University of Mississippi  
School of Education  
Curriculum & Policy Committee  
Meeting Minutes  
February 2, 2018  


Non voting members present: K. Coleman, E. Foster, A. Dolan, J. Holleman 

No agenda was provided during meeting. Dr. Amy Wells Dolan called the meeting to order. 

The following items were voted and approved during the meeting. All syllabi and supporting documentation were sent to members prior to the meeting. 

Course: 300 Introduction of Museum Education  

Dr. Susan McClelland make motion to approve course as part of the Teacher Education Courses.  

Dr. Ryan Niemeyer seconded the motion.  

All present voting members approved.  

Ph.D. in Higher Education  

Dr. Neal Hutchens discussed difference between Ph.D. and Ed.D. curriculum.  

Dr. Hutchens made motion to approve revision to the Ph.D. curriculum.  

Dr. Whitney Webb seconded the motion.  

All present voting members approved.
Proposed EDLD Syllabi

EDLD 612: Equity and Cultural Leadership
EDLD 613: Instructional Leadership
EDLD 614: Community and External Leadership
EDLD 615: Human Resources Syllabus
EDLD 616: Data Informed Leadership
EDLD 617: School Law
EDLD 618: Operations and Management
EDLD 619: School Improvement

Dr. Dennis Bunch presented items for course changes.
Dr. Ryan Niemeyer approved the motion to accept courses changes.
All present voting members approved.

COUN 680: Change prerequisite to add counseling theory.

Dr. Amanda Winburn made motion to add counseling theory as prerequisite to COUN 680.
Dr. Susan McClelland seconded the motion.
All present voting members approved.

GRE: eliminate GRE if undergraduate GPA is greater than 3.5

Ryan Niemeyer made motion to eliminate GRE score if undergraduate GPA is greater than 3.5.
Dr. Susan McClelland seconded the motion.
All present voting members approved.
I. **COURSE: 300 Level: Introduction to Museum Education.** This course is an overview of the field of Museum Education intended to provide insight into how museum education departments function and ways that candidates can incorporate museums into classroom experiences.

**INSTRUCTOR(S):**
- **Name:** Emily McCauley (Curator of Education)
- **Office:** University of Mississippi Museum
- **Office Phone:** 662-915-7073
- **Office Hours:** By appointment
- **E-mail Address:** esdean@olemiss.edu or mfunke@olemiss.edu

II. **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:**

Educators as Reflective Professionals
A. 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. (Approved October 10, 2014)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:
   A. 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 teaching. (m)
   5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

IV. REFERENCES:
   A. Primary Texts


Supplemental Text(s)

Assigned Readings
Selected articles and handouts from instructors and guest speakers will be assigned for students to read based on significant and current thinking in the field of museum education.

V. PURPOSE OF THE COURSE: Students taking Introduction to Museum Education will explore the role that museums can play in fostering lifelong learning among diverse audiences. This course examines current thought and movements in the field of museum education and allows educators to develop perspectives both from the viewpoint of the museum professional and as a teacher using a museum to supplement classroom studies. Course participants will complete a number of assignments analyzing ways that museums can be relevant for different types of learners and audiences. At the culmination of this course, students will develop a proposal for a museum education program incorporating their different readings and course experiences. This proposal will include all stages of the project from the initial planning and
partnership development to implementation and successful evaluation methods. Through course readings, discussion, and assessment, students will gain a comprehensive understanding of current trends and major schools of thought in the field of museum education.

VI. COURSE OBJECTIVES:
Candidates will:

1. Describe the different types of museums and understand how those museums can be relevant in the classroom (InTASC 3)
2. Identify audiences and types of learners that interact with museums and ways that museum exhibits can be interpreted for these diverse audiences (InTASC 1,2)
3. Examine current trends and theories in the field of Museum Education (InTASC 9)
4. Identify national, state and local standards related to grade level and content areas (INTASC 4,5,6) and how museum learning can achieve these curriculum goals
5. Identify ways that museums can be relevant tools in K-12 learning and school-museum partnerships (InTASC 7)

VII. Course Outline

Week 1: Introduction to Museums: Types, Purposes, and Audiences
Week 2: Understanding Audiences: Programming for Different Audiences and Special Needs
Week 3: Understanding Audiences: Types of Learners & Families
Week 4: Museum Education Theories: VTS, GLOs, and IEM
Week 5: Museums and Schools: Linking to Curriculum and the Common Core
Week 6: Museums and Schools: New Partnerships
Week 7: Outreach: Redefining the Museum’s Role
Week 8: Digital Age: Museum Education in an Online World
Week 9: Evaluation Methods and Purpose
Week 10: Museums Today
Week 11: Final Project Work
Week 12: Final Project Work or Presentations

Exam Period: Final Project Presentations Cont.

VIII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

A. Course Requirements

1. Attend all classes.

2. Complete all assignments.
3. Participate in class discussions and activities.

4. Maintain positive attitude and working relationship with the instructor and all fellow candidates.

5. Quizzes: Throughout the course there will be two short quizzes to be completed at the start of the assigned class period. The first quiz will be on “Museum Education Theory” and the second on “Museum Evaluation Methods.”

6. Museum Exhibit Analysis: After the first three weeks of class, students will be given the assignment of a two page reflection on an exhibit at a museum of their choice. The analysis will make observations concerning the artifacts/art, exhibit text, graphics, spatial orientation, and cultural/historical significance of the exhibit. Students will then apply what they have learned during the first weeks of class regarding audiences and types of learners and discuss how this exhibit could be interpreted for different viewers. Students will write a brief lesson plan based on an audience of their choosing and explain how it meets the need of that audience (if K-12, include standards). This will count as the class midterm assignment.

7. Article Reflections: Throughout the semester, candidates will be assigned a variety of readings related to the field of museum education as well as information about how to access additional studies and research on the topic. Students are required to complete three article reflections throughout the semester; one of these reflections is required to be linked to museums and curriculum, specifically the implementation of the Common Core standards. The candidate will complete a half page summary and full page reflection for the article. Students will also respond to weekly class discussion prompts in preparation for the next week’s discussion.

8. Final Project: Students will be asked to complete a final project for this course; work may be done in partners, groups of three, or individually. Candidates are given the task of designing a museum education program incorporating key learning from the course. Proposals should contain a summary of the project, a hosting institution, key collaborators or stakeholders, a list of objectives and outputs, a project timeline, a budget, links to state and national curriculum, and an analysis of audiences.

Assessment Procedure

Projects, assignments, and quizzes will be used to determine candidate achievement of the course objectives listed under VIII A. All required assignments will be given a specific point value. Final course grade will be computed using the following scale:

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

B. Field Experience and Clinical Practice – Not applicable

C. Instructional Strategies
The course will include lecture, class discussion, cooperative/collaborative group activities, demonstrations, guest speakers, and museum visits.

D. Attendance Policy

Attendance and participation in class are expected. An excessive number of absences will adversely affect the final grade for the course. Any quiz or test missed must be made up during the next class meeting. Any additional arrangements must be approved by the instructor. Candidates are responsible for all material covered when absent.

The University has adopted a revised statement for its Class Attendance Policy (see Credits and Grades, Policy ACA.AR.200.003). The revised policy continues to place the instructor in the position of determining and enforcing individual class attendance policies, but the policy also states that instructors are required to disseminate their attendance policy at the beginning of the class, e.g., in the syllabus. The new policy also allows a student to appeal to the department chair, under narrowly defined circumstances, if an instructor does not provide an accommodation for a major exam or assessment that is missed due to an absence that was declared in advance.

The University has also recently adopted a statement about the Wednesday through Friday of the week before Finals Week. According to this statement, faculty are not to give major exams (constituting more than 10% of the final grade) in undergraduate courses during these three days. This prohibition does not apply to lab courses and writing intensive courses, where term papers or major project reports are due at the end of the semester. Instead, the policy is intended to apply to cases where the last exam would be similar in nature to the final exam.

E. Disability Access and Inclusion:

The University of Mississippi is committed to the creation of inclusive learning environments for all students. If there are aspects of the instruction or design of this course that result in barriers to your full inclusion and participation or to accurate assessment of your achievement, please contact the course instructor as soon as possible. Barriers may include, but are not necessarily limited to, timed exams and in-class assignments, difficulty with the acquisition of lecture content, inaccessible web content or the use of non-captioned or non-transcribed video and audio files. Students must also contact Student Disability Services at 662-915-7128 so that office can 1) provide you with an Instructor Notification form, 2) facilitate the removal of curricular barriers, and 3) ensure you have equal access to the same opportunities for success that are available to all students.

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 https://studentaffairs.wp.olemiss.edu/wp-content/uploads/sites/14/2015/06/MBook14.pdf. 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.
Ph.D. in Higher Education

The Ph.D. degree in Higher Education is intended for individuals seeking to gain methodological, theoretical, and contextual knowledge related to issues involving post-secondary education and the skills necessary to conduct original, empirical research.

Admission Requirements: Master’s degree and, at the time of application consideration, at least 3 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 three reference letters. 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 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 Semester admission.

CORE COURSES:
RESEARCH COMPONENT – 21 hours
EDRS 700 Models of Inquiry and Literature Review
EDRS 701 Educational Statistics II
EDRS 704 Foundations of Qualitative Methodology
EDRS 705 Educational Research II
Three (3) courses chosen in consultation with advisor:

HIGHER EDUCATION CORE – 12 Hours
Students must complete 12 hours of Higher Education core courses selected from among the following courses:
EDHE 759 Finance of Higher Education
EDHE 780 History of Higher Education
EDHE 762 College Teaching
EDHE 764 Law of Higher Education
EDHE 760 Advanced Educational Policy Analysis
EDHE 721 Recent Developments in Educational Practice
EDLD 730 Multi-Disciplinary Perspectives on Leadership

AREA OF SPECIALIZATION – 21 Hours
Courses to be selected in consultation with your advisor in the development of an area of specialization to support the dissertation study. Courses may be selected from the Department of Higher Education and other programs in the School of Education and the University. At least twelve hours must be selected from the Department of Higher Education.

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

Comprehensive Examination: During the last semester of course work, or the next available comprehensive exam offering, the student must sit for a comprehensive examination

For Further Information:
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1. Students who have completed a master’s degree from our department or a similar master’s degree are not required to repeat a core course (with permission of their advisor), but they must substitute another course in consultation with their advisor.
2. Courses taken to satisfy the Research Component, Higher Education Core, or Area of Specialization may be counted only once in fulfilling degree requirements.
3. Students are permitted to transfer up to 12 credit hours of coursework. Note: transfer of credit is not intended for students entering the program with a single master’s degree.
4. In the case of a joint degree program, the faculty can waive the requirement of a master’s degree for a student to enroll.
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 Semester admission.

CORE COURSES:

**RESEARCH COMPONENT** – 24 hours
EDRS 700 Models of Inquiry and Literature Review
EDRS 701 Educational Statistics II
EDRS 702 Institutional Research & Planning In Higher Education
EDRS 704 Foundations of Qualitative Methodology
EDRS 705 Educational Research II
Three (3) courses chosen from below options:
- EDRS 710 Design of Experiments
- EDRS 733 Special Topics in Educational Research
- Research class with advisor approval

**HIGHER EDUCATION CORE** – 24 Hours
EDHE 759 Finance of Higher Education
EDHE 780 History of Higher Education
EDHE 762 College Teaching
EDHE 764 Law of Higher Education
EDHE 711 Comparative Education
EDHE 721 Recent Developments in Educational Practice
EDHE 730 Multi-Disciplinary Perspectives on Leadership
EDHE 760 Advanced Educational Policy Analysis

**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.

**EDUCATIONAL FOUNDATIONS** – 6 Hours
EDCI/EDFD 703 Seminar on the Learner and Learning
EDFD 707 The Professional Philosophy
EDFD 713 Education and Society

**HIGHER EDUCATION ELECTIVES** – 6 Hours
EDHE 757 Comparative Higher Education
EDHE 761 The Community College
EDHE 763 Curriculum in Higher Education
EDHE 767 Fellowship in Higher Education
EDHE 770 Special Topics in Higher Education
Other courses may be taken as electives with advisor approval.

**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:
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