

**University of Mississippi
School of Education
Curriculum & Policy Committee
Meeting Agenda
February 3, 2023**

Voting members present: R. Balkin, T. Brady, M. Deschaine, P. George, S. Gilbert, K. Melear, V. Moore, D. Soares, J. Sweeney, W. Webb

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

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

A. Higher Education Department: motion made by Dr. Phillis George to approve Dr. Edmondson and Dr. Webb to direct dissertations.

Item seconded by Dr. Tom Brady.

Motion passed.

Note: Dr. Webb abstained from voting on this item.

1. Individual Approval Regular Faculty (Tenure-Track, Assistant Professor) to Direct Dissertations - Dr. Macey Edmondson
2. Individual Approval for Non-Tenure Track Faculty (in Clinical, Teaching, or Research Lines) to Direct Dissertations - Dr. Whitney Thompson Webb

B. LCE Department: Dr. Rick Balkin made a motion to change course prefix because Department of Higher Education manages the course.

Item seconded by Dr. Phillis George

Motion passed.

1. CSSFYE change course prefix from EDLD 201 to EDHE 201

C. Teacher Education Department

1. Change in Course Prefix from EDFD 209 to EDCI 209

Motion made by Dr. Tom Brady to change course prefix to make it a more general education requirement. This is a new course and does not replace EDFD 209.

Item seconded by Dr. Rick Balkin.

Motion passed.

2. Change in Course – EDDBA 610 from variable course credit (3-12) to variable course credit (1-12)

Motion made by Dr. Tom Brady/Dr. Denise Soares to change variable course credit to give students enrolled in summer semester more options to take smaller hours.

Item seconded by Dr. Mark Deschaine.

Motion passed.

3. Delete Program – M.Ed. in Literacy Education

Motion made by Dr. Tom Brady. This course was implemented a few years ago after a push by MDE. Very few students have gone through the program. A program coordinator was hired initially, and that person has since left the university. This program has been dormant for a long time.

Item seconded by Dr. Denise Soares.

Motion passed.

4. Change the verbiage for M.Ed. admission requirement to allow for either a passing test score or hold a teaching license.

Motion made by Dr. Tom Brady to change verbiage after testing requirements were not being required during Covid.

Item seconded by Dr. Denise Soares.

Motion passed.

III. New Business

A.

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

11/13/23

**The University of Mississippi
Department of Teacher Education**

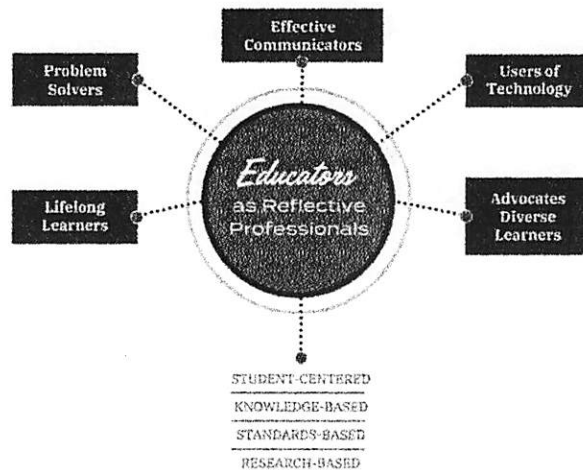
I. COURSE: EDCI 209: FOUNDATIONS OF AMERICAN EDUCATION: This course is an overview of the field of education for the non-major. Emphasis will be on the role of education in society as seen through the lens of history, social movements, current events, teaching and learning.

II. INSTRUCTOR (S):

Name	Office #	Office Hours	Phone	Email

III. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK LOGO:

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.

B. 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.

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

- a. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (M)
- b. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

11/13/23

- c. **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)
- d. **Users of technology** who integrate multimedia in learning environments as instructional and management tools to enhance student teaching. (m)
- e. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (M)

IV. 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)

V. PROFESSIONAL DISPOSITIONS OF CANDIDATES

Teacher Ed Dispositions	InfASC	MCoE	Imagine, Innovate, Inspire	CE
The teacher candidate protects confidential information concerning students and/or colleagues unless the law requires disclosure.	9	9	Professionalism	Effective Communicators
The teacher candidate demonstrates maturity and sound judgment in all interactions with peers, university and P-12 personnel, and parents.	9, 10	5	Professionalism Excellence Leadership	Life-Long Learners
The teacher candidate follows all university and P-12 school policies including but not limited to policies for alcohol, drug, tobacco, and social media use.	9, 10	6	Professionalism Leadership	Life-Long Learners Effective Communicators
The teacher candidate exemplifies honesty	9	2	Excellence Professionalism	Effective Communicators

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

11/13/23

and integrity (honesty, tact, and fairness) with all stakeholders during his/her time in the program.				Problem Solvers
The teacher candidate accepts constructive criticism in a positive manner.	9	1	Excellence Transformation	Effective Communicators Problem Solvers
The teacher candidate provides fair and equitable opportunities for all P-12 students in a non-discriminatory manner.	1, 2, 8	4	Caring, Equality, Authentic Assessment	Advocates for Diverse Learners Effective Communicators Users of Technology
The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.	10	4	Professionalism Collaboration Excellence	Life-Long Learners Effective Communicators

VI. COURSE TEXTS/MATERIALS:

a. Required Text(s)/Readings: <https://egrove.olemiss.edu/open/2/>

b. Supplemental Text(s)/Readings: Assigned by the Instructor

VII. PURPOSE OF THE COURSE: To acquaint non-education majors with an overview of the field of American education. The course is designed to introduce students to the context and structures of public education in the United States. Additional emphasis will be placed on data and relevant evidence of student populations, school funding, significant influences and standardized testing for public education. Focus will also be on the people and issues that impact current educational systems across the United States, with in-depth context provided for Mississippi.

VIII. COURSE OBJECTIVES:

Candidates will be able to:

Objectives	LEASC
Critically examine the influences of sociology, psychology, technology, politics and philosophy on the profession of education along with their ethical responsibilities	3, 7, 9, 10
Critically examine the historical foundations of American education and the history of K-12 education in Mississippi	7
Explain legal and ethical responsibilities and issues that affect teachers, administrators, students and parents	9, 10

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

11/13/23

Critically examine the types of school settings available to students	7
Identify with written and oral communication types of school personnel and describe their roles played in the school setting	2, 3
Critically examine teacher certification routes (traditional and alternative)	4, 7, 9
Identify with written and oral communication national, state and local standards related to grade level and content areas	4, 7, 9
Describe with written and oral communication how the accreditation system(s) guides school policy and practice	4, 7, 9
Articulate with written and oral communication the understanding of current roles and responsibilities of K-12 educators	4, 7, 9

IX. COURSE OUTLINE:

***Ten of the modules will consist of a Slide Deck and/or Article that matches the Topic.**

****Eight of the modules will have an additional pre-recorded video that includes an interview (10-15 min) with a different expert from the education field (ex. Teacher, Counselor, Principal, Superintendent, MDE). These sessions are titled "Meet an Educator."**

*****Four of the modules will have an additional link to a pre-recorded lesson from the Teaching Channel. These sessions are titled "Teaching Channel Observation."**

Module #	Topic Assignments	Due Date	InTASC
Module 1	<ul style="list-style-type: none"> • Role of the Teacher • Meet an Educator #1 		2, 3, 4, 7, 9, 10
Module 2	<ul style="list-style-type: none"> • The Common School 1770-1890 • Meet an Educator #2 		2, 3, 4, 7, 9
Module 3	<ul style="list-style-type: none"> • The Common School: 1900-1950 • Meet an Educator #3 		2, 3, 4, 7, 9
Module 4	<ul style="list-style-type: none"> • A Struggle for Educational Equality: 1950-1980 • Meet an Educator #4 		2, 3, 4, 7, 9
Module 5	<ul style="list-style-type: none"> • Bottom Line in Education: 1980-Present • Meet an Educator #5 		2, 3, 4, 7, 9
Module 6	<ul style="list-style-type: none"> • Midterm • Biography of a Historical Figure in Education (Get Instructor's approval for Biography before beginning) 		2, 3, 4, 7, 9, 10
Module 7	<ul style="list-style-type: none"> • Biography of a Historical Figure in Education Continued • Teaching Channel Observation #1 		2, 3, 4, 7, 9, 10
Module 8	<ul style="list-style-type: none"> • Corporal Punishment • Teaching Channel Observation #2 		2, 3, 7, 9, 10

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

11/13/23

Module 9	<ul style="list-style-type: none"> • The Toughest Job: William Winter's Mississippi • Teaching Channel Observation #3 		2, 3, 7, 9, 10
Module 10	<ul style="list-style-type: none"> • National Issues in Education • Meet an Educator #6 		2, 3, 4, 7, 9, 10
Module 11	<ul style="list-style-type: none"> • State Issues in Education • Meet an Educator #7 		2, 3, 4, 7, 9, 10
Module 12	<ul style="list-style-type: none"> • Culturally Responsive Pedagogy • Meet an Educator #8 		2, 3, 4, 7, 9, 10
Module 13	<ul style="list-style-type: none"> • Culturally Responsive Pedagogy Continued • Teaching Channel Observation #4 		2, 3, 4, 7, 9, 10
Module 14	<ul style="list-style-type: none"> • Final Exam 		2, 3, 4, 7, 9, 10

***Instructor reserves the right to make any changes or adjustments to the course schedule.**

X. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES:

a. Course Requirements

Total Points: 370

- **Weekly Discussion Boards & Reflection Journal Writing (matched with topics/videos):** You will write 3-4 paragraphs of reflection about the materials you read or watched. You will comment on things you learned, things you agree/disagree with, and how they meet with your beliefs about education.
12 weeks/10 points each week = 120 points
- **Midterm Exam:** The exams will be non-proctored, application-based, and will consist of questions that require you to respond with written answers based on the readings and videos.
50 points
- **Biography of a Historical Figure in Education:** You will choose an important educational figure and write a 3-4 page biography of that person and their impact on the field of education. Before you begin, the instructor must approve the topic. Details of the paper (detailed description of the assignment along with the rubric) will be posted on Blackboard.
50 points
- **Culturally Responsive Pedagogy Assignment:** You will watch videos on culturally responsive pedagogy. You will then look at words that perhaps have different meaning depending on your own personal experiences and background. You will then create and design a plan of action (2-3 pages) for addressing this issue. Details of the paper (detailed description of the assignment along with the rubric) will be posted on Blackboard.
50 points

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

11/13/23

- **Final Exam:** The exams will be non-proctored, application-based, and will consist of questions that require you to respond with written answers based on the readings and videos.
100 points

b. Assessment Procedure (UM Policy #10000265)

Writing, presentations, projects, and tests will be used to determine candidate achievement of the course objectives listed under VIII. All required assignments will be given a specific grade. Grades will be computed using the following scale:

Grade	Percentage Required
A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D	60%-69%
F	0%-59%

c. Field Experience and Clinical Practice

Four modules will include watching a pre-recorded lesson found on the Teaching Channel. Students will be able to observe quality teaching in different contexts.

d. Attendance Policy (UM Policy #10000265)

Class participation is **required**.

Assignments will not be accepted late unless arrangements have been made IN ADVANCE. If you have a problem and need an extension, you **MUST** contact the Instructor

**THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF TEACHER EDUCATION**

11/13/23

BEFORE THE DUE DATE; otherwise late assignments will not be accepted. Assignments that are accepted late may be subjected to a penalty of one letter grade lower.

e. Policies Related to Students (Candidates) with Disabilities

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.

XI. 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://olemiss.edu/info/2022-2023 Accessible MBook 1.0 Aug 2022.pdf](https://olemiss.edu/info/2022-2023%20Accessible%20MBook%201.0%20Aug%202022.pdf). Plagiarism, as defined in the honor code, will not be tolerated.
- b. Writing Center** – Aside from one-on-one meetings with teachers during office hours, a great way to improve your writing is to work with writing consultants at one of the University's writing centers. Writing consultants will work with any student writer working on any project in any discipline. To learn more about the writing center locations, hours, scheduling and services, please go to rhetoric.olemiss.edu/writing-centers/

Graduate Writing Center, Lamar 405 (Oxford Campus)
662-915-3173 gwc@olemiss.edu

Tupelo Writing Center, Room 261 (Tupelo Campus)
662-915-6259 writingcentertupelo@olemiss.edu
Oxford Campus Writing Center, Suite C, Lamar Hall
662-915-7689 cwrwc@go.olemiss.edu

Desoto Writing Center, Library (Desoto Campus)
662-280-6209 writingcenterdesoto@olemiss.edu

- c. 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.