Mississippi State University
Graduate Council
January 25, 1:30 pm

Call to Order: Dr. Rebecca Robichaux-Davis, Chair

Welcome and Introductions

Approval of Minutes: December 17, 2018

Report from UCCC: Dr. Dana Franz
  1. Modification of the EdS in Educational Leadership

Report from the Graduate School: Dr. Peter Ryan
  1. Update on the Associate Dean of the Graduate School Search

Report from the Graduate Student Association: Caroline Kelsoe

New Business
  1. Slate Purchase and Implementation: Meredith Nagel

Adjourn
The December 17, 2018 meeting of the Graduate Council of Mississippi State University was called to order by Chair Dr. Rebecca Robichaux-Davis at 1:35 PM in the Templeton Room of Mitchell Memorial Library.

Robichaux-Davis asked for approval of the minutes from the November 30, 2018 meeting. Armstrong noted a stray sentence at the end of the first paragraph of Roman numeral III and Hill noted a partial sentence in point 6 under the Report from the Graduate School. Dana Franz moved to approve minutes with the two noted corrections; Beth Miller seconded. The motion passed unanimously.

Report from University Committee on Courses and Curricula (UCCC): Dana Franz

- Modification of the Ph.D in Computer Science, MS in Computer Science, and MS in Cyber Security & Operations – T.J. Jankun-Kelly

Dana Franz asked to bring forward the Ph.D in Computer Science, MS in Computer Science, and the MS in Cyber Security & Operations modifications and asked for a second; Armstrong second. Dana Franz stated the educational leadership department is proposing to make minor prerequisite changes in order to provide more rigorous programs.

Dr. Jankun-Kelly noted that the Modification of the MS in Cyber Security & Operations will drastically increase the amount of electives required for the program.

After a brief discussion, Robichaux-Davis asked for a motion to approve the three modifications; motion carried unanimously.

Report from the Graduate School: Dr. Henry

Dr. Henry announced the following:

- Approximately eight or nine McNair Scholars have completed graduate school applications. The Graduate School is making an active effort to be able to provide additional fellowships to accepted McNair Scholars.

- Regarding enrollment, the Graduate School is encouraging faculty members to release students to register for classes.

- Approximately 200 students have been identified at the department level as potentially
qualifying for the Lapsed Graduate Student Program. Fall 2020 is the deadline to submit the form to the Graduate School.

- Dr. Henry extended gratitude to the Office of the Registrar, the departments and members in the Graduate School for their contribution in making graduation a success.

- Academic deficiency reports with the university’s recommendation will be sent to departments by noon Tuesday, December 18th. The Graduate School is asking for departments to provide their recommendations for dismissal by noon on Thursday, December 20th.

V. Report from the Graduate Student Association (GSA): John Buol
   - No Report

VI. There being no further business, Robichaux-Davis asked for a motion to adjourn. Harkess moved to adjourn, second by Miller. The meeting adjourned at 1:59 p.m.
NOTE: This form is a cover sheet that must accompany the degree program change proposal. The actual proposal should be prepared in accordance with format requirements provided in the *Guide and Format for Curriculum Proposals* published by the UCCC. Both cover sheet and proposal should be submitted to UCCC Mail Stop 9702 (281 Garner Hall), Phone: 325-9410.

College: Education  
Department: Educational Leadership  

Contact Person: Eric Moyen  
Mail Stop: 9698  
E-mail: emoyen@colled.msstate.edu  

Nature of Change: Modification for new concentration in “Teacher Leadership”  
Date Initiated: November 20, 2018  
Effective Date: Upon Approval  
Current Degree Program Name: EdS in Educational Leadership

Major: Educational Leadership  
Concentration:

New Degree Program Name: EdS in Educational Leadership

Major: Educational Leadership  
Concentration: Teacher Leadership

Summary of Proposed Changes:
This modification includes a new concentration in Teacher Leadership for the Education Specialist degree. We have also created a “Teacher Leadership Internship” that may take the place of the current EDL 7000 (Directed Individual Study). These teacher-leadership courses will be coupled with existing courses in the Educational Leadership EdS program.
TO: Box Council and UCCC Committee Members
FROM: Dr. Eric Moyen
RE: Support of EdS in Education with a Concentration in Teacher Leadership
DATE: 11/16/18

This letter of support is offered by the Educational Leadership faculty for the proposed modifications to the EdS in Education as well as the addition of the EDL 8353 course. As indicated by the signatures below, a majority of the program area faculty have approved the proposal as written for submission to the Box Council and the UCCC.

Department Faculty

Stephanie King 11/16/18
Linda Coats 11/20/18
Carol White
Leigh Ann McMullan 11/20/18
Danielle Molina 11/19/18
Leonard Taylor 11/20/18
Mark Fincher
Penny Wallin
Program Modification: Educational Specialist in Education with a Concentration in Teacher Leadership
(to add this concentration to the existing School Administration concentration)

<table>
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<tr>
<th>CURRENT Degree Description</th>
<th>PROPOSED Degree Description</th>
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<tr>
<td>Degree: Educational Specialist</td>
<td>Degree: Educational Specialist</td>
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<tr>
<td>Concentration: School Administration</td>
<td>Concentration: Teacher Leadership</td>
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The Educational Specialist degree with a major in Education and concentration in School Administration requires a minimum of 30 hours of coursework above the Master’s degree including EPY 6214 and EDL 7000 and a comprehensive examination for individuals. The program is designed for individuals who hold a Master’s degree in School Administration and an administrator license. Graduates are prepared for professional positions in education including school district level positions.

If the student does not hold administrator licensure, the program of study for the Educational Specialist degree with a major in Education and concentration in School Administration requires a minimum of 40 credit hours of coursework above the Master’s degree including EPY 6214 and EDL 7000. The program is designed to provide administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

The Educational Specialist degree with a major in Education and concentration in Teacher Leadership is designed to prepare graduates for professional positions in education including school district level positions. For individuals who hold a Master’s degree in School Administration and an administrator license, the program requires a minimum of 30 hours of coursework above the Master’s degree. If the student holds a Master’s degree in an area other than School Administration, the program of study requires a minimum of 37 credit hours of coursework above the Master’s degree. The program is nationally accredited by the Educational Leadership Constituent Council (ELCC) and approved for administrative licensure by the Mississippi Department of Education. Graduates are prepared for a wide range of professional positions in education, including principal, assistant principal, coordinator, and director.

Program candidates in the Teacher Leadership concentration area learn to analyze data, evaluate instruction, improve student achievement, make strategic decisions, creatively solve problems, promote collaborative learning, empower others, supervise staff, promote change, and establish a positive school culture. Teacher leadership candidates also focus on developing positive school culture by supporting and improving pedagogy among P-12 instructors. Degree completers will be skilled at helping other teachers better understand their subject matter, how they teach it, how to monitor student learning, how to think systematically about curriculum and pedagogy, and how to develop healthy learning communities.

<table>
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<tr>
<th>CURRENT CURRICULUM OUTLINE</th>
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<th>PROPOSED CURRICULUM OUTLINE</th>
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<td>EDL 7000 Directed Individual Study in Educational Leadership</td>
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<td>EDL 7000 Directed Individual Study in Educational Leadership OR EDL 8353 Teacher Leadership Internship</td>
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<td>Graduate-level coursework with at least 15 hours at the 8000-level</td>
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<td>Graduate-level coursework with at least 15 hours at the 8000-level</td>
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<td>EDL 8323 Differentiation of Instruction for Teacher Leadership</td>
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<td>EDL 8333</td>
<td>Teaching Practice and Learning Environment for Teacher Leadership</td>
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<tr>
<td>EDL 8343</td>
<td>Effective and Reflective Practitioner for Teacher Leadership</td>
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<td><strong>Total Hours</strong></td>
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<td><strong>Total Hours</strong></td>
<td><strong>30/37-40</strong></td>
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**JUSTIFICATION AND STUDENT LEARNING OUTCOMES**

**Justification**

The proposed modification to add a concentration in Teacher Leadership to the Educational Specialist (EdS) program in Educational Leadership is designed to provide current P-12 school teachers with an option for an advancement in educational leadership that does not remove them entirely from direct contact with students or classroom teaching. Because of the growing emphasis in teacher leadership this program will be well situated to make a positive impact both in and outside Mississippi. As more P-12 schools hire teaching/instructional coaches, curriculum leaders, and lead teachers, multiple states are considering teacher leadership licensure endorsements. The new courses will assist current teachers in attaining National Board Certification, enhancing the desirability of the program. However, this is not a required path of the curriculum. Courses in teacher leadership will be offered alongside traditional educational leadership classes, allowing for an important and trend setting degree opportunity. This concentration mirrors a similar modification approved for the master’s degree in Educational Leadership by the UCCC during the 2018 spring semester.

**Student Learning Outcomes**

Students will gain an understanding of school leadership and the ways in which educational administration can provide leadership for the improvement of school culture, policy, instruction, and learning.

Students will develop deep knowledge of content areas and pedagogical practices.

Students will develop the ability to think systematically about the school environment, student learning, curriculum and instruction, and educational leadership. Students will be able to understand the connections between all of these various components of the educational enterprise.

Students will understand the importance of professional learning communities and the ways in which the foster diversity, collaboration, engagement, and learning.

**Distance Learning**

The teacher leadership concentration courses, including the newly proposed internship, will be offered in a face-to-face format. Other Educational Specialist courses will continue with an online option.

**Comparison with Leading Academic Programs in the Discipline**

The proposed concentration in Teacher Leadership is a growing trend nationally. However, Mississippi State University would be one of the first research universities in the South to offer an EdS in Teacher Leadership.

- The University of Kentucky offers and EdS in Teacher Leadership. [https://education.uky.edu/edl/teacher-leader-programs/](https://education.uky.edu/edl/teacher-leader-programs/)
An examination of the above programs reveals a variety of courses and curricula aimed at allowing P-12 teachers to develop leadership skills outside of the traditional path to a principal’s position. While the exact courses vary in each program, utilizing research to improve professional practice, leadership, diversity, assessment, and developing learning communities or teaching teams are common themes. This proposed program attempts to take the key courses and develop leadership skills in a school setting that will lead to positions in teacher leadership such as mentors, teaching coaches, curriculum specialists and developers of professional learning communities.

Advisory Board Assessment and Feedback of the Degree Program

The Mississippi Department of Education has recognized the importance of teacher leadership and created a task force on teacher leadership. One Educational Leadership Department faculty member serves on the task force. The Mississippi Department of Education is exploring various ways in which to promote teacher leadership.

Questions

1. Will this program change meet local, state, regional, and national educational and cultural needs? If so, please describe. Yes. More schools and state departments of education are looking for ways to keep the best teachers in the classroom. Teacher leadership offers an opportunity for promotion and more influence in decision making while allowing continued direct contact with students.

2. Will this program change result in duplication in the System? No

3. Will this program change/advance student diversity within the discipline? No

4. Will this program change result in an increase in the potential placement of graduates in MS, the Southeast, and the U.S.? If so, please describe. Yes. As stated above, states are creating more positions for instructional coaches, curriculum leaders, and lead teachers.

5. Will this program change result in an increase in the potential salaries of graduates in MS, the Southeast, and the U.S.? If so, please describe. Yes. The teacher leadership concentration will allow students to earn an EdS degree and receive the subsequent pay increase. The Mississippi Department of Education is studying the possibility of a teacher leadership certification area which would also result in a pay increase. Additionally, courses are designed to help current teachers work toward National Board certification which has an annual pay increase of $7,000-$10,000. However, the program is designed to be broader than simply a National Board course sequence, and candidates may complete the program without engaging in the National Board certification process.

SUPPORT

A letter of support from the department faculty is included with the course proposal. The letter contains a majority of the faculty members’ signatures.

No changes in support, including personnel and material requirements, are anticipated.

PROPOSED 4-LETTER ABBREVIATION

No change

EFFECTIVE DATE

Upon Approval
NEW COURSES AND THEIR CATALOG DESCRIPTIONS

EDL 8313: Assessing Content Knowledge for Teacher Leadership

Three hours lecture. This course addresses the assessment of content knowledge necessary to be an effective teacher leader. It involves developing an understanding of the relationship between content knowledge, pedagogy, and assessment. Students learn strategies for these key elements of the teaching profession.

EDL 8323: Differentiation of Instruction for Teacher Leadership

Three hours lecture. This course will address the importance of differentiated instruction in effective teacher leadership. It will involve developing teacher-leaders’ abilities to evaluate students’ learning styles, plan and implement differentiated instruction, and analyze instructional strategies and materials based on ongoing assessment.

EDL 8333: Teaching Practice and Learning Environment for Teacher Leadership

Three hours lecture. This course will address the knowledge of teaching practices and learning environments necessary to be an effective teacher leader. This will include content in instructional planning, pedagogical strategies, student engagement, development of motivational, safe learning environments, and assessment of these best practices.

EDL 8343: Effective and Reflective Practitioner for Teacher Leadership

Three hours lecture. This course involves developing teacher-leaders’ abilities in applying knowledge of students as well as collaborating with all educational stakeholders to develop learning communities. Ultimately, this course enhances the teacher leader’s commitment to advancing student learning and achievement in the K-12 setting.

EDL 8353: Teacher Leadership Internship

Three hours clinical instruction. A field-based component is required. This course requires students to take the theory, pedagogy, and leadership knowledge they have learned in the required coursework and apply teacher-leadership practices in a school setting.