University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Minutes
September 19, 2014


Non-voting members present: Kelli Coleman, Amy Wells Dolan, Kaye Pepper

I. Call to order by Dr. Amy Wells Dolan. Dr. Dolan announced new member, Dr. K. B. Melear, interim chair for Department of Leadership and Counselor Education, and Dr. Amanda Winburn, interim program coordinator for Counselor Education.

Dr. Dolan recommended to the committee that business be conducted informally rather than having the previous meeting minutes read. Members present agreed they would prefer informal meetings.

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department: Items presented by Dr. K. B. Melear
   1. Proposed New Courses
      
      Transfer Student Leadership Course (EDHE 310 & 311)

      Dr. Dewey Knight, Director of the Office of Student Success and First Year Experience, created new courses EDHE 310 & EDHE 311. These courses mirror the Chancellor's Leadership class for undergraduate first year students. New initiatives are emerging to support transfer students.

      EDHE 310: fall course
      EDHE 311: spring course
Dr. Susan McClelland made a motion to accept new proposed courses EDHE 310 and EDHE 311. Dr. Ryan Niemeyer seconded the motion. All voting members present approved all items.

2. Correction: Add course EDRS 700: Models of Inquiry and Literature Review

Dr. Amy Wells Dolan presented a correction item that was discussed during the September 20, 2013 Curriculum and Policy meeting. Dr. John Holleman proposed a prefix change of EDRS 700 to EDHE and add "permission of instructor" to "prerequisites". The discussion should have been to keep the prefix EDRS and then add EDHE 700. This change caused EDRS 700 to be taken off the books leaving only EDHE 700, which caused a problem with an Ed.D. program with an emphasis in secondary mathematics that was in development at the time. Dr. Dolan provided documentation of the 2008 course catalog and course syllabi for EDRS 700 created by Dr. Tim Letzring.

Dr. Amy Wells Dolan asked for a motion to correct the error made during September 20, 2013 meeting by adding back course EDRS 700. Also, add a section of EDHE 700 for higher education students which keeps Ed.D in secondary mathematics viable and the course is back on the books.

Dr. Rosemary Oliphant Ingham made the motion to add back course EDRS 700 due to an error made during a previous meeting. Also, add a section of EDHE 700 for higher education students. Dr. Susan McClelland seconded the motion.

Question/Comments:

Soares: Can Teacher Education 700 level seminar classes be cross-listed? Does it require a vote? Example: EDSP 700

Wells Dolan: Teacher Education faculty would have to be confident that students enrolled in the course could get what they need.

The item was approved after no further questions or discussion.

B. Teacher Education Department
1. Change in Admissions Requirements for individuals applying to the M.Ed. in Special Education.

Dr. Denise Soares presented the proposed changes in admission requirements for M.Ed. in special education. Dr. Soares explained that not every state would have Praxis II scores. The first proposed change is requesting "results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. We would keep the Praxis II requirements and adding GRE score."

The second proposed change is adding "undergraduate degree in Special Education, Education or closely related field." Currently, majors such as psychology, social work, counseling, speech, communications who work with special education students are not eligible for the Special Education: Master of Education since they do not hold a teaching license. This change will allow these fields to be eligible for the program and placed in a Track 1 or Track 2 option.

Students understand that Track 1 will not lead to a teaching license and that they would have to go through an alternative route to licensure program if they want to teach.

Students entering the program with a valid teaching license under Track 2 will lead to a AA licensure.*see comments and final motion

Dr. Denise Soares made a motion to accept the proposed admission requirements for Special Education: Master of Education. Dr. Rosemary Oliphant Ingham seconded the motion.

Question/Comment:
Dr. Susan McClelland questioned the wording in Track 2. Track 2 states: M.Ed. candidates entering the M.Ed. program with a valid A Mississippi teaching license.

Dr. McClelland asked if Track 2 wording should say: M.Ed. candidates entering the M.Ed. program with a valid teaching license.

The example given was students with a Tennessee license applying for this program. Since Mississippi has reciprocity with TN, AR, AL, it was suggested that the requirement of a valid A Mississippi teaching license be removed to just stay a valid teaching license.
Dr. Soares advised that the Track options were added after a conversation with Dr. Whitney Webb. The different track options will be documented in SAP to reflect whether or not a student was eligible for licensure.

Dr. Rosemary Oliphant Ingham pointed out that the other Teacher Education master programs requirement only states an "educator licensure" rather than being restricted to Mississippi license.

Dr. Ann Monroe asked if it was certain that if a student qualifies for Track 2 option that it will need to AA licensure.

Dr. Soares responded NO because there are some states that do not have AA licensure.

After further discussion, it was agreed that the Track 2 option verbiage would change from *Leads to AA licensure to "may lead to advanced licensure."

Dr. Denise Soares withdrew her original motion to approve the proposed changes. Dr. Soares made a new motion to accept the proposed changes in admission requirements for Special Education: Master of Education (M.Ed.). In addition, changes in Track 2 option as follows:
Track 2 – M.Ed. candidates entering the M.Ed. program with a valid teaching license. May lead to advanced licensure.

Dr. Rosemary Oliphant Ingham seconded the amended motion. The items were approved according to the amended motion and changes.

III. New Business: no new business was discussed.

The meeting adjourned at 10:35 a.m.
THE UNIVERSITY OF MISSISSIPPI

DEPARTMENT OF LEADERSHIP & COUNSELOR EDUCATION

COURSE: EDHE 310 – Transfer Student Leadership (Community College Chancellor’s Leadership Class). This course is designed to provide first-year transfer students with knowledge of leadership theory, development, and practical application. In this course, students will gain a better understanding of leadership styles, individual leadership preferences and personality styles, characteristics of successful leaders, goal setting and achievement, group decision making and problem solving, critical thinking, civic engagement, ethics, and leadership in a diverse society.

This course will also assist first-year transfer students in adjusting to the University, developing a better understanding of the learning process, acquiring essential survival skills, enhancing academic skills, and continuing the major/career exploration process. Students will also be exposed to the mission, values, and administrative structure of a comprehensive, public university and will be challenged to interact with administrators and public figures to build academic and professional relationships. (1)

Instructors:

Dewey Knight
Associate Director of the Office of Student Success and First Year Experience
Office: 350 Martindale
Phone: 662-915-1166
Email: rdknight@olemiss.edu

Jody Lowe
Associate Director of Admissions
Office: 145 Martindale
Phone: 662-915-7911
E-Mail: jplowe@olemiss.edu

Class Meeting Time: Tuesdays: 6:00-6:50 p.m.
Section: 1
Location: 151 Martindale

I. REFERENCES:


Common Reading: TBA

Other Course Materials

All students will be provided an academic planning calendar to bring to each class meeting, along with a notebook, pen or pencil and highlighter.

Class assignments, calendar of events, documents, announcements, and grades will be posted on-line in Blackboard. Communication from the instructor will be by e-mail to your olemiss.edu e-mail account. It is imperative that you check Blackboard and your e-mail account each day.

Assigned Readings

As assigned by instructor

II. PURPOSE OF THE COURSE:

The purpose of this course is to introduce new transfer students to:

1. Leadership theory and styles
2. Critical thinking
3. Campus resources, student services, and university history
4. Time management
5. Interpersonal communication
6. Civic engagement
7. Personal values, ethics and personal responsibility
8. Personal leadership styles and personality styles
9. Group decision making and problem solving
10. Leadership in a diverse society

III. Course Requirements

A. Class Attendance (100 points; 20% of final grade)

You are responsible for coming to each and every class. In this class there is no such thing as an excused absence - you're either in attendance or you're not. Three absences are allowed without penalty. Your final grade may be dropped one letter grade for each absence over three. Unavoidable and extenuating situations will be taken into consideration at the discretion of the instructor.

B. Class Participation/Active Discussion (100 points; 20% of final grade)

Each student will be expected to be an active participant in class discussions and to interact appropriately with guest speakers. Instructors will evaluate the relevancy and depth of participation/dialogue of each class member. Particular thought should be given to your viewpoint/position on leadership and how your views evolve over the course of the semester.

C. Reflection Papers (20 points each/100 points total; 20% of final grade)

All students will be required to submit 5 reflection papers on guest speakers during the semester. Within a week following each speaker, the student will submit a paper reflecting on the speaker and relevant information gained from the presentation. The paper will be a minimum of 150 words and should address the leadership style and/or characteristics of leadership gleaned from the speaker.

D. Visits with Instructors (50 points each/100 points total; 20% of final grade)

Each student must meet with the instructors during the semester—one meeting must occur before mid-term grades are due and one after mid-term grades are due. These visits are informal and will be for us to talk outside of class about whatever we wish. The purpose is for us to get to know you better and vice-versa. This is something you should do in every class with every instructor. It is the responsibility of the student to make sure that the instructor records the visit in the grade book. (20 points each, 40 points total)

E. Common Reading Assignment/Special Assignments/Events (50 points total; 10% of final grade)

Each student will participate in a group project based on the Common Reading selection. The groups will present their project to the class. Class members will also be asked to attend select campus events throughout the semester. Participation is mandatory. The instructors have the right to include special assignments throughout the course of the semester.

F. Service Project (50 points total; 10% of final grade)

The class will participate in a community service project as selected by the instructors. The service project may contain components to be completed during class meetings but will also consist of required service outside of the scheduled class meeting time. Information on the service component will be distributed to all class members during the first few class meetings. Participation in the service project is a mandatory requirement of this course.
F. Cell Phone Policy

Cell phones are not to be active during class.

G. Grading Summary

This is a Z-grade course in which students will be evaluated on a pass/fail basis. To pass the course, students will be required to achieve 350 points (70% of the total possible points).

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<thead>
<tr>
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<th>Points</th>
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<td>Attendance</td>
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Assigned Readings

As assigned by instructor

II. PURPOSE OF THE COURSE:

The purpose of this course is to build on the foundation gained in EDHE 310 in learning:

1. Leadership theory and styles
2. Critical thinking
III. Course Requirements

A. Class Attendance (100 points; 20% of final grade)

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<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
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</table>
I. COURSE: EDRS 700 (Spring 2011). Models of Inquiry and Literature Review. A seminar focused on the development of an appropriate dissertation topic and corresponding extensive literature review. (3)

INSTRUCTOR:
Name: Timothy Letzring, J.D., Ed.D.
Office: Guyton 120
Phone: (662) 915-7069 (O)
Office Hours: just about everyday, all day; can check with my assistant Kim
E-mail Address: tdl@olemiss.edu

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

Educators as Reflective Professionals

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 graduates 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)

5. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (m)

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

This course supports the principles or standards indicated below:

*Council for the Advancement of Standards (CAS) in Higher Education*

- Autonomy (M)
- Non-Malfeasance (M)
- Beneficence (m)
- Fidelity (M)
- Veracity (M)
- Affiliation (M)

*Council for the Advancement of Standards (CAS) in Higher Education*

- Intellectual Growth (M)
- Effective Communication (M)
- Enhanced Self-Esteem (m)
- Realistic Self-Appraisal (m)
- Clarified Values (m)
- Career Choices (M)
- Leadership Development (M)
- Healthy Behavior (m)
- Meaningful Interpersonal Relationships (m)
- Independence (M)
- Collaboration (m)
- Social Responsibility (M)
- Satisfying and Productive Lifestyles (m)
- Appreciating Diversity (M)
- Spiritual Awareness (m)
- Personal and Educational Goals (M)
IV. REFERENCES:

A. Primary Text

B. Supplemental Text

C. Assigned Readings
   As determined in class.

V. PURPOSE OF THE COURSE:
   The purpose of the course is to offer doctoral students an opportunity to research timely issues in higher education; to examine dissertations and research available in the area; to develop an appropriate dissertation topic; to discuss current research topics and problems with other doctoral students in higher education; to clarify personal and professional values and philosophies; to foster skills of critical thinking and communication; to develop an extensive literature review.

VI. COURSE OBJECTIVES:
   In fulfilling the requirements of this course, students should develop the knowledge and skills described in the following objectives.

Students will—
   1. Discuss educational topics and related research with faculty and colleagues in the field.

   2. Examine library resources and on-line web sites to select research material related to issues and trends in higher education.

   3. Identify and critically review published research articles and other professional research in the higher education area with primary emphasis on validity and trustworthiness.

   4. Develop an appropriate dissertation topic that is researchable, of interest to student and others, publishable, of a level that will contribute significantly to the body of research in the area, as well as to the research and career goals of the student.

   5. Write an extensive literature review on the topic that will serve as basis for Chapter II of the dissertation.

   6. Write introduction that will serve as basis for Chapter I of the dissertation.

   7. Describe both quantitative and qualitative research.
VII. COURSE OUTLINE:
Students are expected to read all readings in the Pan book and complete assignments as noted on the outline below. Assignments, except for the final literature review, are due by 5pm on the dates noted (uploaded to SafeAssignment, reached under the Assignments Tab, in Blackboard). The PowerPoint presentation near the end should be uploaded to the appropriate forum on the Discussion Board in Blackboard. Any changes in this outline will be announced on Blackboard or via another communication method such as e-mail.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 27, 2011</td>
<td>During the first week of classes, all students must meet with instructor and establish standing meeting times.</td>
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<tr>
<td>February 3, 2011</td>
<td>Beginning Information Assignment due</td>
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<td>February 10, 2011</td>
<td>First Article Critique due</td>
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<tr>
<td>February 17, 2011</td>
<td>Second Article Critique due</td>
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<tr>
<td>February 24, 2011</td>
<td>Second Article Critique due</td>
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<tr>
<td>March 3, 2011</td>
<td>Third Article Critique due</td>
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<tr>
<td>March 10, 2011</td>
<td>Third Article Critique due</td>
</tr>
<tr>
<td>March 17, 2011</td>
<td>(Spring Break)</td>
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<tr>
<td>March 24, 2011</td>
<td>Annotated Bibliography and Literature Map due</td>
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<tr>
<td>March 31, 2011</td>
<td>Fourth Article Critique due</td>
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<tr>
<td>April 7, 2011</td>
<td>Fifth Article Critique due</td>
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<tr>
<td>April 14, 2011</td>
<td>Fifth Article Critique due</td>
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<tr>
<td>April 21, 2011</td>
<td>Fifth Article Critique due</td>
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<tr>
<td>April 28, 2011</td>
<td>Oral Presentations of Research Topic and Literature Review</td>
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<tr>
<td>May 5, 2011</td>
<td>Extensive Literature Review Due</td>
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<td>May 6, 2011</td>
<td>Extensive Literature Review Due</td>
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VIII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements and Assessment Procedure

Your course grade will be based on series of five article critiques (25%); annotated bibliography and literature map (25%); extensive literature review (25%); oral presentation of research topic and literature review (14%); and professionalism (11%), which includes attendance as described elsewhere in this document, as well as any ancillary assignments described or deemed appropriate by the instructor. All assignments must be word processed and conform to Graduate School and APA style and should be uploaded to the Digital Dropbox within Blackboard and are described below.

Article Critiques (25% of grade)
- Throughout the semester, and by the dates indicated on the Course Outline, each student will complete five article critiques, each of which is worth 50 points. Each article critique should be 3-5 pages in length follow the outline described on the rubric available on Blackboard.

Annotated Bibliography and Literature Map (25% of grade)
- By the date indicated on the Course Outline, each student will complete an annotated bibliography with at least 15 sources and develop a literature map. The annotated bibliography and literature map is worth a total of 250 points and should follow the rubric available on Blackboard.

Extensive Literature Review (25% of grade)
- By the date indicated on the Course Outline, each student will complete an extensive literature review, which will be based on the annotated bibliography, but put into narrative form and contain reference to at least 20 sources. The extensive literature review should be 10-12 pages in length, and is worth a total of 250 points and should follow the rubric available on Blackboard.

Oral Presentation of Research Topic and Literature Review (14% of grade)
- On the date indicated on the Course Outline, each student will give a 10-15 minute oral presentation using PowerPoint on the research topic and literature review to the instructor and colleagues in the course and program. The presentation is worth a total of 140 points and scored based on the rubric available on Blackboard.

Attendance and Professionalism (11% of grade)
- Throughout the semester, students will be expected to meet and communicate with the instructor, as well as colleagues in the course. There are a total of 110 points available in this area for attendance, professionalism, and communication, including points awarded on the assignment due the second week of class, as well as any other ancillary assignments deemed appropriate by the instructor. Students are expected to communicate with the instructor through some communication method (e.g., email or phone) at least weekly and meet with the instructor every other week or as determined necessary by the instructor.
B. Assessment Procedure
Total points obtained on each of the areas listed in this section will be converted based on the indicated percentage and your final grade will be computed based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>B</td>
<td>83 – 92%</td>
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<tr>
<td>C</td>
<td>73 – 82%</td>
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<tr>
<td>D</td>
<td>63 – 72%</td>
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<tr>
<td>F</td>
<td>0 – 62%</td>
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</table>

C. Field Experience and Clinical Practice
None.

D. Instructional Strategies
The course is designed in the seminar format, but may include, class discussion, demonstrations, cooperative learning activities, and guest speakers.

E. Attendance and Professionalism Policy
Professionalism and active participation in the seminar is expected as active participation is essential to the success of the seminar format. Students should notify the instructor as far in advance as possible when missing meetings or communications are necessary. Professional comportment is a critical element of preparation for entrance into the workplace, and we expect the graduate students enrolled in the Higher Education program at The University of Mississippi to exhibit such behavior accordingly, whether in class, assistantship, or practicum, and when communicating in-person, via telephone, or electronically with the course instructor or colleagues.

Attendance at scheduled meetings with faculty and colleagues in the course is expected. All students must communicate with the instructor on a weekly basis by some communication method and meet with the instructor at least bi-weekly.

F. Policies Related to Students (Students) 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 be made by that office through the student to the instructor of this class. The instructor will then be happy to work with the student so that reasonable accommodations of any disability can be made.

IX. SPECIAL CONSIDERATIONS

A. Recommended Reading List
Students are expected to read widely in the area that is the focus of their independent research. Emphasis should be placed on identifying and carefully reading empirical studies.
B. Required Reading List
   See Section IV.C.

C. Academic Integrity and Honesty
   Students are expected to follow the honor code as outlined in the current University policies, which may be found online at
   https://secure.olemiss.edu/umpolicyopen/index.jsp. Plagiarism will not be tolerated.

   As indicated in The Creed, every member of the University community is charged with upholding high standards of honesty and fairness in all academic matters. Any action that is contrary to these standards is subject to academic discipline, as are actions that are harmful to the facilities that support the academic environment. Mutual respect and fairness are the basis of the instructor-student relationship at The University of Mississippi. The Creed may be found at the following website:

   Honesty and fairness are essential elements of the academic environment of The University of Mississippi. If either principle is diminished, the academic experience is devalued. In addition, it is important to recognize that applications for graduate and professional school, and applications for employment and professional licenses, frequently require the applicant to state whether he or she has been found guilty of academic dishonesty. Accordingly, academic dishonesty is taken seriously at The University of Mississippi.

   The complete University Academic Discipline Policy (ACA.AR.600.001 Student Academic Conduct and Discipline) may be found in the University’s online policy directory through the following link on the University’s website:
   https://secure.olemiss.edu/umpolicyopen/index.jsp.

   Academic misconduct is grounds for failing the particular assignment(s) involved and the course.

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.
Edrs 700: Models of Inquiry and Literature Review

LEADERSHIP & COUNSELOR EDUCATION

A seminar focused on the development of an appropriate dissertation topic and corresponding extensive literature review.

3 Credits

Prerequisites

- Edrs 501: Educational Statistics I (Minimum grade: C)
- Edrs 605: Educational Research I (Minimum grade: C)

Instruction Type(s)

- Seminar: Seminar for Edrs 700

Subject Areas

- Educational Evaluation and Research

Related Areas

- Educational Assessment, Testing, and Measurement
- Educational Statistics and Research Methods
Special Education: Master of Education (M.Ed.)

Program Description

The Master of Education in Special Education is a 30 hour program, which includes 15 concentrated hours in the area of Special Education. The program fosters understanding of the connection between theory, research, and practice in the field of Special Education through coursework. This program also includes practicum & field experiences serving individuals with exceptional learning needs.

Admissions Requirements

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<th>Current Requirements</th>
<th>Proposed Changes</th>
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<tr>
<td>Applicants to the program must meet these requirements:</td>
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<td>• 3.0 GPA on last 60 hours of undergraduate work</td>
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<tr>
<td>• Praxis II Content Scores (6 points higher than MDE Licensure requirement)</td>
<td>• Results from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully. These may include: Praxis II Content Scores (6 points higher than MDE Licensure requirement); competitive Graduate Record Examination (GRE; all sections).</td>
</tr>
<tr>
<td>• Two (2) Graduate Reference Forms</td>
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<tr>
<td>• Hold or eligible to hold an A educator licensure in content area (elementary ed., special ed., or secondary English, math, science, or social studies)</td>
<td>• Undergraduate degree in Special Education, Education or closely related field (e.g. psychology, social work, counseling, speech, communications)*see track options</td>
</tr>
</tbody>
</table>

***Track options are decided upon admission to the program based on licensure/non-licensure.

Track 1 - M.Ed. candidates entering the M.Ed. program with no current, valid teaching license or with an emergency license only. *Does not lead to licensure.

Track 2 - M.Ed. candidates entering the M.Ed. program with a valid Mississippi teaching license. *Leads to AA licensure.