University of Mississippi
School of Education
Curriculum & Policy Committee
Agenda Minutes
April 20, 2018


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

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making

A. Higher Education Department – Proposed Course presented by Dr. Neal Hutchens

1. EDHE (TBA): Individual, Relational, and Collective Identities
   Dr. Ryan Niemeyer made motion to approve proposed course.
   Motion seconded by Dr. K. Melear.
   Item approved.

B. LCE Department – Proposed Courses presented by Dr. Ryan Niemeyer

1. COUN 785: Supervision Internship
   Dr. Ryan Niemeyer made motion to approve course.
   Motion seconded by Dr. Susan McClelland.
   Item approved.

2. EDRS 703: Advanced Methods of Applied Research in Educational Leadership
   Dr. Ryan Niemeyer made motion to approve course.
   Motion seconded by Dr. Jill Cabrera-Davis.
   Item approved.

C. Teacher Education Department – no items presented

III. New Business - none
EDHE TBD: INDIVIDUAL, RELATIONAL, AND COLLECTIVE IDENTITIES
Term TBA
Department of Higher Education

Faculty: Dr. George S. McClellan
103 Guyton Hall
662.915.4995
gsmcclell@olemiss.edu

Office Hours: Office Hours are by appointment, simply call or email to establish a time.

Communications: It will be my goal to respond to email or phone messages within 48 hours. Most often I will respond in the same day or within 24 hours. There may be some times during the semester when achieving this goal with regard to return communication is more difficult. Please be patient, and please feel free to follow up if you have not heard back from me within what you feel is a reasonable time given the nature of your question.

School of Education Conceptual Framework: Educators as Reflective Professionals

School of Education’s 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 (degree) candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

Unit Major (M) and Minor (m) Themes/Outcome
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).
Knowledge Base Major (M) and Minor (m) Themes.
This course supports the research components of unit knowledge bases, as indicated below for Higher Education:
1. Knowledge acquisition, integration, construction and application (M)
2. Cognitive complexity (M)
3. Human growth and development (M)
4. Theoretical and research foundations (M)
5. Equality and respect for diversity (M)

Course Description
*Individual, Relational, and Collective Identities* examines the complexities of human identity development at three levels as suggested in the course title. Other important questions about identity development will also be addressed. What is identity? Do we have single integrated identity or multiple identities? Are identities discovered, personally constructed, or socially constructed? The discussion of these complexities and questions will be set in the context of application within higher education settings. How might the information and ideas shaper our collective work as practitioner scholars?

Texts and Readings

<table>
<thead>
<tr>
<th>Required</th>
<th>Recommended</th>
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Other readings as assigned and noted in the syllabus or announced by the instructor

Course Objectives
In fulfilling the requirements of this course, students should be able to:
1. Define human identity as a general construct and define each of the three levels of identity: individual, relational, and collective
2. Identify, describe, critique, and apply to practice in higher education major theories of identity development at each of the three levels.
3. Explain the ways in which view of identity development (single identity or multiple identities; discovered, personally constructed, or social socially constructed) differ from one another and articulate a professional perspective on these views.
4. Explain the construct of intersectionalities of human identity and the ways in which those intersectionalities may play themselves out the lives of students, staff, and faculty in higher education.

Schedule for Course
The course outline on the following pages lists topics to be covered in each session, including the relevant chapters in the textbooks as well as the assigned articles. Graduate learners should read the specified chapters and articles prior to the relevant class session and should be prepared to discuss the topics indicated. The outline also shows the schedule of due dates for evaluated assignments. Any changes in this outline will be announced in class or through e-mail messages.
<table>
<thead>
<tr>
<th>Date</th>
<th>Blended Discussion Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
<th>In Class Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction</strong></td>
<td>Chapter 1 (Schwartz, Luyckx, &amp; Vignoles)</td>
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<tr>
<td>Week 3</td>
<td><strong>Labor Day Holiday</strong></td>
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<td>9/3</td>
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| Week 4     | **Personal and Developmental Perspectives** | Identity statuses  
Social-cognitive perspective  
Personal identity formation | Chapters 2-4 (Schwartz, Luyckx, & Vignoles) | Group presentation |
| 9/10       |                                  |                                                                         |                 |                   |
| Week 5     | **Personal and Developmental Perspectives** | Narrative identity  
Possible identities | Chapter 5-6 (Schwartz, Luyckx, & Vignoles) | Group presentation |
| 9/17       |                                  |                                                                         |                 |                   |
| Week 6     | **Social and Contextual Perspectives** | Relational self  
Discourse and identity construction  
Group identities  
Symbolic interactionist perspective | Chapter 7-10 (Schwartz, Luyckx, & Vignoles) | Group presentation |
<p>| 9/24       |                                  |                                                                         |                 |                   |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Social and Contextual Perspectives</th>
<th>Chapter</th>
<th>Group presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 10/1</td>
<td>Social and Contextual Perspectives</td>
<td>11-13 (Schwartz, Luyckx, &amp; Vignoles)</td>
<td>Group presentation</td>
</tr>
<tr>
<td>8 10/8</td>
<td><strong>Well-Being, Needs, and Motives</strong>&lt;br&gt;Self-enhancement and self-assessment&lt;br&gt;High self-esteem&lt;br&gt;Eudaimonic identity theory&lt;br&gt;Self-determination perspective&lt;br&gt;Motives</td>
<td>14-18 (Schwartz, Luyckx, &amp; Vignoles)</td>
<td>Group presentation</td>
</tr>
<tr>
<td>9 10/15</td>
<td><strong>Moral and Spiritual Domains</strong>&lt;br&gt;Moral identity&lt;br&gt;Moral self&lt;br&gt;Spiritual identity</td>
<td>19-22 (Schwartz, Luyckx, &amp; Vignoles)</td>
<td>Group presentation</td>
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<tr>
<td>10 10/22</td>
<td><strong>Family, Gender, and Sexuality</strong>&lt;br&gt;Family identity&lt;br&gt;Adoptive identity&lt;br&gt;Gender identity&lt;br&gt;Transgender identity&lt;br&gt;Sexual identity&lt;br&gt;Identity development and sexual minority youth</td>
<td>23-28 (Schwartz, Luyckx, &amp; Vignoles)</td>
<td>Group presentation</td>
</tr>
<tr>
<td>11 10/29</td>
<td><strong>Economic and Civic Participation</strong>&lt;br&gt;Occupational identity&lt;br&gt;Identity and organizations&lt;br&gt;Consumer identities&lt;br&gt;Civic identity</td>
<td>29-32 (Schwartz, Luyckx, &amp; Vignoles)</td>
<td>Group presentation</td>
</tr>
<tr>
<td>12 11/5</td>
<td><strong>Ethnic and Cultural Identities</strong>&lt;br&gt;Ethnic identity&lt;br&gt;Cultural identity&lt;br&gt;Bicultural identity</td>
<td>33-35 (Schwartz, Luyckx, &amp; Vignoles)</td>
<td>Group presentation</td>
</tr>
<tr>
<td>13 11/12</td>
<td><strong>National Identity, Cohesion, and Conflict</strong>&lt;br&gt;National identity&lt;br&gt;American identity&lt;br&gt;Identity, immigration, and prejudice&lt;br&gt;Identity, genocide, and group violence</td>
<td>36-39 (Schwartz, Luyckx, &amp; Vignoles)</td>
<td>Group presentation</td>
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<tr>
<td>Week 14</td>
<td>Thanksgiving Break Week</td>
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<tr>
<td>11/19</td>
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<table>
<thead>
<tr>
<th>Week 15</th>
<th>Identity in the Age of the Internet</th>
<th>Life on the Screen (Turkle)</th>
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<tbody>
<tr>
<td>11/26</td>
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</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Course Conclusion</th>
<th>Epilogue (Schwartz, Luyckx, &amp; Vignoles)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What's next for theory and research</td>
<td></td>
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<tr>
<td></td>
<td>Course review and recommendations</td>
<td>Final paper due on 1st day of finals week, TBD</td>
</tr>
</tbody>
</table>

* Available online through the University of Mississippi library.
REQUIREMENTS OF COURSE, ASSIGNMENTS, AND EVALUATION PROCEDURES

Requirements of Course
Students must complete the following tasks and submit them on or before the dates indicated in the course outline. All submissions should conform to APA style. Use one inch margins, double-space typing and when in doubt on other style matters, use the sixth edition of the APA manual as the final word. See description of assignments for more information.

Graded Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Total Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required of everyone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity map</td>
<td>TBD</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Class participation (e.g., attendance, engagement in class discussion online and during cohort sessions)</td>
<td>ongoing</td>
<td>40</td>
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<tr>
<td>Group presentation</td>
<td>TBD</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Final paper</td>
<td>TBD</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Required of everyone (0-200 points)

Identity map (0-20 points)
Students will develop an identity map reflecting the various dimensions of their own identity at all three levels of identity identified in the course. As part of the map, students will share a brief (2-3 page) reflection on the circumstances in which various dimensions of their identity become more or less salient. Each student will receive 0-20 points for their map with the number of points reflecting the quality of reflection and thinking (understanding of course content, degree of thoughtfulness and thoroughness in the map, consideration of contextual salience) and the quality of the writing (adherence to APA style and instructions for submission and technical quality of the writing).

Class participation (0-40 points)
Students are expected to attend all classes (see Attendance Policy) and be an engaged and productive member class discussions (both online and in person) where productivity is measured by the quality of your contribution more so than the quantity.

Group presentation (0-40 points)
Students will be organized into theory groups with each group being assigned responsibility for leading class discussion for that theory group in the assigned week. Presentations should avoid simply reiterating the information available in the assigned readings about that theory group. Instead, extend into additional information (e.g., other resources or readings on the topic that may be helpful or of interest), thoughts on application of the theory, critique of theories, etc. Presentations should take 45-50 minutes and should make use of various technologies, recognize diverse learning styles, and actively engaged class members. It is important that every member of the group contribute to the development of the content for the presentation as well as the presentation itself. Each student in the group will receive the same number of points for the presentation (0-40 points). Student groups are STRONGLY encouraged to consult with Dr. McClellan in advance of the presentation about any questions they have regarding the group project.

Final paper 0-100 points)
Students will write a paper (20-25 pages) on one theory of identity, level of identity development, or realm of identity development. Topics must be reviewed and approved by Dr. McClellan. The paper should include a thorough review of the topic chosen, analysis of the topic through multiple theoretical frameworks, and
recommendations for research and practice with rationale for those recommendations. Each student will receive 0-100 points for their paper with the number of points reflecting the quality of both the thinking (understanding of course content, utilization of theoretical frameworks, and quality of analysis and application) and the quality of the writing (adherence to APA style and instructions for submission and technical quality of the writing).

**Assessment Criteria**
Completion of in-class activities, written/portfolio assignments, and presentations (especially the quality and professionalism of work) determine student achievement of the course objectives. All required assignments will be given a specific point value. Final grades will be computed from the accumulated point values using the following scale:

- **A (Excellent)** 185-200 points
- **B (Good)** 165-184 points
- **C (Fair)** 145-164 points
- **D (Poor)** 125-144 points
- **F (Failure)** 0-124 points

**POLICIES**

**Academic Integrity and Honesty**
Students are expected to follow the honor code as outlined in the current *University of Mississippi Policy Directory*.

Plagiarism, as defined in the honor code, will not be tolerated. As an additional tool for review of student’s work for plagiarism, papers may be submitted through Safe Assign. Final scores for evaluation for assignments are pending until Safe Assign reviews are returned.

Collaboration has its place in professional practice and scholarly activity. However, unless otherwise specified in this syllabus, all assignments are to be completed by the student submitting them.

**Attendance Policy**
Attendance and participation in class are expected. It is also expected that students arrive on-time and prepared for class. That said, we all encounter circumstances beyond our control at times. Students must notify Dr. McClellan in advance of an absence or incident of tardiness via telephone or e-mail in order for their absence to be eligible for consideration as an “excused” absence. With regard to the cohort sessions, any unexcused absence or more than one absence of any type will result in a lower grade. Students are responsible for assignments and all materials covered in-class, regardless of the reason for absence. In-class activities that are missed cannot be made up, regardless of the reason for absence.

**Cell Phones and other Distracting Devices**
Please turn off cell phones and other distracting devices during classes. The silent mode is acceptable, but checking messages, texting, and/or anything of this sort is not acceptable. You are expected to be present and engaged in the classroom discussion; as leaders you are expected to attend to the present situation and give fellow leaders the respect they deserve. Breaks will be built into our class meetings, use that time to check messages and attend to business.
Fair Use Policy
Materials used in connection with this course may be subject to copyright protection under Title 17 of the United States Code. Under certain Fair Use circumstances specified by law, copies may be made for private study, scholarship, or research. Electronic copies should not be shared with unauthorized users. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability as well as disciplinary action under University policies.

Flexibility Clause
The requirements, assignments, policies, evaluation procedures, etc. for the course are subject to change. Students’ experience and needs, as well as emerging knowledge will be considered in modifying this course.

Information Technology Appropriate Use Policy
Students are reminded of their obligation under the university’s Information Technology Appropriate Use Policy. This policy sets forth the privileges of and restrictions on students, faculty, staff, and other users with respect to the computing and telecommunications systems offered by the University of Mississippi (UM). This includes desktop systems, hand-held computers, lab facilities, centralized servers, classroom technology, the wired and wireless campus networks, cloud-based services, etc. This policy defines and gives examples of various sorts of activities which are detrimental to the welfare of the overall community and which are therefore prohibited. It also describes the process by which violators are identified, investigated, and disciplined. It should be noted that certain legal activities are in violation of this policy and are prohibited with respect to University computing and network systems. This policy is designed to protect the University community from illegal or damaging actions by individuals, either knowingly or unknowingly. Inappropriate use exposes the University to risks, including virus attacks, compromise of network systems and services, and legal issues. This policy directly addresses copyright issues related to illegal downloads and peer-to-peer file sharing.

M Book
The University of Mississippi is dedicated to supporting and sustaining a safe and scholarly community of learning dedicated to nurturing excellence inside and outside of the classroom. Each student has a duty to become familiar with University values and standards reflected in University policies, and each student has a duty to honor University values and standards reflected in University policies as outlined in the M Book.

Needs Security
Any student who faces struggling to maintain secure food or housing and who believes this may affect their performance in the course is encouraged to contact the Dean of Students for support. Furthermore, please notify Dr. McClellan if you are comfortable doing so. This will enable him to share any resources that he may possess (adapted from Goldrick-Rab, 2017).

Student Information and Privacy in Online Education
The Student Information and Privacy in Online Education Policy applies to all credit-bearing online learning courses and programs offered by the University of Mississippi, beginning with the application for admission and continuing through to a student’s graduation, transfer, or withdrawal from study.

Students with Disabilities
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. If a student is not already registered with the Office of Student Disability Services (SDS), that student should contact SDS as soon as possible by calling 662-915-7128.
Instructor:
Class Meetings:
Office Hours:

Catalog Description:
Doctoral-level internship in the clinical supervision of counseling services at an approved site. Doctoral students in counselor education will provide clinical supervision of master's level counselors-in-training and receive supervision of their supervision.

Major Topics Covered:
- Legal and ethical issues in supervision, including administrative procedures and responsibilities related to clinical supervision
- Establishment and maintenance of the supervisory relationship
- Models of counselor development
- Theoretical frameworks and models of clinical supervision
- Development of a personal style of supervision
- Supervisor self-efficacy

Methods of Instruction:
This course will utilize a seminar style relying upon class discussions, case presentations; and peer feedback.

2016 CACREP Standards for Doctoral Internships:
All students enrolled in the Ph.D. program in Counselor Education and Supervision at The University of Mississippi must complete a series of internships which meet the following standards.

1. Doctoral students are required to complete internships that total a minimum of 600 clock hours. The 600 hours must include supervised experiences in at least three of the five doctoral core areas (counseling, teaching, supervision, research and scholarship, leadership and advocacy).

2. Doctoral students are covered by individual professional counseling liability insurance policies while enrolled in a counseling or supervision internship.

3. During internships, the student receives an average of one hour per week of individual and/or triadic supervision, performed by a supervisor with a doctorate in counselor education or an individual with a graduate degree and specialized expertise to advance the student’s knowledge and skills.

4. Group supervision is provided on a regular schedule with other students throughout the internship and must be performed by a counselor education program faculty member.
Specific Assignments:

1. **Goals and Activities Paper.** Each student is required to submit a 3-5 page overview of the internship to be completed this semester. This paper should begin with an identification of the focus of the internship and an identification of the site, site supervisor, and schedule for supervision. Next, the student should provide a thorough description of his or her goals and activities for the internship. The goals and activities are to be determined in consultation with one’s site supervisor. In addition, specific activities designed to assist in goal attainment are to be delineated on a log sheet developed for the purpose of tracking hours accrued.

2. **Case Presentations.** Each student is required to make three case presentations over the course of the semester. If at all possible, these case presentations should include at least one videotaped segment. The group will utilize a Model of Structured Group Supervision to provide assistance, support, and feedback to the presenting student. The format for the case study/presentation and the Model of Structured Group Supervision will be discussed further in class.

3. **Internship Summary Paper.** Each student is required to submit a 3-5 page paper summarizing the internship completed this semester. This paper should begin with review of his or her initial goals and activities for the internship. It should then describe the actual activities experienced on the internship and evaluate the extent to which each goal was achieved.

4. **Log Sheets.** Log sheets are to be submitted on a weekly basis, and a summary log sheet detailing attainment of hours will be required at the conclusion of the semester.

5. **Site Supervisor Evaluation** (due at completion of internship). Successful completion of internship will be contingent upon positive evaluations by the site supervisors.

Other Requirements:

1. **Liability Insurance:** It is required that students obtain professional liability insurance. Insurance must be purchased separately and is available through the American Counseling Association at low cost to student members of the Association. **Proof of insurance must be provided prior to beginning internship.**

2. **Site Supervisor Information Sheet:** Students must submit a site supervisor information sheet and, if possible, the site supervisor’s resume.

3. **Attendance:** Attendance at all group supervision meetings is required. Although absences may occur for unavoidable personal or professional reasons, all absences must be made up.

4. **Supervision:** Each student is expected to participate in weekly group and weekly individual supervision sessions. Students and faculty supervisors meet for two hours every week for group supervision. Each student meets individually with his/her site supervisor for 1 hour of uninterrupted individual supervision each week. **Failure to complete and appropriately utilize the required hours in supervision will result in ‘no credit’ or ‘incomplete’ for the course.**

5. **Ethical and Professional Behavior:** Students are expected to behave in accordance with the Code of Ethics of the American Counseling Association. In addition, personal characteristics and/or problems should not interfere with the student’s ability to be an effective helping professional. **In instances in which the ethical code is violated or personal issues interfere with effective helping the student may receive ‘no credit’ for internship. In some instances, dismissal from the program may be initiated. Refer to the student handbook for further explanation of this procedure.**
**Evaluation:**
Internship is graded on a Credit/No Credit Basis, with a minimum of 80% necessary to receive Credit. Points will be awarded on a sliding scale as follows:

- Goals and Objectives Paper: 10%
- Case Study Presentations: 30%
- Internship Summary Paper: 10%
- Log Sheets: 10-100%
- Site Supervisor Evaluations: 10-100%
- Attendance: 10-100%
- Supervision/Ability to Receive Feedback: 10-100%
- Ethics/Professional Behavior: 10-100%

The above evaluation scale is designed to reflect the idea that you can fail internship for any item identified as being worth up to 100% of the grade. A single episode or a pattern of recurring behavior can result in failure in internship.

**COUN 785 Tentative Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities/Topics</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Course</td>
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</tbody>
</table>
| 2    |      | Small Group Discussion – Goals and Objectives  
Due: Goals and Activities Paper, Proof of Liability Insurance, Site Supervisor Information  
Case Presentation/Structured Group Supervision #1 |
| 3    |      | Introduction to Structured Group Supervision Model  
Case Presentation/Structured Group Supervision #2 |
| 4    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #3 |
| 5    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #4 |
| 6    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #5 |
| 7    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #6 |
| 8    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #7 |
| 9    |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #8 |
| 10   |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #9 |
| 11   |      | Small Group Discussion  
Case Presentation/Structured Group Supervision #10 |
| 12   |      | Case Presentation/Structured Group Supervision #11  
Small Group Discussion – Reflections on Practicum  
Due: Practicum Summary Paper |
| 13   |      | Closure and Celebration  
Due: Log Sheet, Site Supervisor Evaluation |
“F” and “J” International Students:
F and J students are required to report the following to the Office of International Programs (OIP), 331 Martindale, within ten (10) days of the event:

- Changes in your name, local address, major field of study, or source of funding.
- Changes in your degree-completion date
- Changes in your degree-level (ex. Bachelors to Masters)
- Intent to transfer to another school

Prior permission from OIP is needed for the following:

- Dropping ALL courses as well as carrying or dropping BELOW minimum credit hours
- Employment on or off-campus
- Registering for more than one ONLINE course per term (F-visa only)
- Endorsing I-20 or DS-2019 for re-entry into the USA

Failure to report may result in the termination of your SEVIS record and even arrest and deportation. If you have questions or concerns, contact the OIP at 662-915-7404, not your instructor.

Students in Need of Assistance with Writing Assignments:
The instructor of this course expects students to submit quality written papers. Graduate students are expected to display a mastery of spelling, grammar, punctuation, organization, and APA style. Students in need of assistance with their writing assignments should utilize the university’s graduate writing center (http://rhetoric.olemiss.edu/writing-centers/gwc/) and other on-line resources (http://owl.english.purdue.edu/owl/resource/589/01/ and http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml and http://www.depts.drew.edu/composition/Avoiding_Plagiarism.htm#unintent).

Graduate Writing Center
405 Lamar Hall
662-915-3173
gwc@olemiss.edu
http://rhetoric.olemiss.edu/writing-centers/gwc/

The goal of the Graduate Writing Center (GWC) is to provide free consultations to help graduate students produce successful academic writing by further developing effective writing skills. Writers from any discipline or department are encouraged to seek assistance with any stage of the writing process: from conception to composition to revision, from first to final draft. We are here to help writers develop strategies to improve their own writing. Remember that we will make suggestions concerning your writing, but final decisions should always be made by you, as the author of your work, and your director or committee, if applicable.

Graduate students are encouraged to make appointments for writing consultations well in advance of an assignment due date or document deadline. The calendar is set so that clients must schedule appointments one week in advance. If you have a more urgent deadline, you should contact Dr. Mischker directly.
Policies Related to Students (Candidates) with Disabilities
It is the responsibility of any candidate with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128). Contact will then be made by that office through the candidate to the instructor of this class. The instructor will be happy to work with the candidate so that a reasonable accommodation of any disability can be made. No retroactive accommodations are possible.

Classroom and On-line Civility Policy:
Counseling is a field requiring an empathetic response to conflicting issues. These issues require practicing and prospective counselors to respond politically, educationally, and emotionally. As such, this class expects and models respectful collaboration among students. Although students are encouraged to present alternative perspectives, it is expected that such differences are expressed with sensitivity toward other students, the instructor, and the field of counseling as a whole. Students should support their responses with the content of the class. At all times, everyone is expected to act in a civil and disciplined matter.
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.
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)

**KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:**

Counselor Educators as Facilitators of Counselor Development. The core areas that comprise the knowledge base are:

1. Counseling (M)
2. Supervision (M)
3. Teaching (M)
4. Research and Scholarship (m)
5. Leadership and Advocacy (m)
COURSE: EDRS 703—This course provides advanced educational leaders at the district level educational resources to improve student learning. Learning processes, provide effective professional development, and effectively utilize quantitative data to design, implement, and improve educational programs. Assess teaching and the knowledge and skills to systematically plan, collect, analyze, and synthesize quantitative and qualitative evidence. Course offers advanced study in educational research, methods of applying research to educational practice.
Vision and Mission

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.

Leadership Learning Outcomes

EDRS 703 covers the applied research knowledge, skills necessary to improve educational performance at the district level.

A. Principles of Continues Improvement—Design and implement systematic systems to support data-based decisions in a continual improvement process of planning, implementing, assessing, and improving educational practices and programs in a school district.

B. Assessing Student Learning—Develop comprehensive systems for ongoing assessment of student attainment of curriculum standards and learning objectives for all students.

C. Benchmarking—Monitor and compare periodic progress of learning and performance objectives using disaggregated data to norms based on means from comparison groups.


E. Measuring Organizational Output (Applied Quantitative Methods)—Accurately measure and analyze organizational and program productivity.

F. Understand Process (Applied Qualitative Methods)—Understand and evaluate teaching, learning, and organizational processes.

G. Cost Benefit Analysis (Improving Efficiency)—Make reliable estimates of anticipated costs and benefits of programmatic changes and new programmatic initiatives.

H. Evaluating Professional Development—Assess the impact of professional development programs and processes on teacher instructional behavior and student learning.

I. Assessing Stakeholder Interests and Needs—Systematic surveying and interviewing stakeholders to assess interests and needs.

Course Textbooks and Materials

Required Textbooks:


**Recommend Textbooks.**


**Goal and Objectives of the Course**

EDRS 703 is considered the capstone course of the Applied Educational Doctorate Program. The goal of EDRS 703 (Advanced Research Methods in Educational Research) is to provide school district-level educational leaders the knowledge and skills to implement sound data-based decision-making policies, systems, and practices. The course provides a comprehensive overview of all types of data collection and analyses common to the professional leadership of educational institutions at the school district level. The core assumption of this course is the inherent value of collecting, analyzing, and using data in order to base key curriculum, pedagogical, and programmatic decisions on data. This course seeks to synthesize, support, and supplement professional knowledge and skills on engaging in the practice of continuous school improvement, assessing student learning, evaluating teaching, measuring organizational output, understanding organizational processes, efficiently utilizing available resources, improving professional development, and assessing the interests and needs of stakeholders.

**Course Evaluation**

Different measures will be used to assess the knowledge base and subsequent performance outcomes that have resulted from the course. Those measures include the following:

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 points-100 points</td>
</tr>
<tr>
<td>B</td>
<td>85 points-92 points</td>
</tr>
<tr>
<td>C</td>
<td>77 points-84 points</td>
</tr>
<tr>
<td>D</td>
<td>69 points-76 points</td>
</tr>
<tr>
<td>F</td>
<td>0 points-68 points</td>
</tr>
</tbody>
</table>
COURSE SCHEDULE AND OUTLINE OF ACTIVITIES

Following is the schedule of the course.

<table>
<thead>
<tr>
<th>Class # (3 hour block)</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Data-Based Decision-Making</td>
<td>Sharratt and Fullan</td>
</tr>
<tr>
<td>2</td>
<td>Continuous Improvement</td>
<td>Sharratt and Fullan</td>
</tr>
<tr>
<td>3</td>
<td>Benchmarking</td>
<td>Sharratt and Fullan</td>
</tr>
<tr>
<td>4</td>
<td>Assessing Student Learning</td>
<td>Popham (2010)</td>
</tr>
<tr>
<td>5</td>
<td>Assessing Student Learning</td>
<td>Popham (2010)</td>
</tr>
<tr>
<td>6</td>
<td>Evaluating Teachers</td>
<td>Popham (2013)</td>
</tr>
<tr>
<td>7</td>
<td>Evaluating Teachers</td>
<td>Popham (2013)</td>
</tr>
<tr>
<td>8</td>
<td>Measuring Organizational Output</td>
<td>Hoy (Selected Readings)</td>
</tr>
<tr>
<td>9</td>
<td>Cost-Benefit Analysis</td>
<td>Hoy (Selected Readings)</td>
</tr>
<tr>
<td>10</td>
<td>Evaluating Professional Development</td>
<td>Guskey</td>
</tr>
<tr>
<td>11</td>
<td>Evaluating Professional Development</td>
<td>Guskey</td>
</tr>
<tr>
<td>12</td>
<td>Understanding Organizational Processes</td>
<td>Stake</td>
</tr>
<tr>
<td>13</td>
<td>Assessing Stakeholder Interests and Needs-Survey Research</td>
<td>Stake</td>
</tr>
<tr>
<td>14</td>
<td>Assessing Stakeholder Interests and Needs — Interview and Focus Groups</td>
<td>Stake</td>
</tr>
</tbody>
</table>