University of Mississippi

School of Education

Curriculum & Policy Committee

Meeting Minutes

November 14, 2014


Voting members absent: K. Melear, J. Sumrall, A. Winburn

Non-voting members present: K. Coleman, E. Foster, A. Dolan, K. Pepper

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department item presented by Dr. Amy Wells Dolan. See explanatory notes on handout distributed to members
   1. Change of course number from EDRS 501 to EDRS 601
      Dr. Rosemary Oliphant Ingham made a motion to change course number from EDRS 501 to EDRS 601.
      Dr. Denise Soares seconded the motion.
      Item was approved by all voting members present.

B. Teacher Education Department
   1. New Course Proposal EDSP 653: Practicum and Field Experience with Exceptional Children
      Item presented by Dr. Denise Soares. Dr. Soares made motion for course change proposal EDSP 653.
      Dr. Rosemary Oliphant Ingham seconded the item.
      Item was approved by all voting members present.

   2. Consistency in Course Prefixes: Elementary Education (EDEL) and Early Childhood Education (EDEC)
      Item was present by Dr. Denise Soares.
Dr. Susan McClelland made motion to accept course prefixes. Dr. Denise Soares seconded the motion.

After further discussion, it was decided that course titles needed clarity. Teacher Education Department will review at their next faculty meeting.

3. New Undergraduate Endorsement in Emotional Disturbances Item was present by Dr. Denise Soares. Dr. Soares made motion to accept new undergraduate endorsement in Emotional Disturbances. Dr. Rosemary Oliphant Ingham seconded the motion. Item was approved by all voting members present.

III. New Business: none was presented
Proposal to Change Course Number from EDRS 501 to EDRS 601

School: School of Education

Department: Leadership and Counselor Education

Course: EDRS 501

Request change course number from EDRS 501 to EDRS 601

Course Title: Educational Statistics I

Course Description: An introduction to descriptive and inferential statistical techniques with a particular emphasis on conceptual, computational, and computer applications.

Pre-requisite, co-requisite, cross-listed courses, and rules: Graduate education major or permission of instructor

Possible Instructor(s): Wolff, Lori A

Contact(s): Wolff, Lori A

Instructor’s Resume: see attached

CIP Discipline Code: 13.0603

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; Online, Internet, or Web-based

Explanatory Notes: We have restricted enrollment in EDRS 501 to graduate students for several years. Changing the number to EDRS 601 more clearly indicates to students that course is meant for master’s level and above graduate students.

Extensive Course Syllabus: see attached

Notes for 500-700 level course: The course is a requirement for most master’s programs and several doctoral programs in the School of Education and is a prerequisite for EDRS 701.
THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION

I. COURSE: EDSP 653. Practicum and Field Experience with Exceptional Children. This course provides students with a supervised experience with persons who exhibit various types of disabilities. (3 hrs). (Z grade)

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Office #</th>
<th>Phone</th>
<th>Office Hours</th>
<th>Email</th>
</tr>
</thead>
</table>

I. 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

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)

II. 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)
III. 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>The candidate:</td>
<td></td>
<td></td>
<td>Caring Equality</td>
</tr>
<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></td>
<td>Advocates for Diverse Learners</td>
</tr>
<tr>
<td>displays sensitivity to students’ needs.</td>
<td>2, 3, 6, 7</td>
<td>Professionalism Collaboration Excellence</td>
<td>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</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 Communicators</td>
</tr>
<tr>
<td>acts as a steward of the profession.</td>
<td>9, 10</td>
<td>Collaboration Leadership</td>
<td>Effective Communicators Problem Solvers</td>
</tr>
</tbody>
</table>

IV. REFERENCES:

A. Primary Text
None

B. Supplemental Text(s)
None

C. Assigned Readings
Selected journal articles and other readings are assigned based on the student’s placement, types of responsibilities, and the types of disabilities of individuals with whom they are working.

V. PURPOSE OF THE COURSE:
The purpose is to provide the candidate a supervised experience with persons who exhibit mild/moderate or severe learning and/or behavioral disabilities while involved with a professional organization serving individuals with special needs.
VI. COURSE OBJECTIVES:

Candidates will:

1. Plan, organize, and conduct appropriate learning experiences with and for individuals with special needs. (NBPTS 2)(InTASC 2, 3, 7)(NCATE 1a, 3b) (CF: Problem Solvers, Effective Communicators, Advocates for Diverse Learners)

2. Demonstrate the ability to work collaboratively with other professionals who serve students with disabilities. (NBPTS 5)(InTASC 3, 10)(NCATE 1b) (CF: Lifelong Learners, Effective Communicators, Advocates for Diverse Learners)

3. Demonstrate the ability to work collaboratively with families of students with disabilities. (NBPTS 5) (InTASC 3, 10)(NCATE 1b) (CF: Effective Communicators, Advocates for Diverse Learners)

4. Demonstrate the use of multimedia and technology devices in instruction of students. (NBPTS 3) (CF: Users of Technology, Advocates for Diverse Learners)

5. Demonstrate the ability to work with diverse groups of students in classroom settings. (NBPTS 3)(InTASC 2) (CF: Advocates for Diverse Learners)

6. Demonstrate knowledge of and competence in the skills outlined in the clinical experiences handbook. (CF: Lifelong Learners, Effective Communicators)

7. Meet or exceed CEC’s knowledge and skill standards relevant to individualized general curriculums. (CF: Advocates for Diverse Learners)

VII. COURSE OUTLINE

Candidates enrolled in the clinical experience practicum may engage in a variety of activities based upon their professional interests and goals. Candidates must complete 45 clock hours in the clinical setting in an approved PDS site. Candidates may work in settings serving those with mild/moderate or severe/profound disabilities. Candidates in the clinical experience will complete a minimum of 20 hours of planning and preparation outside of the clinical site. Lesson plans, curriculum materials, or assessments completed will be evaluated by the University supervisor and clinical instructor.

In situations where the candidate has demonstrated considerable experience in special education programs, they may choose to visit, observe, and participate in various settings to expand their breadth of knowledge or may be assigned to one or more of the following activities:

1. Conduct two case studies on students with disabilities.

2. Plan and implement field-based research activities addressing needs or issues in special education.

3. Visit child development centers, schools, service agencies, diagnostic centers, and other settings that serve students with disabilities.

4. Work with a county or city supervisor or special education services.
5. Observe and work with State Department of Education personnel or consultants in the area of special education.
6. Participate in professional meetings on a local, regional, state, or national level.
7. Complete activities related to competencies as outlined in the Graduate Experience Log.

Candidates should meet with their faculty advisor to complete an outline for the practicum experience. A copy should be maintained by the student and another placed in the student’s permanent office file. At the completion of the practicum, the student should complete an evaluation form on their experience. A study guide is also available for those preparing for the comprehensive written exam prior to graduation.

VIII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements
   1. Completion of all clock hours required in the clinical setting.
   2. Inclusion of assigned readings, reports, teaching plans, logs, or any other written products as determined by the University supervisor and/or specified in the School of Education Graduate Handbook.
   3. Completion of appropriate evaluation instruments.

B. Assessment Procedure
   The student will meet with the University supervisor to determine the expected performance criteria. The University supervisor will answer questions and clarify responsibilities. Clinical instructors and the University supervisor will provide periodic informal evaluation and give constructive criticism when warranted. Areas of strengths and weaknesses will be discussed. At minimum, the student will be evaluated once early in the practicum and again at the end. The student will complete a self-evaluation using the practicum evaluation instrument. Letter grades of performance will be determined from observations by supervisors, review of all written products, including the portfolio, and outcomes from the evaluation instrument.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clock hours</td>
<td>50 pts</td>
</tr>
<tr>
<td><em>(Course Objectives 1, 2, 3, 4, 5, 7)</em></td>
<td></td>
</tr>
<tr>
<td>Assigned readings</td>
<td>40 pts</td>
</tr>
<tr>
<td><em>(Course Objectives 6)</em></td>
<td></td>
</tr>
<tr>
<td>Evaluation instrument</td>
<td>10 pts</td>
</tr>
<tr>
<td><em>(Course Objectives 1, 7)</em></td>
<td></td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

All required assignments will be given a specific grade. Grades will be computed using the following scale:

A = 92 – 100%
B = 83 – 91%
C = 74 – 82%
D = 65 – 73%
F = Below 65%

C. **Field Experience and Clinical Practice**
   See Section VII above.

D. **Instructional Strategies**
The University supervisor assumes a mentoring-collegial role offering challenges, support, and constructive criticism to the intern. Meetings should be regularly scheduled to plan, implement, and evaluate the clinical experience. Particular strategies will be suggested by the supervisor based on the type of placement and clinical setting.

E. **Attendance Policy**
   Attendance and participation in class are expected. Excessive absences will adversely affect the final grade for the course. The instructor will define the policy the first day of class. Candidates are responsible for all 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 be made by that office through the candidate to the instructor of this class. The instructor will then be happy to work with the candidate so that a reasonable accommodation of any disability can be made.
IX. SPECIAL CONSIDERATIONS:

A. Recommended Reading List
Appropriate references and bibliography will be provided to the student according to the type of placement, assignments, and types of disabilities served, and/or service and research interests.

B. Required Reading List

C. Academic Integrity and Honesty – Candidates are expected to follow the honor code as outlined in *The University of Mississippi Policy Directory*, which can be found online at https://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. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
### Elementary Education M. Ed. Course Prefix Changes

<table>
<thead>
<tr>
<th>Current Prefix</th>
<th>Recommended Prefix</th>
<th>Abbreviated Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEC 500</td>
<td>EDEL 500</td>
<td>Intro to Early Childhood Ed</td>
</tr>
<tr>
<td>EDEC 551</td>
<td>EDEL 551</td>
<td>Science and Number Concepts</td>
</tr>
<tr>
<td>EDEC 553</td>
<td>EDEL 553</td>
<td>Language Concepts/Literacy</td>
</tr>
<tr>
<td>EDEC 557</td>
<td>EDEL 557</td>
<td>Seminar: Social Living in ECE</td>
</tr>
<tr>
<td>EDEC 570</td>
<td>EDEL 570</td>
<td>Program Dev and Admin in ECE</td>
</tr>
<tr>
<td>EDEC 655</td>
<td>EDEL655</td>
<td>Art and Music</td>
</tr>
</tbody>
</table>
Office of Teacher and Administrator Preparation
Mississippi Department of Education
359 N. West Street/P.O. Box 771
Jackson, MS 39295-0771
601.359.3631

EDUCATION PROGRAM APPROVAL REQUEST FORM

Institution: _University of Mississippi_ Date Submitted: ____________________

Submitted by: _Denise A. Soares, Program Coordinator – Special Education_

Susan McClelland – Department Chair
Whitney Webb, Certification Officer

Commission Approval Date: __________
State Board Approval Date: __________

Proposed date of Program Implementation: _Summer 2015_ ____________________

Proposal Request and Support Materials are provided for the approval to implement:

_____ New Program

___ Modifications to Existing Program

___ Licensure Requirement

In addition to your current education program course list/description, you must provide: 1) a copy of the proposed new program; 2) the current program with clear indication of proposed modifications; 3) any evidence of institutions (state, regional or national) with the same or a similar course of study; 4) evidence of qualified faculty; and 5) any other documentation that further supports the proposal.

Please state your specific request:
The School of Education at the University of Mississippi requests an added endorsement option for EMD (Emotional Disability). Candidates must hold a standard, renewable license in Special Education in MS or a Mild/Moderate endorsement with a minimum of two (2) years classroom experience. Candidates interested in completing the EMD Behavior courses independent of a full master’s or specialist’s degree should apply to the University of Mississippi GRADUATE SCHOOL as a “non-degree seeking” student. Please note: This program has been approved by the University of Mississippi Graduate Council.

State rationale:

Students with severe emotional behavior disorders (EMD) have the poorest educational, behavioral, and social outcomes of any disability group, including lower grades, more course failures, higher retention, and lower rates of passing minimum competency tests, with no apparent improvements over the past several decades (Wagner, et al., 2006). The complexity of the social-emotional-behavioral
supports needed to promote academic success for students with more serious problems can easily overwhelm the existing capacity of school resources (Fredericks, 1994). In a national survey, special education teachers reported having minimal, if any, training in the management of students’ severe emotional and behavioral challenges and low confidence in working with these students (Wagner et al, 2006). In Mississippi since 2009, there has been an 8% decline in the number of teachers with an EMD endorsement; however, the number of children with an EMD ruling has increased by 57%. The need for qualified teachers of students with emotional disabilities or behavior disorders is certainly at a crisis stage in many districts around the state.

NOTE: Program approval is subject to standard review procedures that involve several entities and, therefore, timelines for final approval by the Office of Teacher and Administrator Preparation (TAP) may vary. After TAP approves the program, if it is a new or modified program or requires licensure changes, it may then be subject to approval by the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education before candidates are eligible for Mississippi Teacher Licensure.

TAP Submission
Addition of EMD Endorsement

Request/Proposal
The Department of Teacher Education in the School of Education at the University of Mississippi requests approval for a supplemental endorsement option in EMD. In order for candidates to receive an institutional recommendation for the add-on endorsement in EMD from the University of Mississippi, they must complete the required program coursework.

Rationale
Teachers state there are at least one or two students in their classrooms that are exhibiting especially challenging behavior. Having students with challenging behavior in the classroom is an age-old phenomenon, but it is no secret that students in today’s classrooms are exhibiting emotional and behavioral difficulties that are far more numerous and intensive than in previous years (Walker, Zeller, Close, Webber, & Gresham, 1999). In addition, concerns about student behavior in schools have escalated during recent years, most likely due to school shootings, such as the tragic incidents at Columbine (U.S. Department of Health and Human Services, 2001).

Currently, there is a serious shortage of qualified special education teachers to work with students with EMD (American Association for Employment in Education, 2009). Working with students with EMD is often viewed as the most demanding and complex of all areas of special education. Special education teachers who are in the field and who work with students identified as having EMD have the highest reported attrition rates among special education teachers (Singh & Billingsley, 1996).

We clearly need an increase in well-trained teachers to work with these students in need. We believe that the techniques are available to help these children/adolescents, but that many school professionals have not had adequate training and lack the resources to obtain these skills. We seek to provide an endorsement option to train teachers in knowledge, skill, experience and confidence to effectively intervene with this difficult population.

Proposed Program
The purpose of the proposed endorsement in EMD (emotional disability) is to prepare teachers to be interventionist in the field of Emotional Behavior Disorders in order to address the needs of individual with EMD rulings.

We are seeking approval to add an endorsement program for EMD.
Courses (Appendix A Course Syllabi.)

12 hours -- Candidates must hold a standard, renewable license in MS with a minimum of two (2) years classroom experience. Candidates interested in completing the EMD Behavior courses independent of a full master’s or specialist’s degree should apply to the University of Mississippi GRADUATE SCHOOL as a “non-degree seeking” student.

EDSP 676: Education and Psychology of Individuals with Behavior Problems: The course provides a basis for understanding characteristics and addressing behavior challenges of diverse learners. It relates to effective management of challenging and severe behavior problems in the classroom using positive behavior support strategies; effective program development including planned interventions, methods for observing, assessing and analyzing challenging behaviors (3 hours).

EDSP 678: Positive Behavior Support: The course provides a basis for understanding, exploring, and addressing behavior challenges of diverse learners. In this course we will explore a range of issues, concepts and practices centering on Positive Behavior Supports (PBS) in school communities and other social settings. The following topics will be highlighted: foundations of PBS - principles, policies and practices; theoretical perspectives on the nature of challenging behavior; functional based behavior assessment and support planning; individual, classroom, peer socialization and school-wide support systems, interventions and practices to facilitate social competence and positive behavior; building family, community and school partnerships (3 hours).

EDSP 680: Applied Behavior Analysis and Management: Basic principles of Applied Behavior Analysis and applied behavioral research in the education. Integrates and extends basic behavioral principles and behavior intervention procedures to address professional issues including behavioral assessment and goal development, selection of appropriate behavior change procedures, ethical and legal responsibilities, and technology transfer (3 hours).

EDSP 653: Practicum and Field Experiences with Exceptionalities: This course provides students with a supervised experience with persons who exhibit various types of disabilities. Practicum placement will be focused with a specific student population for endorsement purposes. (3 hours; z grade)

Evidence of Institutions with Same or Similar Course of Study

Regionally, this option is offered at University of Southern Mississippi.

Nationally, other examples of institutions with similar courses of study include:

- University of Minnesota (http://www.cehd.umn.edu/edpsych/programs/specialed/EBD/default.html ). They offer a full Masters degree with a specialization in Emotional and Behavioral Disorders. The program includes 12 credit hours of EMD classes.
- University of Dayton (https://www.udayton.edu/education/learn/graduate/major_intervention_specialist.php ). They offer an Intervention Specialist Masters Degree that allows candidates to obtain a license to teach.
Evidence of Qualified Faculty
The faculty members involved in teaching courses for the degree program are listed below. All faculty have terminal degrees. Each faculty has experience teaching special needs populations. (Appendix B: Faculty Vitae).

Dr. Jim Payne, Professor
Dr. Denise A. Soares, Assistant Professor
Dr. Sidney Rowland, Associate Professor
Dr. Amber Carpenter-McCullough

Appendix A Course Syllabi

1. **EDSP 676: Education and Psychology of Individuals with Behavior Problems:** The course provides a basis for understanding characteristics and addressing behavior challenges of diverse learners. It relates to effective management of challenging and severe behavior problems in the classroom using positive behavior support strategies; effective program development including planned interventions, methods for observing, assessing and analyzing challenging behaviors (3 hours).

2. **EDSP 678: Positive Behavior Support:** The course provides a basis for understanding, exploring, and addressing behavior challenges of diverse learners. In this course we will explore a range of issues, concepts and practices centering on Positive Behavior Supports (PBS) in school communities and other social settings. The following topics will be highlighted: foundations of PBS - principles, policies and practices; theoretical perspectives on the nature of challenging behavior; functional based behavior assessment and support planning; individual, classroom, peer socialization and school-wide support systems, interventions and practices to facilitate social competence and positive behavior; building family, community and school partnerships (3 hours).

3. **EDSP 680: Applied Behavior Analysis and Management:** Basic principles of Applied Behavior Analysis and applied behavioral research in the education. Integrates and extends basic behavioral principles and behavior intervention procedures to address professional issues including behavioral assessment and goal development, selection of appropriate behavior change procedures, ethical and legal responsibilities, and technology transfer (3 hours).

4. **EDSP 653: Practicum and Field Experiences with Exceptionalities:** This course provides students with a supervised experience with persons who exhibit various types of disabilities. Practicum placement will be focused with a specific student population for endorsement purposes. (3 hours; z grade)

Appendix B: Faculty Vitae

1. Dr. Jim Payne, Professor
2. Dr. Denise A. Soares, Assistant Professor
3. Dr. Sidney Rowland, Associate Professor
4. Dr. Amber Carpenter-McCullough