate; Seconded; D. Browne; Carried.

MOTION: To adjourn the Regular Session and go into Executive Session to continue the Agenda items.

Moved: I. Byrd; Seconded: A. Willis; Carried.

The entire staff was dismissed from the Regular Session and the board of trustees went into an executive session to discuss the President's evaluation and contract.

Respectfully Submitted,



Brenda Wilson
Recorder

APPENDIX A

**TOUGALOO COLLEGE
500 WEST COUNTY LINE ROAD
TOUGALOO, MISSISSIPPI 39174-9799**

DIVISION OF EDUCATION, SUPERVISION & INSTRUCTION

PROPOSED

MASTER OF ARTS IN TEACHING

IN

**ELEMENTARY EDUCATION
SECONDARY EDUCATION
(ALTERNATIVE CERTIFICATION ROUTE)**

SUBMITTED

BY

(On Behalf of)

DIVISION OF EDUCATION, SUPERVISION & INSTRUCTION

DEPARTMENT OF EDUCATION

DR. PAMELA RUSS, DEAN

JANUARY 14, 2013

**Proposed Higher Level (Graduate) Degree Program
M.A.T. in Elementary Education and Secondary Education**

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1. Purpose of the Program

Tougaloo College's Division of Education, Supervision and Instruction proposes to offer graduate Master of Arts in Teaching (M.A.T.) degree programs with options in Elementary Education and Secondary Education. The programs will provide exceptional and important resources to the community, and state. More specifically, the programs will further Tougaloo's overall purpose of preparing students who are imaginative, self-directed, life-long learners committed to leadership and services in a global society. The graduate programs will offer candidates who hold non-educational undergraduate/graduate degrees the opportunity to obtain a teaching license and a master's degree. Each proposed M.A.T. degree program, in contrast to a research-oriented M.A. degree, is an alternative certification route program, meant to offer opportunities for candidates possessing a baccalaureate or master's degree in biology, chemistry, English, history, physics, or mathematics to attain teacher licensure. More importantly, through an alternative certification program, Tougaloo College proposes a graduate level initial teacher preparation program to provide for aspiring recent college graduates, and career-changers wishing to enter the teaching profession, a course of study designed to prepare exceptional, qualified teachers who are responsive to the needs of diverse student learners.

The proposed Master of Arts in Teaching (M.A.T.) degrees in Elementary Education (4-6) and Secondary Education (7-12), alternative certification program is intended for postgraduates who can devote full time to their graduate coursework, field-based studies, and professional training. A year-round Master's program will be offered enabling candidates possessing a baccalaureate degree who have significant coursework in a single discipline/content area to teach in the elementary setting, grades 4 through 6, or in the secondary setting, grades 7 through 12. Computerized and paper CORE (Core Academic Skills of Educators) and the PRAXIS 2 Specialty Area testing for certification in Mississippi are available on the Tougaloo College campus in the following content areas:

Elementary Education – 5014/0014

Secondary Content Areas

- English – 5041/0041
- Biology – 0235
- Chemistry – 0245
- Mathematics – 5061/0061
- Physics – 0265
- Social Studies [History] – 5081/0081

2. Rationale for Proposed M.A.T. in Elementary Education & Secondary Education

The state of Mississippi is facing a severe shortage of highly qualified teachers in grades 4-12 subject areas, and 6,000 veteran teachers are soon to become eligible for retirement. In addition, according to the National Center for Education Statistics, while K-12 student enrollment is growing, the pool of qualified teachers will decline as nearly one million teachers approach retirement age.¹ A recent survey of suburban Jackson schools revealed that even in what is ostensibly the stronger school system, very few students enrolled in chemistry or physics. Indeed, most school districts cannot find certified teachers to teach physics and upper level mathematics. The result of these new M.A.T. degree programs will increase the number and expertise of Mathematics and Science teachers, and subsequently improve aspirations and competence of Mississippi middle and high school students. The need to attract highly qualified and effective teachers in the U.S., including in rural and urban communities will become an essential concern for U.S. schools. As previously mentioned, high needs subject areas like reading, math and science will especially be in demand, and more male and minority teachers will be essential to U.S. schools, including here in the state of Mississippi.

¹Hussar, W.J. and T.M. Bailey. (2013). *Projections of Education Statistics to 2021*. Washington, D.C.: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

The proposed M.A.T. degree programs in Elementary Education and Secondary Education will help address this critical shortage, particularly in the Delta region and the Jackson metro region. The alternative route program at Tougaloo College will provide a mechanism for persons holding non-educational bachelor/master level degrees to become highly qualified teachers in grades 4-12. This program will assist Tougaloo College in establishing a strong graduate program for its initial Teacher Preparation Program that will have an immediate impact in Mississippi, raising the number of qualified beginning minority teachers in the local region, while increasing the number of effective beginning teachers in schools that serve economic and socially disadvantaged students.

3. Curriculum and Degree Requirements

The M.A.T. degree programs will operate on a 12-month cycle that will offer candidates an intensive, rigorous, integrated interdisciplinary graduate degree programs that emphasize deep training and a core set of graduate education courses that build a model of teaching and learning through field-based experiences and clinical practice. The Master of Arts in Teaching (M.A.T.) degree alternative certification program will need to be approved by the Mississippi Board of Education and the Department of Education, Office of Educator and Administrator Licensure. The degree programs are tailored to meet the needs of college graduates with no previous teacher training who wish to obtain certification and a master's degree to teach at the elementary or secondary school level.

Catalog Description

The M.A.T. degree programs are designed to provide the necessary theoretical and practical foundations to prepare candidates for careers in modern teaching and learning practices as schoolteachers. Students will be immersed both in educational theories and methods, and in practice and inquiry, with an intensive field-based clinical practice component in partnering schools. In addition to coursework, students must complete intensive field-based experiences and a year-long clinical practice internship, integrated with coursework activities, within area schools. Successful candidates will need to devote a considerable amount of time to meeting the extensive demands of this program. Program candidates are advised not to accept or engage in any other job, as participants will be required to secure an approved position as a full-time teacher with a public accredited school district in an elementary, middle, or high school classroom. The programs will require candidates to complete 37 semester credit hours within a 12-month timeframe for full-time candidates, summer semester included, and two to three years for part-time candidates, and six (6) units must be completed after one-year of full-time teaching. Throughout the academic school year, candidates attend graduate school as a cohort on the Tougaloo College campus during late afternoon, evenings and Saturdays.

The M.A.T. degree programs are designed for candidates with a non-education bachelor's degree with either a major in a content/subject or discipline area (30 semester credit hours) or significant upper level coursework in a single discipline area. All M.A.T. candidates must take at least three of the pre-teaching core courses (EDU 500, EDU 502, EDU 505 and EDU 506), in which two must include *EDU 502: Assessment and Evaluation* and *EDU 505: Classroom Management* courses and pass CORE and Praxis 2 to apply for a three-year provisional Class A license. After completion of one-year of teaching and required coursework, candidates may apply for a Class A standard (5 year) license; upon program completion (graduation) M.A.T. candidates may apply for a Class AA standard license (see **Appendix C**, p. 45 for *Plan of Study* form).

The M.A.T. graduate degree programs are rigorous, intensive three-semester programs, 16 weeks each that allow candidates to fulfill a one-year teaching position to complete an alternative certification licensure program as full-time candidates in 12 months. Candidates take classes from summer through fall and spring. All courses in the M.A.T. programs are taught only in a face-to-face classroom setting. The

program coursework for the Elementary Education option consists of the 37 semester hours listed in MDE New Program Proposal, pp. 6-8 under *Course Descriptions* (see **Appendix J**, for *Course Syllabi*).

The philosophy, conceptual framework for teacher preparation, and R.E.A.D. educator model embraced by Tougaloo College's Division of Education are appropriately aligned with the state's Common Core Standards, professional, state, and institutional standards. These standards are infused into the Division's graduate program of study, curricular, program documents, and assessment system. The unit's mission, philosophy, conceptual framework, and R.E.A.D. model are introduced early and are continuously examined throughout the graduate candidate's progress through the program. The conceptual framework guides and informs the curricula and operations of the Division of Education, including the planning, implementation, and evaluation of the graduate candidates' performance from program admissions to program completion for our graduate level degree programs. In the graduate education program, the R.E.A.D educator model promotes expert knowledge and responsible professional development of expertise in skills and practice. Graduate candidates arrive with a rich background of practical experience upon which a professional educator's knowledge and skills are built. They further their professional growth through an advanced program that integrates a rigorous approach to theory in their graduate coursework with intensive application in field-based and clinical experience.

Our use of the constructivist theory in the graduate program incorporates a pedagogical understanding of teaching and learning techniques for students in grades 4-12. The curriculum is designed to foster in graduate candidates the knowledge, attitudes, and skills appropriate for their professional practice. Education faculty, advisors and master/mentor teachers serve as instructional models who guide the professional growth and development of graduate candidates as they become highly qualified and effective schoolteachers. In this context, schoolteachers are viewed at every level as agents of change, and service and leadership is viewed as a lifelong commitment to learning. The mission of the Division of Education, Instruction and Supervision at Tougaloo College is to prepare and support caring, reflective pre-service teachers to be life-long learners and to succeed as professional educators in the teaching community. Through teaching, scholarly research, and service, the Division of Education is dedicated to preparing future teachers with the knowledge base, dispositions and skills necessary to become successful and effective educators in a complex, rapidly changing global society. The Division of Education faculty and staff envision a teaching and learning environment committed to providing future teachers with an education that develops reflective, effective, active and decisive scholars and practitioners who use theory, scholarly research, and best practices in their work with children and adolescents.

Administration

Sophia L. Marshall will serve as the Division of Education Director of M.A.T. degree programs. Each candidate will have an academic advisor who will be responsible for monitoring the candidate's degree progress, performance and approving the candidate's course list each semester. All participating faculty will be potential academic advisors. To facilitate a coaching/mentoring environment, all new students will meet with an assigned academic advisor (assigned by the M.A.T. Director) to adopt a plan of study for completing their degree during the first week of orientation in first semester. Further advising and mentoring will be monitored during regular advising hours and during reflections for field and clinical practice experiences.

Software

Students are required to have access to a computer off-campus with Microsoft products in which they can complete assignments and have privileges sufficient to download files and install required software programs.

4. Students & Projected Enrollment

It is estimated that approximately 70% of students will be full-time students, due to being recent college graduates, individuals changing careers, and individuals with undergraduate/graduate degrees who wish to attain a teaching degree and licensure. The projected student enrollments in the proposed higher level degree programs are reflected in **Table 1**.

Table 1 – Projected Student Enrollment

Master of Arts Teaching Concentration	Year 1		Year 2		Year 3		Year 4		Year 5	
	EE	SE	EE	SE	EE	SE	EE	SE	EE	SE
New students Full-time cohorts	6	8	8	10	10	10	12	13	15	15
New students Part-time cohorts	5	5	5	5	5	7	5	7	8	10
Total Head Count	11	13	13	15	15	17	17	20	23	25
Graduates – Full-time	8	8	5	10	7	14	10	14	12	15
Graduates – Part-time	0	0	4	4	7	7	8	8	8	10
Graduates Total	8	8	9	14	14	21	16	22	20	25

It is assumed that full-time students will take 12 credit hours per semester and part-time students will take 6-9 student credit hours per semester in the M.A.T. degree programs (see MDE New Program Proposal, **Appendix D**, p.47, for *Sample Schedule*). This translates into the student credit hours projection of revenue below in **Table 2** of \$406 for each graduate student credit hour.

Table 2 – Projected Student Credit Hours & Revenue

Master of Arts in Teaching Program	Year 1		Year 2		Year 3		Year 4		Year 5		Total
	EE	SE	EE	SE	EE	SE	EE	SE	EE	SE	
Total Full-time Students	6	8	8	10	10	10	10	12	15	15	107
Total Student Credit Hours – Full Time	216	288	288	360	360	360	432	468	540	540	3,852
Total Part-time Students	5	5	5	5	5	7	5	7	8	10	62
Total Student Credit Hours – Part Time	90	90	90	90	90	126	90	126	144	180	1,116
Total Student Credit Hours	306	378	378	450	450	486	522	594	684	720	4,968
Total Tuition Fees	\$124,236	\$153,468	\$153,468	\$182,700	\$182,700	\$197,316	\$211,932	\$241,164	\$277,704	\$292,320	\$2,017,008
Commuter & General Fees	\$7,260	\$8,580	\$12,540	\$16,500	\$16,500	\$21,780	\$15,840	\$23,760	\$19,140	\$25,080	\$166,980
Total Program Revenue	\$131,496	\$162,048	\$166,008	\$199,200	\$199,200	\$219,096	\$227,772	\$264,924	\$296,844	\$317,400	\$2,183,988
Total Revenue	\$293,544		\$365,200		\$418,296		\$492,696		\$614,244		\$2,183,988

¹Mississippi Department of Education required M.A.T. graduate level alternative certification programs to assume the same fees as those in the Institution's undergraduate programs.

5. Institutional Readiness for the Program

Because it currently offers bachelor's degrees in Elementary Education, Biology Education, Chemistry Education, English Education Mathematics and Computer Science Education, and Physics Education, among others, Tougaloo College is well prepared to start M.A.T. degree programs in Elementary Education and Secondary Education. Tougaloo's location places it within reach of public schools ranging from excellent to failing (based on Mississippi's academic performance rating system), giving

opportunities for candidates to gain valuable clinical practice in a variety of learning settings. The program, as designed, will have a limited impact on current departmental resources and will be self-supporting within approximately two years of its inception. In this section, we detail the organizational structure of the program.

Faculty

Faculty will be regular department faculty, who will teach as an overload "after hours" and be compensated at levels commensurate with their current salary (see **Table 5, p. 18** for *Faculty Qualifications for Course Instruction* and **Appendix I**, for *Faculty Vitas*). Currently, participating faculty will be Drs. Willie Jones, Sophia Marshall, and Pamela Russ, and adjunct community faculty members Trashonda Dixon and Dr. Dennis Williams. CVs are included in **Appendix I**. Opportunities for faculty research will be expanded, as participating faculty will have increased exposure to local public schools serving students in grades 4-12. Opportunities for researching pressing and interesting issues can arise through contact with students and educators, who will be currently working in the field and in cooperation with the local public schools that serve grades 4-12 students. We anticipate more partners and collaborations with additional local public schools as the M.A.T. program grows. Future non-tenured faculty will be hired using the same procedures and criteria currently used to hire faculty for regular departmental degree programs.

Candidates

We assume candidates will be recent graduates, career-changers, or who currently hold an alternate license and desire to complete a Master's degree and standard certification. Evening courses will be offered during the week, including Saturdays. We will offer a minimum of two courses per week, during summer, fall, and spring semester for M.A.T. candidates. The courses will be sequenced from pre-teaching courses to concentration courses. Ultimately, we will admit cohorts for the beginning of each summer semester for all M.A.T. degree programs.

Academic Administration

The academic curriculum, admissions, and managing of faculty will be handled by the Division of Education *M.A.T. Graduate Committee* within the department. Members of this committee will include the Education Dean and appropriate department Chairs and selected faculty, as well as the M.A.T. Director, who is also a regular member of the Education faculty. Admissions procedures are detailed below in Section 6.

Administration

The Division of Education will maintain full control of all academic components of the degree (admissions, curriculum, faculty, student progress, academic advising, and graduation requirements). Tougaloo Admissions will provide support on financial, administrative, and logistical elements of the degree delivery (student recruitment/marketing, admissions support, student affairs support, and instructor and classroom services). A full list of administrative and logistical duties that Admissions should provide is included in **Appendix A-1, p. 41**.

Library and Other Academic Support Services

Due to existing support of B.A. programs in the Divisions of Education, Humanities, Social Science, and Natural Sciences, support is in place for library resources and other academic activities.

Physical Facilities

Again, because of the existing degree programs in the Division of Education (bachelor and associate degree levels) and other Divisions, most of the required computer laboratories and office spaces are in place for this new program.

Equipment and Technology Resources

No immediate equipment and technology resources are required for this proposed program.

External Operating Resources

No other resources, whether internal or external, are required to implement the proposed program.

6. Admission Policy

Program Admission

The M.A.T. programs are designed for graduates of accredited four-year colleges who hold non-educational degrees and want to pursue the alternative route licensure program at the graduate level, or who currently hold an alternate license and desire to complete a Master's degree and standard certification. The M.A.T. Secondary Education program requires a bachelor's degree with a major (30 credits) in a content area that is taught in secondary schools, or completion of a significant amount of upper-level coursework in a single discipline/content area. For the M.A.T. in Elementary Education, the degree program requires a bachelor's degree with completion of 12 credits each in English, mathematics, science, and social science, with six credits in fine arts (see **Appendix E**, p. 48 for the *Division of Education, Supervision and Instruction Graduate Admission Application*).

The following requirements describe the criteria for admission to the proposed M.A.T. degree programs:

- A completed Division of Education, Graduate application and \$20 application fee
- Official transcripts verifying a baccalaureate degree from a regionally/nationally accredited institution of higher learning
- Completion of the required undergraduate/graduate coursework in the subject/content area chosen for *Secondary Education certification* as illustrated below:

Biology (7-12)

- At least 30 credits in Biology
- A blend of courses in biology, genetics, physiology, ecology, zoology, marine biology

Chemistry (7-12)

- At least 30 credits in Chemistry
- A blend of courses in analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, physical chemistry

English/Language Arts (7-12)

- At least 30 credits in English
- A blend of courses in writing, genre studies, and literature

Mathematics (7-12)

- At least 30 credits in Mathematics
- A blend of courses in algebra, calculus, discrete mathematics, geometry, probability and statistics, number system, trigonometry

Physical Science (7-12)

(Examples: chemistry, physics, geology, earth science, space science, oceanography)

At least 30 credits in Science, which includes at least six credits each in

- Chemistry
- Physics

Physics (7-12)

- At least 30 credits in Physics
- A blend of courses in electronics, electricity and magnetism, mechanics, modern physics, quantum mechanics

Social Studies (7-12)

- At least 30 credit hours in social studies
- At least 9 credits must be in history, including two U.S. History courses
- At least 24 credits in one of the following four content areas: history, economics, geography or political science
- To reach the 30 credits, 9 credits may come from anthropology, sociology or psychology coursework
- A 1200-1500 word personal statement explaining the applicant's motivation for becoming a teacher and how their current academic qualifications and work experiences have prepared the applicant for a career in teaching; applicant should elaborate on experiences working with children and/or adolescents, the importance of helping diverse students to be successful in school, and the applicant's personal strengths, including the ability to work collaboratively with others
- GPA of 3.00 or higher (based on a 4.0 scale) in undergraduate/graduate coursework in the appropriate academic discipline/content area
- Three confidential letters of recommendation from professional and/or academic references dated within the last six months. References are required to submit a letter that indicate how they know the applicant, emphasize the applicant's level of commitment to working with children and/or adolescents, how they feel the applicant will be as a teacher, and how they believe the applicant will interact with peers, faculty, schoolteachers, staff and students in an educational setting
- A CV or professional resume
- Completion of the DOE Pre-Candidate Questionnaire
- Passing scores at the state required level on the CORE (Core Academic Skills for Educators) test
Qualifying scores on the SAT or ACT may be substituted for CORE testing requirements
- Passing scores at the state required level on the Praxis 2 Specialty Area Test must be taken in one of these areas: Elementary Education (4-6), English, Mathematics, Science (e.g., Biology, Chemistry & Physics) and Social Studies (History). All candidates must demonstrate satisfactory performance on the Praxis 2 specialty content knowledge test in the required content area(s) in which they will teach.
- Satisfactory completion of an interview

Transfer of Credits

No more than six (6) semester credit hours of approved program credits may be transferred from other regionally/nationally accredited institutions of higher learning. Transferred credits may not be used for the pre-teaching core courses. A minimum B grade (3.0) is required in all graduate courses presented for transfer. Applicants may not use credit by examination, audited courses, or courses taken under the credit/no credit option to fulfill course requirements for any Education graduate degree program. Only course credits less than six years old may be applied to graduate degree requirements.

Application Process

The priority deadline for applications to the Division of Education M.A.T. degree programs is February 15. Review begins in March, and applications are considered until the cohort group is full for admission to Tougaloo's M.A.T. ***Pre-Teaching Summer Program***. A comprehensive rubric of multiple measures is used to assess personal characteristics, communication skills and basic skills necessary for preparing candidates to teach in an elementary or secondary school setting (see **Appendix F**, p. 55 for *Graduate Program Admissions Rubric*). In most cases, applicants will receive an admission decision within two weeks after their interview with the Division of Education M.A.T. Committee. All applicants accepted for the M.A.T. degree programs will be advised in writing (see **Appendix G**, p. 56 for *Proposed Academic Calendar for Graduate Programs for Education Division*).

7. Projected Cost of the Proposed Program

Budget: The five-year budget is shown in Table 3. The first year begins in academic year 2015, the first year for operations of the proposed M.A.T. degree programs in the Division of Education. Annual direct expenses for proposed M.A.T. degree programs total \$162K and \$174K for the first two years. These can be absorbed with projections of revenue from student credit hours for the M.A.T. programs reflected on p. 32 in Table 2. This is a plausible assumption if no significant equipment, classrooms, utilities, services are assumed for the small number of students served during the first two years (see Appendix B, p. 44 for *Evidence of Institutions with Similar Programs*, for credit hours and cost for program credit hours).

Table 3: Five (5) year Projected Budget – Direct Expenses & OH

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	
Direct Expense						
Full-time faculty	50,000	51,500	103,045	156,572	135,155	496,272
Part-time faculty	50,000	51,500	53,045	55,700	83,485	293,730
Full-time & Part-time faculty benefits	25,000	25,650	39,022	53,068	60,910	203,650
Administrative work-study & benefits	17,010	28,400	29,000	29,000	31,460	134,870
Course materials/supplies	3,850	3,575	3,050	3,240	3,275	16,990
Marketing/promotions	6,000	3,670	3,525	3,525	3,850	20,570
Office supplies/printing	2,365	2,500	2,685	2,890	3,380	13,820
Computer equipment & software supplies	3,000	3,000	1,500	1,125	1,125	9,750
Travel and research	4,000	4,000	6,000	8,000	8,000	30,000
Total Direct Expense	161,225	173,795	240,872	313,120	330,640	1,219,652
Indirect Expense (OH) at 25%	40,306	43,449	60,218	78,280	82,660	304,913
Total Expenses	201,531	217,244	301,900	391,400	413,300	1,524,565

1. *Faculty:* For the first 1-2 years, existing faculty should be adequate for the program. If enrollments increase at the projected rates, additional faculty will be requested in the year (or semester) needed to support programs.
2. *Library:* Percentage may be designated by DOE from division and/or department's net profit splits to upgrade library resources.
3. *Facilities, Equipment, Technological Resources:* No additional costs other than those noted above in computer equipment and software supplies.
4. *Administrative:* After the second year, if enrollment projections are correct, a 0.25 FTE work-study support would be required and 0.50 FTE work-study in Year 5.
5. Net profit split 75% Campus Dept.; 25% Division of Education

8. Quality of the Program

The M.A.T. programs in Elementary Education and Secondary Education degrees are grounded in Tougaloo College's vision and mission, and in the Division of Education's conceptual framework of preparing reflective, active, effective, and decisive teachers. The graduate level initial teacher preparation program is based on the assumption that graduate candidates must have expertise in the professional knowledge, skills and dispositions of a R.E.AD. Educator in order to become highly qualified teachers in today's classrooms. The M.A.T. programs accentuate academic excellence, reflective practice, and social equity in the classroom.

The program will comply with SACS and MDE accreditation standards and process review monitoring already well established at Tougaloo College. The College and the Division has utilized several paper-based assessment tools during the prior three academic years to archive assessment data on selected academic programs, including those from the Division of Education. Tougaloo College will apply for MDE accreditation in mid-February for its M.A.T. degree programs. The M.A.T. graduate degree programs are essentially structured to meet MDE and SACS accreditation standards such as complying with Common Core State Standards, national and state professional association standards and continuous assessment, documentation and improvement of the Division and its programs. Graduate courses from the degree programs will be subject to periodic assessment procedures in the same way that current undergraduate education programs are being monitored for consistency, learning achievement, candidates' progress and performance, and continuous evaluation of the Division's operations and its graduate degree programs.

Quality Assurance Measures

See MDE New Program Proposal, **Assessment Section**, p. 14 for *Description of Key Assessments*.

Monitoring Methods

The operation and impact of the program will be monitored at both the Division of Education and departmental level and by the Teacher Education Advisory Council, whose members are schools and community partners. A disposition assessment questionnaire will be required of all M.A.T. graduate candidates completing (exiting) the program. Education and alumni surveys will be taken to assess the impact of the M.A.T. programs. A New Program Proposal and Member Application for Institution Seeking Accreditation at a Higher Degree Level approval request forms will be submitted to the MDE and SACS, respectively, for review and final approval. Upon obtaining approvals, the program will undergo the same monitoring and continuous assessment process of existing programs that have been accredited by MDE and SACS.

Evaluation from Stakeholders

The results from exit questionnaires and the annual evaluation of M.A.T. programs by the Division of Education Graduate Studies Committee will be used for updating the curriculum, adjusting the degree requirements, improving the teaching methodology and monitoring the admission standards. Surveys will be sent to current and prospective employers of the program graduates, and the feedback will be used to evaluate the relevance, quality and academic focus of Tougaloo's M.A.T. degree programs.

9. School and Community Partners

School and community partners are organizations outside of Tougaloo College that have agreed to have a senior member sit on the TEAC board and to sponsor Candidate research projects. School and community partners also agree to provide access to their internship programs for enrolled students.

The TEAC advisory board will meet annually regarding all M.A.T. degree programs, and will consist of all Education Department faculty members, other appropriate Division faculty, and appointed school and community partners. The purpose of the meeting will be to review the curriculum to ensure that it is offering cutting-edge programs for preparing elementary and secondary school teachers.

School and community partners will identify problems with accompanying data that will serve as research projects for in-class activities for M.A.T. candidates. Students will meet regularly with an appointed college supervisor and a master/mentor teacher from partnering public schools who will evaluate the student's progress and performance from program admission to program completion. Students will also meet with M.A.T. faculty advisors, who will ensure that current standards of practice are being adhered

to. To date, we have agreements from a number of local schools and community partners, and we expect to continue fostering additional partnerships.

10. Marketing and Recruitment

The Office of Institutional Advancement will conduct the marketing and recruitment of the Master of Arts in Teaching (M.A.T.) in Elementary Education and Secondary Education degree programs in collaboration with the Division of Education. All marketing materials will be reviewed and approved by the Division of Education. Marketing will emphasize public relations and electronic marketing. The budget for year one includes adequate funding to support the marketing launch of the program. The preliminary marketing plan includes:

Website

- Creation of new website dedicated to M.A.T. in Elementary Education and Secondary Education
- Link from existing Division of Education website to other dedicated webpages
- Link from main Tougaloo website to other dedicated webpages
- Flash banner on Tougaloo College main website
- Highlight new degree on Tougaloo campus electronic newsletters and web portals

Print

- Develop and produce a print marketing brochure
- Program description in main Tougaloo catalog/brochure

Public Relations

- Press releases distributed to relevant news and professional/field print media (e.g., Mississippi Business Journal)
- Press release to Tougaloo College Harambee and other relevant campus print newsletters
- Announcement and calendar listings (print and electronic)

Events

- Participate in or have presence at relevant local events prospective students attend (e.g., education fairs, employment fairs at schools and other agencies, etc.)
- Meet prospective students and distribute information at spring and fall Divisions of Education Open House events
- Presentations at local schools and agencies in target segments

Targeted e-mail

- Purchase lists of relevant professionals and practitioners
- School and agency leaderships for program

Advertising

- Online ads and paid search tied to key targeted professions
- E-newsletter (free or paid) of targeted key professions
- Announcements and postings on relevant blogs (campus and other)
- Search engine optimization

11. Timeline

We anticipate admitting the first cohort beginning May, 2015. All cohorts will be identified by year of graduation. We expect the first cohort to consist of approximately 5-8 full-time and 3 part-time students

for the proposed M.A.T. Elementary Education option and approximately 7-10 full-time and 5 part-time students for the proposed M.A.T. Secondary Education option. Marketing will begin in summer 2014. Admissions procedures for the first cohort deadline for applications will be February 15, 2015.

YEAR 1 (15-16)	YEAR 2 (16-17)	YEAR 3 (17-18)	YEAR 4 (18-19)
<p><u>July 2014</u> Begin ongoing and continuous marketing and recruitment campaign</p> <p><u>February 2015</u> Priority application deadline</p> <p><u>April 2015</u> Final deadline for accepting program applications for Cohort 1</p> <p><u>May 2015</u> Notification of acceptance (Summer '15) Program acceptance letters Admission of Cohort 1 (Summer '15) Orientation meeting for Cohort 1 Cohort 1 classes begin</p> <p><u>July 2015</u> M.A.T. Professional Summer Institute: Mini-Workshops Recruitment campaign for cohort 2 begins</p> <p><u>August 2015</u> Annual Cohort Meeting/Dinner for Cohort 1</p> <p><u>September 2015</u> Professional Conference for Cohort 1</p> <p><u>February 2016</u> Priority application deadline for Cohort 2</p> <p><u>March 2016</u> Professional Conference for Cohort 1</p> <p><u>April 2016</u> Final deadline for accepting program applications for Cohort 2; Recruitment campaign for cohort 3 begins</p>	<p><u>May 2016</u> Notification of acceptance (Summer '16) Program acceptance letters Admission of Cohort 2 (Summer '16) Orientation meeting for Cohort 2 Cohort 2 classes begin</p> <p><u>July 2016</u> Recruitment campaign for cohort 3 begins M.A.T. Professional Summer Institute: Mini-Workshops BTPSA Semi-annual Cohort Meeting</p> <p><u>August 2016</u> Annual Cohort Meeting/Dinner for Cohort 1 & 2</p> <p><u>September 2016</u> Professional Conference for Cohort 2</p> <p><u>January 2017</u> BTPSA Semi-annual Cohort Meeting</p> <p><u>February 2017</u> Priority application deadline for Cohort 3</p> <p><u>March 2017</u> Professional Conference for Cohort 2</p> <p><u>April 2017</u> Final deadline for accepting program applications for Cohort 3</p>	<p><u>May 2017</u> Notification of acceptance (Summer '17) Program acceptance letters Admission of Cohort 3 (Summer '17) Orientation meeting for Cohort 3 Cohort 3 classes begin</p> <p><u>July 2017</u> M.A.T. Professional Summer Institute: Mini-Workshops Recruitment campaign for cohort 4 begins BTPSA Semi-annual Cohort Meeting</p> <p><u>August 2017</u> Annual Cohort Meeting/Dinner for Cohort 1, 2 & 3</p> <p><u>September 2017</u> Professional Conference for Cohort 3</p> <p><u>January 2018</u> BTPSA Semi-annual Cohort Meeting</p> <p><u>February 2018</u> Priority application deadline for Cohort 4</p> <p><u>March 2018</u> Professional Conference for Cohort 3</p> <p><u>April 2018</u> Final deadline for accepting program applications for Cohort 4</p>	<p><u>May 2018</u> Notification of acceptance (Summer '18) Program acceptance letters Admission of Cohort 4 (Summer '18) Orientation meeting for Cohort 4 Cohort 4 classes begin</p> <p>C1: 2017 Graduation Commencement</p> <p><u>July 2018</u> M.A.T. Professional Summer Institute: Mini-Workshops Recruitment campaign for cohort 5 begins BTPSA Semi-annual Cohort Meeting</p> <p><u>August 2018</u> Annual Cohort Meeting/Dinner for Cohort 1, 2, 3 & 4</p> <p><u>September 2018</u> Professional Conference for Cohort 4</p> <p><u>January 2019</u> BTPSA Semi-annual Cohort Meeting</p> <p><u>February 2019</u> Priority application deadline for Cohort 5</p> <p><u>March 2019</u> Professional Conference for Cohort 4</p> <p><u>April 2019</u> Final deadline for accepting program applications for Cohort 5</p>

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APPENDIX A-1

Administrative & Logistical Duties Performed by Tougaloo College Division of Continuing Education and Professional Studies

(Note: Under this model, Tougaloo Continuing Education & Professional Studies will assist the Division of Education in the administrative, marketing, and logistical aspects of the proposed self-support master's degree program. The Division of Education will oversee and direct all academic elements of the degree program (admission, curriculum, graduation requirements, faculty, etc.) Tougaloo Continuing Education will work closely with Education to implement the department, campus, and system policies. The degree is conferred by Tougaloo, not by Tougaloo Continuing Education and Professional Studies.)

Admissions (completed for each program intake each year) all in direct consultation with the campus academic department offering the degree

- Set up the application for admissions (incl. program-unique guidelines) on Division of Continuing Education (DCE) and Professional Studies system
- Respond to inquiries about administrative aspects of admissions; forward academic inquiries to campus department
- Collect new applications on behalf of campus department; follow-up with students to obtain missing information
- Provide support of department Graduate committee meetings as needed
- Prepare packets for review by department Graduate committee
- Follow-up with students to obtain special requested information
- Prepare letters to applicants regarding department admission decisions
- Update DCE application system with department Graduate committee decisions
- Follow-up with candidates to obtain their intent to attend
- Send student transcripts to DCE
- Prepare exception letters and transmit to DCE; get admissions exceptions approved
- Get transfer of credits approved
- Send orientation information to students

Student Affairs functions—all in direct consultation with the campus academic department offering the degree

- Orient new students to administrative procedures
- Process health insurance waivers
- Advise students on which courses are available in a given semester (as determined by academic department)
- Construct courses and fee tables for Campus systems
- Submit program pace and fee tables to financial aid office
- Advise students on financial aid and fees
- Notify Registrar of waivers, financial aid, etc.
- Confirm scholarship and financial assistance with DCE
- Set up Concurrent Enrollment arrangements
- Set up special elective or extra-program course arrangements (non-credit courses, workshops, etc.)
- Reconcile issues with parking, computing, libraries, etc.
- Provide student facility support, as needed
- Process incompletes, petitions, leaves of absence, course substitutions, etc., subject to academic department approval

- Monitor proper enrollment and assignment/payment of fees
- Monitor timely assignment and submission of grades (for employer reimbursement to students)
- Monitor student progress toward degree completion; record and report each course taken each year
- Field logistical questions regarding capstone course/thesis project; refer academic questions to academic department
- Monitor progress of capstone students (approval of thesis, set up of presentation to committee)
- Confirm completion of graduation requirements, in consultation with academic department and submit packet to DCE
- Make logistical arrangements for commencement ceremonies

Instructor and Classroom Services all in direct consultation with the campus academic department offering the degree

- Prepare schedule of classes
- Obtain and prepare classrooms (incl. catering, student check-in, instructor orientation as needed)
- Prepare textbook orders for the Bookstore
- Copy handouts, obtain other materials
- Provide online learning support, as appropriate, determined by academic department
- Prepare instructor compensation contracts
- Process instructor and speaker payments
- Administer instructor/course evaluations using format determined by academic department
- Schedule and announce seminars and workshops
- Maintain current copies of course descriptions, faculty bios, and course syllabi

Program Promotion and Student Recruitment all in direct consultation with the campus academic department offering the degree

- Create, host and update program web site, track traffic, generate leads
- Set up links on Tougaloo College and other appropriate sites
- Build and manage "opt in" email lists
- Prepare and produce printed material
- Respond to inquiries about the program, making referrals to academic department for questions about academic issues
- Plan and manage integrated marketing efforts
- Conduct email and mail campaigns, track results
- Conduct promotional events
- Identify and prepare advertisements
- Pursue and manage media coverage
- Contract and oversee video interviews with faculty and student features
- Identify industry advisors and potential employers
- Organize industry advisory meetings
- Maintain the student/alumni/advisor database
- Arrange and conduct program alumni meetings
- Compile/write/distribute annual program reports (incl. metrics of performance)

General and Financial Program Administration all in direct consultation with the campus academic department offering the degree

- Provide financial analysis and recommend program pricing
- Plan annual program budget
- +Prepare and obtain course approval requests for any new courses

- Pay and track all program expenses
- Calculate and process recharges to campus contract services
- Provide financial and student enrollment reporting (to academic department)
- Submit program information to campus general catalog and other publications
- Plan and facilitate program management meetings
- Develop, obtain approval for, and post program policies and procedures
- Attend DCE meetings as necessary
- Set up and oversee ongoing program evaluation data collection and analysis processes
- Prepare reports to the Graduate committees/DCE; assist in preparing responses to formal program reviews
- Respond to questions from other colleges or universities
- Interface with campus administrative units

APPENDIX B

**Similar Institutions (State, Regional, or National) with similar course of study
Master of Arts in Teaching Program Fees & Student Graduation Credit Hours**
(e.g., M.A.T degrees in Elementary Education and Secondary Education)

	University/College	State	Graduation Credit Hrs.	Program Fees (Resident) ¹	Program Fees (Non-Resident) ²
1	Belhaven University Jackson, Mississippi	State	36	\$530	n/a
2	Jackson State University Jackson, Mississippi	State	36	\$333	\$483
3	Mississippi State University Meridian, Mississippi	State	36	\$300	\$832
4	Mississippi College Clinton, Mississippi	State	30-33	\$490	n/a
5	Mississippi Valley State University Itta Bena, Mississippi	State	33-45	\$352	\$527
6	The University of Mississippi University, Mississippi	State	36	\$352	\$803
7	William Carey University Hattiesburg, MS	State	51	\$340	n/a
8	Louisiana Tech University Ruston, Louisiana	Regional	39	\$279	\$292
9	Nicholls State University Thibodaux, Louisiana	Regional	36-39	\$290	\$659
10	University of Memphis Memphis, Tennessee	Regional	30-46	\$513	\$1,134
11	University of Southern Alabama Mobile, Alabama	Regional	33	\$332	\$664
12	Xavier University of Louisiana New Orleans, Louisiana	Regional	36	\$300	n/a
13	Mary Baldwin College Staunton, Virginia	National	39-45	\$540	n/a
14	Earlham College Richmond, Indiana	National	43	\$581	n/a
15	University of Indianapolis Indianapolis, Indiana	National	36	\$540	n/a
16	Notre Dame of Maryland University Baltimore, Maryland	National	36	\$485	n/a
17	University of Maine Orono, Maine	National	36-45	\$418	\$1,259
18	The University of North Carolina Greensboro, North Carolina	National	39	\$292	\$922

Fees includes first eight (8) credit hours

^{1,2}Additional student fees may apply (e.g., application, technology, parking, etc.)



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APPENDIX C

MASTER OF ARTS IN TEACHING Plan of Study

NAME _____ SSN: _____

STARTING SEMESTER _____ GPA: _____

AREA OF CONCENTRATION: ___ Elementary 4-6 ___ Secondary 7-12 (Content _____)

(CORE): _____ Writing _____ Reading _____ Math _____ or ACT/SAT _____

PRAXIS 2 SPECIALTY CONTENT EXAM SCORE:

A. Pre-teaching Status (Foundations):

1. Requirements for entry for pre-teaching (foundations) status are:
 - a. Evidence of 3.0 or better cumulative GPA (grade point average) in undergraduate/graduate degree(s) work.
 - b. Earned a non-educational Bachelor's degree from an accredited institution of higher learning.
 - c. Evidence of passing CORE and the respective PRAXIS 2 Specialty Area Exam

Elementary 4-6			Secondary 7-12		
Course #	Course Title	Grade	Course #	Course Title	Grade
EDU 502	Assessment and Evaluation		EDU 502	Assessment and Evaluation	
EDU 505	Classroom Management		EDU 505	Classroom Management	
Foundation Hours		6	Foundation Hours		6

NOTE: Upon completion of pre-teaching (foundations) coursework, the candidate becomes eligible for a Special Class 'A' Alternative Route Educator License in the area of his/her program concentration [e.g. Elementary 4-6, Secondary content area (7-12)]. Successful candidates completing required pre-teaching courses and testing requirements can apply to MDE Office of Educator Licensure for a three-year provisional Class A license with test scores, transcripts, and recommendation from the institution. This license is valid for three years and non-renewal.

- B. Internship (Teaching) Status:** A candidate must pass the appropriate PRAXIS Content exams for elementary, middle or secondary certification and have maintained a 3.0 GPA to enter the internship. Pre-teaching coursework must be completed prior to entering the internship and

Internship Requirements:	Candidate's Initials
1. Candidate must be teaching in his/her certification area before he/she can be enrolled in the internship. Securing a full-time teaching position is the responsibility of the candidate.	
2. Candidate must obtain a written agreement form his/her school board personnel/human resource director or private school principal to the following conditions: <ol style="list-style-type: none"> a. During the internship, the candidate will be assigned a master/mentor teacher who will evaluate the candidate's teaching a minimum of six (6) times during each school term of the internship. (Evaluation forms will be provided by the college). b. During the internship, the candidate's teaching will be evaluated by the principal (or his 	

designee other than the mentor teacher) at least one time during each semester and a college supervisor at least six (6) times during each semester of the professional internship. (Evaluation forms will be provided by the college to the principal).

- c. During the internship, the candidate, the principal (or designee), the master/mentor teacher, and the college supervisor will develop a prescriptive plan for the candidate, if necessary.
- d. During the internship, candidates MUST successfully complete EDUC 596 to receive credit for the courses.
- e. Candidates are required to successfully complete a full-year of teaching and submit for evaluation via electronically the personal electronic portfolio prior to program completion. This final teaching portfolio must be submitted no later than the eighth week after completion of EDUC 596: Clinical Internship/Seminar courses.

NOTE: Upon successful completion of CORE, Praxis 2, pre-teaching coursework, and the required six (6) semester units and a full-year in the teaching internship and seminar course, candidates may apply to MDE Office of Educator Licensure for a Class A standard (5 year) license.

Elementary 4-6			Secondary 7-12		
Course #	Course Title	Grade	Course #	Course Title	Grade
EDU 596	Clinical Teaching Internship		EDU 596	Clinical Teaching Internship	
Professional Hours		6	Professional Hours		6

C. Professional (Teaching) Status:

1. Required coursework that must be completed prior to obtaining a Master of Arts in Teaching degree.

Elementary 4-6			Secondary 7-12		
Course #	Course Title	Grade	Course #	Course Title	Grade
EDU 500	Foundations of Modern Education		EDU 500	Foundations of Modern Education	
EDU 506	Exceptional Learners		EDU 506	Exceptional Learners	
EDU 513	Reading, Writing and Lang. Arts		EDU 515	Reading Instruction & Assessment	
EDU 516	Social Studies & Creative Arts		EDU 559	Teaching with Technology	
EDU 554	Science and Math Methods		EDU 561	Teaching Methods & Prac. Anal	
EDU 557	Curriculum and Instruction		EDU 563-4	Unit Planning in Action (3-6 units)	
EDU 559	Teaching with Technology		Transfer	Content Area Courses (6 units)	
Professional Hours		21	Professional Hours		24-27

NOTE: Candidates upon successful program completion (graduation), M.A.T. candidates may apply to MDE Office of Educator Licensure for a standard Class AA standard license with transcripts, and recommendation from the institution.

My signature attests that I have read, understand, and agree to adhere to the requirements outlined in this Plan of Study.

Candidate's Signature: _____ Date: _____

APPROVED: _____

M.A.T. Advisor: _____ Date: _____

Dean of the Division of Education/Designee: _____ Date: _____

APPENDIX D

Sample Schedule

Master of Arts in Teaching

MAT Summer (Session 1 & 2) - All M.A.T. Candidates		Credit Hours
EDU 502	Assessment and Evaluation in Teaching and Learning	3
EDU 505	Theories of Classroom Management and Practice	3
MAT Fall & Spring - (Semester 1 & 2) - All M.A.T. Candidates		
EDU 596	Clinical Teaching Internship/Seminar	6
MAT Summer (Semester 3) - All M.A.T. Candidates		
Elementary Education Concentration		
EDU 500	Foundations of Modern Educational Practices	3
EDU 506	Exceptional Learners: Development and Cultural Characteristics	3
MAT Fall (Semester 4)		
Elementary Education Concentration		
EDU 513	Reading, Writing and Language Arts in Elementary Schools	3
EDU 516	Social Studies and Creative Arts in the Elementary Classroom	3
Secondary Education Concentration		
EDU 515	Reading Instruction and Assessment across the Content Area	3
EDU 561	Teaching Methods and Practicum Analysis in the Secondary Classroom	3
MAT Spring (Semester 5)		
Elementary Education Concentration		
EDU 554	Science and Mathematics Methods in Elementary Education	3
EDU 557	Curriculum and Instruction	3
Secondary Education Concentration		
EDU 563/564	Unit Planning in Action	3-6
Transfer	Master-level Content Area Concentration Course	3
MAT Fall (Semester 6)		
Elementary Education Concentration		
EDU 559	Teaching with Technology	3
Secondary Education Concentration		
EDU 559	Teaching with Technology	3
Transfer	Master-level Content Area Concentration Course	3

GRADUATE PROGRAM APPLICATION



DIVISION OF EDUCATION, SUPERVISION & INSTRUCTION

500 West County Line Road
Holmes Hall, Room 1
Tougaloo, MS 39174-9799

Office: (601) 977-7744

Fax: (601) 977-6165

Website: www.tougaloo.edu/education

Email: educ@tougaloo.edu/education

TOUGALOO COLLEGE GRADUATE PROGRAMS

Application for Admission

This form should be completed if you wish to apply for admission as a graduate student at Tougaloo College. Please consult the Tougaloo College Graduate Program Catalog.

Tougaloo College welcomes your interest in our graduate programs. Print legibly in ink or use a typewriter. Be sure application is completely filled out and signed. It is imperative that you record identification data accurately. A check or money order for a \$20.00 non-refundable application fee must accompany this application. Decisions regarding admissions are made after a review of your academic records (official transcripts), test scores, letters of recommendations, and all other supporting documentation required for each graduate program for which you are applying in the Division of Education. Any applicant applying to the Division of Education Graduate Programs may require an interview. Applicants will be reviewed when ALL requirement documentation and materials have been received in the Office of the Division of Education, Supervision and Instruction. All application materials become the property of the College and are not returnable.

APPLICATION PROCEDURES & REQUIREMENTS

1. The completed application accompanied by the application fee (\$20.00).
2. Official transcript(s) of all undergraduate course work and, where applicable, post-baccalaureate course work reflecting a minimum overall grade point average of 3.0 (based on a scale in which A=4.0).
3. Recommendations by three persons qualified to appraise scholastic aptitude, and personal and professional potential (form enclosed).
4. If applying for Master of Arts in Teaching program, a submission of the results from CORE & PRAXIS tests (CORE is waived with ACT composite score of 22 and above, or a SAT score of 1030 or higher).

**TOUGALOO COLLEGE
GRADUATE PROGRAMS**

Application for Admission

SECTION A: Personal Details

A(1) DATE _____ A(2) ID # _____ / _____ / _____

A(3) NAME _____
Last First Middle

A(4) PLACE OF BIRTH

A(5) DATE OF BIRTH

DD MM YYYY

A(6) GENDER

Male Female

SECTION B: Contact Information

Mailing Address

Home (Permanent) Address (if different)

B(1) NUMBER/STREET

B(2) TOWN/CITY

B(3) ZIP CODE

B(4) COUNTY

B(5) TELEPHONE

B(6) EMAIL ADDRESS

SECTION C: Program of Study

C(1) Date you wish to start (check one only)

M.A. in Child Development

1 October 1 April

C(2) Study Mode (check one only)

Full-Time Part-Time

Please note: not all courses are available part-time – see online sample part-time plan of study

M.A.T. in Teaching *

1 October

*Check M.A.T. option below:

Elementary Education (4-6)

Secondary Education (7-12)**

If you have checked Part-Time above, please note that this is not a distance learning program. You must make at least two visits per term to Tougaloo College for supervision. You must also attend at any other time as prescribed by your Faculty for professional development training. Please check the box to confirm that you agree to this.

**Secondary Content Area:

Please consult the Division of Education, Student Graduate Catalog for details of your program of study before completing the fields in this section.

SECTION D: Current Study

D(1) Check one: I am currently studying, as follows: I am not currently studying – go to **D(2)**

Name of University (include country)	Subject (Include Department)	Degree	Date Started	Date to be Obtained	GPA Expected

D(2) Previous degree-level study (most recent first)

Name of University	Subject	Degree	Date Started	Date to be Obtained	Expected GPA

D(3) If you have worked on a research project, either for your first degree or subsequently, please describe your work below; your account should be intelligible to anyone who is not a specialist in your field. If you have no such research experiences, leave this space blank; a blank entry will not impact your application.

D(4) Scholarship, awards, prizes and other distinctions obtained (list only the most important)

D(5) If you have made applications to other institutions this year, give details here

Degree	Program of study/research	Institution	Department	State/Country

SECTION E: Employment History			
From	To	Position Held	Name and Address of Employer

Are you currently employed? Yes No

CORE TEST Writing Reading Math or ACT/SAT Score

PRAXIS 2 SPECIALTY AREA EXAM SCORE:

Undergraduate/Graduate Degree Granting Institution: _____ **Cumulative Grade Point Average**

Are you willing to register for the semi-annual *Beginning Teachers Professional Support and Assessment* group meetings? (please check one) Yes No

SECTION F: Recommendation Forms

Please use the recommendation form on the next page to submit to three individuals (teachers, professors, supervisors, etc.) who can attest to your scholastic abilities, research and scholarly work. Please duplicate the form and indicate your proposed major, full name (including last, first, and middle names) on the recommendation form prior to submitting to recommender.

**TOUGALOO COLLEGE
Graduate Programs**

REFERENCE FORM

The applicant named below has applied for admission to the Graduate Program of the Division of Education, Supervision and Instruction at Tougaloo College. Please complete **this Reference Form along with a separate recommendation letter** written and signed on your **official academic or business letterhead** stationery. Return both documents before the **program application deadline** of _____. If you have not had the applicant as a student, please adapt items 2-5 below, if applicable, and explain your knowledge and assessment of the applicant in your recommendation letter.

Applicant's Last Name/Surname _____

First _____

Middle _____

1. What is your relationship with the applicant?

Teacher/Professor

Employer/Supervisor

Other _____

2. SUMMARY EVALUATION

Compare the applicant with a representative group of students with similar experiences and interest in the same field. How do you rate the applicant on general research and scholarly ability? (Check one)

3. RECOMMENDATIONS

I would make the following recommendation for the applicant's admission to the graduate degree program at Tougaloo College.

I feel that the applicant is qualified to serve as : (check all that apply)

4. Some gifted individuals do not perform to their potential, is the applicant's scholastic record, as you know it, an accurate index of his/her ability?

5. RECOMMENDATION LETTER

- a) Use only clearly identified, official
- b) Include the applicant's name on each page of the letter.
- c) Attach your letter to this Reference Form and send them so they arrived no later than the above-stated deadline.
- d) Describe the applicant's qualifications for graduate study. Please discuss topics such as:
 - Performance in independent study or research project
 - Intellectual independence
 - Research interests
 - Capacity for analytical thinking
 - Ability to work with others
 - Ability to organize and express ideas clearly
 - Drive and motivation

RECOMMENDER (Please sign below)

Phone: _____ Fax: _____ Email _____

Printed Name: _____ Signature: _____

The following information is voluntary and will be used in a nondiscriminatory manner, consistent with applicable civil rights laws. None of the information you provide in this section will be used for admission consideration.

1. Are you a citizen of the United States? YES [] NO []
2. Are you a Veteran? YES [] NO []
If yes, are you currently serving in the Armed Forces? YES [] NO []
3. Ethnic Group (Check one):
- [] Asian or Pacific Islander [] Caucasian/Non-Hispanic
- [] American Indian [] Hispanic
- [] African-American/Non-Hispanic [] Other

PLEASE ATTACH THE REQUIRED PERSONAL STATEMENT. THIS STATEMENT WILL SERVE AS YOUR WRITING SAMPLE.

Signature of Applicant [Required]

Date

The application is only for admission to the Division of Education, Supervision & Instruction Graduate Programs. Admission to the College may require completion of an additional admission application.



TOUGALOO COLLEGE
 500 West County Line Road
 Tougaloo, MS 39174-9799
 601.977.7744
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APPENDIX F

Graduate Program Admission Rubric

Name: _____ Program:

		4	3	2	1	Score
Application Form		Completed / Well done	X	Incomplete	None	
Letters of Recommendation	Address candidate's motivation, experience, qualifications and/or commitment to teaching, helping students learn, etc.	Letters directly addresses ambition and qualifications	Letters are general in nature	Letters are vague	No letters of recommendation	
Personal Statement	Address motivation, qualifications, and commitment	In-depth, clear and concise statements and objectives	Objectives and statements have some depth	Some objectives, lacks clarity and specifics	Vague, unclear objectives and statements; lacks depth	
	Writing	Engaging; very well written; excellent command of the English language	Wellwritten, few errors and easy to read	Some errors, a challenge to read and understand due to the errors	Poorly written; multiple occurrences of poor grammar	
	Objectives align with program	Strong objectives	Good objectives	Minimal objectives	No objectives	
Testing Documentation	CORE & Praxis 2 Test Scores	Passed CORE & Praxis 2	Passed Praxis 2	Passed CORE	Have not taken CORE 1 or 2	
Transcripts	GPA minimum from BA/MA granting institution	Above 3.5	3.25-3.49	3.0-3.24	Below 3.0	
	Content	Content/subject reflects the credit hours, depth and breadth of courses to become a Master Teacher		Some weak areas in terms of applicable content/subject	X	
Final Score	a) Add total score					
	b) Divide total score by 8					
Final score for Admissions Rubric 2.8-4.0 (Admit)						

Do you have any reservations about this candidate's potential for success in the graduate program? Yes ___ No ___

Admissions Decision (Check only one)

Admit	
Conditional Admit	
Defer	
Denied	

If admitted, indicate below academic year and semester:

Year		Semester:	
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Expected Graduation Date:

APPENDIX G

Proposed Academic Calendar for Graduate Level Programs

SPRING SEMESTER 2015

January

5	Mon	College Reopens
5	Mon	Residence Halls open for all Students Orientation/Advising/Registration for New Graduate Students
6	Tue	Classes Begin
6-22	Tue-Thurs	Registration Continues (Late Fee Assessed)
19	Mon	Dr. Martin Luther King Jr. Day Observance
20	Tue	Classes Resume
20-23	Tue-Fri	Drop/Add Course Deadline
27	Tues	Course Withdrawal Process Begins

February (*Black History Month*)

9-13	Mon-Fri	Religious Emphasis Week
16	Mon	Course Withdrawal Process Ends
18	Wed	Honors Convocation (sophomores, juniors, Seniors & Graduates)
19-21	Thurs-Sat	Board of Trustees Meeting

March (*Women's History Month*)

3-4	Tue-Wed	Mid-Term Examinations
4	Wed	Induction Ceremony of Sigma Tau Delta International English Honor Society
6	Fri	Mid-Term Grades Due Incompletes Removal Deadline Residence Halls Close
9-14	Mon-Sat	Spring Break
15	Sun	Residence Halls Open
16	Mon	Classes Resume
18	Wed	Graduate Class Meeting
22	Sun	Annual Spring Choir Concert
23-26	Mon-Thurs	Humanities Festival Week

April

3-4	Thurs-Sat	Easter Observance
6	Mon	Classes Resume
8-10	Wed	Advising Day/Early Course Selection for Returning Graduate Students
10	Wed	Last Day to Withdraw from the College
12	Sun	Alpha Lambda Delta Induction Ceremony
20	Mon	Last Day of Classes
21	Tue	Reading Day
22-25	Wed-Sat	Final Exams
29	Wed	Residence Halls Close
30	Thurs	Grades Due

SUMMER SEMESTER SESSION 2015

May

1-2	Thurs-Fri	Board of Trustees Meeting
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	4	Mon	Orientation/Advising/Registration for New Graduate Students/Returning Graduate Students
	5	Tue	Classes Begin
	5-12	Tue-Tue	Registration Continues (Late Fee Assessed)
	6-13	Wed-Wed	Drop/Add Classes
	13-14	Wed-Thurs	President's Retreat- IEP Reporting
	18	Tue	Request for Letter Grade Change Begins
	25	Mon	Memorial Day Observance
	26	Tue	Classes Resume
	28	Thurs	Request for Letter Grade Change Ends
June			
	17	Wed	Graduate Class Meeting
July			
	3	Fri	Independence Day Observance
	6	Mon	Classes Resume
	11-17	Sat-Fri	Art Colony
	16-17	Thurs-Fri	Early Course Selection for New Graduate Students/Returning Graduate Students
	20-24	Mon-Fri	Professional Teaching Summer Institute: Mini-Workshops
August			
	10	Mon	Last Day of Classes
	11	Tue	Reading Day
	12-15	Wed-Sat	Final Exams
	17	Fri	Faculty/Staff Institute
	18	Sat	Residence Halls Open for New/Transfer/Re-Admitted Students
	20	Thurs	Grades Due

FALL SEMESTER 2015

August			
	24	Mon	Orientation/Advising/Registration for New Graduate Students/Returning Graduate Students
	25	Tue	Classes Begin
	25-31	Thur-Fri	Registration Continues (Late Fee Assessed)
			Drop/Add Classes
	26	Wed	President's Convocation
	31	Mon	Request for Letter Grade Change Begins
September			
	5		Course Withdrawal Process Begins
	7	Mon	Labor Day
	8	Tue	Classes Resume
	5	Wed	Provost/Vice President's Convocation
	12	Fri	Annual Graduate & Professional School Fair
	18	Thurs	Request for Letter Grade Change Ends
October			
	12-18	Mon-Sun	Founders' Week
	14-16	Wed-Fri	Board of Trustees Meeting
	14	Wed	Presidential Lecture
	18	Sun	Founders' Convocation
	20-24	Tue-Sat	Mid-Term Examinations

26	Mon	Mid-Term Grades Due Last Day to Remove Incompletes
November		
12-16	Mon-Fri	Advising Day/Early Course Selection for New/Returning Graduate Students American Education Week Convocation
13	Fri	Last Day to Withdraw from the College Thanksgiving Convocation
21	Sat	Residence Halls Close (12:00 noon)
21-28	Sat-Sat	Fall Break/Thanksgiving Break
21	Tue	Campus Close (1:00 p.m.)
29	Sun	Residence Halls Opens
30	Mon	Classes resume
December		
6	Sun	Annual Winter Choir Concert/Tree Lighting Ceremony
7	Mon	Last day of Classes
8	Tues	Reading Day
9-15	Wed-Tue	Final Examinations
16	Wed	Residence Halls Close (12:00 Noon)
17	Thur	Grades due
19	Fri	College closes

SPRING SEMESTER 2016

January

4	Mon	College Reopens
4	Mon	Residence Halls open for all Students Orientation/Advising/Registration for New Graduate Students
5	Tue	Classes Begin
5-21	Tue-Thurs	Registration Continues (Late Fee Assessed)
18	Mon	Dr. Martin Luther King Jr. Day Observance
19	Tue	Classes Resume
19-22	Tue-Fri	Drop/Add Course Deadline
26	Tues	Course Withdrawal Process Begins

February (Black History Month)

8-12	Mon-Fri	Religious Emphasis Week
15	Mon	Course Withdrawal Process Ends
17	Wed	Honors Convocation (sophomores, juniors, Seniors & Graduates)
18-20	Thurs-Sat	Board of Trustees Meeting

March (Women's History Month)

1-2	Tue-Wed	Mid-Term Examinations
2	Wed	Induction Ceremony of Sigma Tau Delta International English Honor Society
4	Fri	Mid-Term Grades Due Incompletes Removal Deadline Residence Halls Close
7-11	Mon-Sat	Spring Break
13	Sun	Residence Halls Open
14	Mon	Classes Resume
16	Wed	Graduate Class Meeting
20	Sun	Annual Spring Choir Concert
21-24	Mon-Thurs	Humanities Festival Week

25-27 Thurs-Sun Easter Observance
 28 Mon Classes Resume

April

6-8 Wed-Fri Advising Day/Early Course Selection for Returning Graduate Students
 8 Fri Last Day to Withdraw from the College
 10 Sun Alpha Lambda Delta Induction Ceremony
 18 Mon Last Day of Classes
 19 Tue Reading Day
 20-23 Wed-Sat Final Exams
 27 Wed Residence Halls Close
 28 Thurs Grades Due

SUMMER SEMESTER SESSION 2016

May

2 Mon Orientation/Advising/Registration for New Graduate Students/Returning Graduate Students
 3 Tue Classes Begin
 3-10 Tue-Tue Registration Continues (Late Fee Assessed)
 5-6 Thurs-Fri Board of Trustees Meeting
 8 Sun Graduation Commencement Services
 4-11 Wed-Wed Drop/Add Classes Begins
 11-12 Wed-Thurs President's Retreat- IEP Reporting
 17 Tue Request for Letter Grade Change Begins
 26 Thurs Request for Letter Grade Change Ends
 30 Mon Memorial Day Observance
 31 Tue Classes Resume

June

15 Wed Graduate Class Meeting

July

4 Mon Independence Day Observance
 5 Tue Classes Resume
 11-17 Sat-Fri Art Colony
 16-17 Thurs-Fri Early Course Selection for New Graduate Students/Returning Graduate Students
 18 Mon Deadline: To Submit August Commencement Requirements
 20-24 Mon-Fri Professional Teaching Summer Institute: Mini-Workshops

August

1 Mon Summer Commencement
 8 Mon Last Day of Classes
 9 Tue Reading Day
 10-13 Wed-Sat Final Exams
 18 Thurs Grades Due
 19 Fri Faculty/Staff Institute
 20 Sat Residence Halls Open for New/Transfer/Re-Admitted Students

FALL SEMESTER 2016

August

22 Mon Orientation/Advising/Registration for New Graduate Students/Returning

		Graduate Students
23	Tue	Classes Begin
23-26	Thur-Fri	Registration Continues (Late Fee Assessed) Drop/Add Classes
24	Wed	President's Convocation
29	Mon	Request for Letter Grade Change Begins
September		
5	Mon	Labor Day
6	Tue	Classes Resume
6	Tue	Course Withdrawal Process Begins
7	Wed	Provost/Vice President's Convocation
9	Fri	Annual Graduate & Professional School Fair
15	Thurs	Request for Letter Grade Change Ends
October		
10-16	Mon-Sun	Founders' Week
12-14	Wed-Fri	Board of Trustees Meeting
12	Wed	Presidential Lecture
16	Sun	Founders' Convocation
18-22	Tue-Sat	Mid-Term Examinations
24	Mon	Mid-Term Grades Due Last Day to Remove Incompletes
November		
4	Fri	Fall Graduation Application Deadline
7-11	Mon-Fri	Advising Day/Early Course Selection for New/Returning Graduate Students American Education Week Convocation
11	Fri	Last Day to Withdraw from the College
20	Fri	Thanksgiving Convocation
21	Sat	Residence Halls Close (12:00 noon)
21-26	Sat-Sat	Fall Break/Thanksgiving Break
22	Tue	Campus Close (1:00 p.m.)
27	Sun	Residence Halls Opens
28	Mon	Classes resume
December		
4	Sun	Annual Winter Choir Concert/Tree Lighting Ceremony
5	Mon	Last day of Classes
6	Tues	Reading Day
7-15	Wed-Tue	Final Examinations
14	Wed	Residence Halls Close (12:00 Noon)
15	Thur	Grades due
16	Fri	College closes

Tougaloo College Organizational Chart (2013-2014)

KEY
New or significantly modified position - [Yellow Box]



