University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Minutes
Non-voting members present: Kelli Coleman, Ellen Foster, Amy Wells Dolan
October 16, 2015
I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department – no items presented

B. Teacher Education Department
   1. Approval of the following course syllabi changes:
      a. EDCI 352 – revision of the course syllabus and change to a variable course credit from a 3 credit only course credit to a 2 – 3 hour credit.

Dr. Susan McClelland made a motion to accept the course revision.

Dr. Denise Soares seconded the motion.

Question/Discussion: the group asked that clarification be made that the 3 hour credit course applies to METP honor students and the 2 hour credit hour applies to all other programs. Dr. McClelland advised she would provide a syllabi copy that is specific to the METP honor students. Syllabi provided at meeting was for the 2 hour credit.

A typo on page 5, section VIII. Second bullet should read One (1) Article Summary (10 points each)

After discussion ended, all voting members present approved this change.
b. EDSP 327 – revision of course syllabus

c. EDCI 419 – revision of course syllabus

Dr. Susan McClelland made a motion to accept revision of course syllabus for EDSP 327 and EDCI 419.

Dr. Denise Soares seconded the motion.

Question/Discussion: Dr. Soares pointed out that EDSP 327 is also a revision in the course title.

It was suggested that incomplete items listed on EDSP 327 syllabus be removed. Section IX A & B (page 4&5)

All voting members present approved both items.

2. Approval of the following endorsement program changes:
   a. Special Education EMD (Emotional Disability) Endorsement Program to Special Education EMD Certification Program
   b. Special Education Gifted Endorsement Program to Special Education Gifted Certification Program

Dr. Susan McCelland made a motion to change language from Endorsement Program to Certificate Program.

Dr. Denise Soares seconded the motion.

Question/Discussion: Dr. Wells Dolan advised that Graduate Council will need a program sheet.

All voting members present approved the item.

III. New Business – no new business items were presented.
THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION

EDCI 352: Education, Society, & the K-12 Learner

Fall 2015

An exploration of selected components of the education profession: purposes of education, American education system, education and the legal system, child and adolescent development, and diversity. (2)

I. INSTRUCTOR

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Mark Ortwein</td>
<td>Desoto Center – Suite O</td>
<td>405 474 8395</td>
<td><a href="mailto:mortwein@go.olemiss.edu">mortwein@go.olemiss.edu</a></td>
</tr>
</tbody>
</table>

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

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Imagine • Innovate • Inspire
A. CORE PRINCIPLES

School of Education Mission
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

School of Education 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.

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

1. Lifelong Learners who take responsibility for their own learning and continuously foster their professional renewal (m).

2. Problem solvers who develop solutions to improve the educational environment for all students (M).

3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning (M).

4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning (m).

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

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

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

IV. PROFESSIONAL DISPOSITION FOR CANDIDATES

<table>
<thead>
<tr>
<th>Teacher Ed Dispositions</th>
<th>InTASC</th>
<th>Imagine, Innovate, Inspire</th>
<th>CF</th>
</tr>
</thead>
</table>
The candidate:

| Demonstrates an expectation that all students can learn and are a vital part of the learning community. | 1, 2, 8 | Caring Equality Authentic Assessment | Advocates for diverse learners Effective communicators |
| Displays sensitivity to students' needs. | 2, 3, 6, 7 | Professionalism Collaboration Excellence | Advocates for diverse learners Problem solvers Users of technology |
| Works with peers, clinical instructors, university supervisors, and relevant stakeholders to advance student learning. | 10 | Professionalism Leadership | Effective communicators Problem solvers Users of technology |
| Models poise, maturity, and sound judgment. | 9 | Excellence Transformation | Lifelong learners |
| Engages in continuous self-evaluation and improvement | 9 | Professional Practice Collaboration Leadership | Lifelong learners Problem solvers Effective communicators |
| Acts as a steward of the profession | 9, 10 | Professional Practice Collaboration Leadership | Effective communicators Problem solvers |

IV. REFERENCES

A. Primary Text


B. Supplemental Texts

None

C. Assigned Readings

Selected articles and handouts may be distributed at my discretion.

B. PURPOSE OF THE COURSE

The purpose of this course is to provide candidates with an understanding of the basic components of the education profession. Emphasis is on the history of American
education, the intersection where society and education meet, and how child and adolescent development impacts decisions made in education and society. Candidates will develop an understanding of the basic philosophies, current practices, and professional responsibilities associated with the teaching profession. This understanding forms contexts for reflection about teaching and the roles of professional educators. The major focus of this course is on practical application of these issues to K-12 classrooms.

C. COURSE OBJECTIVES

Candidates will:

- Develop positive professional dispositions [INTASC 9].
- Identify and think critically about educational philosophies [INTASC 9].
- Explain the historical foundations of American education [INTASC 7].
- Identify societal forces and changes that affect education [INTASC 3, 7, 9, 10].
- Explore ways to meet the needs of today’s diverse and multicultural student population [INTASC 1, 3, 4, 5, 6, 7, 8, 9, 10].
- Explain legal and ethical issues that affect students, teachers, parents, and administrators [INTASC 9, 10].
- Identify national, state, and local standards related to content areas [INTASC 4, 7, 9].
- Describe the key principles that govern cognitive, moral, and psycho-social developmental theories and their relationship to knowledge construction in the classroom [INTASC 2].
- Articulate reasons why classroom teachers need to be informed about research on child and adolescent development [INTASC 2].
- Explain how legislation such as PL 94-142 and IDEA have changed public schools in providing services to exceptional students [INTASC 3].
- Relate course content to filed experiences.
- View diversity positively and begin to conceptualize how to make a classroom sensitive to diversity [INTASC 3].

D. COURSE OUTLINE

A. Do I want to be a teacher?
B. Education in the United States: Its Historical Roots
C. Changes in American Society: Their Influences on Today’s Schools
D. Educational Philosophy: The intellectual Foundations of American Education
E. The Organization of American Education
F. School Law: Ethical and Legal Influences on Teaching
G. The Curriculum in an Era of Standards and Accountability
H. The development of cognition and Language
I. Personal, Social, and Emotional Development
J. Helping Diverse Learners Succeed in Today’s Classrooms
K. Constructing Knowledge
L. Theories of Motivation
VIII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements

- Philosophy Statement (10 Points)
- Two (1) Article Summaries (10 Points Each)
- TeachLivE Field Experience (P/F)
- TeachLivE “Reflective” Essay (20)
- Chapter Quizzes (5 Points Each)
- Three Tests (50 Points Each)
- Comprehensive Final Exam (100 Points)

Total Points: 390

ASSESSMENT PROCEDURES

Presentation, projects, and tests will be used to determine candidate achievement of the course objectives listed under VI. 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

B. Virtual Field Experience

A TeachLivE (TL) Virtual field experience is required during the semester. Failure to complete TL will result in failure of course. A signed rubric is required for verification of completion of hours. A one page written reflection should be attached to the rubric.

C. Assessment System, Field Experience Application (EDRD 355 Only), & Background Checks

Students are required to register in the Assessment System no earlier than September 4 and no later than September 9.

http://education.olemiss.edu/assessment/register.php

Students enrolled in EDRD 355 are required to complete the field experience application between September 9 and September 11, 2015.

http://education.olemiss.edu/assessment

Background checks are also required in order to pass this course. These must be
completed by September 9, 2015. Upon completion you will receive a confirmation email. Please provide this email to your professor. For further information, please go to:

http://education.olemiss.edu/safe/background_check.html

D. Instructional Strategies
The course will include lecture, class discussion, cooperative/collaborative group activities, demonstrations, role play/simulations, guest speakers, and a virtual field-based component.

E. Attendance Policy
Attendance and participation in class are expected. Excessive absences (more than two) will adversely affect the final grade for the course. Each additional absence results in a 5-point deduction from the total points for this course. Candidates are responsible for all material covered when absent. Late assignments will not be accepted (see Flexibility Clause). It is the responsibility of the student to make arrangements for turning in assignments on the due date if absent.

E. 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. Academic Integrity and Honesty
Candidates are expected to follow the honor code as outlined in the current University of Mississippi M Book, which can be found online at http://www.olemiss.edu/depts/deanofstudents/mbook/. Plagiarism, as defined in the honor code, will not be tolerated.

B. 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.
I. Course Information
EDCI 352: Education, Society, and the K-12 Learner. An exploration of selected components of the education profession: purposes of education, American education system, education and the legal system, child and adolescent development, and diversity. (3 credit hours)

Instructor: Dr. Joel Amidon  
Class Location: 101 Guyton  
Email: jcamidon@go.olemiss.edu  
Class Time: Tuesday & Thursday, 9:30AM - 10:45AM  
Office: 323 Guyton  
Office Hours: M 2:45-4:15  
Phone: 662.915.7588  
TR 7:30-9:30, 10:45-11, 12:15-2:15

II. School of Education Conceptual Framework
A. Mission Statement
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

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

C. 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 school environment and promote student thinking and learning. (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, 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</th>
<th>InTASC</th>
<th>Imagine, Innovate, Inspire</th>
<th>Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>demonstrates an expectation that all students can learn and are a vital part of the learning community.</td>
<td>1, 2, 8</td>
<td>Caring, Equality</td>
<td>Advocates for Diverse Learners, Effective Communicators</td>
</tr>
<tr>
<td>displays sensitivity to students' needs.</td>
<td>2, 3, 6, 7</td>
<td>Professionalism, Collaboration, Excellence</td>
<td>Advocates for Diverse Learners, Problem Solvers, Effective Communicators</td>
</tr>
</tbody>
</table>
V. References
A. Primary Text
School and Society: Historical and Contemporary Perspectives 7th Edition (Steve Tozer)
Educational Psychology 12th Edition (Anita Woolfolk)

B. Assigned Readings
Articles will be given by instructors

VI. Purpose of the Course
The purpose of this course is to provide candidates with an understanding of the basic components of the education profession. Emphasis is on the history of American education, the intersection where society and education meet, and how child and adolescent development impacts decisions made in education and society. Candidates will develop an understanding of the basic philosophies, current practices, and professional responsibilities associated with the teaching profession. This understanding forms contexts for reflection about teaching and the roles of professional educators. The major focus of this course is on practical application of these issues to K-12 classrooms.

VII. Course Objectives
Candidates will be able to:
1. Develop positive professional dispositions [INTASC 9].
2. Identify and think critically about educational philosophies [INTASC 9].
3. Explain the historical foundations of American education [INTASC 7].
4. Identify societal forces and changes that affect education [INTASC 3, 7, 9, 10].
5. Explore ways to meet the needs of today’s diverse and multicultural student population [INTASC 1, 3, 4, 5, 6, 7, 8, 9, 10].
6. Explain legal and ethical issues that affect students, teachers, parents, and administrators [INTASC 9, 10].
7. Identify national, state, and local standards related to content areas [INTASC 4, 7, 9].
8. Describe the key principles that govern cognitive, moral, and psycho-social developmental theories and their relationship to knowledge construction in the classroom [INTASC 2].
9. Articulate reasons why classroom teachers need to be informed about research on child and adolescent development [INTASC 2].
10. Explain how legislation such as PL 94-142 and IDEA have changed public schools in providing services to exceptional students [INTASC 3].
11. Relate course content to field experiences.
12. View diversity positively and begin to conceptualize how to make a classroom sensitive to diversity [INTASC 3].

IX. Course Requirements, Policies, and Evaluation Procedures
A. Course Requirements

<table>
<thead>
<tr>
<th>TeachLive Field Experience</th>
<th>Cannot pass EDCI 352 without completing/documenting field experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Critical to success in EDCI 352</td>
</tr>
<tr>
<td>Pedagogic Creed</td>
<td>10</td>
</tr>
<tr>
<td>Article Summaries</td>
<td>5</td>
</tr>
<tr>
<td>TeachLive Reflective/Critical Essay</td>
<td>15</td>
</tr>
<tr>
<td>DOConversations Reactions &amp; Extensions</td>
<td>20</td>
</tr>
</tbody>
</table>
DOC

Conversation Facilitation  5
Written Learning Celebrations  20
Final Celebration  15
Self & Peer Assessment  5
Honors - Reading  5

TOTAL  100

B. Assessment procedure
Products will be used to determine candidate achievement of the course objectives. All required assignments will be given a specific grade. Grades will be computed using the following scale:

<table>
<thead>
<tr>
<th>Grade A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Below 65</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-92</td>
<td>91-83</td>
<td>82-74</td>
<td>73-65</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

C. Field Experience and Clinical Practice
A 25-hour field based/classroom experience is required for this course. This field experience includes classroom interaction, observation, and tutoring. These hours must be completed to pass the course.

D. Instructional Strategies
The course will include lecture, class discussion, cooperative/collaborative group activities, demonstrations, role play/simulations, guest speakers, and a field-based component.

E. Attendance Policy
Honors courses are small classes, usually taught in seminar style with no more than fifteen students. They are reading, writing and discussion intensive. Student participation is therefore essential. Attendance and participation in class are expected. In addition, the university commits extensive resources, especially in terms of faculty time, to these small classes. For these reasons, the Honors College has an attendance policy for all honors courses, both required and departmental. Students are entitled to two absences. Additional absences will lower your grade. Candidates are responsible for all material covered when absent. Late assignments will not be accepted (see Flexibility Clause). It is the responsibility of the student to make arrangements for turning in assignments on the due date if absent.

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

Special Considerations

A. Academic Integrity and Honesty
Candidates are expected to follow the honor code as outlined in the current University of Mississippi M book (http://s3.amazonaws.com/ps_extranet_files_test/7983_11049_mbook2.pdf). Plagiarism, as defined in the honor code, will not be tolerated.

The Sally McDonnell Barksdale Honors College also employs an Honor Code centered on honesty, sincerity, and justice. The purpose of this Honor Code is to strengthen the sense of community in which the Honors College takes great pride. Its strength depends on the personal honor and integrity of each Honors College member. Honors students are required to write the statement below on any assignment submitted for grading in Honors classes, thereby reinforcing the atmosphere of trust within the Honors College community.

"On my honor, I pledge that I have neither given, received, nor witnessed any unauthorized help on this__________.

Signed ________________________________

B. Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change.
Candidates’ experiences and needs as emerging knowledge, will be considered in modifying this course syllabus.

**Course Outline - Part One**  
**Foundations of American Education**

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
<th>Readings, Videos, Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Course Overview</td>
<td>Dewey’s Pedagogic Creed</td>
</tr>
<tr>
<td>8/27</td>
<td>Documenting Your Growth as an Educator</td>
<td>Transforming Teaching Practice: Becoming the critically reflective teacher</td>
</tr>
<tr>
<td>9/1</td>
<td>School &amp; Society: Teaching and Teacher Leadership in the 21st Century</td>
<td>Post Chapter 14 Reaction &amp; Extension INTRO Article Summaries</td>
</tr>
<tr>
<td>9/3</td>
<td>Educational Aims in Historical Context</td>
<td>Tozer Chapter 1</td>
</tr>
<tr>
<td>9/8</td>
<td>School as a Public Institution</td>
<td>Post Chapter 3 Reaction &amp; Extension DUE Register in the Assessment System DUE Background Check</td>
</tr>
<tr>
<td>9/10</td>
<td>Written Learning Celebration</td>
<td>Prepare to Celebrate Chapters 1, 3, &amp; 14 Refine Pedagogic Creed/Philosophy Statement INTRO Pedagogic Creed Assignment DUE Sign up for TeachLive</td>
</tr>
<tr>
<td>9/15</td>
<td>Teaching in a Public Institution: The Professionalization Movement</td>
<td>Post Chapter 10 Reaction</td>
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<tr>
<td>9/17</td>
<td></td>
<td>Post Chapter 10 Extension DUE Article Summary #1 Deliver Draft of Pedagogic Creed</td>
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<tr>
<td>9/22</td>
<td>Creativity in the Classroom</td>
<td>Tozer Chapter 10</td>
</tr>
<tr>
<td>9/24</td>
<td>Differentiated Schooling, Labor Market Preparation, and Contemporary School Reform: The Post-Cold War Era</td>
<td>Post Chapter 11 Reaction</td>
</tr>
<tr>
<td>9/29</td>
<td></td>
<td>Post Chapter 11 Extension Deliver Pedagogic Creed</td>
</tr>
<tr>
<td>10/1</td>
<td>Written Learning Celebration</td>
<td>Tozer Chapter 11</td>
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</table>

**Course Outline - Part Two**  
**Educational Psychology**

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
<th>Readings, Videos, Websites</th>
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<tbody>
<tr>
<td>10/6</td>
<td>Learning, Teaching, &amp; Educational Psychology</td>
<td>Woolfolk Chapter 1</td>
</tr>
<tr>
<td>10/8</td>
<td>Cognitive Development</td>
<td>Woolfolk Chapter 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>10/13</td>
<td>The Self, Social, &amp; Moral Development</td>
<td>Post Chapter 3 Reaction &amp; Extension</td>
</tr>
<tr>
<td>10/15</td>
<td>Language Development, Language Diversity, &amp; Immigrant Education</td>
<td>Post Chapter 5 Reaction &amp; Extension</td>
</tr>
<tr>
<td>10/20</td>
<td>Written Learning Celebration</td>
<td>Prepare to Celebrate Chapters 1, 2, 3, &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refine Pedagogic Creed/Philosophy Statement</td>
</tr>
<tr>
<td>10/22</td>
<td>Learner Differences &amp; Learner Needs</td>
<td>Post Chapter 4 Reaction</td>
</tr>
<tr>
<td>10/27</td>
<td></td>
<td>Post Chapter 4 Extension DUE Article Summary #2</td>
</tr>
<tr>
<td>10/29</td>
<td>Guest Speaker Dean Rock</td>
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<tr>
<td>11/3</td>
<td>Teaching Every Student</td>
<td>Post Chapter 14 Reaction &amp; Extension</td>
</tr>
<tr>
<td>11/5</td>
<td>Classroom Assessment, Grading, &amp; Standardized Testing</td>
<td>Post Chapter 15 Reaction &amp; Extension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE Field Experience Application</td>
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<tr>
<td>11/10</td>
<td>Constructing Knowledge</td>
<td>Post Chapter 10 Reaction &amp; Extension</td>
</tr>
<tr>
<td>11/12</td>
<td>Motivation in Learning &amp; Teaching</td>
<td>Post Chapter 12 Reaction &amp; Extension</td>
</tr>
<tr>
<td>11/17 -</td>
<td>TBD</td>
<td></td>
</tr>
<tr>
<td>11/19</td>
<td>Written Learning Celebration</td>
<td>Prepare to Celebrate Chapters 4, 10, 12, 14, &amp; 15</td>
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<tr>
<td></td>
<td></td>
<td>Refine Pedagogic Creed/Philosophy Statement</td>
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<tr>
<td>11/24 &amp;</td>
<td>Thanksgiving (NO CLASS)</td>
<td>Eat &amp; Take a Nap</td>
</tr>
<tr>
<td>11/26</td>
<td></td>
<td></td>
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<tr>
<td>12/1</td>
<td>TBD</td>
<td>DUE TeachLive Reflective/Critical Essay</td>
</tr>
<tr>
<td>12/3</td>
<td>Portfolio Day - Artifact Selection</td>
<td>Pre - Portfolio work</td>
</tr>
<tr>
<td>12/10 @</td>
<td>Final Celebration</td>
<td>Prepare to Celebrate all Chapters Present Portfolio</td>
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<tr>
<td>8AM - 11AM</td>
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