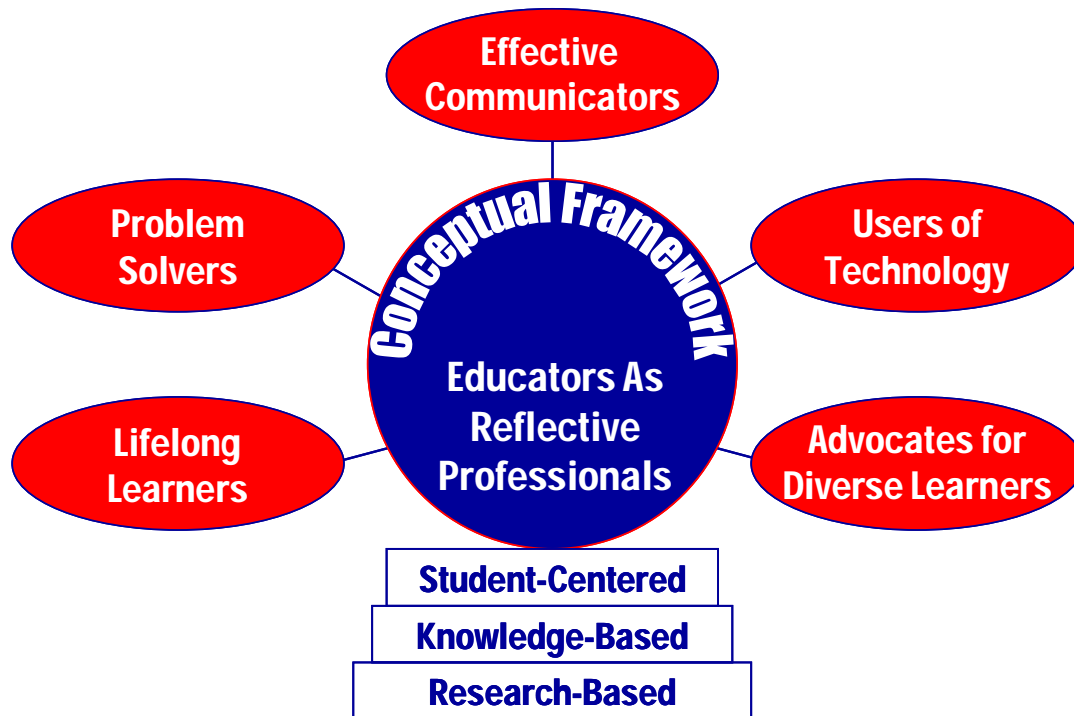


University of Mississippi School of Education



Graduate Programs in Curriculum and Instruction

Educators as Reflective Professionals

Graduate Handbook

2009-2010

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Welcome

We are glad you have chosen to enter one of the Curriculum and Instruction programs at The University of Mississippi. We wish you success and offer support in your goal to further your education. It is our desire that your time spent here is both challenging and rewarding.

The Curriculum and Instruction Graduate Handbook was written to help answer questions and/or address concerns that may arise during your graduate program. We realize that each candidate's program is unique, but it is hoped that this handbook will help guide you in your endeavors. Program requirements and policies are included in this document and all candidates need to become familiar with these. This handbook may not answer all your questions about each of the graduate programs. You may be referred to the *Graduate Catalog*, *The M Book*, or other publications. While it is your responsibility to see that all requirements are met, faculty and staff will be glad to assist you and to answer any questions you may have.

The *Graduate Catalog* has specific information regarding admission policies, academic regulations, and requirements for degrees. Candidates are responsible for being aware of and adhering to the policies and procedures set forth in the *Graduate Catalog*. Policies and procedures are subject to change; therefore, always refer to the most current handbook and notices posted on our web page.

Again, welcome to the Department of Curriculum and Instruction. It is our sincere wish that we provide you with a rigorous and challenging program as you prepare for significant positions in your chosen specialization.

Tom Burnham, Ed.D.

Dean
School of Education
tburnham@olemiss.edu
662-915-7063

Kimberly Hartman, Ph.D.

Chair and Associate Professor
Department of Curriculum & Instruction
School of Education
khartman@olemiss.edu
662-915-7350

Fannye E. Love, Ph.D.

Associate Dean
Director, Off-Campus Programs
School of Education
flove@olemiss.edu

Donna M. Brackin, Ed.D., NBCT

Assistant Dean for Off-Campus Graduate
Advising/Graduate Coordinator
Department of Curriculum & Instruction
School of Education
dbrackin@olemiss.edu
662-915-7350 - Oxford
662-393-9290 - DeSoto

Pamela Campbell

Graduate Activities Specialist
Department of Curriculum & Instruction
School of Education
pcampbel@olemiss.edu
662-915-7350

Program Faculty

Angela Barlow
Associate Professor of Mathematics Education
Old Wal-Mart Building
662-915-1276
abarlow@olemiss.edu

Sarah Blackwell
Assistant Professor of Elementary Education
Coordinator of Elementary Education
308 Guyton Hall
662-915-5037
sblackwe@olemiss.edu

Debby Chessin
Associate Professor of Elementary Education
301 Guyton Hall
662-915-5878
dchessin@olemiss.edu

Lane Gauthier
Associate Professor of Elementary Education
203 Guyton hall
662-915-2005
gauthier@olemiss.edu

Kerry Holmes
Associate Professor of Elementary Education
318 Guyton Hall
662-915-7586
kholmes@olemiss.edu

Johnny Lott
Director, Center of Excellence in Teaching & Learning,
Professor of Mathematics Education
100 Somerville Hall
662-915-1395
jlott@olemiss.edu

Joe Blackburn
Associate Professor of Special Education
323 Guyton Hall
662-915-7588
jmb@olemiss.edu

Nichelle Boyd
Assistant Professor of Elementary Education
DeSoto Center
662-342-4765
ncboyd@olemiss.edu

Ellen Foster
Assistant Professor of Secondary Education –
Social Studies
330 Guyton Hall
662-915-3760
ejfoster@olemiss.edu

Larry Hanshaw
Professor of Secondary Education – Science
338 Guyton Hall
662-915-7587
lhanshaw@olemiss.edu

Carol Livingston
Assistant Professor of Elementary &
Secondary Education
Guyton Hall
662-915-7350

Fannye Love
Associate Dean of Education
Professor of C & I Education
DeSoto Center
662-393-9290
flove@olemiss.edu

Ann Monroe
Assistant Professor of Elementary Education
Coordinator of 300 Level Courses
320 Guyton Hall
662-915-5250
amonroe@olemiss.edu

Jerilou Moore
Assistant Professor of Elementary Education
333 Guyton Hall
662-915-7622
jjmoore@olemiss.edu

Virginia Moore
Assistant Professor of Elementary Education
Tupelo Center
662-690-6260
vjmoore@olemiss.edu

Michael Mott
Assistant Professor of Literacy and Science
Tupelo Center
662-844-5622
msmott@olemiss.edu

Rosemary Oliphant-Ingham
Professor of Secondary Education – English
Coordinator of Secondary Education
331 Guyton Hall
662-915-7589
ringham@olemiss.edu

James Payne
Professor of Special Education
322 Guyton Hall
662-915-5921
edjp@olemiss.edu

Kaye Pepper
Associate Professor of Elementary Education
Director of Assessment
210 Guyton Hall
662-915-3996
kpepper@olemiss.edu

Stacie Pettit
Visiting Assistant Professor of Elementary &
Secondary Education
Grenada Campus
866-230-8239

Sidney Rowland
Assistant Dean for Support of Undergraduate Programs
Associate Professor of Elementary Education
307 Guyton Hall
662-915-7738
srowland@olemiss.edu

Angela Rutherford
Assistant Professor of Elementary Education
Director - Center for Excellence in Literacy Instruction
244 Guyton Hall
662-9158-7625
araines@olemiss.edu

Bobbie Smothers-Jones
Associate Professor of Elementary Education
DeSoto Center
662-393-1653
smothers@olemiss.edu

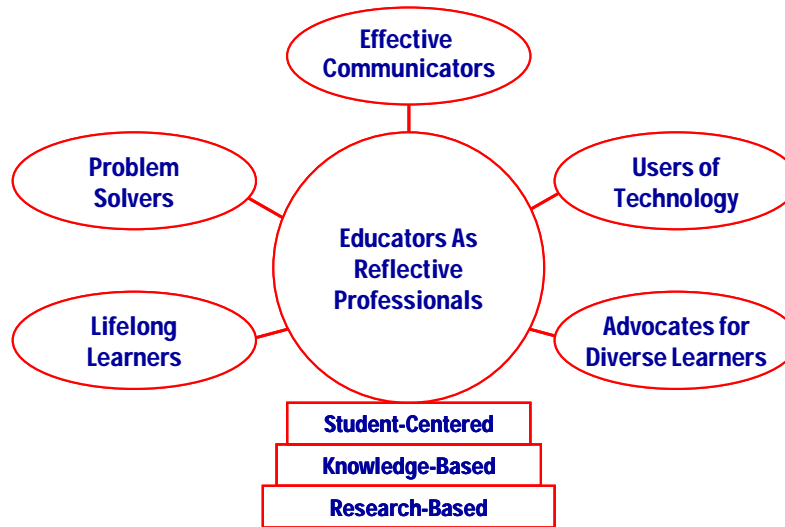
Joe Sumrall
Professor of Elementary Education
325 Guyton Hall
662-915-5310
Sumrall@olemiss.edu

Thea Williams-Black
Assistant Professor of Elementary Education
303 Guyton Hall
662-915-7123
twhayes@olemiss.edu

Vision Statement

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

“Educators as Reflective Professionals”



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 candidates who can positively impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

At each graduate level program, candidates engage in reading, research, discussion, simulations, reflection, and applications intended to help them grow as professionals. The five outcomes/goals identified in the School of Education's Educators as Reflective Professionals conceptual framework are as follows:

- **Lifelong Learners** who take responsibility for their own learning and continuously foster their professional renewal.
- **Problem Solvers** who develop solutions to improve the educational environment for all students.
- **Effective Communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive classroom environment and promote student thinking and learning.
- **Users of Technology** who integrate multimedia in learning environments as instructional and management tools to enhance student learning.
- **Advocates for Diverse Learners** are professionals committed to diversity who appreciate diverse contexts and promote and model the values of diversity.

The Department of Curriculum and Instruction "Teachers as Facilitators" Knowledge Base

Each graduate program offered by the Department of Curriculum and Instruction is built on eight themes that embody the idea that teachers are facilitators, whether they are operating at the master's, specialist, or doctoral level. Themes are aligned with the conceptual framework of the School of Education and its mission. The themes are reflected in all program courses where candidates are engaged in reading, research, discussions, simulations, reflection, and application intended to help them grow in their abilities as professionals.

- T -- Thinking and problem solving:** A teacher uses knowledge of the learning process and fosters thinking skills and complex conceptual learning as well as more basic skills and learning.
- E -- Equality and respect for diversity:** A teacher develops an understanding of and a respect for individual and cultural diversity.
- A -- Appropriate teaching strategies:** A teacher understands how to effectively use a variety of instructional strategies appropriate to his/her discipline to maximize student learning.
- C -- Communication and cooperation:** A teacher understands the nature of schools as a part of a social system. A teacher communicates sensitively with learners, their families, professionals, and others in a manner which includes an understanding of the special vocabulary specific to his/her discipline
- H -- Human development and curriculum:** A teacher understands the continuum of human growth and development and the nature of different discipline structures. A teacher implements an appropriate and conceptually spiraling curriculum.
- E -- Esteem, autonomy, and lifelong learning:** A teacher engages learners in active, self-monitoring roles and develops personal standards and career aspirations. A teacher develops in his/her students' expectations of becoming life-long learners and professional educators.
- R -- Relevance: social and global:** A teacher relates experiences in the school to critical issues in our global society.
- S -- Supervision, management, and guidance:** A teacher effectively supervises and guides learners and utilizes effective techniques for classroom management and behavior.

Admission Requirements at a Glance

Qualified candidates are admitted to programs based on admission criteria approved by the graduate faculty. Master's programs prepare teachers to work in their classrooms at advanced levels and in increasingly refined ways. Specialist and doctoral programs prepare leaders in education who are able to conduct independent research and apply theory in a continuing search for educational improvement. Entry requirements for full admission to graduate programs are listed below:

Entry Requirements	GPA	GRE	Certification/ Experience	Written Preliminary Exam
Master of Education (M.Ed.) Degree				
Elementary Secondary Special Ed	3.0 on all previous undergraduate work	Competitive scores on GRE General Test (Verbal Reasoning, Quantitative Reasoning, Analytical Writing)	Hold or be eligible to hold a Class A teaching certificate	Not Required for Master's
Education Specialist (Ed.S.) Degree				
Elementary Secondary Special Ed	3.25 on all previous graduate work	Competitive scores on GRE General Test (Verbal Reasoning, Quantitative Reasoning, Analytical Writing)	Hold or be eligible to hold a Class AA teaching certificate plus 2 years of teaching or relevant experience (letter from employer required)	Complete an acceptable writing sample under conditions set forth by the graduate faculty
Doctor of Education (Ed.D.) Degree or Doctor of Philosophy (Ph.D.)				
Elementary (Ed.D.) Or Secondary (Ph.D.)	3.5 on all previous graduate work	Competitive scores on GRE General Test (Verbal Reasoning, Quantitative Reasoning, Analytical Writing)	Have at least two years successful experience as a professional employee of a school/college (exceptions must be submitted to the Graduate Admissions Coordinator for graduate committee consideration)	Submit an admission statement and successfully complete a preliminary written exam and oral interview under conditions set forth by the graduate faculty

Candidates that do not meet the specified GPA or GRE requirements may be admitted conditionally. Conditionally admitted candidates must meet requirements specific to each degree program area and are not eligible for financial aid. Please note that requests for exceptions must be submitted in writing to the School of Education, Department of Curriculum & Instruction, Graduate Admissions Committee, P.O. Box 1848, University, MS 38677.

Admission Guidelines

The information below will answer questions regarding the steps for admission to the University of Mississippi and the School of Education Department of Curriculum & Instruction.

1. Applicants must complete the Application for Graduate Admission.

Please note that the first and most important step in the application process is the completion of the APPLICATION FOR GRADUATE ADMISSION. It is suggested that this form be completed online. If you have any problems with completing the application online please call the Graduate School at 662-915-7474. The application is available on the University of Mississippi website at <http://www.oldmiss.edu/gradschool/forms/php>.

DEADLINES FOR APPLICATION SUBMISSIONS	
<u>Semester Enrolling</u>	<u>Completed Application Deadline</u>
Spring (M.Ed. only)	October 1
Summer & Fall	April 1

Financial Aid information may be found on the University of Mississippi website at <http://www.olemiss.edu/gradschool/finaid.php>.

2. Applicants are required to have at least a minimum Grade Point Average (GPA) in order to enter a program with full admission. Minimum GPA requirements are listed below:

- ▶ **Master of Education Program (M.Ed.):** The undergraduate Grade Point Average (GPA) requirement for full admission into the Master's program is 3.0 and above; conditional admission may be considered when GPA is between 2.75-2.99.
- ▶ **Education Specialist Program (Ed.S.):** The graduate Grade Point Average (GPA) requirement for full admission into the Specialist's program is 3.25 and above; conditional admission may be considered when GPA is between 3.0-3.24.
- ▶ **Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.):** The graduate Grade Point Average (GPA) requirement for full admission into either of the Doctoral programs is 3.5 and above; conditional admission may be considered when GPA is between 3.25-3.49.

3. Applicants are required to submit transcripts from all institutions.

If you are a graduate of The University of Mississippi you are not required to submit official transcripts. We will access your transcript electronically.

If you are not a graduate of The University of Mississippi you **ARE REQUIRED** to submit official transcripts from all institutions that you have attended during and following your undergraduate/graduate work. All transcript(s) must be sealed and stamped with the institution's seal to confirm authenticity.

To obtain your official transcript, call or visit the registrar or records office at the institution from which you graduated. Many institutions will allow you to order a transcript over the web. If you elect to have the transcript sent directly to your home address, please do NOT open the envelope(s) or the document(s) will be considered unofficial. Transcripts should be mailed to:

**The UM Graduate School
P.O. Box 1848
University, MS 38677-1848
Email: gschool@olemiss.edu
Fax: 662-915-6557
Phone: 662-915-7474**

PLEASE NOTE THAT IMMUNIZATION RECORDS MUST ALSO BE SUBMITTED TO THE GRADUATE SCHOOL. You may wish to ask your school or university to send these with your transcripts.

4. Applicants must have competitive scores on the Graduate Record Examinations[®] General Test in each of the test areas (Verbal Reasoning, Quantitative Reasoning, and Analytical Writing).

Applicants may find information regarding the GRE General Test at www.ets.org. Official scores should be sent to The University of Mississippi by ETS. Student issued copies of scores are not accepted.

5. Applicants must submit two completed Disposition Assessment forms.

Principals, peer teachers, former professors, or educational professionals may complete the disposition assessment forms. Applicants will complete page one and attach this to page two. Disposition Assessment forms are found on pages 46 and 47 of the Curriculum & Instruction Graduate Handbook. This handbook may be found online at: http://www.olemiss.edu/depts/educ_school2/pdfs/C&I_Graduate_Handbook.pdf.

The persons completing the form should fax or mail both pages to the address below:

**University of Mississippi
School of Education
Department of Curriculum & Instruction
ATTN: Graduate Activities Specialist
P.O. Box 1848
University, MS 38677
FAX (662) 915-6718**

6. Applicants must hold or be eligible to hold a Current and Valid Class A Teaching License (Class AA for Specialist or Doctoral Programs).

Please photocopy your license and mail or fax to the Department of Curriculum & Instruction (address and fax number listed in Item #5).

☞ NOTE: If you are applying for your license and have not received your degree, your final transcript must show that your degree was conferred.

7. Specialist and doctoral applicants are required to submit evidence of two (2) years of K-12 teaching experience or relevant work experience (letter from employer on letterhead).

The letter should be mailed or faxed to the Department of Curriculum & Instruction (address and fax number listed in Item #5).

8. Specialist applicants must submit a writing sample to include the following:

Please answer the following essay questions and submit to Pamela Campbell via email at pcampbel@olemiss.edu.

- What is your personal philosophy of teaching and learning? Please include current educational issues and reference well-known educators/researchers related to the topic(s).
- Why are you seeking an advanced degree from the University of Mississippi? Please include personal goals and future professional plans.

9. All doctoral applicants are required to submit a typewritten admission statement. An electronic copy should be submitted to the Graduate Activities Specialist (via email) or applicants may mail four (4) copies of the typewritten admission statement (see below). The admission statement must be received before written and oral preliminary examinations will be scheduled. The admission statement should include the following information:

- an autobiographical narrative (educational background, teaching experiences, research interests and personal goals and future professional plans);
- a statement of your personal philosophy of teaching and learning: briefly outline the branch of educational philosophy you subscribe to, include major philosophers and thoroughly explain why you subscribe to this theory (connect to your practice);
- reasons for wanting to enter the Doctor of Education (Ed.D.) elementary education program or the Doctor of Philosophy (Ph.D.) secondary education program;
- a description of experiences (for example, work, education, personal and professional development opportunities, leadership roles, etc.) that have prepared you to enter the doctoral program; include background information that strengthens candidacy for admission to the program.

Typewritten Statement must be mailed to the Department of Curriculum & Instruction (address listed in Item #5).

10. Doctoral applicants will complete a written preliminary examination and will also participate in an oral interview with faculty representatives.

Directions for preliminary examinations, dates of exams and registration forms will be sent to applicants when all required paperwork is on file.

A decision regarding admission will not be made until ALL of the above documents have been received and/or additional requirements completed.

Questions regarding the application process or requirements may be directed to:

Dr. Donna M. Brackin, NBCT
Graduate Coordinator
Assistant Dean, Off-Campus Graduate Advising
662-915-7350 Oxford
662-393-9290 DeSoto
dbrackin@olemiss.edu
(Note: Email is preferred)

Pamela Campbell
School of Education
Graduate Activities Specialist
P.O. Box 1848
University, MS 38677
662-915-7350
pcampbel@olemiss.edu

Graduate Programs in Curriculum and Instruction

The teacher education programs prepare professionals in three areas.

- Elementary Education
- Secondary Education - content areas: English, Mathematics, Science (Biology, Chemistry, Physics), and Social Studies
- Special Education

Master of Education (M.Ed.)

Master of Education graduates are prepared to exhibit extensive mastery, depth, and sophistication in their coursework and in their classrooms. They are aware of current and emerging research and its implications for classroom practice. As a result of their classroom experiences, interactions with colleagues and faculty, and continued study, they think reflectively about classroom practice and ways to enhance it.

The master's degree programs enhance excellence in teaching by encouraging individual growth and application of research-based techniques and emerging theory in the classroom. In addition, these programs build on basic-level preparation that teachers have received and require more in-depth study, reading, research, and sharing with classmates in a professional, collegial, academic setting.

Master of Education candidates complete a 30 hour program, 45 clock hours of field-based learning opportunities, a graduate portfolio, and successful completion of a written comprehensive examination. Each program includes three foundation courses (9 hours): EDCI 503: Measurement and Evaluation for the Classroom Teacher, EDCI 601: Advanced Curriculum & Theory, and EDRS 605: Educational Research.

- The Elementary Education program emphasizes 15 hours in a language arts/reading or math/science focus.
- The Special Education program includes 15 concentrated hours in the Special Education area.
- The Secondary Education program includes two (2) options. **Option 1** includes fifteen (15) hours of education courses and six (6) hours of courses in the content area. **Option 2** includes one three (3) hour course in Advanced Teaching Methods and eighteen (18) hours of courses in the content area.

Education Specialist (Ed.S.)

Education Specialist graduates exemplify the highest standards of teaching and serve as mentors to others in their fields. They apply personal and systematic reflection to all aspects of professional growth and development. They possess extended knowledge of research as it applies to the classroom setting and they are able to utilize technology and research in order to improve their classrooms and schools through grantsmanship, focused inquiry, and reflective practice. Many are pursuing or have already attained National Board for Professional Teaching Standards certification and are committed to life-long learning.

Education Specialist candidates complete 66 hours of graduate study beyond the bachelor's degree (36 hours above the M. Ed.). The Education Specialist degree offers candidates a program with emphasis in elementary, secondary, or special education and is intended for candidates who wish to earn a post master's graduate degree that leads to a AAA certification. All Education Specialist candidates complete a manuscript for submission to a peer reviewed periodical, present the manuscript to departmental faculty, and complete 65 clock hours of field-based learning opportunities.

Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.)

Doctoral graduates are prepared to be educational leaders. Many assume positions as teacher educators, curriculum directors, state department of education personnel, or leaders in other educational settings. Many of them also add educational leadership courses to their program and assume administrative roles in the school. A few doctoral graduates choose to remain in their classrooms serving as leaders and mentors for their colleagues. Doctoral level graduates generate and utilize research, apply research and theory in curriculum development, and communicate ideas through writing and speaking with other professionals in the field.

Doctoral degree graduates complete a program of study that requires a minimum of 99 graduate hours of coursework post bachelors, which includes 18 hours of dissertation. A minimum of 30 hours above the master's degree must be taken at The University of Mississippi. These hours do not include dissertation hours. In addition, the graduate must successfully complete and orally defend a dissertation representing independent and original research. Each doctoral graduate will complete 75 clock hours of field-based learning opportunities and successfully complete a written comprehensive examination.

Expectations for Candidates

Work Ethic

The faculty expects all candidates to make a primary commitment to graduate training. This may mean reorganization of one's priorities and substantial self-sacrifice. Each semester, candidates should be prepared to dedicate 9 or more hours/week for each course taken. Time should be reserved to review successfully completed courses from previous semesters so that a knowledge base can be constructed, expanded, and synthesized.

Forms of Expression

This is a program that prepares educators as reflective professionals, thus candidates are expected to use standard and effective forms of oral and written communication. Additionally, all papers and projects submitted to the faculty, unless otherwise stated, should follow the form and style documented in the *Publication Manual of the American Psychological Association, 6th edition*. Finally, since much of what classroom teachers do is verbal in nature, the ability to communicate effectively in this form is essential. Candidates are encouraged to attend workshops conducted by the Office of Research and Sponsored Programs and the Writing Center as a means for improving these skills.

Personal Attributes and Professional Dispositions

Teachers should develop and model the dispositions that are expected of professional educators. Our accrediting agency, the National Council for Accreditation of Teacher Education (NCATE), defines dispositions as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth and development. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. Our faculty expects all candidates to exhibit dispositions characteristic of a professional educator; therefore, we take the responsibility of assessing and enhancing the dispositions of our candidates. Listed below are dispositions the Department of Curriculum and Instruction have identified as most important to an educator.

- Exhibit poise, maturity, and sound judgment.
- Display professionalism through attendance, dependability, and academic integrity.
- Maintain a positive and enthusiastic disposition toward the education profession.
- Respond in a sensitive manner to diverse populations.
- Accept constructive criticism in a positive manner.
- Share and/or seek professional materials and ideas.
- Follow appropriate policies and procedures.
- Respect and tolerate opinions and views of others.

Candidates who fail to show acceptable dispositions during their graduate program in classes, coursework assignments, interactions with the course instructor and peers, and other situations related to the graduate program will be cited with a Disposition Infraction. If a candidate receives two of these infractions during his/her program, an intervention for improvement will be developed by the Disposition Committee.

Program Planning and Registration for Classes

Each candidate is assigned a faculty advisor at the time of admission. With the help of your designated faculty advisor, a program plan should be completed by each candidate prior to or during the first registration period. In addition to an advisor, the doctoral candidate will be assigned a dissertation committee after the candidate's problem statement has been approved by a faculty team. Program plans are flexible and amenable to change.

Following receipt of admissions notification, each candidate should contact his/her designated faculty advisor to schedule an appointment to plan their program of study. In addition, each candidate is required to meet with or contact his/her designated faculty advisors at least once each semester. This usually takes place during priority registration periods as noted in the University calendar. Under no conditions should a candidate register for classes or change approved classes listed on the Program Sheet without prior advisor approval.

Doctoral Dissertation

All doctoral candidates must adhere to the program and Graduate School requirements for conducting independent research that results in the writing of the doctoral dissertation. Important information regarding this procedure is detailed in the Graduate Catalog. The Graduate School will also provide the candidates with a useful publication, *A Manual for Theses and Dissertations*.

Registration for a minimum of 18 credit hours of dissertation is required; the candidate must be registered for a minimum of three hours during the semester of the defense. Candidates are expected to follow procedures found in the APA manual for publication and the APA guide for writing dissertation and theses. Additional information will be provided by your designated faculty advisor.

Time Limits for Completion of Degrees

The Graduate Catalog contains information regarding time limits for degree completion. Currently, a Master's and/or Specialist degree must be completed within six years from the date of enrollment in the first course that is counted towards fulfillment of the requirements of the degree. For doctoral degrees, all required formal course work and passing the comprehensive exam must be completed within four calendar years of initial enrollment. After passing the comprehensive exam, a student becomes a candidate for the doctoral degree and must complete all remaining requirements within five calendar years. Once advanced to candidacy, doctoral candidates should be aware of the Graduate School's policy concerning continuous enrollment. (<http://www.olemiss.edu/gradschool/catalogs.php>)

Transfer of Graduate Credit from another Institution

Candidates may receive credit for work accomplished in recognized institutions upon the recommendation of the Department of Curriculum & Instruction and the approval of the dean of the Graduate School. Only courses for which the candidate received the grade of B or higher may be transferred. Transfer of credit from another institution will not be accepted for workshops, internships, correspondence courses and other courses of a similar nature, and for courses in which regular letter grades are not awarded. All transfer of credit is subject to the following conditions:

- The residence or degree credit requirement is not reduced.
- The other graduate school must offer a graduate degree in the field in which the work has been completed.
- The candidate must have completed at least 12 semester hours of acceptable graduate course work at the university before transfer will be considered.

- The credit must be recommended by the candidate's department in the university as specifically applicable to the candidate's degree program.
- If the field is education, the other graduate school must be accredited for graduate study by the National Council for Accreditation of Teacher Education and by the regional accrediting association.
- There is a six-year time limit on the applicability of transferred credit.
- No work will be accepted for transfer to a doctoral program.

For master's degree candidates, a maximum of six (6) hours of credit may be transferred. For specialist's degree candidates, no more than 12 hours may be transferred. For master's degree candidates that have already received one master's degree; not more than six (6) hours, subject to departmental approval, may be applied from a previous master's degree to a second master's degree.

Funding Opportunities for Graduate Candidates

Candidates are urged to check with the Graduate School, The Office of Research and Sponsored Programs, and the Dean's office in the School of Education for information and applications regarding scholarships and fellowships. Other sources of financial support can be found on our web page http://www.olemiss.edu/depts/educ_school2/. For example, some organizations and publishers will provide financial assistance to candidates conducting research in specific areas. Since such funding opportunities change often, periodic checks are suggested. Candidates who have presentations accepted at professional meetings are eligible to apply for travel assistance from the Office of Research and Sponsored Programs.

The Graduate Catalog

This important publication has been mentioned several times throughout this handbook. Candidates are advised to obtain a copy and become familiar with the policies that affect their programs. Dates and deadlines are published each year and it becomes the candidate's responsibility to be aware of information necessary for the timely completion of a graduate degree. The notice of admission to Graduate School indicates the particular catalog (year) for each candidate. The Graduate Catalog may be found at the following website <http://www.olemiss.edu/gradschool/catalogs.php>.

Dismissal from the Program

In the "Expectations for Candidates" section of this handbook personal attributes and professional dispositions were discussed. Please review that section for more specific information on this important topic. Also, it is strongly suggested that candidates review the policy statements in the University of Mississippi's *M-Book*. Although not limited to the following, reasons for dismissal include:

- Failure to maintain the required Grade Point Average (GPA) set forth in the Graduate Catalog (3.0) and/or any other specified admission requirements.
- Engagement in behavior that is deemed inappropriate for effective school educators. This includes failure to demonstrate appropriate personal attributes and professional dispositions.
- Failure to respond appropriately to supervision.
- Violating policies and procedures established by the University, the Department of Curriculum and Instruction, or those established by a job or field experience site.
- Failure to pass the comprehensive examination after two administrations.

- Violations of standards of honesty, such as cheating, or plagiarism, or knowingly furnishing false information.

In the case of dismissal, the candidate will be provided reasonable assistance to facilitate transition from the program to another academic program if deemed feasible. If the decision is for continuance, the candidate must agree to the conditions set by the faculty. Failure to adhere to these conditions may result in dismissal.

Appeal Policy

If the recommendation for dismissal is made or if a candidate wishes to appeal a grade, the candidate may follow the School of Education and University's policy for appeal, detailed in the *M-Book*. A copy of the *M-Book: The University of Mississippi Handbook of Standards and Activities* may be obtained from the Office of the Dean of Students or can be found on the web at <https://umwebtst.olemiss.edu/sacs/pub/Item30901StudentRights/M-Book.pdf>.

Appendix A

Master of Education Programs (M.Ed.) (30 hours)

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Checklist for progressing through the Master's Degree Program

- _____ 1. Receive admission letter.
- _____ 2. Contact your designated faculty advisor to determine the courses you will take in your program and discuss program requirements such as, portfolio and field experience completion.
- _____ 3. Contact your designated faculty advisor each semester to report your progress on the portfolio and field experience, and obtain approval for selected courses.
- _____ 4. Attend Curriculum and Instruction Graduate Orientation the first semester of admission. This is a requirement of graduation. Dates and times are posted on the School of Education (SOE) Bulletin Board found on the SOE website (http://www.olemiss.edu/depts/educ_school2/).
- _____ 5. At the completion of 12-15 hours of coursework, contact your designated faculty advisor for a mid-point check on your portfolio and field experience. Be sure to keep a copy of the portfolio assessment rubric and the field experience form in the portfolio. Your designated faculty advisor should initial/rate completed items on both forms during the mid-point check.
- _____ 6. During the semester in which you are enrolled in the last 3-6 hours of your coursework, you should apply to take the Master's comprehensive exams. A notice regarding dates will be posted on the School of Education's online bulletin board. This application can be found in the C&I Graduate Handbook. The application must be submitted to the Graduate Activities Specialist (fax: 662-915-6718).

You will also apply for graduation with the Graduate School during this semester. Application forms for this may be found on their website http://www.olemiss.edu/depts/graduate_school/index.php. Be sure to check the deadline dates. If you will finish the final courses for your program during the summer, you may walk in the May graduation by submitting an appropriate application form approved by the department chair. See the Graduate School website for information. This application must be submitted to the Graduate Activities Specialist (fax: 662-915-6718).

The comprehensive exam is given in the fall, the spring, and the summer. If you take the last classes for your program during intercession, the comprehensive exam will be taken the following semester. If your final class(es) is (are) in the summer, you will take the comprehensive exam the one time it is given during the summer, regardless of when you finish the class(es). You will receive notification of pass/fail status of your exam by email within 3 weeks.

- _____ 7. Submit your portfolio for final evaluation 2 weeks before comprehensive exams. You must have a mid-point check of your portfolio in order to have the final check. Be sure that the portfolio rubric, with the mid-point check completed, is in your portfolio for the final check. You must also have the field experience form in the portfolio with your designated faculty advisor's initials to indicate that you have successfully completed the 45 hours field experience required. Successful completion of the portfolio and the field experience are requirements to graduate from the program.
- _____ 8. Check the Teacher Licensure link on the Mississippi Department of Education website for instructions about upgrading your certificate.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Master of Education Degree (M.Ed.) in Curriculum & Instruction
with an Emphasis in Elementary Education

Goal: Candidates completing the M.Ed. program are prepared to be professionals committed to becoming master teachers who facilitate learning by modeling appropriate practices based on research and emerging theory.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. This degree requires candidates to hold a Class A Teaching Certificate.

Program:

	<u>Hours</u>	<u>Completed</u>
I. <u>Professional Core</u> (9 hours)		
EDRS 605 Educational Research	3	_____
EDCI 601 Advanced Curriculum & Theory	3	_____
*EDCI 503 Measurement & Evaluation for the Classroom Teacher	3	_____

II. Specialization (15 hours) from one emphasis area.

Must choose either Reading/Language Art Emphasis or Math/Science Emphasis as a focus of study.

READING/LANGUAGE ARTS EMPHASIS

EDCI 675 Teaching with Film	3	_____
EDEC 553 Language Conc/Literacy in Early Childhood Education	3	_____
EDEC 555 Art & Music in Early Childhood Education	3	_____
EDEL 531 Methods of Remediation in Language Arts/Math	3	_____
EDEL 617 The Nature/Structure of Language Arts	3	_____
EDEL 620 Literacy Connections in the Elementary School	3	_____
EDEL 520 Books & Related Materials	3	_____
EDRD 500 Basic Skills in Reading	3	_____
EDRD 615 Materials/Methods of Reading in Elementary Schools	3	_____
EDRD 616 Diagnostic/Remedial Reading	3	_____

MATH/SCIENCE EMPHASIS

EDCI 616 Science, Technology, Society in the Classroom	3	_____
EDCI 675 Teaching with Film	3	_____
EDEC 551 Science & Number Concepts in Early Childhood Ed.	3	_____
EDEC 555 Art & Music in Early Childhood Education	3	_____
EDEL 531 Methods of Remediation in Language Arts/Mathematics	3	_____
EDEL 615 Problems/Investigations in Teaching Elem. Science	3	_____
EDEL 625 Problems in Teaching Mathematics I	3	_____
EDEL 627 Problems in Teaching Mathematics II	3	_____
EDEL 629 Clinical & Diagnostic Procedures in Mathematics	3	_____

III. Electives (6 hours) – *Electives Must Be Approved By Advisor.*

Suggested electives include EDEL 519, EDEL 621, EDCI 557, EDUC 555, other courses in the Department of Curriculum & Instruction, or courses affiliated with the National Writing Program.

_____	3	_____
_____	3	_____

Total **30**

***REQUIRED OF ALL MASTERS CANDIDATES AND OFFERED AT THE OXFORD CAMPUS ONLY.**

**INDIVIDUALS ENTERING THE M.ED. IN ELEMENTARY EDUCATION PROGRAM WITH AN A-LEVEL TEACHING CERTIFICATE IN AN AREA OTHER THAN ELEMENTARY EDUCATION *MUST* TAKE THEIR SIX HOURS OF ELECTIVES FROM THE SPECIALIZATION AREA OTHER THAN THEIR CHOSEN AREA OF EMPHASIS.

ADDITIONAL NOTES: Master of Education candidates are required to take at least 15 hours of 600 level coursework and have a minimum of 45 clock hours of approved field experiences.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Master of Education Degree (M.Ed.) in Curriculum & Instruction
with an Emphasis in Special Education

Goal: Candidates completing the M.Ed. program are prepared to be professionals committed to becoming master teachers who facilitate learning by modeling appropriate practices based on research and emerging theory.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. This degree requires candidates to hold a Class A Teaching Certificate.

Program:	<u>Hours</u>	<u>Completed</u>
I. <u>Professional Core</u> (9 hours)		
EDRS 605 Educational Research	3	_____
EDCI 601 Advanced Curriculum & Theory	3	_____
*EDCI 503 Measurement & Evaluation for the Classroom Teacher	3	_____
II. <u>Specialization</u> (15 hours)		
EDSP 628 Rehabilitation Techniques	3	_____
EDSP 683 Reading in Research with Exceptional Children	3	_____
EDSP 552 Practicum & Field Experiences with Exceptional Students	3	_____
EDSP _____ Special Education Elective	3	_____
EDSP _____ Special Education Elective	3	_____
III. <u>Electives</u> (6 hours) – <i>Electives Must Be Approved By Advisor.</i>		
_____ Elective (Special Education or Other)	3	_____
_____ Elective (Special Education or Other)	3	_____
Total	<u>30</u>	

***REQUIRED OF ALL MASTERS CANDIDATES AND OFFERED AT THE OXFORD CAMPUS ONLY.**

Suggested electives include coursework from:

- | | |
|---------------------------------|-------------------|
| Curriculum & Instruction (EDCI) | Reading (EDRD) |
| Elementary (EDEL) | Secondary (EDSE) |
| Educational Leadership (EDLD) | Counseling (COUN) |
| Communication Disorders (CD) | |

ADDITIONAL NOTES: Master of Education candidates are required to take at least 15 hours of 600 level coursework and have a minimum of 45 clock hours of approved field experiences.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Master of Education Degree (M.Ed.) in Curriculum & Instruction
with an Emphasis in Secondary English

Goal: Candidates completing the M.Ed. program are prepared to be professionals committed to becoming master teachers who facilitate learning by modeling appropriate practices based on research and emerging theory.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. The candidate must hold a Class A Secondary certificate in the appropriate area(s) of endorsement in order to obtain a Class AA Secondary certificate.

Program:

	<u>Hours</u>	<u>Completed</u>
I. <u>Professional Core</u> (9 hours)		
EDRS 605 Educational Research	3	_____
EDCI 601 Advanced Curriculum & Theory	3	_____
*EDCI 503 Measurement & Evaluation for the Classroom Teacher	3	_____
II. <u>Specialization</u>		
<i>Option 1 Specialization: (21 hours)</i>		
EDSE 642 Advanced Methods of Teaching English	3	_____
EDSE 525 Adolescent Literature	3	_____
EDSE 625 Trends and Issues in Secondary Education	3	_____
EDCI/EDSE/EDUC _____	3	_____
EDCI/EDSE/EDUC _____	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
<i>**Option 2 Specialization: (21 hours)</i>		
EDSE 642 Advanced Methods of Teaching English	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
Graduate ENGL Course approved by candidate's advisor	3	_____
Total	<u>30</u>	

***REQUIRED OF ALL MASTERS CANDIDATES AND OFFERED AT THE OXFORD CAMPUS ONLY.**

**Option 2: Teaching candidates that choose Option 2 will need to become full-time candidates and expect to take courses between 8:00 a.m. to 3:00 p.m. on the Oxford campus.

ADDITIONAL NOTES: Master of Education candidates are required to take at least 15 hours of 600 level coursework and have a minimum of 45 clock hours of approved field experiences.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Master of Education Degree (M.Ed.) in Curriculum & Instruction
with an Emphasis in Secondary Mathematics

Goal: Candidates completing the M.Ed. program are prepared to be professionals committed to becoming master teachers who facilitate learning by modeling appropriate practices based on research and emerging theory.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. The candidate must hold a Class A Secondary certificate in the appropriate area(s) of endorsement in order to obtain a Class AA Secondary certificate.

Program:

	<u>Hours</u>	<u>Completed</u>
I. <u>Professional Core</u> (9 hours)		
EDRS 605 Educational Research	3	_____
EDCI 601 Advanced Curriculum & Theory	3	_____
*EDCI 503 Measurement & Evaluation for the Classroom Teacher	3	_____
 II. <u>Specialization</u>		
<i>Option 1 Specialization: (21 hours)</i>		
EDSE 645 Advanced Methods of Teaching Mathematics	3	_____
EDSE 625 Trends and Issues in Secondary Education	3	_____
EDSE 600 Effective Teaching & Community Services	3	_____
EDCI/EDSE/EDUC _____	3	_____
EDCI/EDSE/EDUC _____	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
 <i>**Option 2 Specialization: (21 hours)</i>		
EDSE 645 Advanced Methods of Teaching Mathematics	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
Graduate Math Course approved by candidate's advisor	3	_____
Total	<u>30</u>	

***REQUIRED OF ALL MASTERS CANDIDATES AND OFFERED AT THE OXFORD CAMPUS ONLY.**

**Option 2: Teaching candidates that choose Option 2 will need to become full-time candidates and expect to take courses between 8:00 a.m. to 3:00 p.m. on the Oxford campus.

ADDITIONAL NOTES: Master of Education candidates are required to take at least 15 hours of 600 level coursework and have a minimum of 45 clock hours of approved field experiences.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Master of Education Degree (M.Ed.) in Curriculum & Instruction
with an Emphasis in Secondary Biology/Chemistry/Physics

Goal: Candidates completing the M.Ed. program are prepared to be professionals committed to becoming master teachers who facilitate learning by modeling appropriate practices based on research and emerging theory.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. The candidate must hold a Class A Secondary certificate in the appropriate area(s) of endorsement in order to obtain a Class AA Secondary certificate.

Program:	<u>Hours</u>	<u>Completed</u>
I. <u>Professional Core</u> (9 hours)		
EDRS 605 Educational Research	3	_____
EDCI 601 Advanced Curriculum & Theory	3	_____
*EDCI 503 Measurement & Evaluation for the Classroom Teacher	3	_____
II. <u>Specialization</u>		
<i>Option 1 Specialization: (21 hours)</i>		
EDSE 646 Advanced Methods of Teaching Science	3	_____
EDSE 625 Trends and Issues in Secondary Education	3	_____
EDSE 636 Teaching Secondary School Science	3	_____
EDCI/EDSE/EDUC _____	3	_____
EDCI/EDSE/EDUC _____	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
 <i>**Option 2 Specialization: (21 hours)</i>		
EDSE 646 Advanced Methods of Teaching Science	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
Graduate Science Course approved by candidate's advisor	3	_____
Total	<u>30</u>	

***REQUIRED OF ALL MASTERS CANDIDATES AND OFFERED AT THE OXFORD CAMPUS ONLY.**

**Option 2: Teaching candidates that choose Option 2 will need to become full-time students and expect to take courses between 8:00 a.m. to 3:00 p.m.

ADDITIONAL NOTES: Master of Education candidates are required to take at least 15 hours of 600 level coursework and have a minimum of 45 clock hours of approved field experiences.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Master of Education Degree (M.Ed.) in Curriculum & Instruction
with an Emphasis in Secondary Social Studies

Goal: becoming master teachers who facilitate learning by modeling appropriate practices based on research and emerging theory.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. The candidate must hold a Class A Secondary certificate in the appropriate area(s) of endorsement in order to obtain a Class AA Secondary certificate. Candidates completing the M.Ed. program are prepared to be professionals committed to

Program:	<u>Hours</u>	<u>Completed</u>
I. Professional Core (9 hours)		
EDRS 605 Educational Research	3	_____
EDCI 601 Advanced Curriculum & Theory	3	_____
*EDCI 503 Measurement & Evaluation for the Classroom Teacher	3	_____
II. Specialization		
<i>Option 1 Specialization: (21 hours)</i>		
EDSE 647 Advanced Methods of Teaching Social Studies	3	_____
EDSE 625 Trends and Issues in Secondary Education	3	_____
EDSE 600 Effective Teaching & Community Services	3	_____
EDCI/EDSE/EDUC _____	3	_____
EDCI/EDSE/EDUC _____	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
<i>**Option 2 Specialization: (21 hours)</i>		
EDSE 647 Advanced Methods of Teaching Social Studies	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
Graduate Social Studies Course approved by candidate's advisor	3	_____
Total	<u>30</u>	_____

***REQUIRED OF ALL MASTERS CANDIDATES AND OFFERED AT THE OXFORD CAMPUS ONLY.**

**Option 2: Teaching candidates that choose Option 2 will need to become full-time candidates and expect to take courses between 8:00 a.m. to 3:00 p.m. on the Oxford campus.

ADDITIONAL NOTES: Master of Education candidates are required to take at least 15 hours of 600 level coursework and have a minimum of 45 clock hours of approved field experiences.

Appendix B

Education Specialist Programs (Ed.S.) (36 hours)

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Checklist for progressing through the Specialist Degree Program

- _____ 1. Receive admission letter
- _____ 2. Contact your designated faculty advisor to determine the courses you will take in your program and discuss program requirements such as, manuscript and field experience completion.
- _____ 3. Contact your designated faculty advisor each semester to report your progress on the manuscript and field experience requirements, and obtain approval for selected courses.
- _____ 4. Attend Curriculum and Instruction Graduate Orientation the first semester of admission. This is a requirement of graduation. Dates and times are posted on the School of Education (SOE) Bulletin Board found on the SOE website (http://www.olemiss.edu/depts/educ_school2/).
- _____ 5. At the completion of 12-15 hours of coursework, contact your designated faculty advisor and schedule a mid-point check to report your progress regarding the field experience requirements. You should also provide an outline and preliminary work on the required manuscript to your faculty advisor at this time.
- _____ 6. On the program sheet for the Ed.S. degree, you will find that there is a sequence set for two courses. This sequence is set to assist you in the completion of the manuscript to be submitted for publication. A requirement of the Ed.S. degree program is the development of a manuscript for publication in conjunction with the candidate's major advisor and other faculty in the program area. This manuscript must be developed and submitted to a peer reviewed periodical as a requirement of degree completion. For Elementary Education, EDCI 658 Trends and Issues in Teaching and EDEL 767 Field Study, serve as the foundation for this requirement. For Secondary Education EDCI 658 Trends and Issues in Teaching and EDSE 767 Field Study, serve as the foundation for this requirement. Note: EDCI 658 precedes EDEL/EDSE 767 or the two courses may be taken concurrently. For Special Education, EDCI 658 Trends and Issues in Teaching and EDSP 651 Advanced Individual Study serve as the foundation for this requirement. Note: EDCI 658 precedes EDSP 651 or the two courses may be taken concurrently.
- _____ 7. Before the end of the program, you should have completed the manuscript, made a presentation, submitted the manuscript and completed the 65 hours of Field Experience.
 - _____ Complete manuscript and make a presentation to the graduate faculty
 - _____ Submit the manuscript for publication to a peer reviewed periodical
 - _____ Complete the 65 hours of field experience and submit documentation to the faculty advisor for final approval.
- _____ 8. You will apply for graduation with the Graduate School during the semester you take your final courses. Application forms for this may be found on their website. Be sure to check the deadline dates. If you will finish the final courses for your program during the summer, you may walk in the May graduation by completing the appropriate application form. See the Graduate School website for information.
- _____ 9. Submit evidence of the following degree requirements to your designated faculty advisor.
 - _____ Submission of a packet of student work, including letters of correspondence and the manuscript of a completed research project submitted to a peer reviewed professional periodical.
 - _____ Evidence of a satisfactory, professional presentation on the manuscript, or research results, to a graduate-level class and graduate faculty, or outside workshop, conference, or meeting. (Student must see advisor for copy of an additional evaluation or checklist used.)
 - _____ Completed Field Experience form and required documentation.
- _____ 10. Submit to the Graduate Activities Specialist proof of submission of manuscript, proof of professional presentation and original Field Experience form.
- _____ 11. Check the Teacher Licensure link on the Mississippi Department of Education website for instructions about upgrading your certificate.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Education Specialist Degree (Ed.S.) in Curriculum and Instruction
with an emphasis in Elementary Education

Goal: Education Specialist graduates exemplify the highest standards of teaching and serve as mentors to others in their fields. They apply personal and systematic reflection to all aspects of professional growth and development. They have extended knowledge of research as it applies to the classroom setting and they are able to apply technology and research in order to enhance their classrooms and schools through grantsmanship, focused inquiry, and reflective practice.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. This degree requires candidates to hold a Class AA Teaching Certificate.

This program requires 36 hours of post-masters degree coursework. Education Specialist degree candidates must complete all coursework within six years from date of enrollment.

Program:

	<u>Hours</u>	<u>Completed</u>
I. <u>Foundations</u> (18 hours)		
EDCI 557 Computer Concepts & Applications for Educators	3	_____
*EDCI 601 Advanced Curriculum Theory & Practice	3	_____
EDCI 658 Trends and Issues in Teaching	3	_____
EDRS 501 Educational Statistics I	3	_____
*EDRS 605 Educational Research I	3	_____
*EDUC 555 Global/International/Diversity-Focused Course	3	_____
II. <u>Specialization</u> (12 hours)		
EDCI 635 Reflective Teaching	3	_____
EDEL 601 Child Growth and Development	3	_____
**EDEL _____ (Title)_____	3	_____
EDEL 767 Field Study (results in submission of a scholarly paper to a peer reviewed periodical)	3	_____
III. <u>Electives</u> (6 hours) (Choose one of the following options.)		
<u>Option #1:</u> Complete ***NBPTS Certification Process	6	_____
<u>Option #2:</u> EDEL 651/652 Individual Study.	6	_____
<u>Option #3:</u> Diversity: 6 credit hours of coursework approved by advisor	6	_____
<u>Option #4:</u> Two additional EDEL courses approved by advisor	6	_____
Total	<u>36</u>	

*If completed as part of the Master's program, candidates must take, with advisor's approval, additional hours from curriculum, research, philosophy, psychology, computer applications, or statistics in the School of Education or outside the School.

**An EDEL course to complement the student's master's level specialization or a graduate course in content area with advisor's approval.

***National Board for Professional Teaching Standards

Specialist candidates must have a minimum of 65 clock hours of approved field experiences.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Education Specialist Degree (Ed.S.) in Curriculum and Instruction
with an emphasis in Special Education

Goal: Education Specialist graduates exemplify the highest standards of teaching and serve as mentors to others in their fields. They apply personal and systematic reflection to all aspects of professional growth and development. They have extended knowledge of research as it applies to the classroom setting and they are able to apply technology and research in order to enhance their classrooms and schools through grantsmanship, focused inquiry, and reflective practice.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. This degree requires candidates to hold a Class AA Teaching Certificate.

This program requires 36 hours of post-masters degree coursework. Education Specialist degree candidates must complete all coursework within six years from date of enrollment.

Program:	<u>Hours</u>	<u>Completed</u>
I. <u>Foundations</u> (18 hours)		
EDCI 557 Computer Concepts & Applications for Educators	3	_____
*EDCI 601 Advanced Curriculum Theory & Practice	3	_____
EDCI 658 Trends and Issues in Teaching	3	_____
EDRS 501 Educational Statistics I	3	_____
*EDRS 605 Educational Research I	3	_____
*EDUC 555 Global/International/Diversity-Focused Course	3	_____
II. <u>Specialization</u> (12 hours)		
EDSP 651 Advanced Individual Study (results in submission of a scholarly paper to a refereed journal)	3	_____
**EDSP 674 Seminar in Special Problems	3	_____
***EDSP _____ Electives	3	_____
***EDSP _____ Electives	3	_____
III. <u>Electives</u> (6 hours)		
Elective coursework will be determined collaboratively by the student and advisor. Courses may be selected from the following departments or areas: EDCI, EDRD, EDEL, EDSE, EDRS, COUN, PSY, CD SW, SOC, ESLM		
_____	3	_____
_____	3	_____
Total	<u>36</u>	

*If completed as part of the Master's program, candidates must take, with advisor's approval, additional hours from curriculum, research, philosophy, psychology, computer applications, or statistics in the School of Education or outside the School.

**EDSP 674 must precede EDCI 658 or the two courses may be taken concurrently.

***Any graduate level EDSP course not completed in the master program may serve as an elective, with the advisor's approval.

Specialist candidates must have a minimum of 65 clock hours of approved field experiences.

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Education Specialist Degree (Ed.S.) in Curriculum and Instruction
with an emphasis in Secondary Education

Goal: Education Specialist graduates exemplify the highest standards of teaching and serve as mentors to others in their fields. They apply personal and systematic reflection to all aspects of professional growth and development. They have extended knowledge of research as it applies to the classroom setting and they are able to apply technology and research in order to enhance their classrooms and schools through grantsmanship, focused inquiry, and reflective practice.

Admission: Candidates must meet all admission requirements of the Graduate School and the School of Education. This degree requires candidates to hold a Class AA Teaching Certificate.

This program requires 36 hours of post-masters degree coursework. Education Specialist degree candidates must complete all coursework within six years from date of enrollment.

Program:

	<u>Hours</u>	<u>Completed</u>
I. <u>Foundations</u> (18 hours)		
EDCI 557 Computer Concepts & Applications for Educators	3	_____
*EDCI 601 Advanced Curriculum Theory & Practice	3	_____
EDCI 658 Trends and Issues in Teaching	3	_____
EDRS 501 Educational Statistics I	3	_____
*EDRS 605 Educational Research I	3	_____
*EDUC 555 Global/International/Diversity-Focused Course	3	_____
II. <u>Specialization</u> (15 hours)		
EDSE 625 Trends and Issues in Secondary Education	3	_____
EDSE 690 Masters Seminar in Secondary Education	3	_____
EDSE 767 Field Study (to result in submission of a scholarly paper to a peer reviewed periodical)	3	_____
** _____	3	_____
** _____	3	_____
III. <u>Electives</u> (6 hours) (Choose one of the following options.)		
<u>Option #1:</u> Complete ***NBPTS Certification Process	6	_____
<u>Option #2:</u> Two courses in second related subject area approved by advisor	6	_____
<u>Option #3:</u> Diversity: 6 credit hours of coursework approved by advisor	6	_____
<u>Option #4:</u> Two additional EDEL courses approved by advisor	6	_____
Total	<u>36</u>	

*If completed as part of the Master's program, candidates must take, with advisor's approval, additional hours from curriculum, research, philosophy, psychology, computer applications, or statistics in the School of Education or outside the School.

** An additional 6 hours in the content area with advisor's approval. If Advanced Methods of Teaching English, Mathematics, Science, or Social Studies has **not** been taken at the master level it must be taken as 3 of the 6 hours.

***National Board for Professional Teaching Standards

Specialist candidates must have a minimum of 65 clock hours of approved field experiences.

Professional Component

A requirement of the Education Specialist degree is the development of a manuscript for publication in conjunction with the candidate's designated faculty advisor. This manuscript must be developed and submitted to a peer reviewed periodical as a requirement of degree completion. For Elementary Education, EDCI 658 Trends and Issues in Teaching and EDEL 767 Field Study, serve as the foundation for this requirement. For Secondary Education EDCI 658 Trends and Issues in Teaching and EDSE 767 Field Study, serve as the foundation for this requirement. Note: EDCI 658 precedes EDEL/EDSE 767 or the two courses may be taken concurrently. For Special Education, EDCI 658 Trends and Issues in Teaching and EDSP 651 Advanced Individual Study serve as the foundation for this requirement. Note: EDCI 658 precedes EDSP 651 or the two courses may be taken concurrently.

Exit Criteria

Upon completion of all degree requirements, the candidate must submit evidence of the following activities to his/her designated faculty advisor:

- Evidence of candidate's submission of required professional article, including letters of correspondence and the manuscript of a completed research project submitted to a peer reviewed periodical.
- Evidence of a satisfactory, professional presentation of the manuscript, or research results, to a graduate-level class and graduate faculty, or outside workshop, conference, or meeting.
- Submission of completed 65 hours of field experiences, including field experience log and all supporting evidence.

Appendix C

Doctoral Degree Programs (Ed.D. & Ph.D.) (99 Hours)

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Checklist for progressing through the Doctoral Program

- _____ 1. Receive admission letter.
- _____ 2. Contact your designated faculty advisor to determine the courses you will take in your program and discuss program requirements such as, dissertation and field experience completion.
- _____ 3. Contact your designated faculty advisor each semester to report your progress on the dissertation and field experience requirement, and obtain approval for selected courses.
- _____ 4. Attend Curriculum and Instruction Graduate Orientation the first semester of admission. This is a requirement of graduation. Dates and times are posted on the School of Education (SOE) Bulletin Board found on the SOE website (http://www.olemiss.edu/depts/educ_school2/).
- _____ 5. During the semester in which you are enrolled in the last hours of your coursework, you should apply to take the comprehensive exams. A notice regarding dates will be posted on the School of Education's online bulletin board. This application can be found in the C&I Graduate Handbook. The application must be submitted to the Graduate Activities Specialist (fax: 662-915-6718).

The comprehensive exam is given in the fall, the spring, and the summer. If you take the last classes for your program during intercession, the comprehensive exam will be taken the following semester. If your final class(es) is (are) in the summer, you will take the comprehensive exam the one time it is given during the summer, regardless of when you finish the class(es). You will receive notification of pass/fail status of your exam by email within 3 weeks.

At this time, you should meet with your designated faculty advisor for a mid-point check on your field experience form. Faculty advisors should initial completed items during the mid-point check.

- _____ 6. Upon successful completion of the doctoral comprehensive exam, you may begin the dissertation portion of the doctoral program. The *Doctoral Candidate Dissertation Procedures* provides specific information about completing the dissertation process. You will receive this during EDEL/EDSE 700 Dissertation Seminar or it can be found in the Graduate Student Handbook. Additional information can be found at the Graduate School website.
- _____ 7. Complete and submit GS6-Dissertation Prospectus Defense form, found on the Graduate School website, to the Graduate Activities Specialist two weeks prior to the scheduled prospectus defense. An approved copy of the prospectus will be filed with the Graduate School immediately following the defense. Please read the Dissertation Review Procedure below.
- _____ 8. Complete and submit GS7-Authorization of the Final Oral/Written Examination form, found on the Graduate School website, to the Graduate Activities Specialist two weeks prior to the scheduled dissertation defense. The committee chair will submit the Report of Final Oral/Written Examination (dissertation defense) upon successful defense of dissertation to the Graduate Activities Specialist.
- _____ 9. Submit your field experience forms and required documents to your designated faculty advisor for final evaluation the day of your dissertation defense.
- _____ 10. You will apply for graduation during the semester you plan to defend your dissertation. Application forms for this may be found on the Graduate School website http://www.olemiss.edu/depts/graduate_school/index.php. Be sure to check the deadline dates. This application must be submitted to the Graduate Activities Specialist (fax: 662-915-6718). If you will finish the final dissertation defense during the summer, you may walk in the May graduation by submitting an appropriate application form approved by the Department Chair (see the Graduate School website for information).
- _____ 11. Faculty approved copies of field experience forms, showing 75 hours of completed field experience must be submitted to the Graduate Activities Specialist's office prior to application for graduation.
- _____ 12. Check the Teacher Licensure link on the Mississippi Department of Education website for instructions about upgrading your certificate.

THE UNIVERSITY OF MISSISSIPPI DISSERTATION REVIEW PROCEDURE

[There must be at least one full semester between submission of the prospectus and the semester in which the final dissertation is scheduled.]

- A. A written dissertation prospectus will be required of every doctoral student.
- B. An oral defense of the prospectus will be required.
- C. A committee will be formed to evaluate the merit of the prospectus. This committee will also serve as the dissertation committee.
- D. The committee should consist of at least four (4) members. One member, nominated by the dissertation chairperson, will be external to the discipline. All members of the committee shall have equal voting rights.
- E. A single negative vote in the committee will require negotiation among the members in order to achieve reconciliation of the point(s) of objection.
- F. Only if the committee cannot agree on the merits of the prospectus and, through reasoned discussion, accept the prospectus unanimously, a review by a committee of the department/school will be invoked.
- G. Although a unanimous vote of the committee is necessary in order to accept the prospectus, a majority vote only will be required on the final dissertation defense.
- H. An approved copy of the prospectus will be filed with the Graduate School immediately following the defense.
- I. Any research involving human subjects must be approved by the Institutional Review Board (IRB). To determine if this provision applies to you, please visit their website at <http://www.research.olemiss.edu/cms/compliance/IRB> or call the IRB office at 662-915-3929.

Any research involving animal subjects must be approved by the Institutional Animal Care and Use Committee (IACUC). To determine if this provision applies to you, please visit their website at <http://www.research.olemiss.edu/cms/toolbox/manuals> or call the IACUC office at 662-915-3929.
- J. When any member of the committee believes that a substantial change in the research plan has been made, the committee will be reconvened. Unanimous approval of any substantial revision is required. A report of substantial changes will be filed in the Graduate School.
- K. Any committee member who does not sign the final dissertation must file an objection with the Graduate School.

UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Doctor of Education Degree (Ed.D.) in Curriculum and Instruction
Elementary Education

Goal: Doctoral graduates are prepared to be educational leaders. Many assume positions as teacher educators, curriculum directors, state department of education personnel, or leaders in other educational settings. Some add administration and supervision courses to their program and assume administrative roles in the school. Doctoral level graduates generate and utilize research, apply research and theory in curriculum development, and communicate ideas through writing and speaking with other professionals in the field.

Admission: Students must meet all admission requirements of the Graduate School and the School of Education.

GENERAL REQUIREMENTS

The Ed.D. program of study requires that the student complete a minimum of 99 graduate hours of coursework post-bachelors, which includes 18 hours of dissertation. A minimum of thirty course hours above the Master's degree must be taken at the University of Mississippi. These thirty hours do not include dissertation hours.

NOTE: Students desiring certification in Mississippi must hold prior certification in the appropriate area of endorsement.

	Hours	When Completed
I. Professional Core (33 hours)		
<u>Professional Education Unit Core (18 hours)</u>		
EDRS 501 Educational Statistics I	3	
EDRS 605 Educational Research I	3	
*EDRS 701 Educational Statistics II	3	
EDRS 704 Foundations of Qualitative Research Methods	3	
*EDRS 705 Educational Research II	3	
EDFD 609 The Cultural Context of Education	3	
<u>Elementary Education Core (15 Hours)</u>		
EDCI 503 Measurement & Evaluation for the Class Teacher	3	
EDCI 601 Advanced Curriculum & Theory Practice	3	
<i>AND nine hours to be selected from:</i>		
EDCI 557 Computers in Education	3	
EDEL 519 Techniques & Principles Classroom Management	3	
COUN 603 Advanced Educational Psychology		
OR EDEL 601 Child Growth & Development	3	
EDCI 621 Brain/Mind Theories & Thematic Approach		
II. Specialization (24 hours)		
9 hours to be selected from EDEL 531, 615, 625, 627, *629; EDEC 551		
	3	
	3	
	3	

	<u>Hours</u>	<u>When Completed</u>
9 hours to be selected from EDEL 531, 617, *620; EDRD 500, 615, *616, 617; EDEC 553, EDUC 555	3	_____
_____	3	_____
_____	3	_____
6 additional hours selected from those courses listed above or courses with the following prefixes EDEL, EDEC, EDCI, EDLS, EDSP	3	_____
_____	3	_____
III. Electives (12 hours)		
9 hours outside the School of Education and 3 hours within the School of Education, but outside Elementary Education		
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
IV. Doctoral Seminar (6 hours)		
EDEL 700 Doctoral Seminar	3	_____
EDEL 700 Doctoral Seminar	3	_____
V. Internship (6 hours)		
*EDEL 727 Internship (Research)	3	_____
*EDEL 727 Internship (Research)	3	_____
VI. Dissertation (18 hours)		
EDEL 797 Dissertation	3	_____
EDEL 797 Dissertation	3	_____
EDEL 797 Dissertation	3	_____
EDEL 797 Dissertation	3	_____
EDEL 797 Dissertation	3	_____
EDEL 797 Dissertation	3	_____
Total	<u>99</u>	

*Check Prerequisites

A minimum of 81 hours of coursework plus 18 hours of dissertation for a total of 99 hours.

Doctoral degree candidates must have a minimum of 75 clock hours of approved field experiences.

UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Doctor of Philosophy Degree (Ph.D.) in Curriculum and Instruction
Secondary Education – Biology/Chemistry/English/Math/Physics/Social Studies

Goal: Doctoral graduates are prepared to be educational leaders. Many assume positions as teacher educators, curriculum directors, state department of education personnel, or leaders in other educational settings. Some add administration and supervision courses to their program and assume administrative roles in the school. Doctoral level graduates generate and utilize research, apply research and theory in curriculum development, and communicate ideas through writing and speaking with other professionals in the field.

Admission: Students must meet all admission requirements of the Graduate School and the School of Education.

GENERAL REQUIREMENTS

The Ph.D. program of study requires that the student complete a minimum of 99 graduate hours of coursework post-bachelors, which includes 18 hours of dissertation. A minimum of thirty course hours above the Master’s degree must be taken at the University of Mississippi. These thirty hours do not include dissertation hours.

NOTE: Students desiring certification in Mississippi must hold prior certification in the appropriate area of endorsement.

	<u>Hours</u>	<u>When Completed</u>
I. <u>Professional Core (18 hours)</u>		
EDRS 501 Educational Statistics I	3	_____
EDRS 605 Educational Research I	3	_____
EDRS 701 Educational Statistics II	3	_____
EDRS 704 Foundations of Qualitative Research Methods	3	_____
EDRS 705 Educational Research II	3	_____
EDFD 609 The Cultural Context of Education	3	_____

II. Specialization (33 hours)

To include a minimum of 24 hours in content field and 9 hours in Secondary Education to be approved by advisor.

_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____

	<u>Hours</u>	<u>When Completed</u>
III. Related Courses (Minimum of 18 hours)		
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
_____	3	_____
IV. Doctoral Seminar (6 hours)		
EDSE 700 Dissertation Seminar	3	_____
EDSE 700 Dissertation Seminar	3	_____
V. Internship (6 hours)		
EDEL 727 Internship in Secondary Education	3	_____
EDEL 727 Internship in Secondary Education	3	_____
VI. Dissertation (18 hours)		
EDSE 797 Dissertation	3	_____
EDSE 797 Dissertation	3	_____
EDSE 797 Dissertation	3	_____
EDSE 797 Dissertation	3	_____
EDSE 797 Dissertation	3	_____
EDSE 797 Dissertation	3	_____
TOTAL	<u>99</u>	

*Check Prerequisites

A minimum of 81 hours of coursework plus 18 hours of dissertation for a total of 99 hours.

Doctoral degree candidates must have a minimum of 75 clock hours of approved field experiences.

Appendix D

Graduate Field Experience Log (For All Programs)

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
GRADUATE FIELD EXPERIENCE LOG
 Revised 7/09

Candidates should fill in name, ID#, advisor's name, and program information before submitting the portfolio for mid-point or final check. All work should be double-spaced and computer generated using 12 font Times New Roman, except as noted.

Name of Candidate:		ID#	
Program:	<input type="checkbox"/> Master	<input type="checkbox"/> Specialist	<input type="checkbox"/> Doctoral
Emphasis:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary Area:	<input type="checkbox"/> Special Education
Name of Advisor:			
# of Hours Completed at Mid-Check		# of Hours Completed at Final Check	
Mid-Point Check Date		Final Check Date	
Advisor's Signature		Advisor's Signature	

As a requirement for an advanced degree in the Department of Curriculum and Instruction, candidates must complete specified hours (45 for Masters, 65 for Specialist, 75 for Doctorate) of field experience to be selected from the following. All hours must be earned during program enrollment. Master's candidates should include this field experience form, with the mid-point evaluation completed by your advisor, in your portfolio when it is submitted for its final evaluation. Candidates in Masters, Specialists, or Doctoral programs may complete any of the following field experiences for credit hours. Candidates in specific degree programs are required to complete certain field experiences. These are so noted on the form.

FIELD EXPERIENCES

*****REQUIRED FOR ALL GRADUATE CANDIDATES*****

1. Diverse School Site Visit (5 hours)

Schedule a visit to one "diverse school site" outside your school district. Spend at least 5 hours at the site. Report observations regarding the diversity at the site, including teachers, students, staff and scheduling. Write a 2-4 page reflective paper in which you discuss your observations. Compare and contrast the school site and the student population to your school site. Discuss the curriculum and instructional practices observed at the site. How are they different and how are they alike? Obtain a signature on the line below to document your visit.

Candidate's Name: _____ **Date of Visit:** _____

Name of Site/School: _____

Printed Name of Principal or Classroom Teacher

Signature of Principal or Classroom Teacher

Hours completed _____ Date _____ Advisor's initials _____

CF= Advocates for Diverse Learners

*****REQUIRED FOR ALL MASTER'S CANDIDATES*****

2. Curriculum Development Based on Enrichment Experiences (5 hours)

Based on a cultural or academic activity in which you participated, develop a lesson plan for a class you teach or for a grade level you plan to teach. Videotape or have another teacher evaluate the lesson as you teach it to a class. If you elect to videotape, include a self-evaluation containing the strengths and weaknesses of the lesson and indicate how you will improve the lesson for future use. Also include a self-completed CEI evaluation instrument.

Suggested activities include:

- Attendance at a play or live theatre event (e.g., Phantom of the Opera)
- Touring a research center (e.g., National Center for Acoustics)
- Touring an industrial complex (e.g., Nissan)
- Touring a museum (e.g., National Civil Rights Museum)

Submit a well-developed lesson plan, the videotape and self-evaluation (if a teacher at your school did not evaluate your lesson at the time), and proof that you attended the activity (e.g., program, ticket stub, etc.) The CEI evaluation instrument is found at the link below, on pages 40 & 41.

http://www.olemiss.edu/depts/educ_school2/pdfs/C&I_Undergraduate_Field_Experience_Clinical_Practice_Handbook.pdf

Maximum of two curriculum development activities

Hours completed _____ Date _____ Advisor's initials _____

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Problem Solvers, Effective Communicators, Users of Technology, Advocates for Diverse Learners

*****REQUIRED FOR ALL SPECIALIST CANDIDATES*****

Mid-Point Check

(Must submit to advisor after completing 12-15 hours of coursework)

3. Reflective Paper (5 hours)

- Write a 2-4 page double-spaced reflective paper on a current trend/issue in education related to the candidate's specific program area (elementary, secondary, special education).
- The trend or issue should be directly related to a topic or topics discussed in at least one of the courses taken in the Foundations section on the Ed.S. degree program sheet. Must be completed by the mid-point portfolio check.
- Within the paper, discuss:
 1. Introduction – background information or a description of the trend/issue and why/how it became a trend/issue in today's educational setting.
 2. How the current trend/issue relates to, impacts, or is influenced by the *knowledge base/theories* (content) within the specific program area. Make connections to concepts or ideas covered in coursework.
 3. How the current trend/issue relates to, impacts, or is influenced by K-12 *teaching* (pedagogy) or teaching in other educational setting.
- Examples of topics might be:
 - Increasing emphasis on phonics instruction in elementary reading
 - Subject area test as a graduation requirement in secondary education
 - Testing of inclusion students in the regular classroom setting

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Effective Communicators, Users of Technology

***** REQUIRED FOR ALL DOCTORAL CANDIDATES *****

4. Staff Development Presentation (10 hours)

Prepare and present a staff development session that will be of benefit to the faculty/staff in your school or work setting. Candidates should justify the need for this presentation. The participants of the staff development session and your immediate supervisor should evaluate the session using an evaluation form developed by you. These evaluations should be analyzed and candidate should write a 1-2 page reflection citing the strengths and weaknesses of the presentation and showing how the results of the evaluation were taken into consideration. Include specific comments on how the presentation may be strengthened.

Hours completed _____ Date _____ Advisor's initials _____

CF=Effective Communicators, User of Technology

***** Required for all Specialist & Doctoral Candidates *****

5. Observation and evaluation of a lesson being taught by a NBPTS teacher (5 Hours)

Observe one entire class period and evaluate the lesson taught; complete an interview of the teacher. Write a 1 page summary of the observation/lesson and a 1- 2 page reflection on how this observation has affected your perception/ideas of teaching in your field. Include perceived effectiveness of the lesson and connect techniques used to effective teaching practices. **Relate this to the Conceptual Framework.**

Maximum of one observation per degree

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners

6. Attendance and participation in a state, regional or national conference (see below)

Complete a 1 page summary and a 1 page evaluation of each seminar/workshops attended or of each presentation made or delegated responsibility at the conference. Relate this to the Conceptual Framework and clearly explain how you can use this information in your classroom. **Though there may be exceptions, the following should serve as a guide for the candidate and advisor.**

International Conference Attendance – 10 hours

International Conference Attendance and Presenter – 15 hours

National Conference Attendance – 5 hours

National Conference Attendance and Presenter – 10 hours

Regional Conference Attendance – 5 hour credit

Regional Conference Attendance and Presenter – 10 hours

State Conference Attendance and Presenter – 10 hours

State Conference Attendance – 5 hour

Service on conference committee or other position – International (5), National (5), Regional (5), State (5)

Maximum of two conferences at any level for receiving hours credit

Hours completed _____ Date _____ Advisor's initials _____

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners

***** REQUIRED FOR ALL SPECIALIST & DOCTORAL CANDIDATES *****

7. Submit manuscript to refereed journal (15 Hours)

Write and submit a manuscript following a refereed journal's specifications in your field. Evidence of submission and/or acceptance must be provided. Include this acknowledgement in your portfolio. Must be first author.

Maximum of two manuscripts may be submitted for credit

Hours completed _____ Date _____ Advisor's initials _____

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Problem Solvers, Effective Communicators, User of Technology

8. Higher Education Guest Presentation (5 Hours)

Prepare and present a guest lecture for a class in which you are not enrolled. Your presentation should reflect your own experiences and expertise. The substituting for the absence of the regularly assigned faculty member will NOT COUNT. Submit materials used in the presentation, signed statement from the professor, and write a one page paper description about your presentation.

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Problem Solvers, Effective Communicators, User of Technology

9. Grantsmanship Project (10 Hours for submission, 15 Hours if funded)

Write and submit a grant proposal for funding for an educational institution or project. The project must include a full proposal rather than completion of a single form. Write a 1-2 page paper describing this grant proposal and include a copy of the submitted proposal. Be sure to include impact on student learning or potential impact on student learning in your description. If funded, provide evidence.

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Problem Solvers, Effective Communicators, User of Technology

10. Service Learning Project (10 Hours)

Develop and implement a field-based service learning project that has educational significance. Documentation and reflection should be related to the conceptual framework. A copy of the service learning project should be provided. For any service learning project, there should be demonstrated growth in learning for both the facilitators and those participating in the project. Description and reflection regarding impact on student learning and self-learning should be 1-2 pages.

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Problem Solvers, Effective Communicators

11. Study Abroad (15 Hours)

Complete a 2-3 page summary of experience and a 1-3 page reflection explaining how this experience has affected your perceptions or ideas of teaching in your field. Relate this to the conceptual framework.

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Advocate for Diverse Learners

12. Book Reviews (5 Hours)

Submit a book review in your content area professional journal. Provide evidence of submission/acceptance. Provide evidence of submission/acceptance.

Maximum of two manuscripts may be submitted for credit

Hours completed _____ Date _____ Advisor's initials _____

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Effective Communicators, User of Technology

13. Attendance of an education-related court/legislative session (5 Hours)

Complete a 1-2 page summary of the experience and a 1-2 page reflection telling how this experience has affected your feelings about legal/legislative issues related to education and educational policy. Signature from person in charge or other form of documentation is necessary to receive credit.

Maximum of one attendance for credit

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners

14. Observation of an undergraduate candidate during the student teaching experience in candidate's content area. Candidate must have at least one year of teaching experience in order to do this field experience (5 Hours)

Observe one entire class period and complete an interview with the candidate. Utilize the CEI form (see item 2 above) and complete a 1-2 page reflection on how this experience has affected your perception of the importance of clinical instructors in undergraduate student teaching experiences. Include perceived effectiveness of the lesson and connect techniques used to effective teaching practices.

Maximum one observation for credit

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Problem Solvers, Effective Communicators

15. Attendance at a School Board meeting (5 Hours)

Complete a 1-2 page summary of the experience and a 1-2 page reflection telling how attendance of this meeting has affected your perception of educational administration. Describe implications for you as a classroom teacher.

Maximum of one school board meeting for credit

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners

16. Attendance at a Teaching Workshop (10 Hours)

Attend a workshop to enhance your knowledge and teaching in a specific content area. For example: Attend a National Geographic Alliance workshop to enhance knowledge of geography. Complete a one-page summary of the experience and a one-page reflection telling how this experience will affect your instruction in the classroom. Signature from presenter on school letterhead or other form of documentation is necessary to receive credit. ***CANDIDATES MAY NOT USE A WORKSHOP THAT THEY HAVE TAKEN FOR GRADUATE CREDIT***

Maximum of two different workshops per degree

Hours completed _____ Date _____ Advisor's initials _____

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, User of Technology, Advocate for Diverse Learners

17. Volunteer and/or Professional Service (5 hours)

Participate in a volunteer and/or professional service activity that has educational significance. Complete a two to three page summary in which you describe, analyze, and reflect on the activity. Include in the summary the impact on student learning.

Maximum of two activities for credit

Hours completed _____ Date _____ Advisor's initials _____

Hours completed _____ Date _____ Advisor's initials _____

CF=Lifelong Learners, Problem Solvers, Effective Communicators

Appendix E

Disposition Assessment Form (For All Programs)

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
DISPOSITION ASSESSMENT FORM FOR GRADUATE PROGRAMS

Applicant: In order for your application to be processed, you must provide the information requested below before giving this form to the persons recommending you. Disposition forms should be completed by a previous professor and your current employer or recent employer if you are no longer working in an education setting. If you are an applicant that has recently completed an undergraduate degree and you have not started a teaching position, a Disposition Assessment form from your student teaching clinical instructor/cooperating teacher will be sufficient. If the Disposition Assessment will be submitted on a separate sheet, please attach this form.

Name of Applicant:

_____ Last _____ First _____ Middle Initial _____

Address:

_____ Street _____

_____ City _____ State _____ Zip _____

Phone Number: _____ **Date of Birth:** Month _____ Day _____

Cell Number: _____ **Email:** _____

Please indicate your program of study:

- Master of Education (M.Ed.) Education Specialist (Ed.S.)
- Doctor of Education (Ed.D.) – Elementary Education
- Doctor of Philosophy (Ph.D.) – Secondary Education

Please indicate your area of emphasis:

- Elementary Education - Reading/Language Arts Math/Science
- Secondary Education - English Math Science Social Studies
- Special Education (no doctoral degree offered in Special Education)
- Literacy Education (no doctoral degree offered in Literacy Education)

Semester you wish to Enter: _____ **Fall** _____ **Spring** _____ **Summer**

Year you wish to Enter: _____

Waiver of Access: By signing below, I agree to waive my right to access and examine, now or at any time in the future, the Disposition Assessment Form (or copies) completed by the person(s) named on the following page. I understand that signing this document is voluntary.

Signature of Applicant _____

Name of Applicant: _____

DISPOSITION ASSESSMENT FORM

The intent of the School of Education at the University of Mississippi is to admit the best qualified candidates to its graduate level programs. We are interested in your perceptions of this applicant's knowledge, skills, and dispositions related to academic performance and professionalism. Our accrediting agency, the National Council for Accreditation of Teacher Education, defines dispositions as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth/development. Dispositions are guided by beliefs/attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

1. How long have you known the applicant and in what capacity? _____
2. Give your opinion of the applicant's qualifications to do graduate work in his/her field. _____
3. Other Comments: _____

We understand that applicants to our programs are leaders in the profession. Your assessment of this applicant's knowledge, skills, and dispositions will allow us to tailor a program of study to enhance their professional competence. Thank you for your input.

	Exceptional	Above Average	Average	Below Average	No Basis for Judgment
Knowledge/Skills					
Intellectual ability					
Writing ability					
Speaking Ability					
Knowledge of proposed area of study					
Ability to work independently					
Teaching ability					
Research skills					
Dispositions					
Exhibits poise, maturity, and sound judgment					
Displays professionalism					
Motivated, maintains a positive/enthusiastic disposition toward the education profession					
Cooperates and collaborates with colleagues and/or stakeholders					
Responds in a sensitive manner to the needs of a diverse population					
Recognizes the importance of global trends/issues that impact students and families					
Accepts constructive criticism in a positive manner					
Shares/seeks professional materials and ideas and incorporates community resources					
Follows appropriate policies and procedures					
Exhibits ability to carry out safety measures and handle emergency situations					
Promotes the success of all students by acting with integrity, fairness, and in an ethical Manner					
Exhibits understanding of how to work with parents/guardians/clients					
Develops cooperative home-to-school partnerships in support of student learning and well being					
Participates in professional activities (staff development, PTA, parent-teacher conferences, group planning, etc.)					
Knows how to work with community, social service agencies, and the legal system for the benefit of individual students and families					
	M.Ed.	Ed.S.	Ed.D./Ph.D.		
I would strongly recommend for					
I would recommend for					
I would recommend with reservations for					
I would not recommend					

SIGNATURE _____ TITLE _____ DATE _____

NAME (please print or type) _____ INSTITUTION _____

ADDRESS _____ PHONE _____

Please fax this form to Ms. Pamela Campbell, Graduate Activities Specialist, 662.915.6718. Forms may be mailed to Ms. Campbell at The University of Mississippi, School of Education, Department of Curriculum and Instruction P.O. Box 1848 University, MS 38677.

Appendix F

Miscellaneous Forms (For All Programs)



Department of Curriculum & Instruction

Advanced Individual Study Form

Student Name: _____ Student ID#: _____

Semester & Year in which you are taking this course: _____
Semester Year

Course Title:

- | | |
|--|--|
| <input type="checkbox"/> EDCI 651: Advanced Individual Study | <input type="checkbox"/> EDRD 651: Advanced Individual Study |
| <input type="checkbox"/> EDEC 651: Advanced Individual Study | <input type="checkbox"/> EDRD 652: Advanced Individual Study |
| <input type="checkbox"/> EDEC 652: Advanced Individual Study | <input type="checkbox"/> EDSE 651: Advanced Individual Study |
| <input type="checkbox"/> EDEL 651: Advanced Individual Study | <input type="checkbox"/> EDSE 652: Advanced Individual Study |
| <input type="checkbox"/> EDEL 652: Advanced Individual Study | <input type="checkbox"/> EDSP 651: Advanced Individual Study |

Purpose: _____

Product: _____

Timelines: _____

Grading Expectations: _____

Instructor Comments: _____

At the end of the semester, turn in a copy of your final product to the Department of Curriculum & Instruction, room 316 Guyton Hall.

Student's Signature

Date

Faculty's Signature

Date

Copy to: Student Faculty Department

Return form to Curriculum & Instruction Office

Master of Education Comprehensive Examination Application

ELEMENTARY EDUCATION

Fall , Spring , Summer Year _____

Emphasis Area:

Reading/Language Arts
 Math/Science

Campus:

Booneville
 Tupelo
 Grenada

Oxford
 DeSoto

Student's Name:

(First) (Middle Initial) (Last) (Maiden Name)

Student #:

Email Address:

You will be sent a reminder about comps through email approximately one week prior to the exam.

Mailing Address:

City:

State:

Zip:

Telephone Number:

(Daytime Phone #)

(Home Phone #)

Graduation Date:

May _____
(Year)

August _____
(Year)

December _____
(Year)

I Had My Mid-Point Portfolio Checked:

Yes No

Date Checked:

I Received A Comprehensive Examination Study Guide:

Yes No

I entered the Master's Program:

Before Fall 2005 (Old Study Guide)

Fall 2005 or after (New Study Guide)

Foundations Area:

EDCI 503 – Measurement & Evaluation for Classroom Teacher

EDCI 601 – Advanced Curriculum Theory & Practice

EDRS 605 – Educational Research

Hours

3

3

3

Instructor

Specialization Area:

1. _____

Hours

3

2. _____

3

3. _____

3

4. _____

3

5. _____

3

Instructor

Electives:

1. _____

Hours

3

2. _____

3

Instructor

Courses Transferred:

1. _____

Hours

3

2. _____

3

Instructor

ALL Master of Education comprehensive examinations must be taken via computer. **NO EXCEPTIONS!**

Official Advisor's Signature

Date

Student's Signature

Date

Return form to Curriculum & Instruction Office

Master of Education Comprehensive Examination Application

SPECIAL EDUCATION

Fall , Spring , Summer Year _____

Emphasis Area: Special Education Campus: Booneville Oxford Tupelo
 DeSoto Grenada

Student's Name: _____
(First) (Middle Initial) (Last) (Maiden Name)

Student #: _____ Email Address: _____
You will be sent a reminder about comps through email approximately one week prior to the exam.

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____
(Daytime Phone #) (Home Phone #)

Graduation Date: May _____ August _____ December _____
(Year) (Year) (Year)

I Had My Mid-Point Portfolio Checked: Yes No Date Checked: _____

I Received Comprehensive Examination Study Guide: Yes No

I entered the Master's Program: Before Fall 2005 (Old Study Guide) Fall 2005 or after (New Study Guide)

<u>Foundations Area:</u>	<u>Hours</u>	<u>Instructor</u>
EDCI 503 – Measurement & Evaluation for Classroom Teacher	3	_____
EDCI 601 – Advanced Curriculum Theory & Practice	3	_____
EDRS 605 – Educational Research	3	_____
Elective: _____	3	_____

<u>Specialization Area:</u>	<u>Hours</u>	<u>Instructor</u>
1. <u>EDSP 628–Rehabilitation of the Handicapped</u>	3	_____
2. <u>EDSP 683–Readings in Research with Exceptional Children</u>	3	_____
3. <u>EDSP 552-Practicum & Field Exp w/Exceptional Children</u>	3	_____
4. <u>EDSP Special Education Elective</u>	3	_____
5. <u>EDSP Special Education Elective</u>	3	_____

<u>Electives</u>	<u>Hours</u>	<u>Instructor</u>
1. _____ Elective (Special Education or Other)	3	_____
2. _____ Elective (Special Education or Other)	3	_____

ALL Master of Education comprehensive examinations must be taken via computer. **NO EXCEPTIONS!**

Official Advisor's Signature _____ Date _____ Student's Signature _____ Date _____

Return form to Curriculum & Instruction Office

Master of Education Comprehensive Examination Application

SECONDARY EDUCATION

Fall , Spring , Summer Year _____

Emphasis Area: Science English Math Social Studies Campus: Booneville Oxford
 Tupelo DeSoto
 Grenada

Student's Name: _____
(First) (Middle Initial) (Last) (Maiden Name)

Student #: _____ Email Address: _____
You will be sent a reminder about comps through email approximately one week prior to the exam.

Mailing Address: _____

City: _____ State: _____ Zip: _____

Telephone Number: _____
(Daytime Phone #) (Home Phone #)

Graduation Date: May _____ August _____ December _____
(Year) (Year) (Year)

I Had My Mid-Point Portfolio Checked: Yes No Date Checked: _____

I Received A Comprehensive Examination Study Guide: Yes No

I entered the Master's Program: Before Fall 2005 (Old Study Guide) Fall 2005 or after (New Study Guide)

Foundations Area:

	<u>Hours</u>	<u>Instructor</u>
EDCI 503 – Measurement & Evaluation for Classroom Teacher	3	_____
EDCI 601 – Advanced Curriculum Theory & Practice	3	_____
EDRS 605 – Educational Research	3	_____

Specialization Area:

	<u>Hours</u>	<u>Instructor</u>
1. _____	3	_____
2. _____	3	_____
3. _____	3	_____
4. _____	3	_____
5. _____	3	_____

Electives:

	<u>Hours</u>	<u>Instructor</u>
1. _____	3	_____
2. _____	3	_____

Courses Transferred:

	<u>Hours</u>	<u>Instructor</u>
1. _____	3	_____
2. _____	3	_____

ALL Master of Education comprehensive examinations **must be** taken via computer. **NO EXCEPTIONS!**

Official Advisor's Signature _____ Date _____

Student's Signature _____ Date _____

Return form to Curriculum & Instruction Office

Comprehensive Examination Application

DOCTORAL

Fall , Spring , Summer Year _____

Emphasis Area: Elementary Education (Ed.D.) Booneville Oxford
 Secondary Education (Ph.D.) **Campus:** Tupelo DeSoto
 Science English Math Grenada
 Social Studies

Student's Name: _____
(First) (Middle Initial) (Last) (Maiden Name)

Student #: _____ **Email Address:** _____

You will be sent a reminder about comps through email approximately one week prior to the exam.

Mailing Address: _____

City: _____ **State:** _____ **Zip:** _____

Telephone Number: _____
(Daytime Phone #) (Home Phone #)

Graduation Date: May _____ August _____ December _____
(Year) (Year) (Year)

Official Advisor In Your Area: _____

The doctoral comprehensive exam should be taken during your last semester of course work before dissertation. The following items should be completed before taking the doctoral comprehensive examination. If you answer no to any of the following, please check with your advisor.

Requirements:

1. Have met with advisory committee and signed doctoral contract? Yes No
2. Doctoral Contract is on file in the Curriculum & Instruction Office? Yes No
3. Will complete all coursework this term? Yes No
4. Have completed and submitted GS5-Authorization to Sit for Comprehensive Exam (available on Graduate School website)? Yes No

ALL doctoral comprehensive examinations must be taken via computer. NO EXCEPTIONS!

Official Advisor's Signature **Date**

Student's Signature **Date**

UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Doctoral Degree (Ed.D./Ph.D.) in Curriculum and Instruction

Dissertation Contract

Name _____ Date _____

ID # _____ Phone _____

Address _____ E-mail _____

Anticipated Graduate Date _____

Signature of the Candidate _____ Date _____

The candidate must develop a pre-proposal (prospectus) consisting of a one to two page concept and contract paper with a signature page identifying the committee chair, committee members, and student. Completion of the prospectus must precede enrollment in EDRS 705. A copy of the prospectus with signatures must be given to the dissertation committee chair and the original prospectus, with signatures, should be filed by the candidate. The purpose of the contract paper is to gain committee support for a topic selected by a doctoral candidate. The paper should not exceed two pages in length. It should provide the rationale for the topic selection and it should indicate that the student has researched the topic before development of a concept. A third page should be a contract between the student and his/her committee agreeing to the topic and rationale for the topic selection.

Committee Members:

The following signatures indicate that the dissertation prospectus has been reviewed by the faculty listed and each agrees to serve as a committee member on this candidate's dissertation committee.

Committee Chair _____
Name Signature

Committee Member _____
Name Signature

Committee Member _____
Name Signature

*External Member _____
Name Signature

**External member must be outside the Department of Curriculum and Instruction.*



Department of Curriculum & Instruction

Dissertation Form

Student Name: _____ Student ID#: _____

Semester & Year in which you are taking this course: _____
Semester Year

Course Title:

EDEL 797: Dissertation

EDSE 797: Dissertation

Purpose: _____

Product: _____

Timelines: _____

Grading Expectations: _____

Instructor Comments: _____

Student's Signature

Date

Faculty's Signature

Date



Department of Curriculum & Instruction Field Study Form

Student Name: _____ Student ID#: _____

Semester & Year in which you are taking this course: _____
Semester Year

Course Title:

EDEL 767 Field Study

EDSE 767 Field Study

EDSP 651 Advance Individual Study
(for Ed.S. candidates with an concentration in SPED)

Purpose: _____

Product: _____

Timelines: _____

Grading Expectations: _____

Instructor Comments: _____

*At the end of the semester, turn in a copy of your final product to the
Department of Curriculum & Instruction, room 316 Guyton Hall.*

Student's Signature

Date

Faculty's Signature

Date

Copy to: Student Faculty Department

THE UNIVERSITY OF MISSISSIPPI
SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
Doctoral Degree
INTERNSHIP REPORT
EDEL 727, EDCI 727, EDSE 727

Date: _____ Semester: _____

Name: _____ Student ID#: _____

Mailing Address: _____

Street

City

State

ZIP

Phone Numbers: (Home) _____ (Work) _____

Email Address: _____

Course Name: _____ Course #: _____

Credit Hours: _____ Section: _____

I. Activities involved in internship (research, experiments, observations, design of materials, teaching, etc.)

II. Instructor's evaluation (A,B,C,D,F,I):

III. Additional Comments:

Pass: _____

Fail: _____

Instruction's Signature

Date

Student's Signature

Date