School of Education
Curriculum & Policy Committee
Meeting Minutes
March 20, 2015
Voting members present:
Non-voting members present:
Kelli Coleman, Ellen Foster, Amy Wells Dolan
Absent: Ryan Niemeyer, Kaye Pepper

I. Call to order by Dr. Amy Wells Dolan
II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department
   1. Ed.D. in Educational Leadership
      Dr. RoSusan Bartee presented items and made a motion to accept
      Ed.D. in Educational Leadership as one of the degree programs offered
      by the School of Education.

      Dr. Amanda Winburn seconded the motion.
      The item was passed unanimously by all voting members present.

   2. Ph.D. in Higher Education Program Modifications
      Dr. John Holleman presented the items and made a motion to accept
      the modifications.

      Dr. Susan McClelland seconded the motion.

      10 voting members presents approved to accept the changes
      1 voting member opposed the changes.

      The motion carried and item was approved.

III. Teacher Education Department – no new business
EDLD Ed.D. Program
Proposed Motions for Faculty Approval

Motion 1: “To approve the program as a whole as submitted presented January 2015”
(Attached)

COURSE TITLE CHANGE:

EDLD 700
Current Title: Administrative Theory
Motion 2: Proposed Title: Leadership and Organizational Theory into Practice
Rationale: Maintain currency with the field

COURSE DESCRIPTION CHANGE:

EDLD 694
Current Description: Leader's role in developing the human resources of an organization
Motion 3: Proposed Description: Development of human resources in educational organizations through planning, recruiting, hiring, inducting, assessing, and professional development of instructional and non-instructional personnel
Rationale: Maintain currency with the field

COURSE TITLE AND DESCRIPTION CHANGES:

EDLD 723
Current Title: Fiscal Management in Schools
Motion 4: Proposed Title: School Finance and Facilities
Current Description: Principles of fiscal support at local, state, and federal levels; budget preparation; and distribution and management of funds
Motion 5: Proposed Description: Development and management of school and district budgets, strategic planning for bond development for capital projects; and principles of financial support at local, state, and federal levels
Rationale: Maintain currency with the field and expand course content

EDLD 721
Current Title: Leadership and Management
Motion 6: Proposed Title: District Operations and Management
Current Description: Personal assessment and development of leadership and management competencies for educators
Motion 7: Proposed Description: Development of district procedures and school board policies for daily operation and safety of schools, data-based decision making for management and operation of the district
Rationale: Maintain currency with the field
EDLD 731
Current Title: Organization-Environment Interaction

Motion 8
Proposed Title: Education Policy and Community Relations
Current Description: An examination of the relationships between educational institutions and their surrounding environment

Motion 9
Proposed Description: Development of a comprehensive understanding of policy development, analyses, and implementation in education at the local, state, and federal level. Examination of the role and relationships between school, board, and community cultures and stakeholders
Rationale: Maintain currency with the field and expand course content

NEW COURSES:

Motion 10
Proposed Course: EDLD 774
Proposed Title: Applied Curriculum, Instruction, and Accountability
Proposed Description: Development at the district level of consistent curriculum, instructional, and accountability programs across schools
Syllabus: See Appendix A

Motion 11
Proposed Course: EDLD 741
Proposed Title: Advanced Educational Law, Ethics, and Special Programs Administration
Proposed Description: Ethical and legal principles for advanced practice in educational leadership. Development and management of systems of checks and balances of instructional, fiscal, personnel for provision of special programs to meet the needs of all students at the district level
Syllabus: See Appendix B
Appendix A
Proposed EDLD 774 Syllabus

COURSE: EDLD 774 – Curriculum, Instruction, and Accountability. Development and assessment of curricular, instructional, and accountability programs at the school district level.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

Educators as Reflective Professionals

Vision: We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

Mission: At the University of Mississippi School of Education, we prepare and engage reflective professionals who create, use, and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

Learning Objectives:

- **Technology**—(1) ...effectively use technological resources within the district (ELCC 3.2); (2) provide opportunity for student learning related to the technology needed to solve problem and expand human capabilities; (3) use technology to effectively deliver, develop, prescribe, and assess instruction (NCATE glossary); (4) promote the most effective and appropriate district technologies to support teaching and learning (ELCC 2.4).
• **Student Learning**—(1) ...advocate, nurture, and sustain a district culture and instructional program conducive to student learning (ELCC 2.1).

• **Instruction**—(1) ...develop and supervise the instructional and leadership capacity across the district (ELCC 2.6); creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional program (ELCC 2.2).

• **Accountability**—(1) understand and respond to current accountability systems; (2) articulate, explain, and prepare teachers and school-level administrators to successfully negotiate the accountable system.

• **Curriculum**—(1) develop and implement courses and assessments necessary to teach or work with students at a specific age level and/or within a specific subject area (NCATE glossary); (2) understand and explain approved state curriculum guidelines to district stakeholders.

**Texts:**

**A. Primary Texts**


**B. Supplemental Text(s)**


**Assigned Readings**

Curriculum and assessment, instructional leadership, supervision of instruction, and learning theories, will be addressed through assigned readings in periodicals, monographs, selected texts, etc.

**PURPOSE OF THE COURSE:**

The purpose of the course is to develop district leaders who promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
COURSE OUTLINE: see weekly schedule

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<th>Weekend 1</th>
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<td>Weekend 2</td>
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<td>Weekend 3</td>
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Assessment Procedure – To determine the achievement of the course objectives, candidates will complete all course requirements. Grades will be based on the weighted points received on the items listed under Course Requirements. Evaluation of assignments will be based on the rubrics provided in Blackboard or supplied with the assignment. Letter grades will be determined by using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
<td>85 – 92</td>
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<tr>
<td>C</td>
<td>77 – 84</td>
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<tr>
<td>D</td>
<td>71 – 76</td>
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<tr>
<td>F</td>
<td>70 points or less</td>
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Appendix B
Proposed EDLD 741 Syllabus

COURSE: EDLD 741: School Educational Law

Educators as Reflective Professionals

Vision: We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

Mission: At the University of Mississippi School of Education, we prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

REFERENCES:

A. Primary Text

Supplemental Text(s)
   West Law Journal
   Law Review Publications
Assigned Readings:
Court cases and additional readings posted on BlackBoard.

PURPOSE OF THE COURSE

The purpose of this course is to examine ethical and key legal issues that govern daily and long-range decisions of educational leaders for advanced practice. The course focuses on understanding state and federal statutes, case law, policies, judicial decisions, administrative directives and significant legal precedents. The topics presented in the advanced school law course will focus on key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, student’s rights and special education.

COURSE OBJECTIVES:
Candidates will:
A. Be familiar with significant court decisions affecting education and their effect on education (ELCC 5.4)
B. Cite significant cases and their influence on key areas of educational law (ELCC 5.4)
C. Analyze legal case studies and cite key legal provisions and decision points in the cases (ELCC 5.4)
D. Critically analyze the interaction between constitutional laws, civil laws, criminal laws, school laws, judicial decisions, school district policies-procedures, administrative directives, “campus common law”, and the reasonableness standard (ELCC 5.4)
E. Understand education’s legal problems and their implications so as to be able to respond to diverse community interests and needs in a manner consistent with policy and law (ELCC 5.3, 5.4) (CF: Effective Communicators, Problem Solvers, Advocates for Diverse Learners)
F. Review and evaluate ethical constructs of school leadership within the framework of the law. (ELCC 5.2)
G. Understand and act with integrity and fairness in all aspects of administrative practice (ELCC 5.1)
H. Model principles of self-awareness, reflective practice, transparency, and ethical practice in their administrative role (ELCC 5.2)
I. Safeguard the values of democracy, equity, and diversity within the district (ELCC 5.3)
J. Evaluate critically any legal or policy issues which may hinder student learning and take positive steps to influence and institute necessary changes (ELCC 3.1, 5.1, 5.3, 5.4) (CF: Problem Solvers)
K. Provide appropriate services and support to all students assessed with special needs; apply the rules, regulations and laws relevant to the provision of special education services.
L. Understand the role of politics and elected officials in the local and state environment, whose decisions affect community, schools and other agencies which intersect with education (ELCC 6.2)
M. Understand, respond, and influence the larger legal, political, social and cultural context of education in order to promote the success of all students (ELCC 5.5, 6.3) (CF: Problem Solvers, Effective Communicators, Advocates for Diverse Learners)
**Assessment Procedure** – To determine the achievement of the course objectives listed under VI, candidates will complete the course requirements. Grades will be based on accumulated points received on the items listed under Course Requirements. Evaluation of assignments will be based on the rubrics provided in the Candidate Handbook or supplied with the assignment. Letter grades will be determined by using the following scale:

- **A** 90 – 100%
- **B** 80 – 89%
- **C** 70– 79%
- **D** 60 – 69%
- **F** 59 points or less

**Course Outline: Modules**

<table>
<thead>
<tr>
<th>Modules</th>
<th>Dates</th>
<th>Legal Principles</th>
<th>Chapters</th>
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| 1       |       | 1. Introduction: U.S. Constitution & State Constitution  
3. Sources of Law | 1 |
| 2       |       | 1. State Government Role  
2. Curriculum and Instruction | 1 |
| 3       |       | 1. Church State Relations  
2. Student Rights  
3. Student Discipline | 2,4,7 |
| 4       |       | 1. Search and Seizure  
2. Due Process  
3. Equal Protection | 5,7 |
| 5       |       | 1. School Finance  
2. School Funds and Property | Cases |
| 6       |       | 1. Torts  
2. Civil Liability  
3. Students with Disabilities | 6,13 |
| 7       |       | 1. Teacher Employment  
2. Local School Boards | 8,9,10,11,12 |
The Ph.D. in Higher Education prepares current higher education administrators following the practitioner-scholar model.

Admission Requirements: Master’s degree and, at the time of application consideration, at least 2 years full-time employment experience at a college or university beyond receipt of a master’s degree, or relevant experience. The faculty, at its discretion, may consider work as a full-time employee while pursuing a master's degree, but generally not include work in a graduate assistantship position. Process: The program application is submitted through the Graduate School, which requires the submission of official transcripts and GRE scores from the past five years (that include a writing component score). In addition, the program requires supplemental materials, which may be uploaded as part of the online application, and include a statement of purpose, resume, and contact information for three references. If an application meets minimum requirements related to work experience, GPA, and GRE scores, the applicant may be asked to participate in an on-campus 30-minute interview with the faculty. In addition, the faculty may request that the applicant provide a writing sample. The final application is assessed using many criteria including, but not limited to, GPA, GRE scores, publications, presentations, level of administrative experience, honors, relevance of degree to personal goals, and interview.

Application Deadline: February 1st for Fall admission.

CORE COURSES:

RESEARCH COMPONENT – 18 hours
EDRS 501 Educational Statistics I
EDRS 605 Educational Research I
EDRS 700* Models of Inquiry and Literature Review
EDRS 701 Educational Statistics II
EDRS 704 Foundations of Qualitative Methodology
EDRS 705* Educational Research II
* EDRS 501 & 605 prerequisites for EDRS 700 and EDRS 501, 605, 700, & 701 are prerequisites for EDRS 705.

HIGHER EDUCATION CORE – 18 Hours
EDHE 659 Finance of Higher Education
EDHE 662 College Teaching
EDHE 660 History of Higher Education
EDHE 664 Law of Higher Education
EDHE 665 Contemporary Issues of Higher Education
EDHE 760 Advanced Educational Policy Analysis

EDUCATIONAL LEADERSHIP – 6 Hours
EDFD 609 Cultural Context of Education
EDLD 630 Organization-Environment Interaction
EDHE 669 Human Resources in Higher Education
EDLD 700 Administrative Theory
EDLD 721 Leadership and Management
EDLD 730 Multidisciplinary Perspectives on Leadership
EDLD 750 Organizational Improvement

ELECTIVES – 12 Hours minimum
EDHE 656 Student Services in Higher Education
EDHE 657 Comparative Higher Education
EDHE 661 The Community College
EDHE 663 Curriculum in Higher Education
EDHE 667 Practicum in Student Personnel Services
EDHE 668 Practicum in Student Personnel Services
EDHE 669 Human Resources in Higher Education
EDHE 670 Special Topics in Higher Education
EDHE 671 The College and the Student

TEACHING COGNATE / MINOR
18 hours of graduate level courses in a teaching cognate. This can be transferred from the master’s degree, provided evidence of maintaining currency in the area exists.

Dissertation – 18 Hours
EDHE 797. 18 semester hours after comprehensive exam.

Comprehensive Examination: During the last semester of course work, the student must sit for a comprehensive examination.

For Further Information:
John Hollemann, Ed.D., Program Coordinator, Clinical Assistant Professor of Higher Education
The University of Mississippi, Guyton 106 University, MS 38677
Telephone: (662) 915-7198 Email: hollmann@olemiss.edu
The Ph.D. in Higher Education

RESEARCH COMPONENT – 24 semester hours:

EDHE 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 Educational 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 Foundations of Qualitative Methodology. 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.

EDRS 705 Educational Research II. An in-depth study of specific research methods used to investigate educational and psychological phenomena.

Three (3) courses chosen from below options:


EDRS 733 Special Topics in Educational Research. Course designed to cover special topics in statistics and educational research not covered in regular courses.

Advanced qualitative methods class to be created.

Research class taken with advisor approval.

HIGHER EDUCATION CORE – 24 semester hours:

EDHE 759 Finance of Higher Education. Financial aspects of the operation of community colleges, colleges and universities.

EDIE 760 History of Higher Education. An introduction to the events that have shaped higher education in the United States.

EDHE 762 College Teaching. Instructional strategies common to all fields in higher education.

EDHE 764 Law and Higher Education. Study of the legal issues that affect higher education.

EDIE 711 Comparative Education: Comparisons among patterns of education currently followed in other countries.

EDIE 721 Recent Developments in Educational Practice. Investigation and evaluation of selected contemporary innovations in teaching and the conducting of educational programs.

EDIE 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.

EDIE 775 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.
EDUCATIONAL FOUNDATIONS – 6 semester hours from below:

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.

TEACHING COGNATE (minor) – 18 semester hours
18 hours of graduate level courses in a teaching cognate. This can be transferred from a master’s degree, provided evidence of maintaining currency in the area exists.

HIGHER EDUCATION ELECTIVES – 6 semester hours from below:

EDHE 757 Comparative Higher Education. Introduce students to the various systems of international higher education. The historical and cultural foundations of international systems are examined, as well as salient issues such as funding models, governance structure, and student life.
EDHE 761 The Community College. Unique role of the community college in American higher education.
EDHE 763 Curriculum in Higher Education. Background and development, aims, and problems.
EDHE 767 Fellowship in Higher Education. Supervised experience in a campus higher education setting.
EDHE 770 Special Topics in Higher Education. A graduate seminar course presented in a topical format to address areas of interest to student personnel master's students, student affairs professionals and higher education administration doctoral students.
Other courses may be taken as electives with advisor approval.

DISSERTATION – 18 semester hours
18 hours taken after successful completion of comprehensive exam

TOTAL: 96 semester hours