

**Course Evaluation:**

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<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>85 points-100 points</td>
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<tr>
<td>B</td>
<td>70 points-84.9 points</td>
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<tr>
<td>C</td>
<td>55 points-69.9 points</td>
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<tr>
<td>F</td>
<td>0 points-54.9 points</td>
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**Other Areas of Consideration:**

**A. Attendance Policy** – Due to the intensive format of the graduate program, class expectations include 100% attendance and full participation.

Two absences will result in an overall grade no higher than a C. Two tardies will be considered one absence.

The use of a laptop computer for any purpose other than taking notes or a specific class activity, the use of a cell phone for texting or any other purpose, or leaving the class while anyone is presenting to the whole class is discouraged.

**B. 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 (662-915-7128). 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.

**Special Considerations:**

**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/dean_of_students/mbook/](http://www.olemiss.edu/depts/dean_of_students/mbook/). Plagiarism of any kind, as defined in the honor code, will result in a recommendation from the instructor of termination from the program.

**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.
Knowledge Base Major (M) and Minor (m) Themes:

The School of Education supports the research components of unit knowledge bases, as indicated below:

A. Theoretical and Research Foundations
   1. Societal Relationships (M)
   2. Theory to Practice (m)
   3. Policy Analysis (m)
   4. Knowledge of Research (M)
   5. Research Skills (m)

B. Leadership Abilities
   1. Problem Identifier/Solver/Decision Maker (M)
   2. Motivation/Commitment in Others (M)
   3. Vision/Creativity (M)
   4. Judgment/Critical Analysis (M)
   5. Staff Development (M)
   6. Collaborative Skills (M)
   7. Change Management (M)

C. Management Skills
   1. Personnel (M)
   2. Budgeting/Allocation of Resources (m)
   3. Organizational Skills (m)
   4. Communication Skills (M)
   5. External Relations (m)
   6. Program Development and Evaluation (M)

D. Professionalism
   1. Self-Understanding (M)
   2. Lifelong Learner (M)
   3. Ethics and Integrity (M)
   4. Intellectual Leader (M)
   5. Sensitivity to Human Needs (M)

Course Textbooks and Materials:

Required Textbooks (These will be used throughout your DIP courses and program):


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 educational 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)
• Producing a final dissertation ready for presentation to the dissertation committee for approval. The final DIP product will be a 7 chapter modified version of the traditional 5 chapter dissertation:
  Chapter 1: Statement of the problem, purpose of the research section, and overview of the entire study/project.
  Chapter 2: Review of applied and theoretical research on the problem.
  Chapter 3: Plan for initial data collection and analyses.
  Chapter 4: Results of initial data collection.
  Chapter 5: Action plan with program evaluation included.
  Chapter 6: Results of the program evaluation of the action plan.
  Chapter 7: Reflection and recommendations.

DIP V is the capstone course of the EDLD Ed.D. program and will conclude with each candidate defending his or her final dissertation.

The first three DIP courses will be completed during the first year of the program. This will allow candidates to collect and analyze data and design the action plan during year two (DIP IV), and sufficient time to implement the action plan and evaluate the program and make recommendations for improvement (DIP V) at the end of year three.

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

**Unit Major (M) and Minor (m) Themes and Outcomes:**
Dissertation in Practice I—Identifying and Structuring an Applied Research Problem (ARP)
Topics may include but are not limited to:

- Engaging stakeholders to identify an applied problem of research.
- Developing a “Statement of the Problem” section for the DIP.
- Developing a “Purpose Statement” for the DIP.
- Conducting a systems and cultural readiness assessment of the DIP site.
- Obtaining the necessary approval, support, and documentation to conduct the DIP in a site school or district.

Dissertation in Practice II—Accessing and Assessing Existing Research on the ARP
Topics may include but are not limited to:

- Identifying, locating, and accessing research relevant to the DIP topic.
- Preparing a review of theoretical and applied research on the research problem (Chapter 2).

Dissertation in Practice III—Collecting Data for Use in Developing the Action Plan on the ARP
Topics may include but are not limited to:

- Developing an overview of data collection methods
- Preparing an approved prospectus.
- Obtaining IRB approval to conduct research.

Dissertation in Practice IV—Implementing and Assessing the ARP
Topics may include but are not limited to:

- Preparing a detailed action plan based on the data (Chapter 5).
- Receiving permission to implement a plan from the appropriate officials (superintendent, school board) (Chapter 5).
- Development of an evaluation plan to measure the effect of the action plan (Chapter 5)

Dissertation in Practice V—Final Assessment, Reporting Results and Submitting Recommendations
Topics may include but are not limited to:

- Conducting a program evaluation of the action plan (Chapter 6).
- Making recommendations for continuation and/or improvement in the action plan (Chapter 6).
- Conducting a reflection on the process (Chapter 7)
both. However, it differs in that action research addresses a specific, practical issue and seeks to obtain solutions to a problem. Thus, action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning (Mills, 2000). Educators aim to improve the practice of education by studying issues or problems they face. Educators reflect about these problems, collect and analyze data, and implement changes based on their findings. (p. 597).


- Encourages change in the schools
- Fosters a democratic (i.e., involvement of many individuals) approach to education
- Empowers individuals through collaboration on projects
- Positions teachers and other educators as learners who seek to narrow the gap between practice and their vision of education
- Encourages educators to reflect on their practice
- Promotes a process of testing new ideas (Creswell, p. 598)


Traditionally, the doctoral dissertation has been the written record the candidate’s individual, original research and scholarship that has successfully advanced the limits of human knowledge. The topic must be appropriate to and significant in the academic field, require a mastery and exhaustive exercise of research techniques, and demonstrate critical thought and facility of expression. The dissertation must, in the professional opinion of the graduate faculty, make an original contribution, and it must demonstrate the candidate’s fitness to continue the advancement of knowledge in the student’s competency.

Through completion of the dissertation-in-practice, candidates in the EDLD Ed.D. program will conduct original research on a topic of significance to the field of educational leadership which demonstrates critical thought and faculty of expression. Candidates will be required to demonstrate the knowledge and skill necessary to continue the advancement of knowledge in professional educational leadership practice.

The five sections of EDLD 798 will consist of 5 different DIP courses, each with a specific set of learning objectives, different topics, and expected performance outcomes:
EDLD 798
Graded Dissertation

Course Instructor:
Douglas R. Davis
125 Guyton Hall
drdavis@olemiss.edu
662-915-1459

Office Hours: By Appointment

The purpose of the EDLD 798, Graded Dissertation course is to produce a completed dissertation-in-practice (DIP) at the conclusion of five, three credit hour sections offered through the curriculum of the Ed.D. The DIP is designed to prepare advanced professional practitioners in educational leadership with the knowledge and skills to use action-oriented, problem-solving research methods to achieve professional goals.

According to Patton (2003), “Action research aims at solving specific problems within a program or organization, or community. Action research explicitly and purposefully becomes part of the change process by engaging the people in the program or organization in studying their own problems in order to solve those problems” (p. 221). Creswell (2008), further explains action research:

Action research has an applied focus. Similar to mixed methods research, action research uses data collection based on either quantitative or qualitative methods or
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**DISABILITY ACCESS STATEMENT:** It is University policy to provide, on a flexible and individual basis, reasonable classroom accommodations to students who have verified disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their instructors to discuss their individual needs for accommodations.

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develop a schedule for regular, daily study time and keep to this schedule throughout the semester. Study space is available in Hill Hall, room 201, on a first come, first serve basis.

**EVALUATION PROCEDURES:** This course is a graded course. Students must earn at least a C in the class in order to pass. Your grade will come from attendance, homework, and weekly planning surveys. There is evidence that EDHE 202 improves students' GPA and progress toward graduation. You must retake EDHE 202 until you pass with a C or better. The grading scale is as follows:

A: 369+ points  
B+: 368 - 352 points  
B: 351 - 328 points  
C+: 327 - 311 points  
C: 310 - 278 points  
F: <278 points

**ATTENDANCE POLICY:** Attendance and participation are required. No distinction will be made between excused and unexcused absences. Students with extenuating circumstances should contact their EDHE instructor as soon as possible.

**HOMEWORK ASSIGNMENTS:** A homework assignment is due during your EDHE meeting each week. All homework assignments can be found on Blackboard, but you must print each homework assignment when it’s window opens. Windows open on Sunday morning at 12a.m. You may turn in the assignment for partial credit up to a week after it is due. After that, you will receive no credit for the assignment. A listing of window times is displayed below:

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EDHE 202: Fundamentals of Active Learning
Spring 2016 Syllabus
(Sections 34-45)

Students returning from academic suspension or dismissal, whether as a result of time away from the University, successful petition, or successful summer terms are required to enroll in (and pass) EDHE 202 during their first regular (fall or spring) semester of enrollment following suspension or dismissal. Students must repeat the course until a passing grade is recorded. An additional $250 course fee will be assessed for the course for individual consultations and academic skill development.

INSTRUCTOR: Over a dozen staff members and graduate students assist with EDHE 202. It is coordinated through the Center for Student Success and First-Year Experience (CSSFYE) and housed in Hill Hall.

Center for Student Success and First-Year Experience
105 Hill Hall - (662) 915-1391
Administrative Assistant: asp_cssfye@olemiss.edu
Course Coordinators: Dr. Rebekah Reysen - rreysen@olemiss.edu
& Dylan Wren, M.Ed. (Oxford Campus) - dwren@olemiss.edu
Dr. Nancy Wiggers (EDHE 202 Online) - nwiggers@olemiss.edu

COURSE MATERIALS: You can get your course materials through any one of three ways:

- A course packet is available at Sam/Gerard Hall. This packet contains all of the homework and study skills assignments for the semester.
- This course packet is available for download on the EDHE 202 Blackboard webpage.
- Each homework assignment will be posted one at a time on Blackboard. In order to avoid confusion about when items are due, each assignment will open one week at a time.

PURPOSE OF THE PROGRAM: The purpose of EDHE 202 is to support students returning from academic suspension or dismissal by providing consultation and exercises designed to elicit discussion and practice of effective study strategies.

COURSE REQUIREMENTS:

1. Students must commit to and satisfy weekly group meetings. All meetings are held in Hill Hall. Worth 10 points each (140 total points).

2. Students must complete weekly study skills assignments to the level of good or outstanding. Students will be offered feedback geared towards improving their study skill application. Worth up to 10 points each (140 total points).

3. Students participating in the Contractual Readmission Program must complete a Reflection Quiz on Blackboard each week. This will count towards their final grade. Worth up to 10 points each (130 total points). Additionally, students are encouraged (not required) to
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<td>SQ4R</td>
<td>Sunday, March 27th</td>
<td>Week of April 3rd</td>
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<tr>
<td>Learning Style Inventory</td>
<td>Sunday, April 3rd</td>
<td>Week of April 10th</td>
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<tr>
<td>Study Sanctuaries</td>
<td>Sunday, April 10th</td>
<td>Week of April 17th</td>
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</table>
EDHE 202: Fundamentals of Active Learning
Spring 2016 Syllabus
(Sections 1-32)

Students returning from academic suspension or dismissal, whether as a result of time away from the University, successful petition, or successful summer terms are required to enroll in (and pass) EDHE 202 during their first regular (fall or spring) semester of enrollment following suspension or dismissal. Students must repeat the course until a passing grade is recorded. An additional $250 course fee will be assessed for the course for individual consultations and academic skill development.

INSTRUCTOR: Over a dozen staff members and graduate students assist with EDHE 202. It is coordinated through the Center for Student Success and First-Year Experience (CSSFYE) and housed in Hill Hall.

Center for Student Success and First-Year Experience
105 Hill Hall - (662) 915-1391
Administrative Assistant: asp_cssfye@olemiss.edu
Course Coordinators: Dr. Rebekah Reysen - rreysen@olemiss.edu
& Dylan Wren, M.Ed. (Oxford Campus) – dwren@olemiss.edu
Dr. Nancy Wiggers (EDHE 202 Online) - nwiggers@olemiss.edu

COURSE MATERIALS: You can get your course materials through any one of three ways:

- A course packet is available at Sam/Gerard Hall. This packet contains all of the homework and study skills assignments for the semester.
- This course packet is available for download on the EDHE 202 Blackboard webpage.
- Each homework assignment will be posted one at a time on Blackboard. In order to avoid confusion about when items are due, each assignment will open one week at a time.

PURPOSE OF THE PROGRAM: The purpose of EDHE 202 is to support students returning from academic suspension or dismissal by providing consultation and exercises designed to elicit discussion and practice of effective study strategies.

COURSE REQUIREMENTS:

1. Students must commit to and satisfy weekly group meetings. All meetings are held in Hill Hall. Worth 10 points each (140 total points).

2. Students must complete weekly study skills assignments to the level of good or outstanding. Students will be offered feedback geared towards improving their study skill application. Worth up to 10 points each (140 total points).

EVALUATION PROCEDURES: This course is a graded course. Students must earn at least a C in the class in order to pass. Your grade will come from attendance and homework. There is evidence
SOE C & P Attendance  
Spring 2016  

Quorum Checklist  

<table>
<thead>
<tr>
<th></th>
<th>February 5, 2016</th>
<th>April 1, 2016</th>
<th>May 6, 2016</th>
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<tbody>
<tr>
<td><strong>Voting Members</strong></td>
<td><strong>Meeting Cancelled</strong></td>
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<tr>
<td>J. Holleman</td>
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<tr>
<td>A. Monroe</td>
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<tr>
<td>V. Moore</td>
<td></td>
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<tr>
<td>S. McClelland</td>
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<tr>
<td>R. Niemeyer</td>
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<tr>
<td>R. Oliphant-Ingham</td>
<td></td>
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<tr>
<td>J. Sumrall</td>
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<td>C. Misita</td>
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<tr>
<td>D. Soares</td>
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<tr>
<td>W. Webb</td>
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<tr>
<td>A. Winburn</td>
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<td><strong>Non-Voting Members</strong></td>
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<tr>
<td>K. Coleman</td>
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<tr>
<td>E. Foster</td>
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<tr>
<td>A. Wells</td>
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<tr>
<td>Dolan</td>
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<tr>
<td>K. Pepper</td>
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</tbody>
</table>

*11 Voting Members; 6 needed for quorum*
University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Minutes
April 1, 2016

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Initiatives

A. LCE Department presented by Dr. Ryan Niemeyer and Dr. Amy Wells Dolan

1. Change EDHE 202 from ungraded course to a graded course.

Dr. Ryan Niemeyer made a motion to change EDHE 202 from ungraded course to a graded course.
Dr. Rosemary Oliphant Ingham seconded the motion.
All voting members present approved the change.

2. Add Course EDLD 789: Graded Dissertation

Dr. Ryan Niemeyer made a motion to add course EDLD 789: Graded Dissertation.
Dr. Susan McClelland seconded the motion.
All voting members present approved the addition.

B. Teacher Education Department

No new business was presented

III. New Business

No new business was presented to the committee.