University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Minutes

October 17, 2014


Non-Voting Members Present: Amy Wells Dolan, Kaye Pepper, Kelli Coleman

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department
   1. New Courses: EDRS 633/733 Special Topics in Educational Research

   Dr. K. B. Melear presented new course proposal. (See attachment)
   Dr. Susan McClelland made motion to accept new courses EDRS 633/733.
   Dr. Denise Soares seconded the motion.

   Question/Comments

   McClelland: Is this open to all students or just students of a particular program?
   Melear: Open to all students.

   The item was approved after no further questions or comments.


   Dr. John Holleman presented new program information. (See attachment)
   Dr. Holleman made motion to accept new CPED Ed.D program.
   Dr. Rosemary Oliphant Ingham seconded the motion.

   Question/Comments

   Soares: Dissertation hours is 15 hours. I thought it had to be 18 hours.

   Dolan: We're the only school that offers the Doctorate of Education (Elementary Education: Doctor of Education) on campus, which includes 18 dissertation hours, so our rule is the rule for the University. The dissertation hours in the Ed.D. in Elementary
Education is the default rule. When this item is moved forward it will become a minimum of 15 dissertation hours.

The item was approved after no further questions or comments.

B. Teacher Education Department
   1. EDCI 701: Advanced Curriculum Theory and Practice

Dr. Susan McClelland presented item for course EDCI 701. (See attachment). Syllabi approved by Teacher Education faculty at their last meeting. This will complete the course offering for the new Ed.D. in secondary mathematic education.

Dr. McClelland made motion to accept course EDCI 701 syllabus as written to complete the series for the Ed.D. in secondary mathematic education.

Dr. Ann Monroe seconded the motion.

Question/Comments: none

The item was approved after no further questions or comments.

2. Track Proposal for Early Childhood Education Master’s Degree.

Dr. Susan McClelland presented the two track items for Early Childhood Education Master’s Degree. (See attachment)

Dr. Ellen Foster made motion to accept Track 1 and Track 2 proposal.
Dr. Rosemary Oliphant Ingham seconded the motion.

Question/Comments
Foster: Track 1 admits student with a license and it leads to licensure?
McClelland: Student must have a bachelor with “A” level license.
Foster: So this leads to an advanced license?
McClelland: Yes, it leads to an advanced license.

After further discussion, a change was proposed.
Current: Track 1: Candidates admitted to Track 1 of an M.Ed. in ECE must hold a valid teaching license. Candidates are required to have a minimum of 45 clock hours of approved field experiences. Leads to licensure.

Proposed: Track 1: Candidates admitted to Track 1 of an M.Ed. in ECE must hold a valid Elementary teaching license. Candidates are required to have a minimum of 45 clock hours of approved field experiences. Leads to **advanced** licensure.
The two proposed revisions to Track 1 were approved after no further comments or questions. No changes were suggested for Track 2 and the item was approved as submitted.

III. New Business: no new business
Proposal for Addition of Special Topics Course in EDRS (EDRS 633/733)

School: School of Education

Department: Leadership and Counselor Education

Course Prefix: EDRS

Course Number: 633/733

Course Title: Special Topics in Educational Research

Course Description: Course designed to cover special topics in statistics and educational research not covered in regular courses and that may be suitable for master’s or doctoral students School of Education or other related disciplines.

Pre-requisite, co-requisite, cross-listed courses, and rules: Permission of instructor

Possible Instructor(s): Wolff, Lori A

Contact(s): Wolff, Lori A

Instructor’s Resume: see attached

CIP Discipline Code: 13.0603 (also 13.0601 and 13.0604)

Instruction Type: Lecture

Minimum and Maximum Credit Hours: 3, 3

Grading System: AB+-

Effective Academic Year: 2014-2015

Effective Semester: Full Summer

Locations: Oxford

Instruction Mode(s): Traditional

Explanatory Notes: As faculty consider expansion of course offerings and development of certificate and degree programs in educational research areas, the use of special topics courses will allow us to teach courses in the educational research area not currently in our catalog and evaluate courses we may want to include as permanent offerings and for which will seek approval for addition as stand alone courses.

Extensive Course Syllabus: Based on conversation with Graduate School official, we are not submitting a syllabus. As a special topics course, the syllabus would depend on the topic being
LORI A. WOLFF
Professor of Leadership and Counselor Education
(Tenured; Initial faculty appointment – 2005)
Director of the Dr. Maxine Harper Center for Educational Research and Evaluation

EDUCATION AND PROFESSIONAL CREDENTIALS

Degrees
J.D. 2001 Saint Louis University
  • Employment Law Certificate Program; Academic Excellence Awards: Torts, Employment Discrimination, and Disability Law
  • Recipient of Dean’s Merit Scholarship and David Grant Clinic Student Award – Saint Louis University and Linda J. Murphy Scholarship – Women Lawyers’ Association of Greater St. Louis
Ph.D. 1990 Saint Louis University Higher Education/Student Personnel
M.S. 1987 Creighton University Mathematics
B.S.Mth 1985 Creighton University Mathematics (Magna Cum Laude)

Licenses
Missouri Bar (2001 – current); Mississippi Bar (2011 – current)

PROFESSIONAL EXPERIENCE

1/2005 – Present The University of Mississippi
Professor of Leadership & Counselor Education and Director of the Dr. Maxine Harper Center for Educational Research & Evaluation (7/2013 – present)
  • Teach courses in conflict resolution, higher education, and statistics/research; direct and supervise activities and staff related to grants and external contracts through CERIE; advise doctoral students within Higher Education program; chair and serve on dissertation committees.
Professor of Leadership and Counselor Education (7/2011 – 7/2013)
  • Taught courses in conflict resolution, higher education, service learning, and statistics/research; advised doctoral students within Higher Education program; chaired and served on dissertation committees.
Associate Professor of Leadership and Counselor Education (7/2010 – 6/2011)
  • Taught higher education and statistics/research courses; advised doctoral students within Higher Education program; chaired and served on dissertation committees.
Coordinator and Associate Professor of Leadership and Counselor Education (8/2008 – 6/2010)
  • Coordinated master’s and doctoral programs in higher education; taught statistics/research and other courses within Higher Education program; chaired and served on dissertation committees.
Associate Professor of Leadership and Counselor Education (7/2006 – 8/2008)
  • Taught statistics/research and other courses within Higher Education program; served on and chaired dissertation committees; coordinated master’s and doctoral programs in higher education, although title not official until 2008.
Associate Professor of Leadership and Counselor Education & Director of Assessment (9/2005 – 7/2006)
  • Coordinated assessment activities for School of Education, taught statistics/research courses, and served on dissertation committees in tenure-track 12-month tenure-track faculty position
Associate Dean of Students & Associate Professor of Leadership and Counselor Education (1/2005 – 9/2005)
  • Served as the University’s chief judicial officer and budgetary/assessment officer for the department; taught graduate level statistics and research methods courses for master’s and doctoral programs through the Department of Leadership and Counselor Education; served on dissertation committees.
**TEACHING AND DISSERTATION SERVICE** (The University of Mississippi since January 2005)

**TEACHING**

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>Spring 2005</td>
<td>EDRS 705</td>
<td>Educational Research II</td>
</tr>
<tr>
<td>Summer 2005</td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
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<tr>
<td></td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
</tr>
<tr>
<td></td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
</tr>
<tr>
<td></td>
<td>EDRS 705</td>
<td>Educational Research II</td>
</tr>
<tr>
<td>Wintersession 2007</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
</tr>
<tr>
<td></td>
<td>EDRS 705</td>
<td>Educational Research II</td>
</tr>
<tr>
<td>Summer 2007</td>
<td>EDRS 501</td>
<td>Educational Statistics I (May and 2nd summer)</td>
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<tr>
<td></td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
</tr>
<tr>
<td></td>
<td>EDRS 705</td>
<td>Educational Research II</td>
</tr>
<tr>
<td>Wintersession 2008</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
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<tr>
<td>Spring 2008</td>
<td>EDHE 662</td>
<td>College Teaching</td>
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<td></td>
<td>EDRS 705</td>
<td>Educational Research II</td>
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<tr>
<td>Summer 2008</td>
<td>EDRS 501</td>
<td>Educational Statistics I (May)</td>
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<td></td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
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<tr>
<td></td>
<td>EDRS 705</td>
<td>Educational Research II</td>
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<tr>
<td>Fall 2008</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
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<tr>
<td></td>
<td>EDRS 700</td>
<td>Models of Inquiry &amp; Literature Review</td>
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<tr>
<td></td>
<td>EDRS 701</td>
<td>Educational Statistics II</td>
</tr>
<tr>
<td></td>
<td>EDRS 705</td>
<td>Educational Research II</td>
</tr>
<tr>
<td>Wintersession 2009</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
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<tr>
<td>Spring 2009</td>
<td>EDRS 501</td>
<td>Educational Statistics I</td>
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<tr>
<td></td>
<td>EDRS 700</td>
<td>Models of Inquiry &amp; Literature Review</td>
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<td></td>
<td>EDRS 705</td>
<td>Educational Research II</td>
</tr>
</tbody>
</table>
Summer 2012

EDRS 701 – Educational Statistics II
EDRS 705 – Educational Research II
EDHE 662 – College Teaching
EDHE 663 – Curriculum in Higher Education

Fall 2012

EDRS 501 – Educational Statistics I
EDRS 700 – Models of Inquiry & Literature Review
EDRS 701 – Educational Statistics II
EDHE 670 – Special Topics (Service Learning)

Wintersession 2013

EDRS 501 – Educational Statistics I

Spring 2013

EDRS 501 – Educational Statistics I
EDHE 662 – College Teaching

Summer 2013

EDRS 501 – Educational Statistics I (May and Full Summer)
EDRS 701 – Educational Statistics II
EDHE 662 – College Teaching

Fall 2013

EDRS 705 – Educational Research II
EDHE 670 – Special Topics (Conflict Resolution)

Wintersession 2014

EDRS 501 – Educational Statistics I

Spring 2014

EDRS 501 – Educational Statistics I
EDHE 662 – College Teaching

DISSERTATION/THESIS SERVICE

Directed the following dissertations (16):

Allen, J. S. (2009). Attendance, retention, and funding: A community college case study in Mississippi

Armstrong, B. L. P. (2007). Evaluating the impact of the “LeapTrack Assessment and Instruction System”
through an afterschool reading intervention class (Doctoral dissertation). Retrieved from ProQuest
database. (AAT 3282864).

Barclay, S. R. (2012). Rewriting the question, what do you want to be when you grow up? Career
The University of Mississippi, University, Mississippi.


Currently serving in chair capacity for 4-5 doctoral candidates.

Committee member on over 60 completed dissertations and 1 thesis

**RESEARCH**

**PUBLICATIONS**


counseling groups and outreach (pp. 49-54). Alexandria, VA: American Counseling Association.


Paper presented at the Annual Meeting of the Association for Institutional Research, San Francisco, California.


**SERVICE**

University Academic Discipline Committee (Term: 2010-2015) – current chair

University Tenure and Promotion Review Committee (Term: 2012-2015)

Faculty Senate (Term: 2011-2012) – on Academic Affairs subcommittee

Faculty Activity Report Task Force (2010 - 2012)

University Research Board alternate member (Term: 2010 - 2012)


School of Education Pre-Tenure Review Process Committee (2013, 2014) – chair in 2014

School of Education Faculty Performance and Development Committee (2012 - 2014)

School of Education Technology Committee (2005 - 2011)


Member of Association for Student Conduct Research Committee (2010 - 2014)


Reviewer for Association for Student Conduct Administration (2008 - 2013)
Saint Louis University, School of Law – various academic excellence awards, Dean’s merit scholarship, David Grant clinic student award, Linda J. Murphy Scholarship from Women Lawyers’ Association of Greater St. Louis (1998 – 2001)

William Penn University – Finalist for Excellence in Teaching Award (1997)

PROFESSIONAL MEMBERSHIPS

American Bar Association
Missouri Bar Association
Mississippi Bar Association
American Educational Research Association
American Evaluation Association
Association for Conflict Resolution
Association for Student Conduct Administration
Association for the Study of Higher Education
National Association of Student Personnel Administrators
CPED Ed.D. with Emphasis in Higher Education

I. PROGRAM DESCRIPTION

Admissions Requirements:
Master's or terminal degree; two years of full-time professional practice in higher education or a closely related field.

Program Focus: The purpose of this program is to enhance higher education practitioners' critical thinking and decision-making skills through courses focused on leadership, global awareness, current events in education, policy, and practice. The degree culminates with a capstone project based on research focused through the lens of professional practice.

Program Design and Delivery: Continuous enrollment at six credit hours for eight semesters in a prescribed curriculum; completion of doctorate within three years; capstone project instruction and study occur throughout program.

II. PROGRAM COURSES

CORE/CONTEXT COURSES (9 hours; cross-curriculum)

EDCI/EDFD 703 SEMINAR ON THE LEARNER AND LEARNING: Exploration of prominent learning theories and their practical applications toward the design of learning environments.

EDFD 707 THE PROFESSIONAL PHILOSOPHY: Relation of various philosophies to modern educational practice.

EDFD 713 EDUCATION AND SOCIETY: Ways in which selected cultural factors and trends affect the process and organization of education.

EMPHASIS COURSES (12 hours; higher education)

EDHE 711 COMPARATIVE EDUCATION: Comparisons among patterns of education currently followed in other countries.

EDHE 721 RECENT DEVELOPMENTS IN EDUCATIONAL PRACTICE: Investigation and evaluation of selected contemporary innovations in teaching and the conducting of educational programs.

EDHE 730 MULTI-DISCIPLINARY 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.

EDHE 760 ADVANCED POLICY ANALYSIS: Advanced study of educational policy making at the state and federal level. The class requires travel to Jackson, Mississippi, and Washington, D.C.
INQUIRY & ANALYSIS COURSES (12 hours; cross-curriculum)

EDRS 700 MODELS OF INQUIRY AND LITERATURE REVIEW: A seminar focused on the development of an appropriate dissertation topic and corresponding extensive literature review.

EDRS 701 STATISTICS II: An in-depth study of the analysis of variance process using traditional and regression-based techniques. Conceptual, computational, and computer applications are emphasized.

EDRS 702 INSTITUTIONAL RESEARCH AND PLANNING IN HIGHER EDUCATION: Outlines the development of institutional research at colleges and universities; reviews common institutional research functions; provides practical exercises in the conduct of studies, data presentation and analysis; describes the development of structured planning processes at colleges and universities.

EDRS 704 QUALITATIVE RESEARCH: An in-depth analysis of the various forms of qualitative research. It is intended that this course will provide students with a theoretical and practical starting point for utilizing this method of research.

CAPSTONE COURSES (15 hours)

EDFD 797 DISSERTATION IN PRACTICE (Project 1)
EDFD 797 DISSERTATION IN PRACTICE (Project 2)
EDFD 797 DISSERTATION IN PRACTICE (Project 2)
EDFD 797 DISSERTATION IN PRACTICE (Project 2 and 3)
EDFD 797 DISSERTATION IN PRACTICE (Project 3)

TOTAL HOURS: 48

NOTE:
No previous graduate degree hours can be used for course satisfaction.
### III. PROGRAM TIMELINE

<table>
<thead>
<tr>
<th></th>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>YEAR THREE</th>
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<tbody>
<tr>
<td><strong>FALL</strong></td>
<td>*EDHE 721  Recent Developments in Educational Practice</td>
<td>*EDHE 730  Multi-Disciplinary Perspectives on Leadership</td>
<td>*EDFD 707  The Professional Philosophy</td>
</tr>
<tr>
<td></td>
<td>EDRS 700  Models of Inquiry &amp; Literature Review</td>
<td>EDRS 701  Statistics II</td>
<td>EDFD 797  Dissertation in Practice  (Projects 2 &amp; 3)</td>
</tr>
<tr>
<td><strong>SPRING</strong></td>
<td>EDFD 713  Education &amp; Society</td>
<td>*EDHE 760  Advanced Policy Analysis</td>
<td>*EDHE 711  Comparative Education</td>
</tr>
<tr>
<td></td>
<td>EDRS 704  Qualitative Research</td>
<td>EDFD 797  Dissertation in Practice  (Project 2)</td>
<td>EDFD 797  Dissertation in Practice  (Project 3)</td>
</tr>
<tr>
<td><strong>SUMMER</strong></td>
<td>EDCI/EDFD 703  Seminar on the Learner &amp; Learning</td>
<td>EDRS 702  Institutional Research &amp; Planning in Higher Education</td>
<td>EDFD 797  Dissertation in Practice  (Project 2)</td>
</tr>
<tr>
<td></td>
<td>EDFD 797  Dissertation in Practice  (Project 1)</td>
<td>EDFD797  Dissertation in Practice</td>
<td></td>
</tr>
</tbody>
</table>

* Emphasis specific courses will be taught by higher education faculty. Courses defined as cross-curriculum may be taught by Higher Education faculty or other interested faculty or scholarly practitioners dedicated to teaching the course in alignment with CPED working principles and design concepts.

** Upon successful completion of the comprehensive exam, students enter into candidacy.

Note: Coursework that best provides the knowledge base for each yearly project is taken the year of the project.

### IV. CAPSTONE PROJECTS

Beginning towards the conclusion of Year One, the Ed.D. program integrates a series of capstone projects continuing into the second year and culminating in the final third year. Doctoral students will register for EDFD 797 Dissertation In Practice beginning in the Summer Session of Year One and enroll in EDFD 797 in four subsequent sessions prior to program completion at the end of Year Three. Rather than the traditional dissertation as a singular concluding project, the Ed.D. involves a capstone experience consisting of a series of applied projects utilizing the analytic tools and content from the core and emphasis courses accrued throughout the Ed.D. program. The capstone projects may involve Ed.D. students working within a consultancy model in which they identify a client organization, such as an entity within a college or university, to address an authentic problem or concern.
V. COMMITTEE STRUCTURE:

In addition to the Chair and other members, the Committee structure is encouraged to include:
One member who holds an Ed.D. degree
One scholarly practitioner
Conceptual Model for CPED Ed.D. Program with an Emphasis in Higher Education

**Inputs**
The SOE has (1) experienced, qualified and highly motivated Higher Education faculty; (2) necessary technology to support the delivery of the Ed.D. Program, including a robust IT network with conferencing technology; and (3) high level of support from SOE Dean’s Office.

<table>
<thead>
<tr>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>SOE resources that have contributed to the determination to implement the Ed.D. with an emphasis in Higher Education:</td>
</tr>
<tr>
<td>(1) The UM SOE is a member of the Carnegie Project on the Education Doctorate (CPED), a national consortium seeking to strengthen the education doctorate.</td>
</tr>
<tr>
<td>(2) The SOE has conducted a series of internal information sessions during the last 2 years among faculty to discuss possible implementation of a reengineered Ed.D. On February 22, 2013, the SOE Graduate Education &amp; Research Committee conducted a meeting with faculty to identify desired student outcomes and competencies for a reengineered Ed.D. curriculum.</td>
</tr>
<tr>
<td>(3) Following a one-year discussion of examining the issues involved in implementing an Ed.D. with an emphasis in Higher Education, the Higher Education faculty conducted a one-day retreat on finalizing the curriculum on September 11, 2014.</td>
</tr>
<tr>
<td>(4) The Higher Education faculty will be attending the 2014 Fall CPED Convening at the University of Missouri - St. Louis on October 22-24, 2014.</td>
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<thead>
<tr>
<th>Short-Term Outcomes</th>
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<tbody>
<tr>
<td>Through accomplishing the planned activities and implementing the program, we are likely to achieve these program outcomes:</td>
</tr>
<tr>
<td>(1) Ed.D. students will be able to conduct action research/program evaluations/policy analyses in a consultancy model to address pressing higher education issues for a post-secondary institution.</td>
</tr>
<tr>
<td>(2) Increased graduation rate and orderly sequencing of classes towards completion (for example, 90% of students defending in-practice dissertations in three years and 100% program completion rate in six years).</td>
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<tr>
<td>(3) Engaging consultancy-professional practice sites for collaboration and subsequent research.</td>
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<table>
<thead>
<tr>
<th>Long-Term Outcomes</th>
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<tbody>
<tr>
<td>In terms of long term outcomes, it is anticipated that graduates of the Ed.D. program will be able to:</td>
</tr>
<tr>
<td>• Collaborate through enhanced teamwork skills</td>
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<tr>
<td>• Enhance strategic planning skills to impact challenges of contemporary education practice</td>
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<tr>
<td>• Use evolving technology in a post-secondary context</td>
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<tr>
<td>• Produce scholarly output within an applied context</td>
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<tr>
<td>• Generate &amp; steward resources</td>
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<tr>
<td>• Apply evidence-informed approaches to decision making</td>
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<tr>
<td>• Apply creativity to problem-solving</td>
</tr>
<tr>
<td>• Apply a student-centered approach to teaching</td>
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<tr>
<td>• Enhance strategic planning skills to impact challenges of contemporary education practice</td>
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</table>
University of Mississippi  
School of Education  

Ed.D. Student Outcomes and Competencies for Curriculum

<table>
<thead>
<tr>
<th>The Education Professional</th>
<th>Conceptual Contexts for Education</th>
<th>Practical Inquiry &amp; Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Equity</td>
<td>Advanced information and literature search skills</td>
</tr>
<tr>
<td>Technology</td>
<td>Social Justice</td>
<td>Ability to critique scholarship</td>
</tr>
<tr>
<td>Scholarly Writing &amp;</td>
<td>Economic</td>
<td>Knowledge of ethics of inquiry with human subjects (Interviews, using documents, etc.)</td>
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<tr>
<td>Presentation</td>
<td>Ethical</td>
<td></td>
</tr>
<tr>
<td>Generating &amp; Stewarding</td>
<td>Political</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Legal</td>
<td></td>
</tr>
<tr>
<td>Research and Information</td>
<td>Organizational</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>Historical</td>
<td></td>
</tr>
<tr>
<td>Evidence-informed</td>
<td>Regional</td>
<td></td>
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<tr>
<td>approaches &amp; decision</td>
<td>Spiritual or Religious</td>
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<tr>
<td>making</td>
<td>Environmental</td>
<td></td>
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<tr>
<td>Creativity in Problem-solving</td>
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<tr>
<td>Student-centered teaching</td>
<td>Strategic Planning</td>
<td></td>
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<tr>
<td>and learning</td>
<td>Effective Learning Networks and</td>
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<td></td>
<td>Communities (Professional</td>
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<td></td>
<td>Associations, etc.)</td>
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</tbody>
</table>

These outcomes were generated from the SOE two-part focused discussion occurring November 30, 2012 involving over 70 faculty participants. Mignon Chinn, Sara Kaiser & Amy Wells Dolan transcribed the notes and analyzed for recurring themes resulting from the discussion. The Ed.D. Student Outcomes and Competencies were then reviewed by the CPED Core Support Team on February 7, 2013 and the Graduate Education & Research Committee on February 22, 2013. The results were later than presented to the SOE faculty at the 2013 SOE Assessment Retreat.
### EdD for Practicing Teachers Course Counts

#### Present PhD Secondary Mathematics Education

<table>
<thead>
<tr>
<th>Professional Core (18 Hours)</th>
<th>Inquiry and Analysis (15 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDRS 501 Educational Statistics I</td>
<td>EDRS 701</td>
</tr>
<tr>
<td>EDRS 605 Educational Research I</td>
<td>EDRS 704</td>
</tr>
<tr>
<td>EDRS 701 Educational Statistics II</td>
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<tr>
<td>EDRS 704 Foundations of Qualitative Research Methods</td>
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<tr>
<td>EDRS 705 Educational Research II</td>
<td>EDRS 700 Models of Inquiry – Literature Review</td>
</tr>
<tr>
<td>EDFD 609 The Cultural Context of Education</td>
<td>EDRS 707 Professional Philosophy</td>
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<table>
<thead>
<tr>
<th>Doctoral Seminar (6 Hours)</th>
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<tbody>
<tr>
<td>EDSE 700 Doctoral Seminar</td>
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</table>

<table>
<thead>
<tr>
<th>Internship (6 Hours)</th>
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<tbody>
<tr>
<td>EDSE 727 Internship in Secondary Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissertation (18 Hours)</th>
<th>Dissertation/Project (15 Hours)</th>
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<tbody>
<tr>
<td>EDSE 797 Dissertation</td>
<td>EDSE 797 Dissertation</td>
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<td>EDSE 797 Dissertation</td>
<td>EDSE 797 Dissertation</td>
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<td>EDSE 797 Dissertation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Specialization (33 Hours)</th>
<th>Mathematics Background (36 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All at advisor discretion</td>
<td>Mathematics Education Specialty (12 Hours)</td>
</tr>
<tr>
<td>24 Hours in content field (Mathematics)</td>
<td>36 Hours in content masters or appropriate graduate or other work past bachelors</td>
</tr>
<tr>
<td>9 Hours Secondary Education</td>
<td>EDCI 701 Advanced Curriculum Theory and Practice (3)</td>
</tr>
<tr>
<td></td>
<td>EDCI 758 Trends and Issues in Teaching (3)</td>
</tr>
<tr>
<td></td>
<td>EDCI 757 Instructional Technology and Media for Professional Educators (3)</td>
</tr>
<tr>
<td></td>
<td>EDCI 731 Assessment and Differentiation (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Related Courses (18 Hours)</th>
<th>Other Core Coursework (6 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All advisor’s discretion</td>
<td>EDFD 713 Education and Society (3)</td>
</tr>
<tr>
<td></td>
<td>EDCI 703 Seminar on the Learner and Learning (3)</td>
</tr>
</tbody>
</table>

99 Hours 84 Hours
The University of Mississippi  
School of Education  
Department of Teacher Education  
Proposed Master of Education Degree (M.Ed.) in Early Childhood Education (Fully Online Degree)

**Goal:** Candidates completing the M.Ed. in Early Childhood Education (ECE) program are effectively prepared to become professionals in a variety of roles within the field of early childhood education, including (but not limited to): educators of young children, administrators/directors of early childhood programs, community college instructors and trainers, professional development coordinators, curriculum coordinators, policy regulators, program managers, family specialists, child development specialists, early intervention specialists and coordinators, consultants, researchers, early childhood program officers, and child and family policy advocates.

**Admission Requirements:** To meet minimum requirements for admission into the M.Ed. in the ECE program, applicants must have:

- A bachelor's degree from a regionally accredited U.S. institution, or a comparable degree from an international institution, with a minimum 3.25 (on a 4.0 scale) grade point average (GPA) in all coursework attempted while registered as an upper-division undergraduate student working toward a bachelor's degree (within the student's major); or
- A graduate degree from a regionally accredited U.S. institution, or a comparable degree from an international institution; and
- Test scores from a national standardized achievement/aptitude test predictive of the ability to complete a graduate program successfully (e.g., Graduate Records Examination, Miller Analogies Test);
- A Statement of Purpose, reflecting who the candidate is and why s/he would be an asset to the M.Ed. in ECE program;
- Three letters of recommendation;
- Three Graduate Reference Forms;
- Official transcript(s) from each college and/or university attended.

**Program:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 600*</td>
<td>Child Development: Prebirth to Age 8.</td>
</tr>
<tr>
<td>EDEC 601</td>
<td>Language &amp; Literacy Development in Young Children</td>
</tr>
<tr>
<td>EDEC 602</td>
<td>Theoretical Foundations of Early Childhood Curriculum</td>
</tr>
<tr>
<td>EDEC 603</td>
<td>Science, Technology, Engineering, and Math (STEM) in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 604</td>
<td>Function and Theory of Play in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 605</td>
<td>Integrating the Arts in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 606</td>
<td>Social Contexts in Early Childhood</td>
</tr>
<tr>
<td>EDEC 607</td>
<td>Issues and Trends in Early Childhood Education</td>
</tr>
<tr>
<td>EDEC 608</td>
<td>Diverse Needs in Early Childhood Education</td>
</tr>
<tr>
<td>EDRS 605</td>
<td>Educational Research I</td>
</tr>
</tbody>
</table>

* EDEC 600 must be taken the first semester of entry into the M.Ed. in ECE program.

**Note:** The program has two tracks: Track 1 (leads to licensure) and Track 2 (non-licensure). Track options are decided upon admission to the program.

<table>
<thead>
<tr>
<th>Track 1</th>
<th>Candidates admitted to Track 1 of an M.Ed. in ECE must hold a valid teaching license. Candidates are required to have a minimum of 45 clock hours of approved field experiences.</th>
<th>Leads to licensure.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track 2</td>
<td>A teaching license is NOT required for admission to Track 2.</td>
<td>Does not lead to licensure.</td>
</tr>
</tbody>
</table>
I. COURSE: EDCI 701 Advanced Curriculum Theory and Practice. (3 credit hours)
Instructor: TBD
Time: TBD
Office: TBD
Phone: TBD
Email: TBD

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 outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes/Outcomes
- Lifelong Learners who take responsibility for their own learning and continuously foster their professional renewal. (M)
- Problem Solvers who develop solutions to improve the educational environment for all students. (M)
- Effective Communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment. (M)
- Users of Technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
- Advocates for Diverse Learners who appreciate diverse contexts and promote and model the values of diversity. (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 DISPOSITIONS 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>The candidate:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrates an expectation that all students can learn and are a vital part of the</td>
<td>1, 2, 8</td>
<td>Caring Equality</td>
<td>Advocates for Diverse Learners Effective</td>
</tr>
<tr>
<td>learning community.</td>
<td></td>
<td></td>
<td>Communicators</td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>works with peers, clinical instructors, university supervisors, and relevant</td>
<td>10</td>
<td>Professionalism Leadership</td>
<td>Effective Communicators</td>
</tr>
<tr>
<td>stakeholders to advance student learning.</td>
<td></td>
<td></td>
<td>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 and improvement.</td>
<td>9</td>
<td>Excellence Transformation</td>
<td>Life-Long Learners Problem Solvers Effective</td>
</tr>
<tr>
<td>acts as a steward of the profession.</td>
<td>9, 10</td>
<td>Collaboration Leadership</td>
<td>Effective Communicators</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Problem Solvers</td>
</tr>
</tbody>
</table>

V. REFERENCES
A. Primary Texts
B. Assigned Readings and Supplemental Texts
- Selected readings from journals and other textbooks as assigned throughout the semester.
- Common Core State Standards (available at http://www.corestandards.org/)

VI. PURPOSE OF THE COURSE
The purpose of the course is to prepare teachers to improve their ability to meet the diverse needs of their students through learning the foundations, principles, and issues of curriculum and implementing an engaging curriculum.

VII. COURSE OBJECTIVES:
Candidates will be able to:

• determine a tentative philosophy of education (NBPTS: 3.1, 3.2, 3.4; InTASC 9)
• formulate a definition of curriculum (NBPTS: 1.1, 1.7, 1.9; InTASC 4, 5, 7, 9)
• distinguish curriculum from standards, instruction and assessment (NBPTS 1.1, 1.7, 1.9, 2.1, 2.2; InTASC 4, 5, 7, 9)
• distinguish between the purposes of curriculum (NBPTS: 1.7, 1.9, 2.1, 2.2; InTASC 4, 5, 7, 9)
• describe various approaches to curriculum (NBPTS: 1.9, 2.1, 2.2, 2.4; InTASC 1, 2, 3, 4, 5, 7, 8, 9)
• define and discuss the nature and function of curriculum theory (NBPTS: 1.10, 1.11, 2.1, 2.2; InTASC 1, 2, 3, 4, 5, 7, 9)
• examine and reflect on social foundations of curriculum (NBPTS: 1.10, 2.2; InTASC 1, 2, 3, 4, 5, 7, 9)
• discuss three approaches of curriculum development (NBPTS: 1.1, 1.7, 1.9; InTASC 1, 2, 3, 4, 5, 7, 8, 9)
• describe and discuss divergent theoretical perspectives on the classification of curriculum theories (NBPTS: 1.7, 1.9, 1.10, 2.1, 2.2; InTASC 1, 2, 3, 4, 5, 7, 9)
• develop multiple perspectives about diverse issues in the field of curriculum (NBPTS: 1.7, 1.9, 1.11, 1.2; InTASC 1, 2, 3, 4, 5, 7, 9)
• utilize appropriate multimedia to broaden student understanding of curriculum issues (NBPTS: 1.5, 1.7; InTASC 4, 5, 7, 8, 9)

VIII. COURSE OUTLINE
*Course schedule provides additional details*

• Assessment, Curriculum, Instructional Framework, Learning Goals, Standards, Strategies, Tools - Intersecting and non-overlapping terms and concepts.
• Understanding By Design – Research base to a framework.
• Previous national curriculum in your discipline.
• Foundation of Curriculum
  • Philosophical
    o Historical
    o Psychology
    o Social
  • Principles of Curriculum
    o Analysis of Need and Goals
    o Design
IX. COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

A. Course Requirements

- Complete all assigned readings prior to class.
- Attend and actively participate in all class discussions.
- Successfully complete all required assignments.

_The instructor reserves the right to reject submissions that contain errors of construction, misspellings, and/or grammatical mistakes that reflect hastily crafted or poorly edited work inconsistent with graduate level scholarship._

B. Attendance Policy

Regular, punctual attendance, and participation in class are expected. Attendance will be recorded at each class session. Please inform the instructor by e-mail or in person before an anticipated absence. Our class time is very valuable; your learning and that of your classmates is enhanced when you are present and prepared to participate in all discussions.

For the purposes of this class, attendance is defined as presence and participation in classroom discussions and activities. Lack of participation may be considered as absence from class. University accepted excused absences are religious holidays or participation in University sponsored events; students planning to take University sanctioned religious holidays must inform the instructor in advance. For medical emergencies, provide a written excuse from a doctor. There are no other identified excused absences. Your attendance pattern (absences, late arrivals, early departures, and participation) will influence your final points. The instructor reserves the right to fail a candidate who has more than one unexcused absence, late arrivals, or early departures.

As a courtesy to the class, please put cellular phones in mute or meeting mode. Cell phone use such as text messaging is strictly prohibited. If you need to be notified of an emergency during class, notify the instructor prior to the start of class. Laptop use in class should be restricted to course related activities.

C. Assignments

All the writing assignments must be typed in APA format (e.g., using Times New Roman font and 12-point font size) and submitted on time except for emergency. For easy identification, please name your document in the following convention: your first name and your last name initial followed by one or two key words describing your submission. For example, if John Rohling is submitting his Reading Response 1, he may use “John-R-RR-1”.

All assignments are to be completed on or before the due date of 9 am, Monday. If you find that you will be unable to complete an assignment on time, please speak with the instructor at least 24 hours before its due date. Except for emergencies, as determined by the instructor, late assignments will be graded based on 80% of their total points; assignments more than three days late will not be accepted.

D. Assessment Procedure

All required assignments will be given specific points (see below). Course grades will be determined by the percentage of total points accumulated over the course of the semester as follows:

- 92%-100% = A
- 83%-91% = B
- 74%-82% = C
65%-73% = D
< 65% = F

Course schedule provides additional details
Allocation of points is as follows:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points for Masters Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading Response &amp; In-Class Discussion</td>
<td>10 pts x 10 = 100 pts</td>
</tr>
<tr>
<td>2. Individual Curriculum Project</td>
<td>66 pts</td>
</tr>
<tr>
<td>4. National Curriculum Project Review</td>
<td>20 pts</td>
</tr>
<tr>
<td>5. Presentation of Curriculum Project</td>
<td>20 pts</td>
</tr>
<tr>
<td>6. Peer Critique</td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260 pts</strong></td>
</tr>
</tbody>
</table>

E. Instructional Strategies
This course will include lecture, cooperative group work, problem solving, discussion, cooperative and collaborative learning, and student presentations. Computer applications of all techniques are discussed and implemented where appropriate.

F. Policies Related to Students (Candidates) with Disabilities
It is the responsibility of any candidate 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 candidate to the instructor of this class. If you have learning disability, please inform the instructor and provide relevant document **by the end of the 2nd week**. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made.

X. SPECIAL CONSIDERATIONS
A. Academic Integrity and Honesty
Pursuant to the University’s policies as defined on the UM website and in the Graduate Student Handbook, academic dishonesty and/or plagiarism will not be tolerated. Any incidents will be rigorously pursued by the instructor.

B. 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.
Proposed EdD for Practicing Teachers - Secondary Mathematics Emphasis

Admission Requirements: Master’s degree in Mathematics or 36 hours of graduate level mathematics after the Bachelor’s degree was awarded. Also, full-time or long-term part-time employment in the field of Education, broadly defined.

Program Focus: The focus of this degree is to enhance the practice of classroom teachers, local curriculum specialists and other mathematicians actively involved in classroom instruction, supervision or professional development in mathematics through advanced courses in educational foundations, inquiry, analysis and evaluation methods for problems of practice, and an emphasis area of study.

Program Design and Delivery: Collaborative cohort design; continuous enrollment at six credit hours for eight semesters in a prescribed curriculum; completion of doctorate within three years; capstone projects instruction and study occur throughout program.

CORE/CONTEXT COURSES – 9 hours
EDFD 707 Professional Philosophy (3)
EDFD 713 Education and Society (3)
EDCI 703 Seminar on the Learner and Learning (3)

EMPHASIS COURSES – 12 hours
Mathematics Practicing Teacher Track
EDCI 701 Advanced Curriculum Theory and Practice (3)
EDCI 758 Trends and Issues in Teaching (Instructional Methods) (3)
EDCI 757 Instructional Technology and Media for Professional Educators (3)
EDCI 731 Assessment and Differentiation (3)

INQUIRY AND ANALYSIS COURSES – 12 hours
EDRS 700 Models of Inquiry and Literature Review for Problems of Practice (3)
EDRS 701 Educational Statistics II
EDRS 704 Foundations of Qualitative Research
EDRS 705 Research II

CAPSTONE COURSES – 15 hours
EDSE 797 Dissertation in Practice (3)                      Project 1
EDSE 797 Dissertation in Practice (3)                      Project 2
EDSE 797 Dissertation in Practice (3)                      Project 2
EDSE 797 Dissertation in Practice (3)                      Project 2 and 3
EDSE 797 Dissertation in Practice (3)                      Project 3                                Total Hours: 48

Note: No Master's Degree Hours can be used for course satisfaction.