May 27, 2014

Dear Cohort Candidate:

Greetings! The School of Education (SOE) at The University of Mississippi (UM) is pleased to welcome you to the K-12 Educational Leadership Program (EDLD) in the Department of Leadership and Counselor Education (DLCE). The pursuit of an academic degree and career aspirations are important and we consider it an honor that you have chosen UM as your academic home. The EDLD faculty and staff are committed to your progress as a graduate candidate and, more importantly, we offer continued support toward your efforts to become an effective leader within the K-12 schools or related educational contexts.

The UM leadership program provides a diverse range of academic programs designed to prepare educational leaders with the requisite knowledge, skills, and disposition. Such characteristics are fundamental for cultivating and nurturing student achievement, staff quality, and stakeholder relationships. By engaging in these challenging, yet worthy endeavors, you will have the capacity to generate change and sustained results.

The UM leadership degree offerings include the Master of Education (M.Ed.), Educational Specialist (Ed.S), and the Doctor of Philosophy (Ph.D.) in Education with an emphasis in Educational Leadership. The UM leadership program offerings include both a cohort program and Principal Corps. Those in the cohort, pursuing a M.Ed. or Ed.S., engage in an 18-month comprehensive program. The Mississippi Principal Corps is a 13-month accelerated, comprehensive program for those candidates who are also pursuing either M.Ed. or Ed.S. The Ph.D. program is a minimum of 51 semester hours of coursework and 18 dissertation hours above the Master’s degree.

The EDLD handbook provides guidance to help you understand and plan your graduate program. All candidates need to become familiar with the program requirements and policies. Additional information may be found in the Graduate Catalog (http://www.olemiss.edu/depts/graduate_school/catalogs.php). To stay informed about the most current policies and procedures regarding graduate education, please refer to web pages of the Graduate School (http://www.olemiss.edu/depts/graduate_school) and School of Education (http://education.olemiss.edu).

As part of the SOE mission, we invite you to Imagine, Innovate, and Inspire the possibilities of education! We, as EDLD faculty, welcome the opportunity transform those possibilities into realities to positively impact the lives of students, teachers, parents, and stakeholders in Mississippi and beyond. Again, welcome to the beginning of something new and different by virtue of having experienced the academic home of the EDLD Program at the University of Mississippi.

RoSusan D. Bartee, Ph.D.
Professor and Program Coordinator
Education is not preparation for life; education is life itself. Education, therefore, is a process of living and not a preparation for future living.

--John Dewey
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**BIOGRAPHICAL INFORMATION**

**EDLD PROGRAM FACULTY**

**RoSusan D. Bartee, Ph.D.** is a Professor and Program Coordinator of K-12 Educational Leadership at the University of Mississippi. Dr. Bartee’s research interests are K-12 education leadership, organizational culture, and social contexts of schools. A nationally recognized scholar, Dr. Bartee is the author or editor of three books, editor of a book series, and author or coauthor of nearly forty academic publications. A 2008 recipient of the Researcher of the Year Award at the School of Education at the University of Mississippi, Dr. Bartee is listed as one of Mississippi’s Top 40/Under 40 (2013), Distinguished Alumni of the College of Education at the University of Illinois at Urbana-Champaign (2013), Who’s Who in Black Mississippi (2010), Who’s Who of American Women (2008), Who's Who Among Executives and Professionals (2008), Who’s Who in America (2007). Dr. Bartee is a member of the American Educational Research Association, 2008-2010 Chair of the Commission on the Status of Women at the University of Mississippi, and a Board of Examiners Member for the National Council for Accreditation of Teacher Education (NCATE)–both national and state levels, grant reviewer for the United States Department of Education, and program evaluator with national policy and advocacy organizations, institutions of higher education, and school districts. Dr. Bartee received her Ph.D. in Educational Policy from the University of Illinois at Urbana-Champaign, a Master of Arts in Liberal Studies from Northwestern University, and a Bachelor of Arts in English from Tougaloo College.

**Tom Burnham, Ed.D.** currently serves as the Interim Director of the Mississippi Principal Corps. Prior to returning to Ole Miss, Dr. Burnham was appointed by the state Board of Education to serve a second tenure as State Superintendent of Education. From 2004-2009, Dr. Burnham served as Dean of the School of Education at the University of Mississippi. Dr. Burnham has also served as district superintendent in Henderson County (North Carolina) Public Schools and Biloxi Public Schools. Dr. Burnham is a past member of the Council of Chief State School Officers, the American Association of School Administrators, the Association for Curriculum Development and Supervision and the Board of Examiners for the National Council for Accreditation of Teacher Education (NCATE). He also served on the Educational Testing Service (ETS) Teacher Licensure Advisory Council, the Education Commission of the States (ECS) Steering Committee and the Partnership for Assessment of Readiness for College and Careers (PARCC) Governing Board. Dr. Burnham has been honorably recognized as a Golden Lamp Award recipient for his Service to Education and the Mississippi Association of School Administrators; a finalist for the Jay Robinson Leadership Award, presented by the North Carolina Public Education Forum; a recipient of the Phil Hardin Award for Distinguished Service to Education in Mississippi and Distinguished Alumnus of Delta State University and Outstanding Education Alumnus at Mississippi College. Dr. Burnham holds a bachelor’s degree in Business Administration and a master’s degree in School Administration from Mississippi College, and a doctorate in Curriculum and Instruction from Delta State University.

**Dennis Bunch, Ed.D.** is an Associate Professor of K-12 Educational Leadership at the University of Mississippi. Dr. Bunch’s research interests focus on induction and retention of school administrators and profile factors that generate success in the principalship. Prior to assuming the faculty position at the University of Mississippi, Dr. Bunch served as the Director of the Tennessee Academy for School Leaders in Nashville. He has worked in public schools in Missouri, Arkansas and Tennessee in various capacities as classroom teacher, coach, principal, and superintendent. Dr. Bunch serves on the National Advisory Committee for ETS in the redesign of the School Leaders Licensure Assessment (SLAA). Dr. Bunch is the recipient of numerous grants including, but not limited to, the Bill and Melinda Gates Foundation, Arkansas Department of Education, and Wal-Mart Corporation. Dr. Bunch has presented at national and state conferences--the National Staff Development Council Conference, Tennessee Education Leadership Conference, Tennessee Association of Middle Schools Conference, and Shelby
County School Leadership Institute. Dr. Bunch received his Ed.D. from Peabody College of Vanderbilt University, his M.Ed from the University of Arkansas and his B.S.E. from Arkansas State University.

**Douglas R. Davis, Ph.D.**, is an Associate Professor of K-12 Educational Leadership at the University of Mississippi. His main areas of expertise and research are teacher assessment and professional development, the preparation of educational leaders, and history and philosophy of education. Dr. Davis previously served as Program Coordinator in the K-12 Educational Leadership Program at the University of Mississippi and at Georgia State University. Dr. Davis has published in many educational journals and has presented at over fifty scholarly and professional conferences. He is the former Editor of *The Journal of Personnel Evaluation in Education* and is past president of the Society of Philosophy and History of Education and former Managing Editor and Assistant to the Editor of the *Journal of Personnel Evaluation in Education*. Dr. Davis is the recipient of grants from the Georgia Leadership Institute for School Improvement and the Georgia Board of Regents. He was a public high school social studies teacher and coach in Baton Rouge, Louisiana, for seven years. Dr. Davis received a Ph.D. in Educational Administration and Supervision Louisiana State University, M.Ed in Educational Administration from Louisiana State University, B.S. in Social Studies Education from Oregon State University, and a B.S. in History from Southern Oregon State College.

**Susan McClelland, Ph.D.** is an Associate Professor of K-12 Educational Leadership in the School of Education at The University of Mississippi. Dr. McClelland also serves as the Chair of the Department of Teacher Education and as the former Director of the Mississippi Principal Corps. Dr. McClelland previously led the redesign efforts for the principal preparation program within the K-12 Educational Leadership Program. Prior to assuming a faculty position at the University of Mississippi, Dr. McClelland served as a K-12 educator where she taught Special Education and English. While teaching high school English, Dr. McClelland received a UM writing fellowship, which broadened her teaching repertoire and understanding of how to use writing effectively in the classroom. After teaching for over 12 years, Dr. McClelland began her formal leadership career, first as a high school assistant principal, then as a high school principal, and finally as an assistant superintendent where she oversaw the district’s assessment system, curriculum and instruction, professional development, and personnel. Dr. McClelland has numerous articles published in journals such as *American School Board Journal*, *The Journal of Individual Psychology*, and *Journal of Instructional Psychology*. She also contributed a book chapter in *Contemporary Perspectives on Capital in Educational Contexts*. Dr. McClelland received a Ph.D. in Curriculum and Instruction, M.Ed. in Secondary English, and M.Ed. in Educational Leadership from the University of Mississippi and a B.S. in Secondary English from Blue Mountain College.

**Ryan Niemeyer, Ph.D.** is an Assistant Professor of K-12 Educational Leadership and currently serves as the Director of the Mississippi Excellence in Teaching Program and former co-director of the Mississippi Teacher Corps. Dr. Niemeyer represents the academic departments within the School of Education involving recruitment efforts for both undergraduate and graduate programs. Prior to his current administrative role, he served as the Director of the University of Mississippi Grenada Center for three years. Dr. Niemeyer engaged in coordinating academic programs, supervising staff, arranging class schedules, recruiting students and staff, and participating in community college partnerships. His main area of expertise and research are in the areas of educational law and policy. He is currently the editor of monthly legal updates for the Safe, Orderly, and Productive School Institute that are distributed to school districts throughout the states of Mississippi and Arkansas. Dr. Niemeyer is a member of the Education Law Association (ELA) and the Southern Political Science Association. Dr. Niemeyer has former memberships with the National Association of Secondary School Principals, Phi Delta Kappa, and Rotary Club. Dr. Niemeyer has ten years of experience as a former teacher and administrator in both public and private schools in the state of Mississippi. He is a former high school football and baseball coach and served over 14 years in the Mississippi Army National Guard achieving the rank of Captain. Dr. Niemeyer received his Ph.D. in Educational Leadership from the University of Mississippi and a Master of Education in Educational Administration and a Bachelor of Science in Sports Administration from the University of Southern Mississippi.
MISSION AND VISION STATEMENTS

The School of Education (SOE) at The University of Mississippi (UM) is dedicated to the preparation of persons for effective leadership and service in the school, home and community. The mission of the unit is to provide exemplary instruction, relevant research and effective service through collaboration with schools, businesses, community organizations and the public at large. Specifically, the school's goal is to prepare reflective professionals who positively and effectively interact with persons diverse in race, culture, gender, age, ability, and/or developmental level. With a legacy of excellent teaching, meaningful service and creative research, the SOE makes a significant contribution to the university's mission: “to continue to provide the initial and continuing professional education of those who teach and serve as administrators and counselors in K-12 schools, as well as in institutions of higher education.”

Built from essential knowledge and skills, research findings and sound professional practice, each program's knowledge base serves as a foundation of the school's conceptual framework, “Educators as Reflective Professionals.” The school's conceptual framework and vision statement attest to the commitment of faculty to research, teaching, and service. This translates into an outstanding education for students in the school, who graduate as reflective professionals with the knowledge and skills to facilitate lifelong learning in an interactive and diverse society and dispositional outcomes to imagine, innovate, and inspire. In harmony with this philosophic base, the strategic plan continues to be modified as stakeholders revisit issues annually. The school seeks to make the plan a dynamic document based on current research and societal needs. The SOE is proud of its heritage and optimistic about its future.
The vision of the SOE is to be an exemplary unit that prepares reflective professional educators, creates and disseminates new knowledge, and provides service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit prepare candidates who can positively affect students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

**SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

More specifically, the vision of the EDLD program is to prepare reflective professionals who are school leaders for the 21st century. The training and development agenda requires future school leaders to be educated as intellectual and moral leaders committed to a democratic rather than an authoritarian construct of leadership. The leadership program prepares school leaders who will maximize the positive influence that schools can have on the lives of children, the state, and the nation. In order to achieve this goal, the faculty of the leadership program provides instruction that prepares educational leaders who are models of knowledge, skills, integrity, ethics and commitment.
The graduate degree programs in the K-12 Educational Leadership Program prepare qualified candidates for K-12 school and district administrators as well as leadership in broader educational contexts. The leadership programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and fulfill course requirements for licensure as a K-12 administrator in the state of Mississippi. The K-12 Educational Leadership Program offers the following academic degrees:

- Master of Education in Educational Leadership (M.Ed., Mississippi AA Certification)
- Educational Specialist in Educational Leadership (Ed.S. Mississippi AAA Certification)
- Doctor of Philosophy in Education with an Emphasis in Educational Leadership (Ph.D., Mississippi AAAA Certification)

A brief description of each of the graduate programs offered follows (Appendix A contains the course descriptions for all graduate programs).

**Master of Education (M.Ed.)**

The M.Ed. Program prepares candidates for administrative positions in K-12 school settings. Each component of the 36 credit hour program is invaluable to the overall goal of preparing entry-level school leaders. The program also provides the necessary skills and knowledge to meet Mississippi licensure – AA Certification.

**Educational Specialist (Ed.S.)**

The Ed.S. Program prepares candidates for administrative positions in K-12 school settings. Candidates who pursue an Ed.S. are required to have a Master of Education Degree in an area other than Educational Leadership. The Ed.S. also accommodates those who have AA certification in a teaching field seeking to advance to school leadership. The program of study...
requires 36 hours beyond the Master’s Degree. The program provides the necessary skills and knowledge to meet Mississippi Licensure – AAA Certification.

**Doctor of Philosophy (Ph.D.) in Education with an emphasis in Educational Leadership**

The Ph.D. in Education with an Emphasis in Educational Leadership Program prepares candidates for faculty and research positions in higher education. Ph.D. candidates receive advanced skill development in leadership, research, and organizational development. Candidates may also examine leadership from the perspective of other disciplines (e.g., political science, sociology, etc.). A minimum of 51 credit hours of coursework beyond the Masters Degree and a minimum of 18 credit hours of dissertation are required. The type of coursework and the number of hours for completion may vary depending upon previous graduate coursework.

**EDLD Program Options**

**Cohort Program:** The cohort program of the M.Ed. and Ed.S. degree programs is designed for professional educators working full time in a K-12 setting. Candidates begin the program each summer as a part of a cohort and absent extenuating circumstances remain in the cohort throughout the program. The cohort group shares a set of common experiences in the classroom and in the field. Courses are offered during the summer and one night per week during the school year to allow candidates to continue working full time. Internship activities are also designed to facilitate continued professional practice throughout the program.

Candidates complete a series of five, six credit hour courses in addition to one six hour course of internship requiring 400 hours of administrative practice for a total of 36 credit hours. The cohort program lasts five semesters, beginning in the summer session and continuing through the fall, spring, following summer, and fall semesters. Candidates who begin in the Summer Session of 2014 and who successfully complete the program will graduate in December 2015. All candidates complete courses on the Oxford campus during the summer sessions. Based
on available space, during the fall and spring semesters, candidates may register for courses at
the Tupelo Center, the Desoto County Center, the Grenada Center, or the Oxford campus.

The course schedule for the 2014-2015 part-time EDLD program cohort is:

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<tr>
<th>ACADEMIC TERM</th>
<th>COURSE NUMBER</th>
<th>COURSE HOURS</th>
<th>COURSE TITLE</th>
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<tr>
<td>Summer 2014</td>
<td>EDLD 671</td>
<td>6</td>
<td>Leading Quality Instruction</td>
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<tr>
<td>Fall 2014</td>
<td>EDLD 674</td>
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<td>Leadership for Supporting Quality Instruction</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>EDRS 673</td>
<td>6</td>
<td>Data Led Curriculum and Assessment</td>
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<tr>
<td>Summer 2015</td>
<td>EDLD 641</td>
<td>3</td>
<td>Law and Ethics in Educational Organizations</td>
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<tr>
<td></td>
<td>EDLD 642</td>
<td>3</td>
<td>Managing Operations for Learning</td>
</tr>
<tr>
<td></td>
<td>EDLD 656</td>
<td>6*</td>
<td>Practice Field Experience/Clinical</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>EDLD 676</td>
<td>3</td>
<td>Leading Change in Educational Organizations</td>
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* Please note that all program students are required to register for the EDLD 656 internship
during summer 2015.

**Principal Corps:** The purpose of UM Principal Corps is to prepare highly qualified educators
for leadership excellence in academic and administrative capacities. A key component of the
Principal Corps is a year-long administrative internship. The Principal Corps is a highly
competitive, thirteen months, and full scholarship program.

The full-time internship based program was developed with the help of a generous grant
from Jim and Donna Barksdale. The university faculty worked with a panel of educational
leadership experts from across the country to develop a program that will lead the nation in
preparing principals and other school leaders. Students will earn a M.Ed. or Ed.S. degree at the
successful completion of the program. Information, admission requirements, and application procedures are available at the Principal Corps’ Website: [http://www.olemiss.edu/principalcorps/](http://www.olemiss.edu/principalcorps/)

The course schedule for the 2014 - 2015 Mississippi Principal Corps Program is:

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<tr>
<th>ACADEMIC TERM</th>
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<th>COURSE TITLE</th>
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<td>6</td>
<td>Leading Quality Instruction</td>
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<td>Fall 2014</td>
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<td>6</td>
<td>Leadership for Supporting Quality Instruction</td>
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<td>EDLD 641</td>
<td>3</td>
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<tr>
<td>Spring 2015</td>
<td>EDRS 673</td>
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<td>EDLD 656</td>
<td>6</td>
<td>Practice Field Experience/Clinical</td>
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**EDUCATIONAL LEADERSHIP PROGRAM STANDARDS**

Program Area Standards for the preparation of educational leaders were developed by the Educational Leadership Constituency Council (ELCC). Using the broader components of culture, vision, collaboration, management, fairness, contextual influences, and internship, the ELCC Standards provide the framework to producing candidates who have the knowledge and ability to promote the success of all students in a holistic manner. The 2011 ELCC Standards are as follows:

- **ELCC Standard 1.0:** A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district
improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

*ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.

*ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

**ELCC Standard 2.0:** A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

*ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

**ELCC Standard 3.0:** A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

*ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

- **ELCC Standard 4.0**: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.

*ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.

*ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

*ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

- **ELCC Standard 5.0**: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

*ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

• ELCC Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

• ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

*ELCC 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.

ELCC 7.2: Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

ELCC 7.3: Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.
Learning Outcomes for the M.Ed. and Ed.S. Programs

The development of the learning outcomes was conducted using “backward mapping.” The program faculty began by conducting a series of discussions with leading experts in leadership preparation and conversations with practitioners. The purpose of the discussions and conversations was to develop a comprehensive list of what principals need to know and be able to do to lead schools to improved student achievement (learning objectives). The EDLD faculty remain continuously engaged with experts and practitioners to further enhance the quality of the delivery of the academic program.

Following below is a documented list of Five Clusters, with major and minor themes, resulting from this process. Clusters are broad areas of curriculum content arranged in broad categories of leadership practice. While the Five Clusters are used to organize the program curriculum, the Clusters are not intended to be discrete units of knowledge and skill. Rather, the Clusters and the items in them are recognized to interrelate with other areas of knowledge and skill in multiple ways.

Major Themes for EDLD Courses

1. EDLD 671--Leading Quality Instruction (Shared-instructional Leadership) This cluster includes the leadership knowledge, skills and dispositions necessary to improve teaching and learning processes at the individual teacher (or classroom) level.

   A. Vision—A commitment to educating all students. The creation and articulation of a goal of high standards for learning within the school that can be shared by all employees and is supported by the broader school-community of parents and citizens.


B. The Technical Core (Learning and Teaching Theory)—The system of organizational activity where learning is produced.

C. Leadership Theories:

i. Instructional—The emphasis on improvement of teaching and learning (student achievement as the core of all leadership activity).

ii. Distributed—Leaders at every level of professional educational practice in the school contribute their unique value and exercise their leadership at the appropriate moments to improve student achievement and organizational effectiveness in their school.

iii. Transformational—The bases of change leadership; building commitment to the organization’s objectives and empowering followers to achieve the objectives.

iv. Symbolic—The role and importance of ritual, modeling, ethical practice, and symbolic meaning in effective school organizations.

D. Literacy—Research-based curriculum and pedagogy for improved reading and language teaching and learning.


F. Diverse Learners—Identification of individual learning styles and needs and development of appropriate techniques and methods of differentiated instruction and assessment.

G. Depth of Knowledge—Measures of cognitive learning used to design distinct bodies of knowledge acquisition and assessments at every level of knowledge.

H. Curriculum Standards—Pre-determined curricula objectives for student achievement for each grade level and content area.
2. EDLD 674--Leadership for Supporting Quality Instruction (Performance Leadership).

This cluster includes the leadership knowledge, skills and dispositions necessary to improve teaching and learning at the organizational level by insuring that instructional personnel have what they need (material, organizational, operational, cultural) to maximize instructional performance.

A. Best Practices—Pedagogical methods shown by valid and accepted research to be effective.

B. Professional Learning Communities—Collective body of stakeholders who utilize collaborative processes and support systems to improve student learning.

C. External Community—Increased parent involvement and strengthened school-community relations.

D. Team Building—Development and use of collaborative teams to assess and improve teaching and learning processes.

E. Teacher Quality—Efforts to ensure the most qualified individuals are recruited, hired, provided what they need to perform at their highest level.

F. New Teacher Induction—Intentional programs and processes for and retaining and developing new members of the teaching profession.

G. Mentoring—One to one peer assistance to provide support, coaching, and advice.

H. Coaching—Assessing and working with individual or small groups of teachers to improve teaching and learning.

I. Professional Development—Development of unique talents of each individual teacher and promoting his/her reaching his/her full potential as a teacher.

J. Teacher Evaluation—Formative assessment of the teaching and learning process for purposes of professional growth and summative evaluation of instruction for purposes of remediation or termination.
3. EDRS 673--Leading Curriculum and Assessment (Data Leadership). This cluster includes the leadership knowledge, skills and dispositions necessary to improve teaching and learning by leading data-based decision making.

A. Benchmarks—Development of processes for monitoring, managing and communicating indicators for achievement of goals.

B. Curricula Alignment—Consistent fit between curricula standards, curricula content, and achievement assessments.

C. Research Methods—Research techniques for empirical research, action-based research, and program evaluation.

D. Data Collection—Systematic collection and maintenance of quantitative and qualitative data on performance and processes.

E. Input Data—Data on school and instructional resources, student characteristics, community characteristics, administrative characteristics, management characteristics and teacher characteristics.

F. Output Data—Data on student achievement, attendance, discipline, drop outs, grade-retention, placement, and special education.

G. Assessment of Teaching and Learning Processes—Observation data collected on the teaching and learning process in individual classrooms.

H. Assessment for Student Learning—Assessing and improving what teachers are doing in regards to formative assessments of student learning.

I. Data Analysis—Interpretation of product and process data to identify relevant subgroups, conduct gap analyses, establish benchmarks, guide professional development, inform strategic planning and support collaborative efforts to improve teaching and learning.
4. EDLD 676—Leading Change in Educational Organizations (Culture-building Leadership). This cluster includes the leadership knowledge, skills and dispositions necessary to improve teaching and learning by driving and sustaining change in a collegial environment.

   A. Continuous School Improvement—Philosophy that establishes ongoing change (improvement) as a core cultural value driving professional practice in a school.

   B. Gap Analysis—Method of interpretation of disaggregated data that identifies current levels of performance compared to performance goals.

   C. Culture—Normative values in a school and community of “who we are, what we believe, and how we act.”

   D. Climate—School environment reflecting the organizational culture.

   E. Systemic Change—Fundamental change in culture that leads to sustainable improvement of school operations and teaching and learning processes.

   F. Comprehensive School Improvement Planning—Process of strategic planning that involves stakeholders in a continuous cycle of evaluation and improvement.

   G. Involving Stakeholders—Change is a cultural process within a school and community.

   H. Facilitating Change—Research-based leadership behaviors shown to encourage and support change.

   I. Understanding the Change Process—Knowledge of and overcoming social and psychological barriers to change.

   J. Professional Ethics—The moral issues that arise because of the specialist knowledge that professionals attain, and how the use of this knowledge should be governed when providing a service to the public.

   K. Diversity and Equity—The role of equity and successfully engaging and providing voice to all marginalized groups in the change process.
5. EDLD 641--Law and Ethics for Education and EDLD 642--Managing Operations for Learning (Policy and Administration Leadership). This cluster includes the management knowledge, skills and dispositions necessary to improve teaching and learning by effectively and efficiently organizing resources, processes and systems.

   A. Law—A broad understanding of legal principles combined with educational legal knowledge of the role of the Federal Government, school governance, issues of church and state, school attendance, curriculum and instruction, student rights, special education, desegregation, student records, contracts and tenure, teacher rights, due process, employment discrimination, and school finance.

   B. Policy—The study of policy and models for policy analysis; understanding of the nature of educational policy and education as a policy domain; educational policy at the local, state and Federal level; and, democratic processes and consensus-building for policy.

   C. Technology—Full integration of technological systems across all areas of organizational operation and teaching and learning processes.

   D. Safe and Orderly Learning Environment—Operational procedures and policies for establishing and maintaining a safe and orderly learning environment school wide.

   E. Organization and Management—Effective and efficient management of all facilities, finances, community, student, and personnel operations.

   G. Managing Time and Schedules—Knowledge and skills necessary to maximize instructional time and the efficient utilization of personnel.

   I. Economics of Education—Knowledge of economic principles (production functions, cost-benefits analysis, marginal utility, opportunity cost, market forces) relevant to the efficient provision of educational services.
J. Finance—Knowledge of state systems of school finance including taxation, district budgeting, and principles of adequacy and equity.

K. Resource Allocation—Knowledge and skills in school-based budgeting, setting priorities, and maximizing available resources.

L. School Design—Research-based ways of organizing the school and classrooms for maximized teaching and learning.

**Minor Themes for EDLD Courses**

6. Fully Integrated (Minor) Themes. The following themes are viewed as comprehensive minor themes and inclusive to all school leadership and management functions. These minor themes are embedded throughout the entire program.

   A. Technology—Candidates will possess the knowledge and skills necessary to use state-of-the-art technology to collect and analyze data, support efficient and effective management and operations, develop and maintain records, support teaching and learning. In addition, candidates will possess the knowledge and skills necessary to ensure optimal use of technology in all teaching and learning processes.

   B. Curriculum and Pedagogy—Candidates will have the knowledge and skills necessary to position teaching and learning at the focal point of schools.

   C. Culture—Candidates will have the knowledge and skills necessary to support a strong organizational culture focused on successful learning for all students.

   D. Legal and Ethical Practice—Candidates will have the knowledge and skills necessary to set a tone for how employees and students interact with one another and with members of the school, district, and the larger community through concern for others, shared community values, ethical conduct, serving as a role model, and advocating for all children especially those with special needs who may be underserved.
**E. Data-based Decision Making**—Candidates will possess the knowledge and skills necessary to lead the collection, analyses, and use of data to inform all types of management and instructional decisions.

**F. Strategic Planning**—Candidates will possess the knowledge and skills necessary to lead an ongoing process of strategic planning, implementation, evaluation, and modification/new planning that involves stakeholders and shared decision making.

**G. Leadership for Social Justice**—Candidates will possess the knowledge and skills necessary to investigate and pose solutions within a school community to practices that generate and reproduce societal inequities.
ADMISSION PROCESS AND REQUIREMENTS

The admission process for all programs aligns with those of the Graduate School and the requirements outlined in the Process and Performance Review Guide provided by the Office of Educator Licensure at the Mississippi Department of Education. Admission to the leadership programs is competitive. Interested individuals should refer to the Graduate Catalog for specific requirements set forth by the Graduate School and the leadership program. Applicants for the Principal Corps and Cohort Program are required to submit the following:

1. A complete online application ([http://www.olemiss.edu/depts/graduate_school/applyonline.php](http://www.olemiss.edu/depts/graduate_school/applyonline.php));

2. Official copies of all undergraduate and graduate transcripts; and

3. Official scores on the Graduate Record Exam (GRE) verbal, quantitative, and analytic writing, which must be less than five years old.

There are other application requirements that are specific to the Cohort Program and to the Principal Corps. Those requirements are as follows:

**Cohort Program**

1. (M.Ed. and Ed.S.) Three years successful K-12 teaching or counseling experience with a teaching or counseling license;

   (Ph.D.) Three years building or central office level administrative experience with an administrative license (resume, license, evidence of professional experience, letters of recommendation);

2. Leadership ability and potential (resume, personal statement, letters of recommendation);

3. Professional development activities (resume, letters of recommendation);

4. Interpersonal skills (resume, personal statement, letters of recommendation); and

5. Written communication skills (personal statement).
After applicants have submitted the appropriate documents to the Graduate School and have a complete application on file, those candidates meeting minimal GPA, teaching experience and licensure requirements, may be invited to participate in an interview process. The interview with program faculty will assess background experiences related to leadership ability and capacity as well as proficiency and knowledge of teaching and learning.

Applicants invited for an interview will be contacted and detailed information will be provided regarding the necessary documents for the interview. Documents may include a resume, a personal goals statement, a copy of appropriate professional licensure, documentation of three years of experience as a professional educator, and two letters of recommendation from supervisors in the applicant’s professional education practice. One letter must be from the applicant’s current principal, assistant principal, or direct supervisor.

Principal Corps

The Principal Corps application process involves two different stages of review. The basic minimal requirements are as follow:

1. 3.0 GPA or higher
2. Competitive GRE Scores
3. Completion of 3 essays on different, selected topics regarding education
4. Three (3) structured letters of reference

Upon successful review of these items, the potential candidates may be moved to Stage 2 of the review process.

1. Interview with Program Faculty and Foundation Member
2. Individual interview with Program Director
3. Statement of Support from School District

The level of commitment to and understanding of the role of community involvement, commitment to meeting the needs of all children, engagement of the teaching and learning
process, oral communication skills, and other related areas will be assessed during the two different interviews. Applicants for PC must have statements of support from their respective school districts.
To ensure the success of each candidate, the assessment of candidate’s knowledge, skills, and dispositions occurs at three major decision points throughout each degree program as outlined below: **Decision Points**

### K-12 Educational Leadership

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<tr>
<th>Program</th>
<th>Entry</th>
<th>Midpoint</th>
<th>Exit</th>
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| Masters and Specialist | (1) An earned GPA of 3.0 or above from the last degree program completed (undergraduate or graduate)  
(2) Competitive GRE verbal, quantitative, and analytic writing scores  
(3) Two letters of recommendation from supervisors in the field of education  
(4) Three years of successful teaching experience  
(5) Initial Application Assessment | (1) Maintenance of a minimum 3.0 GPA  
(2) Satisfactory internship progress (midpoint review using the Portfolio Assessment Rubric)  
(3) Graduate Candidate Disposition Assessment | (1) Minimum 3.0 GPA on all program coursework  
(2) Satisfactory completion of the internship using the final Portfolio Assessment Rubric  
(3) Acceptable performance on the Oral Comprehensive Examination  
(4) Submission of scores on the School Leaders Licensure Assessment (SLLA) |
| Ph.D.           | (1) An earned GPA of 3.0 or above from a Masters Degree  
(2) Competitive GRE verbal, quantitative, and analytic writing scores  
(3) Three letters of recommendation from supervisors in the field of education  
(4) Three years of successful administrative experience  
(5) Mississippi Class AA Teaching or Administrative Certification, or equivalent licensure from another state  
(6) Successful assessment of the Candidate Interview | (1) Maintenance of a minimum 3.0 GPA  
(2) Satisfactory internship completion  
(3) Passage of written comprehensive examination  
(4) Successful prospectus defense | (1) Minimum 3.0 GPA on all program coursework  
(2) Successful dissertation defense |
School of Education Professional Dispositions

As an education candidate in The School of Education at The University of Mississippi, you are expected to exhibit the dispositions listed below. Dispositions are defined by The National Council for Accreditation of Teacher Education (NCATE) as the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

The University of Mississippi School of Education develops educators who imagine equality, excellence, and caring, educators who innovate through practice, collaboration, and assessment, and educators who inspire professionalism, transformation, and leadership.

As an Educational Leadership candidate I will:

• Demonstrate an expectation that all students can learn and are a vital part of the learning community.
• Display sensitivity to students' needs.
• Work with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.
• Model poise, maturity, or sound judgment.
• Engage in continuous self-evaluation and improvement.
• Act as a steward of the profession.

I have read the above statements and agree to exhibit these dispositions while I am a candidate in the School of Education at the University of Mississippi and upon completion of the program.

Participant name: ___________________________ Date: ______________________

Please Print

Participant signature: ___________________________
The University of Mississippi School of Education develops educators who imagine equality, excellence, and caring, educators who innovate through practice, collaboration, and assessment, and educators who inspire professionalism, transformation, and leadership.

## Evaluation Scale:
- **0 = Unacceptable**
- **1 = Emerging**
- **2 = Acceptable**
- **3 = Target**

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<th>E (1)</th>
<th>A (2)</th>
<th>T (3)</th>
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<td>1. <strong>Demonstrates an expectation</strong> that all students can learn and are a vital part of the learning community. &lt;br&gt;Dispositions: Caring, Equality, Professionalism &lt;br&gt;CF: Advocates for Diverse Learners, Effective Communicator</td>
<td>Is sensitive to some students’ needs. &lt;br&gt;Disorders understanding of student backgrounds, interests, experiences, and prior knowledge. &lt;br&gt;Does not effectively use the information in developing learning experiences that are relevant and meaningful.</td>
<td>Is sensitive to most students’ needs. &lt;br&gt;Demonstrates understanding of student backgrounds, interests, experiences, and prior knowledge. &lt;br&gt;Effectively uses this information in developing learning experiences that are relevant and meaningful.</td>
<td>Is sensitive to all students’ needs. &lt;br&gt;Demands a thorough understanding of student backgrounds, interests, experiences, and prior knowledge. &lt;br&gt;Effectively and consistently uses this information in developing learning experiences that are relevant and meaningful.</td>
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| 2. **Displays sensitivity to students’ needs.** <br>Dispositions: Caring, Equality | Is generally cooperative and listens to criticism, but does not change behavior. | Cooperates in the classroom and accepts constructive criticism in a positive manner and changes accordingly. | Adds to the classroom environment with valuable ideas, is extremely cooperative, and is always looking and asking for ways to do better and learn more. |

| 3. **Works with peers, university supervisors, and relevant stakeholders to advance student learning.** <br>Dispositions: Professionalism, Collaboration | Is generally uncooperative in the classroom and is defensive when provided with constructive criticism. | Cooperates in the classroom and accepts constructive criticism in a positive manner and changes accordingly. | Adds to the classroom environment with valuable ideas, is extremely cooperative, and is always looking and asking for ways to do better and learn more. |

| 4. **Models poise, maturity, and sound judgment.** <br>Dispositions: Professionalism, Leadership | Lacking in poise, maturity, or sound judgment. Has been more than 5 minutes late, dressed inappropriately, or absent without notification. | Almost always exhibits poise, maturity, and sound judgment. Has never been tardy, has been absent 1 – 2 times (with notification), and dresses professionally. | Consistently models poise, maturity, and sound judgment. Has never been tardy or absent, completes all after and before school duties, and dresses professionally. |

| 5. **Engages in continuous self-evaluation and improvement.** <br>Dispositions: Transformation | No self-evaluation evident. | Regularly self-evaluates and then makes improvements. | Consistently looks for ways to improve; seeks advice for improvement from colleagues and students. |

| 6. **Acts as a steward of the profession.** <br>Dispositions: Professionalism, Collaboration, Leadership | Participation in professional activities is limited and is apathetic toward the teaching profession. | Participates in professional activities and exhibits a positive attitude toward teaching. | Plays a leadership role in professional activities and is enthusiastic about beginning a career in teaching. |

Total points earned __________ / 18  

Signature of Employer or Professor ____________________________________________  

Date ____________________________

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**Graduate Candidate Dispositions Instrument**

**To Be Completed By a Current Professor and IL Mentor**

**Degree Program:**  
(circle one)
- M. Ed.  
- Ed.S.  

**Candidate Name:** (First, Middle, Last)  
**Form Completed by:** (First, Last Name)  
**Title or Position:** (Professor or IL Mentor)  
**Academic Advisor:**(First, Last Name)  
**Program Area:** Educational Leadership  
**Current Sem/Yr:**

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**Candidate Development**

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**Program Development**

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**Professional Development**

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**Leadership Development**

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**Community Development**

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**Industry Development**

---

**Government Development**

---

**International Development**

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**Total points earned __________ / 18  

Signature of Employer or Professor ____________________________________________  

Date ____________________________

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**EDLD INTERNSHIP AND PORTFOLIOS**

**Internship**

The K-12 Educational Leadership internship requires a minimum of 400 hours of simulated and actual administrative practice that integrates strategic instructional, organizational, and contextual leadership program standards. When coupled with integrating experiences through related coursework, the outcome produces a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship activities are aligned with courses in ways that combine academic instruction and practical experience. Thus, the internship centers on the preparation of effective school leaders.

The Leadership Program internship timeline begins in the first fall term of the program and continues through the last semester. Candidates (UM Interns) complete the internship under the collaborative supervision of a school principal or district administrative personnel (Instructional Leader Mentors) and the university faculty (UM Mentors).

**Portfolios**

In conjunction with the Internship, candidates develop a portfolio. The portfolio is a way for candidates to present a “picture” of their accomplishments while in the program. Items and information that might be included are: a current resume, papers published or presented at professional meetings, seminars and workshops conducted and/or attended, professional philosophy, reviews/analyses of scholarly works, research proposals, awards, professional memberships, committee work, reflection papers or journal excerpts documenting personal/professional growth, as well as other documentation of accomplishments. The Internship Handbook outlines the portfolio requirements.
EDLD DISSERTATION PROCEDURES

Doctoral Dissertation

All doctoral candidates must adhere to the program and Graduate School requirements for conducting independent research that results in the writing of the doctoral dissertation. The Graduate Catalog details important information regarding this procedure. The Graduate School will also provide the candidates with a useful publication, A Manual for Theses and Dissertations.

Candidates register for a total of 18 hours of dissertation credit each with a minimum of 3 credit hours of dissertation credit each semester following passage of doctoral comps; the candidate must register for a minimum of 3 hours during the semester of the dissertation defense. Candidates must follow procedures found in the APA manual for publication, the APA guide for writing dissertation and theses, and The University of Mississippi Writing Manual. Your advisor will provide additional information.

EDLD TIME LIMITS, CREDIT TRANSFER, PROGRAM DISMISSAL, AND APPEAL POLICY

Time Limits for Completion of Degrees

The Graduate Catalog contains information regarding time limits for degree completion. Currently, candidates must complete all work applying to a Master’s degree within six years and doctoral candidates are required to advance to candidacy (pass comprehensive examinations) within four years and to complete their programs within seven years. Once advanced to candidacy, doctoral candidates should be aware of the Graduate School’s policy concerning continuous enrollment.
Transfer of Credits

The M.Ed. and Ed.S. programs are fully integrated cohort programs approved by the Mississippi Department of Education for Administrative Licensure in Mississippi. As a result, no course credit may be transferred from another institution or applied from another program for completion of these programs. Transfer of any credits for courses taken prior to admission to the Ph.D. program is limited and not automatic. Acceptance of course work from another institution requires both program and Graduate School approval. Candidates obtain the forms from the Department and complete them with assistance and approval from their advisor. A transcript and catalog description must accompany the completed request form.

Dismissal from the Program

Earlier, this handbook referred to one’s personal attributes related to fitness for a school leader. Please review that section for more specific information on this important matter, as well as the policy statements in the University’s Online Policy Directory. Although not limited to the following, some of the reasons for dismissal include:

1. Failure to adhere to Standard 5 (models and promotes ethics and integrity in professional and personal activities) as set forth by the ELCC and the Mississippi Standards for School Leaders;

2. Failure to maintain the required Grade Point Average (GPA) set forth in the Graduate Catalog (3.0) and any other specified admission requirements;

3. Engagement in behavior deemed inappropriate for effective school leaders; (This includes the failure to demonstrate appropriate behavior.)

4. Failure to respond appropriately to supervision;
5. Violating policies and procedures established by the University, the K-12 leadership program, or those established by a job, or Field Experience/Clinical Practice site; and/or,

6. Failure to pass the Ph.D. comprehensive examination after two administrations.
   Failure to pass the Master’s/Specialist Comprehensive Exam twice.

The following steps provide the framework for working with a candidate who jeopardizes his or her standing in the program or raises concerns regarding fitness for a school leader. The program holds to the philosophy that, in most cases, remedying problems should receive paramount consideration.

1. The candidate receives notification in writing that a problem exists with a request for a response within a reasonable time.

2. The candidate must respond to this notice within the time specified.

3. A meeting is scheduled with the candidate and faculty members where an attempt to attain agreement on problem definition and necessary action will occur.

4. If the faculty does not recommend dismissal, the University will provide the candidate with a plan for resolution of the problem(s). The plan must contain specific information regarding candidate expectations and a timeframe for completion.

5. The faculty will review the plan within the time specified. After the completion of the plan, the faculty will make a recommendation for continuance or dismissal. The candidate will receive the rationale for faculty decisions.

In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program if deemed feasible. If the decision is for continuance, the candidate must agree to the conditions set by the faculty. Failure to adhere to the conditions may result in dismissal.
**Appeal Policy**

The candidate may follow the University’s policy for appeal, detailed on-line through the University Online Policy Directory, if he or she receives a recommendation for dismissal or wishes to contest a grade.

**EDLD FINANCIAL AID AND THE GRADUATE CATALOG**

**Financial Aid Opportunities for Graduate Candidates**

Candidates should contact the Graduate School, the Office of Research and Sponsored Programs, and the Office of Financial Aid (http://www.olemiss.edu/depts/financial_aid) for information and applications regarding scholarships and fellowships. The department posts other sources of financial support on bulletin boards and the web page. For example, some organizations and publishers will provide financial assistance to candidates conducting research in specific areas. Since such funding opportunities change often, check these venues periodically. Candidates who have presentations accepted at professional meetings are eligible to apply for travel assistance from the Graduate School.

**The Graduate Catalog**

Candidates should download a copy of the Graduate Catalog (http://www.olemiss.edu/depts/graduate_school/catalogs.php) and become familiar with the policies that affect their programs. This document publishes dates and deadlines each year and it becomes the candidate’s responsibility to be aware of information necessary for the timely completion of a graduate degree. The notice of admission to Graduate School indicates the particular catalog (year) for each candidate.
APPENDIX A: EDLD PROGRAM COURSE DESCRIPTIONS FOR M.ED. AND ED.S.

**The M.Ed. and Ed.S. programs consist of 36 hours: four (6) credit courses, two (3) credit hour courses and a six-credit hour internship. The programs are designed to prepare public school administrators for Class AA and AAA certification.**

--EDLD 656 Field Experience/Clinical Practice. University-supervised field experiences under the direction of an approved educational administrator. Designed to promote appropriate application of academic course work and experiences. (6)

--EDLD 671 Leading Quality Instruction. Leadership theories, skills, and dispositions necessary to improve teaching and learning processes at the individual teacher (or classroom) level. (6)

--EDLD 674 Leadership for Supporting Quality Instruction. Leadership theories, skills, and dispositions necessary to improve teaching and learning at the organizational level by insuring that instructional personnel have what they need (material, organizational, operational, cultural) to maximize instructional performance. (6)

--EDRS 673 Using Data to Lead Curriculum and Assessment. The leadership knowledge, skills, and dispositions necessary to improve teaching and learning by leading data-based decision making. This includes research methods, using both quantitative and qualitative data, assessments of teachers and students, and data analysis. (6)

--EDLD 676 Leading Change in Educational Organizations. Leadership knowledge, skills, and dispositions necessary to improve teaching and learning by driving and sustaining organizational change in a collegial environment. (6)
--EDLD 642 Managing Operations for Learning. The management knowledge, skills and dispositions necessary to improve teaching and learning by effectively and efficiently organizing resources, processes, and systems. (3)

--EDLD 641 Law and Ethics for Education. Ethical and legal principles for school leadership including state and federal decisions affecting education with emphasis on constitutional considerations. (3)
APPENDIX B:
EDLD PROGRAM COURSE DESCRIPTIONS
FOR PH.D. IN EDUCATION

K-12 LEADERSHIP PROGRAM COURSE DESCRIPTIONS
FOR PH.D. IN EDUCATION

Ph.D. in Education -- K-12 Educational Leadership emphasis (a minimum of 51 semester hours of coursework and 18 dissertation hours above the master’s degree).

Research Component (12 Hours)

--EDRS 501 Educational Statistics I. An introduction to descriptive and inferential statistical techniques with a particular emphasis on conceptual, computational, and computer applications. (3)

--EDRS 605 Educational Research I. An overview of research methods used to investigate educational and psychological phenomena. (3)

--EDRS 701 Educational Statistics II. An in-depth study of the analysis of variance process using traditional and regression based techniques. The course design emphasizes conceptual, computational, and computer applications. Prerequisite: EDRS 501 or permission of advisor and instructor. (3)

--EDRS 705 Educational Research II. An in-depth study of specific research methods used to investigate educational and psychological phenomena. Prerequisites: EDRS 501, 605, 701. (3)

Educational Leadership Component (21)

For those candidates entering the Ph.D. program with a Master or Specialist’s degree in Educational Leadership, those hours are considered as transferable for this component. For those candidates entering the Ph.D. program who do not have a Master or Special’s degree in Educational Leadership, the candidate must complete these respective courses as part of the degree fulfillment.
Core Courses

--EDFD 609 Cultural Context of Education. History and development of education with emphasis on cultural origins. (3)

--EDLD 630 Organization-Environment Interaction. An examination of the relationships between educational institutions and their surrounding environment. (3).

--EDLD 694 Human Resource Development. Leader's role in developing the human resources of an organization. (3)

--EDLD 700 Administrative Theory. Presentation of theories and processes in administrative positions in educational institutions; examination of the research. (3)

--EDLD 721 Leadership and Management. Personal assessment and development of leadership and management competencies for educators. (3)

--EDLD 730 Multidisciplinary Perspectives on Leadership. A seminar drawing from a variety of disciplines to broaden doctoral students' behavioral and social scientific and humanistic backgrounds as these can enrich leadership practices. (3)

--EDLD 750 Organizational Improvement. A study of organizational, cultural, and strategic elements in improving the performance of educational organizations. (3)

--EDLD 756 Field Experience/Clinical Practice in Educational Administration. Service in an administrative position under supervision. (3) Required

Approved Electives

Outside Leadership Emphasis (18) (9 outside the School of Education)

Approved Specialty Courses K-12 Administration (21)

Dissertation Hours

EDLD 797 (18)
**Educational Leadership (Part-Time) M.Ed and Ed.S Program Checklist**

**The University of Mississippi**

Name: ____________________________  Signature: ____________________________

Directions: The following courses are required for an Ed.S degree in Educational Leadership. Once admitted into the Ed.S Program you must take a minimum of 36 hours. Please update your progress by using this checklist. Confer with your advisor before enrolling in a course.

### Handbook

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<tr>
<th>Handbook</th>
<th>Semester/Year Received</th>
<th>Advisor</th>
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<td>Graduate and Field Experience/Clinical Practice Handbooks</td>
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### Core Courses (30 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Schedule</th>
<th>Semester/Year Completed</th>
<th>Professor or Institution</th>
<th>Advisor’s Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 671: Leadership Concepts and Skills (6)</td>
<td>Summer I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRS 674: Leadership for Supporting Quality Instruction (6)</td>
<td>Fall I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDRS 673: Data Led Curriculum and Instruction (6)</td>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 641: Law and Ethics for Education (3)</td>
<td>Summer II/</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EDLD 642: Managing Operations for Learning (3)</td>
<td>Summer II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 676: Leading Change in Educational Organizations (6)</td>
<td>Fall II</td>
<td></td>
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</tbody>
</table>

### Field Experience/Clinical Practice (6 Hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Schedule</th>
<th>Semester/Year Completed</th>
<th>Professor or Institution</th>
<th>Advisor’s Approval</th>
</tr>
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<tbody>
<tr>
<td>EDLD 656: Administrative Field Experience/Clinical Practice (6)</td>
<td>Summer</td>
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</tbody>
</table>

**Comprehensive Examination:** After completion of coursework, candidates will sit for a written comprehensive examination conducted by the Educational Leadership faculty.
**Educational Leadership Principal Corps (Full-Time) M.Ed and Ed.S Program Checklist**

**The University of Mississippi**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Signature:</th>
</tr>
</thead>
</table>

**Directions:** The following courses are required for an Ed.S degree in Educational Leadership through the Principal Corps Program. Once admitted into the Principal Corps you must take a minimum of 36 hours. Please update your progress by using this checklist. Confer with your advisor before enrolling in a course.

**Handbook**

<table>
<thead>
<tr>
<th>Handbook</th>
<th>Semester/Year Received</th>
<th>Advisor</th>
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</thead>
<tbody>
<tr>
<td>Graduate and Field Experience/Clinical Practice Handbooks</td>
<td></td>
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</table>

**Core Courses (30 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Schedule</th>
<th>Semester/Year Completed</th>
<th>Professor or Institution</th>
<th>Advisor’s Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 671: (6) Leading Quality Instruction</td>
<td>Summer I</td>
<td></td>
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</tr>
<tr>
<td>EDLD 674: (6) Leadership for Supporting Quality Instruction</td>
<td>Fall</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>EDLD 641: (3) Law and Ethics for Education</td>
<td>Fall</td>
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<tr>
<td>EDRS 673: (6) Data Led Curriculum and Instruction</td>
<td>Spring</td>
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<td></td>
</tr>
<tr>
<td>EDLD 642: (3) Managing Operations for Learning</td>
<td>Spring</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>EDLD 676: (6) Leading Change in Educational Organizations</td>
<td>Summer II</td>
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</tbody>
</table>

**Field Experience/Clinical Practice (6 Hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Schedule</th>
<th>Semester/Year Completed</th>
<th>Professor or Institution</th>
<th>Advisor’s Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLD 656: Administrative Field Experience/Clinical Practice (6)</td>
<td>Fall/Spring/Summer II</td>
<td></td>
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</tbody>
</table>

**Comprehensive Examination:** After completion of coursework, candidates will sit for a written comprehensive examination conducted by the Educational Leadership faculty.
APPENDIX D
EDLD PROGRAM CHECKLIST
PH.D. IN EDUCATION WITH EMPHASIS IN EDUCATIONAL LEADERSHIP
### Educational Leadership – K-12 Ph.D. Program Checklist *
#### The University of Mississippi

**Directions:** The following courses are required for a Ph.D. in Educational Leadership. Please keep track of your progress by updating this form and conferring with your advisor each semester. Only your Advisor may approve coursework and transfer credits.

**Name:** _______________________________ **Signature:**

<table>
<thead>
<tr>
<th>Core Courses – Research Component - 12 hours</th>
<th>Course offered:</th>
<th>Semester and Year Completed</th>
<th>Advisor’s Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRS 501 Educational Statistics I</td>
<td>F/Sp/Su</td>
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<tr>
<td>EDRS 605 Educational Research I</td>
<td>F/Sp/Su</td>
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<tr>
<td>EDRS 701 Educational Statistics II (Must be taken at UM)</td>
<td>F/Sp/Su</td>
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<tr>
<td>EDRS 705 Educational Research II (Must be taken at UM during last semester of coursework)</td>
<td>F/Sp/Su</td>
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</table>

*Note that EDRS 501 and 605 are prerequisites for EDLD 700; EDRS 501, 605, and 701 are prerequisites for 705.*

<table>
<thead>
<tr>
<th>Educational Leadership Component – 21 hours</th>
<th>Semester and Year Completed</th>
<th>Institution</th>
<th>Advisor’s Approval</th>
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</thead>
<tbody>
<tr>
<td>EDFD 609 Cultural Context of Education</td>
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<tr>
<td>EDLD 630 Organization-Environment Interaction</td>
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<td>EDLD 694 Human Resource Development</td>
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<td>EDLD 700 Administrative Theory</td>
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<tr>
<td>EDLD 721 Leadership and Management</td>
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<tr>
<td>EDLD 730 Multidisciplinary Perspectives of Leadership</td>
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<tr>
<td>EDLD 750 Organizational Improvement</td>
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<tr>
<td>EDLD 756 Internship (Required)</td>
<td></td>
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</tbody>
</table>

36 hours (including 21 specialty hours and 15 additional hours) of transfer credits will be considered for acceptance toward degree completion. This can be transferred from a master’s degree of graduate level courses from another institution.
**Courses for transfer consideration:**

<table>
<thead>
<tr>
<th>Institution (if transfer):</th>
<th>Date Completed:</th>
<th>Hours:</th>
<th>Course substitution in program of study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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</tbody>
</table>

*This form must be accompanied by the former course syllabus and/or other related documents of the transferred course.*

### Approved Electives

<table>
<thead>
<tr>
<th>Specialty Courses (21 hours minimum)</th>
<th>Semester and Year Completed</th>
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</thead>
<tbody>
<tr>
<td>EDLD 671 Leading Quality Instruction (6)</td>
<td></td>
</tr>
<tr>
<td>EDLD 674 Leadership for Supporting Quality Instruction</td>
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</tbody>
</table>

### EDLD 797 Dissertation Seminar/ Hours – 18 hours total

- Candidates must complete the Dissertation Seminar (3 hrs) as a prerequisite to all subsequent dissertation hours. Students must continue enrollment in the seminar until the defense of the dissertation prospectus.
- Students must complete all coursework and pass the comprehensive examination prior to the seminar.
- Candidates must take a Minimum of 6 hours annually until dissertation submission and defense.

Date successfully completed comprehensive exam: __________________________
Faculty Signature: __________________________ Student Signature: __________________________

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