University of Mississippi

School of Education

Curriculum & Policy Committee

Meeting Minutes

May 9, 2014


I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department: No new business

B. Teacher Education Department

1. Proposed New Endorsement in Secondary Education with an Endorsement in Special Education Mild/Moderate

EDSP 308
EDSP 327
EDSP 407
EDSP 410

*The field experience requirement will be written in to each of the courses to ensure that all required experiences, K-12, are met.

Motion was made by Dr. Rosemary Oliphant Ingham to accept new endorsement in these course. The motion was seconded by Dr. Susan McClelland. All items were approved by all voting members present.

Prior to the vote, Cindy Misita asked if EDSP 327 was phase II restricted. Dr. Whitney Webb answered by saying NO it was not restricted.
2. New Courses

Special Education Doctoral Courses:
EDSP 701
EDSP 702
EDSP 703

*EDSP 701, EDSP 702 and EDSP 703 combined would take the place of the field experiences.

Dr. Denise Soares made motion to accept new Special Education Doctoral courses as listed above. Dr. Rosemary Oliphant Ingham seconded the motion. Items were approved by all voting members present.

Prior to the vote, Dr. John Holleman suggested that "Education" be spelled out in the course title. For example: EDSP 701: Directed Studies in Higher Ed Teaching be listed as Directed Studies in Higher Education Teaching.

III. New Business: No new business

Committee adjourned at 10:20 a.m.
**Proposed:** The Department of Teacher Education in the School of Education at the University of Mississippi requests that Microsoft Excel be used to develop the following rubric for courses leading to an endorser in special education:

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<th>Description</th>
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<td>For students with mild disabilities in an inductive setting. Field experience included.</td>
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<td>Survey of Special Education Students - An overview of the legal bases for special education services.</td>
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<td>Nature and Needs of Students with Mild and Moderate Disabilities</td>
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<td>Introduction to Special Education and an inductive approach to special education services.</td>
</tr>
<tr>
<td>EDP 308</td>
<td>Introduction to Special Education - Current Requirements</td>
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**Note:** The requirements for the minor in special education must be completed in a cohort of 20 or more students, with at least 40 credits. The minor must include at least 15 credits in special education courses, and 5 credits in general education courses. The minor must be completed within four years.

**Education Endorsement:** The Department of Teacher Education in the School of Education at the University of Mississippi requests that Microsoft Excel be used to develop the following rubric for courses leading to an endorsement in special education:

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THE UNIVERSITY OF MISSISSIPPI  
DEPARTMENT OF TEACHER EDUCATION

I. COURSE: EDSP 701: Directed Studies in Higher Ed Teaching. This course offers doctoral students the opportunity to teach with a Special Education professor. May be repeated. Variable credits 1 – 6 hours.

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II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

![Diagram of the Conceptual Framework](image-url)
A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes/Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning (M).
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m).

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES

- **T** - Thinking and problem solving (M)
- **E** - Equality and respect for diversity (M)
- **A** - Appropriate teaching strategies (M)
- **C** - Communication and cooperation (m)
- **H** - Human development and curriculum (M)
- **E** - Esteem, autonomy, and lifelong learning (M)
- **R** - Relevance: Social and global (M)
- **S** - Supervision, management, and guidance (m)
### IV. PROFESSIONAL DISPOSITION FOR CANDIDATES:

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<th>Imagine, Innovate, Inspire</th>
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<td>The candidate:</td>
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<td>Caring, Equality, Authentic Assessment</td>
<td>Advocates for Diverse Learners Effective Communicators</td>
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<td>demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>1, 2, 8</td>
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<td>displays sensitivity to students' needs.</td>
<td>2, 3, 6, 7</td>
<td>Professionalism Collaboration Excellence</td>
<td>Advocates for Diverse Learners Problem Solvers Effective Communicators</td>
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<td>works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.</td>
<td>10</td>
<td>Professionalism Leadership</td>
<td>Effective Communicators Problem Solvers Users of Technology</td>
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<tr>
<td>models poise, maturity, and sound judgment</td>
<td>9</td>
<td>Excellence Transformation</td>
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<td>acts as a steward of the profession.</td>
<td>9, 10</td>
<td>Professionalism Collaboration Leadership</td>
<td>Effective Communicators Problem Solvers</td>
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### V. REFERENCES

A. Primary Text – n/a

B. Supplemental Text(s) – n/a

C. Assigned Readings – Individualized according to topic

### VI. PURPOSES OF THE COURSE

The Special Education College Teaching Competency is designed to prepare doctoral students to independently teach an undergraduate special education course. The guidelines below were established to ensure adequate experiences/requirements across doctoral students.

### VI. COURSE OBJECTIVES

Upon successfully completing this course, the candidate should be able to:
apply key principles of course design and planning

integrate teaching and assessment strategies to enhance student learning

reflect on the beliefs and best practices related to teaching and learning

locate resources on teaching and learning available

VIII. COURSE OUTLINE
See attachment for course schedule

IX. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES

A. Course Requirements –
   • Attend all class sessions.
   • Work with the course professor during the preparation/review of all course requirements, assignments, and syllabus.
   • Under the mentorship of the course professor, participate in all aspects of student evaluation and use of corresponding grading rubrics.
   • At the course professor’s discretion, a doctoral student may co-teach some portions of a few specified class meetings.
   • Assist with syllabus preparation or help revise syllabus for subsequent class.
   • Participate in selection or evaluation/review of the course text and other assigned reading materials (e.g., articles, websites, etc.)
   • Play a substantial role in preparing, scoring/marking all course assignments and examinations, and in-class activities.
   • Maintain a data-base of student attendance and grades, and work with the faculty professor of record to calculate final course grades. (Note: The course professor of record remains responsible for ultimate assignment of student grades.)

Note: Modifications or adaptations of these requirements may be made by a student’s advisor/committee chair for an individual student who has already demonstrated competence in independently teaching college-level courses.
B. Assessment Procedure

The Z grade is given to a student who earns a passing grade in certain courses for which the traditional grades of A, B, C, and D are deemed inappropriate; however, in courses approved for the Z mark, instructors may assign the quality grade of F. The only other marks that may be assigned in courses approved for the Z mark are I or W.

C. Field Experience and Clinical Practice

n/a

D. Instructional Strategies

A variety of instructional methods, strategies, and student groupings will be used, including:

- Discussion — structured but flexible
- Cooperative study
- Independent research
- The methods will vary with each session’s assigned topic, but each session will include time to address issues raised by individuals concerning both classroom experiences and professional development.

E. Attendance Policy

Attendance and participation in class are expected. Excessive absences (more than 2) will adversely affect the final grade for the course. Students are responsible for material covered when absent.

F. Policies Related to Students (Candidates) with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the student to the instructor. The instructor will be happy to work with the student so that a reasonable accommodation of any disability can be made.

X. SPECIAL CONSIDERATIONS

A. Recommended Reading List

B. Required Reading List
C. Academic Integrity and Honesty
Students are expected to follow the honor code as outlined in The University of Mississippi Policy Directory, which can be found online at http://secure4.olemiss.edu/umpolicyopen/index.jsp. Plagiarism, as defined in the honor code, will not be tolerated.

D. Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
Professional Competency 701 – Higher Ed Teaching

Courses: EDSP 701 Directed Studies – Professional Competency College Teaching - Graduate student will teach with a SPED professor.

Purpose: The Special Education College Teaching Competency is designed to prepare doctoral students to independently teach an undergraduate special education course. The guidelines below were established to ensure adequate experiences/requirements across doctoral students.

Preparation: Experience/familiarity with instructional content/methods does not equal preparedness to teach that information at the college level. Before teaching a college course, a doctoral student must be thoroughly familiar with course content, university rules and regulations, and professor expectations. This typically occurs prior to the second college teaching semester during the initial semester when a student attends all class sessions and incrementally participates in the instruction. During that initial semester doctoral student will also work closely with the faculty instructor to learn the use of evaluation rubrics and other assessment tasks.

Professor Role: The course professor of record remains responsible for the syllabus and course content, quality of instruction, and grade assignments during all semesters of college teaching practicum. The doctoral practicum student assists the professor with all aspects of the course, including planning, instructing, evaluating, and planning revisions for the future.

The doctoral student will likely be asked to summarize/synthesize his/her teaching experience during either or both semesters, which may include documentation of materials developed/course material taught, a critique of the course content, a self-evaluation of instructional skills, and suggestions for course improvement or modification.

Summary of Requirements

Note: The student’s faculty mentor will have more detailed evaluation forms for documenting progress and successful completion.

Initial Semesters

- Attend all class sessions.
- Work with the course professor during the preparation/review of all course requirements, assignments, and syllabus.
• Under the mentorship of the course professor, participate in all aspects of student evaluation and use of corresponding grading rubrics.
• At the course professor's discretion, a doctoral student may teach some portions of a few specified class meetings.

Final Semester
• Assist with syllabus preparation or help revise syllabus for subsequent class.
• Participate in selection or evaluation/review of the course text and other assigned reading materials (e.g., articles, websites, etc.)
• Attend all class sessions.
• Take primary responsibility for a minimum of 10 hours of in-class instruction. The faculty mentor (i.e., instructor of record) will co-plan, supervise, and provide feedback on all class lectures, activities, assignments, and evaluation activities.
• Play a substantial role in preparing, scoring/marking all course assignments and examinations, and in-class activities.

Maintain a data-base of student attendance and grades, and work with the faculty professor of record to calculate final course grades. (Note: The course professor of record remains responsible for ultimate assignment of student grades.)

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THE UNIVERSITY OF MISSISSIPPI
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This course offers doctoral students the opportunity to examine a specific area in
the field of special education working closely with colleagues and/or faculty
members. The subject matter of the course will relate to the student’s research
interests and will be completed in collaboration with a supervising faculty
member. May be repeated. Variable credits 1 – 6 hours.

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II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

![Conceptual Framework Diagram]

- Effective Communicators
- Problem Solvers
- Educators as Reflective Professionals
- Users of Technology
- Advocates for Diverse Learners
- Lifelong Learners
- Student-Centered
- Knowledge-Based
- Research-Based
A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlines in the conceptual framework.

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V. REFERENCES

A. Primary Text – n/a

B. Supplemental Text(s) – n/a

C. Assigned Readings – Individualized according to topic

VI. PURPOSES OF THE COURSE

This competency expectation is designed to provide doctoral students with an extensive, collaborative research experiences during their doctoral programming. To fulfill this requirement, a student should have ongoing, continuous involvement in a research project, working with colleagues or faculty members, under the supervision of at least one faculty member. Variable research credits may be earned during any semester.
VI. COURSE OBJECTIVES
Upon completion of the course, the student will demonstrate advanced knowledge and skill in the following:

1. Ability to understand the research process
2. Develop abilities to formulate problems and design studies to explore them
3. Be able to perform data collection
4. Be able to analyze data
5. Be able to formulate main findings and conclusions.

VIII. COURSE OUTLINE
See attachment for course schedule

IX. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES

A. Course Requirements –
The specific tasks to be accomplished should be identified a priori with the faculty researcher so that expectations for successful completion of each semester are clearly communicated.

B. Assessment Procedure

The Z grade is given to a student who earns a passing grade in certain courses for which the traditional grades of A, B, C, and D are deemed inappropriate; however, in courses approved for the Z mark, instructors may assign the quality grade of F. The only other marks that may be assigned in courses approved for the Z mark are I or W.

C. Field Experience and Clinical Practice
n/a

D. Instructional Strategies
A variety of instructional methods, strategies, and student groupings will be used, including:
- Discussion
- Cooperative study
- Independent research
E. Attendance Policy
Attendance and participation in class are expected. Excessive absences (more than 2) will adversely affect the final grade for the course. Students are responsible for material covered when absent.

F. Policies Related to Students (Candidates) with Disabilities
It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the student to the instructor. The instructor will be happy to work with the student so that a reasonable accommodation of any disability can be made.

X. SPECIAL CONSIDERATIONS

A. Recommended Reading List

B. Required Reading List

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D. Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
Professional Competency 2 –

Collaborative Research

Course: EDSP 702 – Directed Studies Collaborative Research.

This competency is designed to provide doctoral students the opportunity to engage in a student-led research project prior to dissertation. The student melds component research skills to plan, carry out, write up, and submit for conference presentation and/or publication. This competency may be completed within the context of a student initiated project with faculty mentorship, or within the context of an ongoing research project led by faculty. In either case, the student should be leading a substantial number of the project’s main components.

The list below is not exhaustive, and will not fit all student projects. Nor is it to be used as a checklist. The intent of this competency requirement is mindfulness of the broad scope of skills needed for successful research. Students will need mentoring from faculty in many or most of these component tasks.

- Document a problem and need in the field.
- Conceptualize and state the research question(s).
- Select or design instruments/data collection strategies, with attention to reliability, validity, and sensitivity to change.
- Determine sample size (whether single-case or group research) with adequate power to answer research questions.
- Obtain participants and ensure compliance with human subjects review.
- Plan and describe design, including its threats to conclusion validity.
- Train and ensure fidelity of implementation, and reliable measurement.
- Carry out data collection and treatment (when applicable).
- Conduct data analyses, determining effect sizes and chance-level findings.
- Select target conferences and publication outlet.
- Write-up results in APA format.
- Submit to conference and for peer-reviewed publication.
- Respond to editorial requests for revisions, when needed. For all students, this pre-dissertation study competency should result in an APA formatted manuscript, and a letter of submission to a peer-reviewed journal. (In rare circumstances is the submission expectation may be waived, but the written product will be required.) Submission to a peer-reviewed national conference is also recommended. The supervising faculty member (typically, but not always, the student’s chair) must sign off that the competency has been successfully completed.
Collaborative Research Participation
Practicum/Experience Log

Semester: __________

Name of Research Project: _______________________________________

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</tbody>
</table>

Signature of Faculty Mentor denoting successful completion of tasks/credits:

Please attach:

A. Copies of any products that you independently or collaboratively developed.
B. A brief narrative summary describing the scope of your research experiences related to this project for this semester.

*Students should save their signed logs and attached products for annual review and their program meeting.*
COURSE: EDSP 703: Directed Studies in Collaborative Writing. This competency is designed to provide doctoral students the opportunity to engage in a student-led research project prior to dissertation. May be repeated. Variable credits 1 – 6 hours.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Office #</th>
<th>Phone</th>
<th>Office Hours</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Denise A. Soares</td>
<td>335</td>
<td></td>
<td></td>
<td><a href="mailto:dasoares@olemiss.edu">dasoares@olemiss.edu</a></td>
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<tr>
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<tr>
<td>Dr. Amber McCullough</td>
<td>Desoto</td>
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<td></td>
<td><a href="mailto:ajmccoll@olemiss.edu">ajmccoll@olemiss.edu</a></td>
</tr>
</tbody>
</table>

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

A. Vision Statement
The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlines in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes/Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)
3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning (m).
4. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m).

III. **KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES**

- T - Thinking and problem solving (M)
- E - Equality and respect for diversity (m)
- A - Appropriate teaching strategies (m)
- C - Communication and cooperation (m)
- H - Human development and curriculum (m)
- E - Esteem, autonomy, and lifelong learning (M)
- R - Relevance: Social and global (M)
- S - Supervision, management, and guidance (m)

IV. **PROFESSIONAL DISPOSITION FOR CANDIDATES:**

<table>
<thead>
<tr>
<th>Teacher Ed Dispositions</th>
<th>InTASC</th>
<th>Imagine, Innovate, Inspire</th>
<th>CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>1, 2, 8</td>
<td>Caring, Equality, Authentic Assessment</td>
<td>Advocates for Diverse Learners Effective Communicators</td>
</tr>
<tr>
<td>displays sensitivity to students' needs.</td>
<td>2, 3, 6, 7</td>
<td>Professionalism Excellence</td>
<td>Advocates for Diverse Learners Problem Solvers Effective Communicators</td>
</tr>
<tr>
<td>works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning.</td>
<td>10</td>
<td>Professionalism Leadership</td>
<td>Effective Communicators Problem Solvers Users of Technology</td>
</tr>
<tr>
<td>models poise, maturity, and sound judgment</td>
<td>9</td>
<td>Excellence Transformation</td>
<td>Life-Long Learners</td>
</tr>
<tr>
<td>Engages in continuous self-evaluation</td>
<td>9</td>
<td>Excellence</td>
<td>Life-Long Learners</td>
</tr>
</tbody>
</table>
IV. REFERENCES

A. Primary Text – n/a

B. Supplemental Text(s) – n/a

C. Assigned Readings – Individualized according to topic

VI. PURPOSES OF THE COURSE

The purpose of this directed studies course to design, implement, and demonstrate advanced knowledge concerning a specific topic. The final product will be a submitted article or presentation.

V. COURSE OBJECTIVES

Upon completion of the course, the student will demonstrate advanced knowledge and skill in the following:

1. Ability to formulate an area of study and participate in defining a process for knowledge building in relation to the area of study.
2. Ability to orally discuss and critically analyze key issues of the subject matter studied in the course.
3. The ability to conceptualize key issues and research questions relative to the area of study.
4. Complete projects demonstrating a critical analysis of a specific dimension or aspect of the subject and its relationship to other dimensions or aspects of the subject.

VIII. COURSE OUTLINE

See attachment for course schedule

Topics include:
- Introduction and Statement of the Problem
- Literature Reviews
- Discussion
- Implications
- Conclusions
IX. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES

A. Course Requirements -
Requires a final written product to submit for publication or presentation.

B. Assessment Procedure

The literature review will be evaluated according to the following criteria:
1. Careful synthesis and use of secondary sources to address research topic
2. Depth of thought
3. Linkages to special education theory and practice
4. Clear, logical and effective organization of ideas
5. Smooth, efficient, and error-free prose

The Z grade is given to a student who earns a passing grade in certain courses for which the traditional grades of A, B, C, and D are deemed inappropriate; however, in courses approved for the Z mark, instructors may assign the quality grade of F. The only other marks that may be assigned in courses approved for the Z mark are I or W.

C. Field Experience and Clinical Practice
   n/a

D. Instructional Strategies
A variety of instructional methods, strategies, and student groupings will be used, including:
   • Discussion
   • Cooperative study
   • Independent research

E. Attendance Policy
Attendance and participation in class are expected. Excessive absences (more than 2) will adversely affect the final grade for the course. Students are responsible for material covered when absent.

F. Policies Related to Students (Candidates) with Disabilities
It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the student to the instructor. The instructor will be happy to work with the student so that a reasonable accommodation of any disability can be made.
X. SPECIAL CONSIDERATIONS

A. Recommended Reading List

B. Required Reading List

C. Academic Integrity and Honesty
Students are expected to follow the honor code as outlined in *The University of Mississippi Policy Directory*, which can be found online at http://secure4.olemiss.edu/umpolicyopen/index.jsp. Plagiarism, as defined in the honor code, will not be tolerated.

D. Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
Professional Competency 3 –

Collaborative Writing

**Course:** EDSP 703 – Directed Studies Collaborative Writing. This course requires a final written product to submit for publication or presentation.

This competency expectation is designed to provide doctoral students with an extensive, collaborative research and writing experiences resulting in the writing and subsequent submission of a product during their doctoral programming. To fulfill this requirement, a student should have ongoing, continuous involvement with a faculty member’s project. Variable research credits may be earned during any semester.

The specific tasks to be accomplished should be identified a priori with the faculty researcher so that expectations for successful completion of each semester are clearly communicated. Student participation will depend upon those tasks that are available and/or needed, but a broad array of tasks/skills should be sought over time. Some examples of outcomes are listed below. The list is not exhaustive. Nor is it a checklist. As students progress in the doctoral program, their level of involvement and complexity of research experiences should increase.

- Understand and be knowledgeable about the principles of research,
- know how to use a library and its various resources,
- formulate an appropriate research question,
- design a research project,
- evaluate the works of major intellectual figures by employing critical methods,
- apply those same methods in engaging in peer evaluation,
- draft an argumentative essay through a number of stages, and
- produce a final project that incorporates conceptual analysis, clear thinking, and scholarly writing skills.