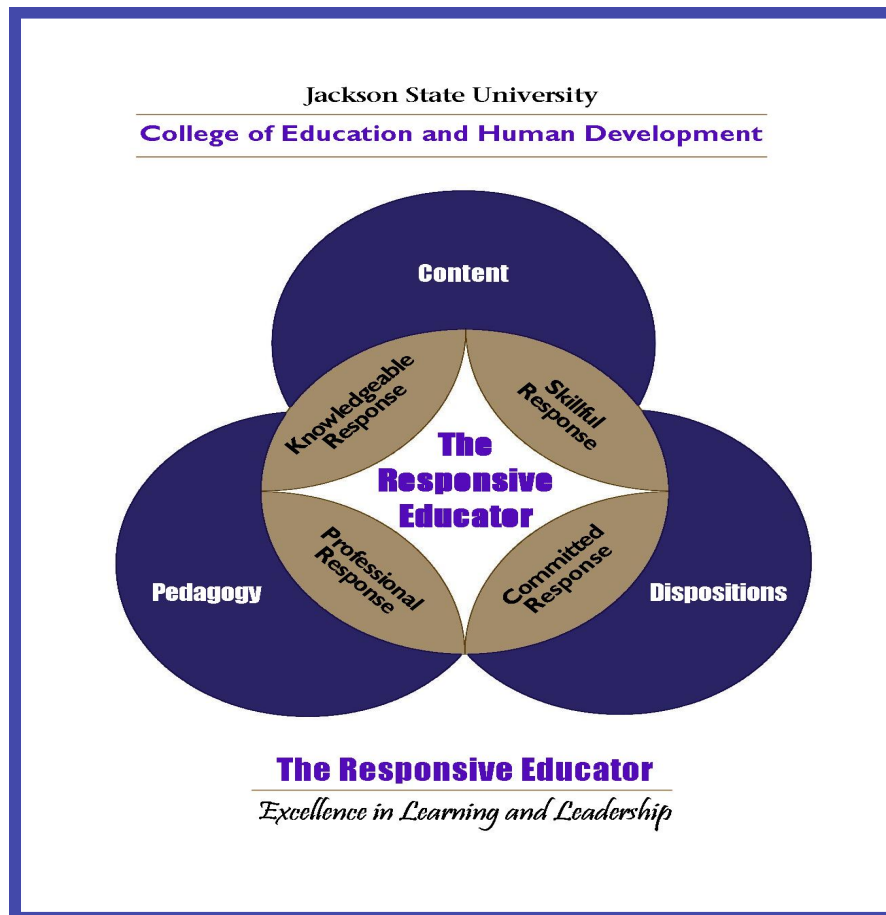


The Urban Interdisciplinary Education Curriculum Program for the Doctorate in Early Childhood Education



Department of Elementary and Early Childhood Education
College of Education and Human Development
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Department of Elementary and Early Childhood Education

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The Urban Interdisciplinary Education Curriculum Program for the Doctorate in Early Childhood Education

Program Handbook

The Department of Elementary and Early Childhood Education in the College of Education and Human Development at Jackson State University would like to thank you for your interest in this program. This program is only one of several advanced degree programs offered through the unit and holds the distinction of being the only one of its kind in the state of Mississippi.

This guide to doctoral studies in the Department of Elementary and Early Childhood Education is designed to provide an overview of information about departmental offerings and requirements. Those of you who are considering pursuing a doctoral degree will find this booklet helpful in explaining the opportunities we provide. Those who enter the department will find this a useful reference for planning your personal course of study in our Doctor of Education Program.

The purpose of this handbook is to offer the candidate vital information and documents to supplement the faculty advisement for a timely matriculation of the doctoral program. In this handbook, you will find information on our faculty, courses, department, mission, and other helpful facts. This handbook does not function as an individual set of laws governing the program. Rather, this document is directly related to the handbook offered through the Division of Graduate Studies.

Candidates who are successfully admitted into the program should also become familiar with the university website found at www.jsums.edu. It is the hope of the Department of Elementary and Early Childhood Education that you find this handbook a useful tool to assist you in a productive and successful matriculation.

COLLEGE OF EDUCATION and HUMAN DEVELOPMENT MISSION

It is the mission of the School of Education to develop, administer, supervise and evaluate programs in education and other related human services, which support the mission of the University. More specifically, the College of Education and Human Development (COEHD) is responsible for developing and ministering quality, comprehensive, career-orientated programs to attract culturally and economically diverse students.

We develop student in the fields of early childhood education elementary education, health and physically education, recreation, special education, educational administration and supervision, guidance counseling and pupil personnel services, educational technology, library media, reading secondary education, and rehabilitation counseling.

Further, the College of Education and Human Development:

- Encourages the scientific aspect of education and human services through a strong emphasis on inquiry, research, and publication;
- Promotes faculty, staff, and student development programs;
- Provides ongoing programs to enlighten the education-community and promotes cooperation and collaboration between the College of Education and other education/human services agencies at local, state, national and international level;
- Moreover, searches for outside assistance to aid in the support of its program offerings.

The COEHD is the unit responsible for teacher Education University wide. Through curriculum designs, student services, special projects, Pre-College and other programs, the College works to improve the quality of life for minorities and others. The recognition of the need to develop students to demonstrate high competence in verbal, critical thinking and other communicative skills; to become professionally knowledgeable and competent, technically proficient, socially aware, and experientially broad; and to become reflective decision makers who are human relations orientated, reflects the cornerstone on which the Responsive Educator Model for the profession education program is based.

Unit Thematic Beliefs and Commitments

The outcomes noted below are erected upon the foundation of five thematic beliefs that signal unit commitments and directly inform five parallel categories of candidate proficiencies relative to knowledge, skill, and disposition acquisition as specified by suitable key indicators.

The thematic beliefs and commitments are as follows:

1. Concerning professional reflection and self-knowledge (reflective/metacognitive)

The unit believes that successful pedagogy requires a consistent and habituated practice of critical reflective self-awareness that values and respects all learners, their families, and communities and promotes lifelong learning and continuous pedagogical adaptation.

2. Concerning knowledge of learners (developmental)

The unit believes that a deep understanding of individual and group motivation and behavior, combined with a broadly adequate knowledge of learning dynamics and human development, is essential to support a diversity-adequate, culturally responsive, learner-centered equity pedagogy that is developmentally appropriate and supportive of all learners' intellectual, social, and personal development.

3. Concerning knowledge of subject matter and responsive/adaptive teaching strategies (pedagogical)

The unit believes that substantive knowledge competency in general education, specific content areas, technology infusion, instructional planning, communication strategies, assessment, and concomitant teaching strategies as adaptively deployed, particularly as these are integrated into a broad cognitive map and an appropriate curricular vision, are essential to a responsive pedagogy that actively seeks the success of all students.

4. Concerning Professionalism (professional)

The unit believes that a deep understanding and acceptance of educator professionalism subserve the necessary commitments to normative, legally sanctioned, ethically informed, dispositionally appropriate, and evidence-based conformity to accepted principles and practices that are broadly received as incumbent upon all members of the education profession.

5. Concerning Educational Context Enhancement (contextual)

The unit believes that all candidates and completers should be committed to enhancing the P-12 learning context through strong community ties, advocacy for learners, and the maintenance of a community-sensitive, culturally-responsive, diversity-aware pedagogy that effectively involves parents and agencies. It employs multiple technologies and varied instructional strategies, nimble assessment-driven decision-making, and continual multifaceted collaboration to positively impact learners from diverse backgrounds and developmental stages, including the exceptional.

Department of Elementary and Early Childhood Education Mission Statement

The overall mission of the Department of Elementary and Early Childhood Education is to prepare responsive and effective educators for working with learners, infancy through adolescence. With its major emphasis is on teacher certification programs for persons seeking to teach in public school settings.

Additional responsibilities include preparing personnel to teach in private kindergartens, day care centers and educational programs operated by community agencies, businesses, and industry. Training focuses upon research and theoretical curriculum studies and the appropriate instructional methodologies for each population and community setting. The major objectives for the program are to produce educators who:

- are responsive in the field of Elementary Education, who meet certification requirements at the A level;
- view the profession of education as most influential in the advancement of mankind;
- have as a primary goal to help children and youth develop into citizens who will enhance humanity

Doctorate of Education, Early Childhood Education Overview and Scope

The Doctorate Degree Program in Early Childhood Education is located in the Department Elementary and Early Childhood Education under the auspices of the College of Education and Human Development. The Chair of the Department of Elementary and Early Childhood Education manages the program. The program is nationally recognized the National Association for the Education of Young Children (NAEYC) and nationally accredited through the National Council for the Accreditation of Teacher Education (NCATE).

This program is designed for persons who possess an initial regular Elementary (K-8) Certification. It incorporates the professional and specialty knowledge of the undergraduate elementary education curriculum and provides advanced studies in elementary education. Program has an emphasis on applied research within the master teacher professional practice within P - 12 public schools. At the completion of the Doctorate Degree in Early Childhood Education, candidates will have met the requirements of a Class “AA” Certificate, which is legislated by the State of Mississippi for all professional personnel at this level of certification.

The students in this degree program will also take twelve hours of core courses through the Department of Elementary and Early Childhood Education, as well as, 27 hours with the Elementary and Early Childhood Department and the Department of Educational Foundations and Leadership.

Faculty in the Department of Elementary and Early Childhood Education

Program faculties have earned terminal degrees or have exceptional expertise in their fields, which qualify them for their assignments in professional education programs. They have formal advanced study or demonstrated competence through independent scholarly activities in each field of specialization in which they teach. Evidence of faculty’s current knowledge in their area of specialization is evidenced through publications, membership in professional organizations, attendance at professional conferences, service on committees, and board membership in professional organizations.

THE RESPONSIVE EDUCATOR MODEL (REM) FOR EFFECTIVE INSTRUCTION

The Early Childhood Education program conforms to the Responsive Educator Model as its conceptual framework of the planning, development, implementation, and evaluation of the program and its components. The Responsive Educator Model (REM) is predicated upon the mission of Jackson State University, the philosophy of the Teacher Education Unit, the research of effective teaching, and the theoretical knowledge of the responsive educator.

Professional education at Jackson State University is designed to produce responsive educators, undergraduate and graduate, who are capable of delivering effective education. This Responsive Educator Model (REM) guides the professional preparation of teachers, school administrators, and school counselor along with the school other support personnel. Specifically, graduates of the program must demonstrate their competence in four outcome areas.

Responsive Educators:

1. Demonstrate knowledgeable response in content, pedagogical, student development, historical and theoretical foundations, and learner environment management.
2. Demonstrate skillful response in performance abilities relative to pedagogy, critical thinking, professional performance, and learning community enhancement.
3. Demonstrate committed response in understanding and acceptance of professional goals and obligations to support fairness and equity in learning communities.
4. Demonstrate professional response in understanding of education, teaching as a profession, and the relationships between schools, families, and cultural contexts as they affect student learning.

PROGRAM APPLICATION, ADMISSIONS PROCESS, and ASSESSMENT

The prerequisite to application to the departmental program is admission to the Graduate School. The Graduate School is open to persons holding the bachelor's degree from colleges and universities recognized by standard, general, or regional accrediting agencies, and whose undergraduate work has been of a sufficient quality and scope to enable them to adequately and profitably pursue graduate study. In addition, applicants must simultaneously apply to the College of Education and Human Development and the Department of Elementary and Early Childhood Education for admission.

Criteria for Admission to the Graduate School

Regular admission status is awarded to students who have:

1. All admissions credentials on file:
 - a. Completed application for admission to Graduate School;

- b. Official Transcript(s) directly from post-secondary institutions for all completed graduate work; and
 - c. Three letters of recommendation.
2. Minimum GPA of 3.0 (B average) or 850 GRE score.
3. Admission by a major department.

Please note admission to the Graduate School does not guarantee admission to the Doctorate in Early Childhood Education Program.

Criteria for Admission to the Ed. D. Program

Following admission to the Graduate School, the student may then apply for admission to the doctoral program. Application forms for admission are available in the Department of Elementary and early Childhood Education office located on the third floor of the College of Education Building. The minimum degree requirement for admission to the Ed. D. program is the master's degree.

Students should apply for admission to the doctoral program by January 1 of the year immediately preceding the academic year in which they expect to enroll. Students should declare courses to be transferred during the admission process. A student who fails to meet the application deadline must obtain prior approval from the Department Chair to enroll. Students who enroll in the program for the first time should initiate their program of study during the fall semester.

Unconditional Entrance Requirements

A student must meet the following criteria to be admitted to the Ed. D. Program:

1. Admitted to the Graduate School;
2. Master's degree earned from an accredited college or university;
3. Transcripts for all post-secondary work attempted prior to submitting a program application;
4. A minimum grade point average no lower than 3.5 or above (on a 4.0 scale) for the highest degree earned;
5. A completed program application submitted to the Department of Elementary and Early Childhood Education;
6. Proof of three years of employment in teaching or a related field in the form of a statement from the student's employer;

7. Recommendations from five persons knowledgeable of the applicant's professional and academic ability, job experiences, and/or leadership potential such as previous professors, principals, supervisors, superintendents, etc.;
8. A professional portfolio (enclosed in a folder or binder) documenting compensating strengths such as teaching, publications, professional presentations, educational awards, and community service;
9. A curriculum vita (resume') to include education, work experiences, honors, and affiliations with organizations and learning societies;
10. Successful completion of the Communication Skills Examination;
11. An official copy of the Graduate Record Examination taken within the last ten (10) years that indicates a combined score of 850 or above on the aptitude sections.
12. A successful interview with the program screening committee; and
13. Recommendation for admission by the screening committee.

The screening committee is composed of graduate faculty from the Department of Elementary and Early Childhood Education. The Dean of College of Education and Dean of the Graduate School serve as *Ex officio* members of the committee. It will be the responsibility of the committee to prepare, administer and evaluate the Committee Skills Examination and to prepare for, conduct and evaluate the interview. In preparing for the interview, the committee will identify questions to be asked that will elicit additional information about the applicant's academic background and experiences as well as to allow many opportunities for the applicant to demonstrate proficiency in oral communication.

Following this process and after careful deliberation, the applicant will be advised of:

- Proposed admission status;
- Additional admission needs;
- Disposition of committee on transfer courses; and
- Other special program or program needs.

Conditional Entrance Requirements

A student with demonstrated compensating strengths may be admitted to the doctoral program conditionally if the student's grade point average is 3.0 or above, has a combined score of at least 800 on the aptitude sections of the Graduate Record Examination, and all other entrance requirements are met. Conditional entry shall be recommended by the Department Chair and approved by the Dean of College of Education and the Dean of the Graduate School. Recommendations should be based upon knowledge of verifiable strength of the applicant. The student must maintain a 3.5 GPA on the first 12 hours of course work in the doctoral program to be officially admitted into the program.

PROGRAM ASSESSMENT: The ED.D Degree Program Assessment System

The Jackson State University (JSU) College of Education and Human Development (COEHD), working with its professional community, has designed and enacted a unit assessment system (UAS) that provides comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, and the functioning of unit operations. Guided by the Responsive Educator conceptual framework, the UAS is intended to produce data that is compiled, aggregated, summarized, and analyzed in order to improve candidate performance, program quality, and unit operation. Being a comprehensive and integrated set of internal and external assessment and evaluation measures, the UAS provides the means by which the unit can build upon candidate assessment data to evaluate programs and unit operations as the ongoing basis of regular and systematic improvement.

Relationship of Assessments to the Unit Assessment System

The primary assessments of the ED.D Degree program are an integral part of the JSU COEHD unit assessment system. The purpose of these assessments is to evaluate and improve candidate learning in order to ultimately impact P12 student learning in a positive way. Additionally, the data reflecting candidate performance is used to improve programs, strengthen the unit, and provide accreditation-related evidence to NCATE and NAEYC (National Association of Education for Young Children).

In approximate sequential order, the primary assessments of the ED.D Degree program are as charted below:

Program Assessment

Examinations

There are two major examinations in the Ed. D. program in Early Childhood Education: the Qualifying Examination, an entry examination, and the Comprehensive Examination, an exit examination.

Qualifying Examination

A written qualifying examination shall be administered to the student pursuing the Ed. D. at the completion of the second semester of course work. Qualifying examinations are administered each semester and during the summer session. The student should consult the current Graduate School Class schedule for information regarding the application deadline and the examination schedule. Prior to the examination, a student must file with the Department Chair a request for permission to take the examination.

The Qualifying Examination, a diagnostic and screening device for students enrolled in the Ed. D. program, is a written examination designed to elicit responses that demonstrate a breadth of knowledge related to early childhood education rather than minute details. The compilation and evaluation of the examination shall be the responsibility of the department chair and the program faculty and coordinated by the major adviser. A pool of a minimum of 25 questions shall be compiled and input into the computer. The computer will select and generate a list of questions which will comprise the examination.

Levels of Performance

1. Acceptance: A student who demonstrates sufficient proficiency in the field of study and writing ability as determined by the program faculty shall be recommended to the Dean of College of Education and the Dean of the Graduate School for continuance in the doctoral program.
2. Conditional: A student exhibits deficiency in content areas may be recommended for continuance under conditions determined by the Major Adviser in consultation with the program faculty. Additional courses work may be required.
3. Unacceptable: A student who fails to demonstrate sufficient proficiency in the field of study or writing ability as determined by the Major Adviser and program faculty will not be recommended for continuance in the Ed. D. program.

Notification of Examination Results

The Graduate Dean will notify in writing the student, the Major Advisory, the Department Chair, and the Dean of Education the test results. A student whose test performance was unacceptable will be recommended for discontinuance in the doctoral program until such time that a remedial program recommended by the program faculty is completed. The Qualifying Examination will be administered a second time upon completion of the remedial program. If the student should fail the examination a second time, he/she will be discontinued in the Ed. D. program.

Comprehensive Examination

In order to advance into doctoral candidacy, a written comprehensive examination is required in the area of specialization after 80% of coursework has been completed with a cumulative average of “B” or better in completed courses. The examination covers the major and minor fields of study and is designed to assess the academic and professional competence of students to organize, synthesize, and express ideas. Successful completion of the comprehensive examination makes a student eligible for candidacy.

The candidates must be registered and enrolled in at least one credit hour in the semester in which the examination is to be taken. A candidate may be allowed to take the GACE twice: if the candidate fails the exam a second time, a petition to the Dean must be completed in order to take the exam a third time.

Student Eligibility

To be eligible to take the Comprehensive Examination, students must:

- Complete all course requirements with a GPA of 3.0 or above;
- Register for a minimum of three (3) semester hours for the semester in which the examination is given ; and
- Complete and have the Application for the Comprehensive Examination approved by the Major Professor, the Department Chair, the Dean of the College, and the Graduate Dean.

A student who fails the examination on the initial attempt will be allowed one opportunity to retake it. Failure to pass the examination a second time will result in the student being terminated from the program.

Description of the Examination

The written Comprehensive Examination will consist of questions developed by the student's doctoral committee. The examination shall be comprehensive and conducted over a two-day period for a total of 9 hours. On the first day of the examination, students will be tested on the core and minor areas of their programs of study. The second day will be devoted to the major area of the program.

Time will be allocated to each section of the test as follows:

- Core Area – 3 hours writing time
- Minor Area – 3 hours writing time
- Major Area – 3 hours writing time

Evaluation of the Comprehensive Examination

The Doctoral Committee will review the responses to the examination questions to determine if the student has passed or failed. In the case where performance on the examination is rated unsatisfactory, the committee will determine if or how deficiencies may be eliminated and will make a recommendation regarding the student's continuance in the program. Removal of deficiencies, when recommended, may require repeating courses, taking additional course work, retaking the examination, or any other prescriptive requirements that the Committee decides are appropriate.

Notification of Comprehensive Examination Results

Formal notification of the Comprehensive Examination results will come from the Department Chair with copies to the Dean of Education and the Dean of the Graduate School.

ADVISEMENT

Advisor

The advisor for students enrolled in the Ed.D. Program is Dr. Stephanie Davidson. Contact information is: Email: Stephanie.r.davidson@jsums.edu, Office: School of Education Building Suite 320, Phone: 601.979.0514

Major Advisor

After students are admitted to the Ed. D. program and complete 12 hours, they must select a permanent major adviser. The major adviser must meet the following eligibility requirements for advising doctoral students: hold a terminal degree in early childhood education or demonstrate expertise in the area; be a full-time faculty member of the Department of Elementary and Early Childhood Education; be approved by the Graduate Council as graduate faculty; and be approved to direct a program of study at the doctoral level by the Department Chair, the Dean of the College of Education, and the Dean of the Graduate School. The major adviser will serve as chairperson for the doctoral committee.

It is the responsibility of the major adviser to assist the student in each of the following processes:

- Completing a program of study for approval;
- Selecting appropriate faculty for the doctoral committee;
- Scheduling meetings with the doctoral committee;
- Resolving conflicts which may arise between the committee members and the student;
- Preparing the course schedule and approving it for each registration period;
- Completing all required student forms and reports while matriculating through the degree;
- Developing and getting approved for the residency plan;
- Identifying an appropriate internship placement site; and
- Approving the dissertation topic, preparing the prospectus, and completing the dissertation.

In addition to the above, the major adviser is responsible for monitoring the student's progress, assisting in the preparation of program examinations, arranging the administration of the Comprehensive Examination, chairing the committee for both the proposal and dissertation defense, and evaluating student performance in all activities in cooperation with the doctoral committee.

Cohort Recruitment and Advisement

Students admitted to the doctoral program are selected to be included in cohorts. Efforts are made to recruit individuals with different backgrounds and expertise, which bring a unique mixture to the program. Typical cohorts include classroom teachers and principals, childcare administrators, higher education professionals, and persons with backgrounds in business, public policy, social service, and Head Start agencies. Emphasis is also placed on recruiting males and accepting individuals who demonstrate potential for becoming responsive early childhood professionals.

The selection process and program of study have resulted in program graduates being employed in such positions as university professors, teacher education directors, program directors and unit heads, curriculum supervisors and coordinators. Schools and agencies actively recruit graduates each year. The cohort system is designed as a support process to improve success rates for candidates through a cooperative learning model. Candidates recruited for the cohorts are expected to matriculate in a collective pace while monitored by a temporary advisor. Students will be assigned temporary advisers based on the faculty assigned to the program.

MATRICULATION REQUIREMENTS

Program of Study

Each student, in consultation with the major adviser, shall finalize a program of study. The program of study shall reflect the career goals, academic background, present level of competence of the student, and have the approval of the Department Chair, Dean of the Graduate School. A copy of the program of study, Form 1, must be placed on file with the major adviser, Department Chair, Dean of the School and Dean of the Graduate School by the end of the second semester of matriculation or prior to the completion of 18 semester hours of course work.

The program of study must include a minimum of 96 semester hours beyond the baccalaureate degree of which the last 66 semester hours shall be earned no earlier than seven years prior to graduation. A student who requests a waiver for a course for which the time limitation has expired may be required to take a test on the contents of the course to demonstrate competency in the area.

Appeals for waiver of the time limitation must be justified in writing and approved by the doctoral committee, the department chair, the Dean of the College of education, and Dean of the Graduate School. At no time shall consideration be given to waiving the time limitation for courses that exceed the time limitation by more than two years. The maximum number of courses for which a waiver of the time limitation may be requested is two three-hour semester courses. Thirty-six of the last forty-eight semester hours to be applied toward the doctorate in education degree must be credit that is received through enrollment at Jackson State University.

Cognate Area

Cognate or minor courses shall be selected in consultation with the major advisor and must be 500 level courses or above. These courses should be selected from curricula that will add depth and breadth to the total program and substantially under gird the professional component of the program.

Changes in Program of Study

Any changes made in a program of study must be submitted on the appropriate form and must have the approval of the major advisor, the Department Chair, the Dean of College of Education, and Dean of the Graduate school.

Transfer Credit

Credit earned in a doctoral program at another institution must be presented for approval during the admission process. Each course should be accompanied by a course description. Credit considered for acceptance must be from an accredited institution that is authorized to offer graduate work beyond the master's level. All transfer credit will be evaluated and approved by the student's major advisor, the Department Chair, Dean of College of Education, and Dean of the Graduate School.

Transfer credits shall not exceed nine (9) semester hours and must meet general University and specific program requirements. In order to be considered for approval for transfer, a course must meet the time limitation requirement and have a grade of "B" or better. A grade of "B-" will not be accepted. No transfer credit will be allowed toward the degree for correspondence course.

Course Enrollment/Grading

A minimum course load of nine hours (9) is required for all full-time students during each semester of an academic year and a maximum of 13 semester hours. The minimum course load for an eight week summer session is six (6) semester hours with a maximum of nine (9) semester hours. A student can receive no more than two letter grades of "C" with a cumulative grade point average of 3.0 or higher.

Prerequisite Course Work

Students who hold a master's degree or a specialist degree in an area other than Early Childhood Education must take 18 semester hours in prerequisite courses or their equivalents.

The approved prerequisite courses in Early Childhood Education are as follows:

EDCI 503	Seminar in Child Development (3 Hours)
EDCI 504	Methods and Materials in Early Childhood Education (3 Hours)
EDCI 507	Organization and Administration of Early Childhood Programs (3 Hours)
EDCI 508	Children's literature
EDCI 600	History and Development of Early Childhood Education (3 Hours)
EDCI 601	Methods of Child Study (3 Hours)

Dissertation

All candidates must submit a dissertation based on original research and successfully defend that research in a formal, public forum. All procedures in the formation of proposals, committees and other vital procedures must be followed (Graduate Catalog p. 27). Candidates cannot defend a dissertation proposal within the same academic semester of graduation.

All candidates must submit and receive approval from the Jackson State University's Institutional Review Board (IRB) before any official research can be conducted. These steps can be found in the "Guidelines for Preparing the Doctoral Dissertation" along with other recommended documents in the Division of Graduate Studies. ***All proposed topics should be approved by the assigned Major Advisor (Dissertation Chair) before any subsequent steps can be taken.***

Residency

Each student enrolled in the doctoral degree program must fulfill the University residency requirement. The purpose of residence is to provide the student an opportunity to engage in a concentrated educational experience and to interact continuously with faculty and other graduate students. During this period, the student broadens his/her perspective toward issues in education and develops more fully as a professional.

The following are examples of enriching experiences in which the student may engage during residency:

- Attending special lectures and seminars
- Preparing manuscripts for publication
- Writing grant proposals
- Developing curricula for early childhood programs
- Presenting papers at professional meetings
- Assisting faculty in research project

The major advisor will assist the student in planning a comprehensive program of professional experiences to compliment course work during the residence period. A complete overview of the residency plan must be filed with the major advisor and Department Chair prior to the residency. Upon completion of the residency, the student files with the major advisor and Department Chair a summary and evaluation of the residency experience.

Full-time Residency

To be classified as a full-time student for residency purposes, a student shall:

1. Register for at least nine hours for each of two consecutive semesters and devote a regular five-day week to study with no outside employment.
2. Hold a graduate assistantship at the University and register for nine semester hours for each of two consecutive semesters; and
3. Register for nine semester hours per semester while employed a maximum of 20 hours per week.

Alternate Routes to Residency

A student enrolled in the Ed.D. Program may fulfill residency requirements by either of the following methods:

1. Register as a full-time student for two consecutive semesters during an academic year and earn a minimum of nine semester hours each semester.
2. Register as a full-time student for three consecutive summer sessions and earn nine semester hours of credit each semester; or
3. Register as a part-time student for two consecutive years during which time the student earns six semester hours of credit per semester (Fall and Spring) and nine semester hours during the summer.

The Residency Form, processed by the student prior the residency, and the Completion of Residency Form, processed by the student upon completion of residency must be approved by the major adviser and department chair and filed in the offices of the department chair, Dean of College of Education and Dean of the Graduate School. Dissertation credit will be disallowed toward residency.

Internship

A student enrolled in the doctoral program in Early Childhood Education will complete a one semester, 320-clock hour internship at a site that will provide experience directly related to the degree and the student's career goals. The internship can be undertaken after the student's program of study is approved and after completion of 18 semester hours. The intern will assume professional responsibilities comparable to those of full-time staff members and will be supervised by a member of the cooperating agency staff and a University supervisor.

Possible intern sites include, but are not limited to, local community colleges, public elementary schools, public school central offices, central offices of head start, early childhood programs operated by private enterprises and the Early Childhood Curriculum Division of Program Development within the State Department of Education. Requisite experience shall be a primary consideration in student placement. In consultation with the student and the major advisor, the

Director of Student Teaching and Field Services will negotiate the internship site. A student will not be permitted to intern in his/her present place of employment. Monthly seminars, directed by the student's major adviser, will provide an opportunity for the student to explore with the University supervisors and cooperating agency supervisor the methods and problems associated with the internship experience.

One semester in advance, prior to the scheduling of the internship, students shall inform in writing their Major Advisers, the University Supervisor, the Department Chair and the Director of Student Teaching and Field Services of their intent to engage in an internship the following semester. When the request for an internship is approved, or at least six weeks prior to its beginning date, students will file with the Major Adviser, the University Supervisor, the Department Chair, the Director of Student Teaching and Field Services, and the Agency Supervisor the internship package which should include the internship plan and a statement of agreement between the cooperating agency and the University.

Evaluation of Internship

Evaluation of the internship will be done by the Agency Supervisor and the University Supervisor. If additional time is needed to achieve the objectives of the internship, the major adviser, after consulting with the student's doctoral committee, will recommend to the Department Chair, the Director of Student Teaching and Field Services, Dean of College of Education and Dean of the Graduate School that the internship be extended. Upon approval of the recommendation, the Director of Student Teaching and Field Services will arrange with the placement agency to have the time extended. Additional time required for completion shall not exceed one semester. The evaluation process will be repeated.

Candidacy

A student is eligible for admission to candidacy when all degree requirements have been fulfilled except the dissertation and oral defense. At the completion of this stage of the program, the student will have demonstrated mastery of a broad field of knowledge appropriate to the Ed. D. and will be ready to enter the second stage of the program. An advancement to candidacy form shall be signed by the dissertation committee, and filed with the Department Chair, Dean of Education and Dean of the Graduate School.

Time Limitation

A student must be admitted to candidacy at least two semesters or one semester and a summer session prior to the awarding of the degree. Any exception to this policy must be reviewed by the School of Education Grievance and Appeals Committee and approved by the Dean of Education and Dean of the Graduate School.

THE DISSERTATION

Description of the Dissertation

The completion and defense of an acceptable dissertation is a requirement for the Ed. D. degree. The dissertation must embody the results of an extensive research effort, which shall be an original contribution to scholarship. It should reflect the candidate's ability to conduct research and logically interpret the facts and phenomena revealed by the research. Dissertation credit which may be applied toward meeting the minimum credit only after being admitted to candidacy. Dissertation courses credits will be assigned grades of "S" or "U".

Enrollment Requirements

Each degree candidate must enroll for a minimum of three (3) hours of dissertation credit each semester following acceptance of the dissertation prospectus until the project is completed. A student who fails to complete the dissertation at the end of the academic semester following registration for the minimum 12 semester hours of credit will be required to register for three semester hours of credit each semester (including the summer session) until the dissertation is completed. Credit will be posted upon completion and acceptance of the dissertation. No more than 12 hours may be applied toward the Ed. D. even though the student may have been required to register for additional hours in order to remain on active student status. This requirement may be waived for any semester the Major Advisor is not on campus.

Prospectus

The prospectus is a detailed plan which describes the study to be conducted including the statement of the problem, the review of related literature, data collection techniques, data analysis, limitations of the study, definition of terms, and organization of the study. In order to provide a relatively uniform framework for preparation of the dissertation prospectus, the Department of Elementary and Early Childhood Education has specified a format to be followed. A copy of the format may be obtained from the major advisor.

The Candidates

When the prospectus is completed the candidate files a copy of the prospectus with each member of the doctoral committee for review and approval. A minimum of two weeks should be allowed for review, after which, an oral presentation by the student before the full committee is scheduled. When the prospectus is approved by the committee, an approved copy will be filed with the Major Adviser, the Department Chair, the Dean of Education, and the Dean of the Graduate School.

Institutional Review Board

Once the prospectus has been approved, the student must complete the Application to the Institutional Review Board (IRB) for permission to conduct the study. The student can precede with the research phase of the dissertation only after receiving written permission from the IRB.

Oral Defense

Following approval of the dissertation by the doctoral committee, and oral examination is conducted on the dissertation and the candidate's major area of study. The candidate's Major Adviser will make all prior arrangements and conduct the defense. Each member of the doctoral committee is expected to attend and participate in the defense. For the defense to proceed, at least four of the members must be present.

Abstracts of the dissertation will serve as an invitation to faculty, administrators and students to attend the defense. Faculty and administrators may participate in the defense, but will not have voting privileges. The doctoral committee will reassemble after the hearing and decide whether to approve the dissertation or require further revisions. A majority vote of the doctoral committee members shall constitute the number needed to approve or disapprove the dissertation.

The dissertation and final defense must reflect a satisfactory level of professional competence in research methodology and writing and complement the research function of the University.

The final examination provides an opportunity to ascertain that the student:

- has authored the document;
- possesses knowledge of the broad areas of research related to the study;
- has the ability to justify the research design utilized in the study;
- demonstrates conceptual skills in ordering and interpreting data;
- reflects competence in presenting the study in a coherent, understandable, and scholarly manner.

Approval or Disapproval of Dissertation Defense

A majority vote of the doctoral committee members shall constitute the needed number to approve or disapprove the written document and final defense.

- a. Approval – At least four (4) members of the doctoral committee must sign the acceptance form stating that the dissertation has been completed satisfactorily.
- b. Disapproval – Should the dissertation defense be unsatisfactory, the Major Advisor will prepare and submit a statement detailing the Inadequacies to the Department Chair, the Dean of the School, and the candidate. The committee, through its chairman, should specify the steps to be taken to correct deficiencies in the dissertation or oral defense. The standard form for reporting the results of the defense must also be filed as designated.

Submission of Dissertation to the Graduate School

One copy of the dissertation with the approval signatures of the doctoral committee members, the Department Chair, and the Dean of Education will be submitted to the Graduate School, the student must submit 5 copies of the dissertation and Form IV with all appropriate signatures to the Graduate School and one copy of the dissertation to the Department Chair and the Dean of Education. Approved copies should also be distributed to the Major Advisor and committee members.

INCOMPLETE POLICY

The grade “I” (incomplete) indicates the student has not completed the coursework for some unavoidable reason. Documentation for unavoidable reason(s) must be provided to the instructor. If acceptable, the instructor will indicate on the grade sheet the grade of I. The student must turn in the missing coursework within the prescribed time set by the instructor. If the student fails to complete the course within the specified time, the actual course earned calculated grade will be recorded as the grade of record.

When enrolled for independent study, either an “I” or the S/U” (satisfactory/ unsatisfactory) grades may be applied.

FAIRNESS, ACCURACY, CONSISTENCY, ABSENCE OF BIAS

Jackson State University (JSU) College of Education and Human Development (COEHD) stresses accountability, evaluations, and improvement based on students’ performances on departmental and course assessments. Assessment credibility is vital in the collection, reporting, and analyzing of data from assessments at entry level, midpoint, exit, and follow-up.

The COEHD aims to ensure that all candidates are treated fairly and that their performance on assessments is scored accurately and consistently, without any biasness, in accordance with the rubric(s) provided for each assessment. All administrators, faculty, teacher intern evaluators, and all constituents who engage in assessment of candidates are expected to display academic integrity and academic honesty.

Fairness

The COEHD emphasizes that all candidates are treated fairly in all aspects, including the evaluation of their coursework, exams, assessments, and dispositions. In terms of fairness, all assessments should allow for all students to perform equality well, allowing them adequate opportunity to demonstrate the knowledge and skills they have obtained through instruction, field experiences, and other hands-on activity.

Candidates are expected to receive adequate instructions of content, assignments, and all assessments. Candidates should receive detailed instructions, timelines, rubrics, advisement, and extra assistance (if needed) for all assessments to ensure that they understand what is expected to obtain maximum points. In addition, they are due timely feedback as a corrective measure to ensure that they are well informed on areas of improvement and strengths.

Accuracy

All assessments should represent validity, indicating that students’ performance is measured on instructions and other learning experiences they received relevant to the assessment itself. Therefore, students are expected to receive explicit instructions, directions, and information on tasks, expectations, grading policy, rubrics, and content of the assessment in which they are being measured, thus enabling them to exemplify scholarship.

Consistency

All assessments should show evidence of reliability, a consistency of scoring across evaluators over time. Disparity in evaluations may result in further action to ensure that candidates are receiving the most reliable scores.

Absence of Bias

Candidates' evaluation should be free of any prejudices and bias. Evaluators may not infuse their attitudes, values, and beliefs in scoring any assessment. Candidates' evaluations should not sustain evidence of any cultural, ethnic, and gender stereotypes. Any detection of bias will result in further action taken by the university.

The JSU Student Handbook (page 6) states *students have the right to be free from all forms of inappropriate discrimination. Jackson State University does not discriminate on the basis of race, creed, color, gender, sexual orientation, age, religion, national or ethnic origin, disability, or veteran status in its educational programs, activities, admissions or employment practices.*

STRATEGIES TO ENSURE FAIRNESS, ACCURACY, CONSISTENCY, & ABSENCE OF BIAS IN EVALUATION

There is an Assessment Committee to review assessments, rubrics, surveys, dispositions, and procedures for collecting data. This committee is comprised of the chairs, faculty representative from each discipline and level, and directors.

There is a Curriculum Team that is comprised of chairs and faculty members from each discipline. The curriculum team reviews data and develop plans of improvement that will have more desirable outcomes for students performance.

In conjunction with the Professional Education Council, changes are made in order to produce meaningful change for growth and improvement.

All assessments within the departments on each academic level reflect the standards within the SPAs, Mississippi's INTASC standards, National Board for Professional Teaching Standards, and the COEHD Conceptual Framework Standards.

Assessments are designed around the COEHD Conceptual Framework Outcomes: Committed Response, Knowledge Response, Skillful Response, and Professional Response. Students engage in discussions of the Conceptual Framework in each class and how it is related to specified assignments, activities, and assessments.

Assessments are defined in each syllabus, indicating the importance of completion and relevance to students' learning experience in education.

Each assessment has a detailed rubric. Before each assessment, students engage in discussions about the rubric, expectations, guidelines, timelines, etc.

COEHD Administrators Meetings are held twice a month to discuss assessments/NCATE, students' performance and improvement based on data that is submitted. These meetings provide administrators with information and guidance that will enhance programs and student performance.

All assessment policies on fairness, accuracy, consistency, and absence of bias comply with Jackson State University Faculty Handbook, Student Handbook, and JSU Assessment Manual (See appendix for JSU documents supporting the academic honesty and integrity and grading policies in the College of Education and Human Development Assessment Manual). Students may contest any evaluation by following the practices and procedures outlined in the Jackson State University Student Handbook that are also reflected in the College of Education and Human Development Handbook.

POLICIES, PROCEDURES, AND PRACTICE FOR ENSURING FAIRNESS AND CONSISTENCY IN THE UNIT

Jackson State University College of Education and Human Development aims to ensure that all candidates are treated fairly and that their performance on assessments, exams, and assignments is scored accurately and consistently in accordance with the rubric provided for each assessment. In addition, the COEHD complies with the university's policies on managing candidates' complaints regarding any academic or civic concern.

The information below reflects university policy from the Faculty Handbook. Information of policies pertinent to unit operation's fairness and consistency has been included in specified sections below.

Code of Conduct (page 71 of Faculty Handbook, appendix of Assessment Manual)

Jackson State University expects ethical conduct of all personnel. The University endorses the 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors (AAUP), as revised and refined since 1940. The University also endorses the Statement on Professional Ethics of the same organization, insofar as laws or the policies of the Mississippi Board of Trustees of State Institutions of Higher Learning do not limit these.

In the exercise of professional responsibilities, the faculty member should at all times be accurate, exercise appropriate restraint, show respect for the opinion of others and make every effort when speaking or writing as a citizen to indicate that *he/she* is not an institutional spokesperson.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

Professors make every reasonable effort to *foster honest academic conduct* and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

Academic Honesty (page 76 of Faculty Handbook, appendix of Assessment Manual)

All acts of academic dishonesty [e.g., cheating on exams, plagiarizing (i.e. presenting another person's work as one's own), having another person write one's paper, *making up research data*, presenting excuses which are untrue for failing to meet academic and professional standards] are a violation of values, ethics, and University policy, which will entail appropriate penalties.

Student Collegiate Code of Conduct (pgs. 76-77 of Faculty Handbook, appendix of Assessment Manual)

Jackson State University, in the 2002—03 academic years, adopted a Collegiate Code of Conduct, which is designed to enhance students' success inside the classroom as well as in their campus life. It is intended also to assist with building characteristics which will serve as guideposts for lifelong success, understanding and appreciating differences among diverse groups of people, and ultimately leading to a more harmonious learning environment which fosters respect for others and one's self.

The tenets for this covenant are:

1. **Integrity**—Respect and embrace the principles of academic honesty.
2. **Philosophy**—Embrace an academic philosophy for positive progress toward competency in goals, critical and logical thinking, and a commitment to excellence.
11. **Assessment**—Conduct periodic assessments of academic, personal, and career progress. Stay focused on your purpose for being at the University.

(Extracted from SECTION IV FACULTY RESPONSIBILITIES AND ACADEMIC OPERATING PROCEDURES of Faculty handbook http://www.jsums.edu/hr/files/2012/11/Faculty_Handbook_12_2011.pdf)

Course of Study for Ed.D. in Early Childhood Education

Jackson State University
College of Education & Human Development
School of Instructional Leadership
Department of Elementary & Early Childhood Education
Doctorate Degree in Early Childhood Education
Doctorate Degree

Name: _____ J# _____

Core Courses*	Course Name:	Credit Hour	Grades
EDCI-703	Seminar I: Urban Studies in Early Childhood Education	3	
EDCI-712	Models of Curriculum Development in Early Childhood Education	3	
EDCI-713	Instructional Theories and Design in Early Childhood Education	3	
EDCI-716	Learning Theories and Styles in Early Childhood Education	3	

Total 12 Hours

Checkpoint	Semester Completed/ Outcome
Degree Plan	
Admission to Candidacy	

Research and Major Requirements*

EDAD 710	Advance Statistical Concepts & Computer Analysis	3	
EDFL 732	Advance Research & Non-Parametric Statistical Methods Research Design	3	
EDFL 797	Research Design	3	
EDCI 714	Organizational & Administration of Early Childhood Education Programs	3	
EDCI 715	Seminar II: Urban Studies in Early Childhood Education	3	
EDCI 717	Psychology of Young Children in Urban Studies	3	
EDCI 718	Seminar III: Urban Studies in Early Childhood Education	3	
EDCI 788	Teaching Education Programs & Technology	3	
EDCI 720	Research Applications in (Science, Mathematics, or Special Education) for Early Childhood Education	3	
EDCI 798	Internship/Field Studies Doctoral	3	

Total- 30 Hours

Checkpoint	Semester Completed/Outcome
Graduate Comprehension Examination (upon completion of 24 semester hours)	

Cognate* Natural & Behavioral Science, Special Education Global Education, Educational Technology and Reading, Health, Guidance 12 Hours

EDCI 799 Dissertation 9 Hours **Minimum of 63 Hour**

**Prerequisite: Admission to the Urban Education Curriculum Program for the Doctorate, Early Childhood Education

** Excluding Prerequisite courses for Non Early Childhood Education Applicants.

DOCTORAL COURSE ROTATION

YEAR 1

FALL	SPRING	SUMMER
EDCI 703 (SEMINAR I)	EDCI 713 (INSTRUCTIONAL THEORIES AND DESIGN)	EDCI 714 (ORGANIZATION & ADMINISTRATION OF ECE PROGRAMS)
EDCI 712 (MODELS OF CURRICULUM DEVELOPMENT)	EDCI 788 (TEACHING EDUCATION PROGRAMS & TECHNOLOGY)	EDCI 720 (RESEARCH APPLICATIONS)
EDFL 710 (ADVANCED STATISTICAL CONCEPTS)	EDFL 732 (ADVANCED RESEARCH & NON-PARAMETRIC STATISTICAL METHODS)	COGNATE AREA COURSEWORK

YEAR 2

FALL	SPRING	SUMMER
EDCI 715 (SEMINAR II)	EDCI 716 (LEARNING THEORIES AND STYLES IN ECE)	EDCI 798 (INTERSHIP)
EDFL 797 (RESEARCH DESIGN)	EDCI 718 (SEMINAR III)	DISSERTATION
EDCI 717 (PSYCHOLOGY OF YOUNG CHILDREN IN URBAN ENVIRONMENTS)	COGNATE AREA COURSEWORK	

YEAR 3

FALL	SPRING	SUMMER
DISSERTATION – 6 HOURS		
COGNATE AREA COURSEWORK		

COURSE DESCRIPTIONS

Professional Courses

EDAD 710: Advanced Statistical Concepts & Computer Analysis

A study of advanced statistical procedures: analysis of variance, randomized block, factorial, and repeated measurement design; analysis of co-variance; non-parametric tests; simple, multiple, and curvilinear regression; introduction to path analysis correlation, discrimination, and factor analysis; emphasis on educational research problems. Requires ten (10) hours of clinical and field-based experiences.

EDFL 732: Advanced Research and Non-parametric Statistical Methods

The study is designed to study confidence intervals and tests of hypothesis when no functional form is postulated for the population. Sign, oral, spread tests, tolerance limits, tests of independence, rank correlation, non-normal analysis of variance, consistency and power of various tests are included.

EDFL 797: Research Design

This course emphasizes theory and research in education, potentials and limitations of research, research design, tools and approaches used in inquiry and methods of research regarding educational decision making. It serves as an introduction to automated data processing and critical analysis or research studies in education.

Specialized Courses

EDCI 703: Seminar I: Urban Studies in Early Childhood Education

This course is an introductory course in the program and the content consists of five introductory modules: (1) Urban studies in Early Childhood Education, (2) Early Childhood Education, (3) Natural Science/Computer Sciences for Early Childhood Education, (4) Special Education for Early Childhood Education, and (5) Global/International Studies for Early Childhood Education. Requires fifteen (15) hours of clinical and field-based experiences.

EDCI 712: Models of Curriculum Development in Early Childhood Education

Emphasis is placed on trends in the various subject areas of early childhood curriculum. Contemporary social issues of potential impact on the early childhood curriculum are included. Models of curriculum development, implementation, and evaluation are studied. Requires ten (10) hours of clinical and field-based experience.

EDCI 713: Instructional Theories and Styles in Early Childhood Education

Study of alternative models of teaching including cooperative learning, inductive thinking, concept development, cognitive growth, non-directed teaching, contingency management, inquiry training, and whole-class instruction. The candidate is involved in the development, execution, and evaluation of instruction. Works of theorists who have

provided the impetus for the development of instructional systems are reviewed. Requires thirty (30) hours of clinical and field-based experiences.

EDCI 714: Organization & Administration of Early Childhood Education Programs

This course is designed mainly for directors, administrators, and supervisors of programs for young children (nursery-kindergarten through grade 3). Requires ten (10) hours of clinical and field-based experiences.

EDCI 715: Seminar II: Urban Studies in Early Childhood Education

The course involves a survey of research, comparison and evaluation of programs, and the design and development of projects on current issues through individual study. Intensive examination of a particular area of urban/global studies in early childhood education and an in-depth study of research problems in education are required. Candidates must be able to demonstrate critical and analytical skills in dealing with a problem in early childhood education. Issues, trends, topics and activities in urban/global studies in early childhood education are required. Requires ten (10) hours of clinical and field-based experiences.

EDCI 716: Learning Theories and Styles in Early Childhood Education

Study of contemporary learning theories and individual learning styles in the context of early childhood curriculum, planning and implementation. Requires ten (10) hours of clinical and field-based experiences.

EDCI 717: Psychology of Young Children in Urban Education

Designed to prepare graduate students to teach young children who come from urban and/or culturally different backgrounds. Through use of multimedia source materials, candidates gain knowledge of the background and culture of culturally different learners, determine the role of teacher, explore techniques of discipline and classroom management, survey motivational and instructional techniques and examine, prepare and adapt a variety of instructional materials for individual, small group, and large group instruction. Requires ten (10) hours of clinical and field-based experiences.

EDCI 718: Seminar III: Urban Studies in Early Childhood Education

Opportunity for candidates to investigate problems and issues related to Early Childhood Education and to develop the ability to clarify research problems, review and analyze secondary data. Candidates select an interest area and complete activities that culminate in a major paper that may serve as the foundation for their dissertation. Requires ten (10) hours of clinical and field-based experiences.

EDCI 720: Research Applications (in Science, Mathematics, or Special Education) for Early Childhood Education

In-depth, advanced study of the application of theoretical knowledge and principles in science, mathematics, or special education; the development of a theoretical framework, problem identification, and data collection and analysis procedures in early childhood education.

EDCI 788: Teaching Education Programs and Technology

The course is designed to explore current development in college programs for the preparation of teachers for elementary and secondary schools. It includes an analysis of technological developments in teacher education, simulation situations, video tapes and film feedback, models of teaching, interaction analysis and micro-teaching systems. Requires ten (10) hours of clinical and field-based experiences.

EDCI 798: Internship/Field Studies

Prerequisites: Permission of advisor and director of field experience. Intensive job-related experience pertinent to students' needs. The candidate must be able to demonstrate skills and leadership abilities in an on-the-job situation. A topic of current interest and need will be emphasized. The candidate will develop extended competence with contemporary measurement and evaluation techniques which will be generated into a research study. Requires a minimum of three hundred sixty (360) hours of clinical and field-based experiences.

EDCI 799: Dissertation

This course will embody the results of an extended research effort which is an original contribution. The dissertation should reflect the candidate's ability to conduct independent research and interpret in a logical manner the facts and phenomena revealed by the research.

Department of Elementary and Early Childhood Education Ed.D Program
Primary Assessments

Assessments Chronologically

Name of Assessment	When Administered	Description	Type (e.g. SPA, program, unit)
Pre-admission Oral Interview and Writing Assessment	Prior to entry	Program developed student writing skills assessment.	Program
Pre-admission Evaluation by the Ed. D Admission Screening Committee	Prior to entry	Includes completed application, interview, review of transcripts, review of GPA, a minimum of three(3) letters of recommendation from professionals and other letters of references, review of resume for three years teaching experience	Program
Masters Degree in Elementary or Early Childhood Education or other related fields	Prior to/after entry	Content-based assessment	Program
Dispositions (Self-assessment)	During entry	Assesses candidate for suitable commitments	Unit
AA, AAA Teaching licenses	During entry	Content-based assessment	SPA Key Assessment 1
Develop a Series of Professional Development Modules	Completed EDCI 703, EDCI 713	Content-based assessment	SPA Key Assessment 3
Site and University Supervisor' Evaluation (Clinical)	Completed EDCI 716, EDAD 710	Performance/skills-based assessment	SPA Key Assessment 4
Develop No Child Left Behind Workshop	Completed EDCI 714, EDCI 715, EDCI 717	Content-based assessment	SPA Key Assessment 5
	Completed EDCI 720 prior to Writing Dissertation Proposal	Content-based assessment	SPA Key Assessment 6
	Completed EDFL 732 and EDCI 788 prior to taking the Comprehensive Exam	Content-based assessment	SPA Key Assessment 7
Develop a Series of Literature Reviews related to the candidate's major research topic	Completed in EDCI 797, EDCI 718 and EDCI 798 prior to taking the Comprehensive Exam	Writing skills/content-based assessments Assessment of candidate's literature and knowledge base.	SPA Key Assessment 8
Comprehensive Exam Nomination to candidacy	After completion of all core courses. All Incompletes must be removed.	Content-based assessment Comprehensive evaluation of candidate's knowledge, experience and readiness for advancement to candidacy. Candidate proposal due, defense and approval by the committee	SPA Key Assessment 2
Exit Interview	Before exit	Performance/skills-based assessment Candidate dissertation due for critique and feedback. Major advisor working closely with candidate to ensure	Program
Defense of dissertation, entertaining questions from all members and invited guests. Exit Survey	After exit	Program satisfaction assessment	Program/Unit

The COEHD has adopted four transition points that apply to all programs that have a clinical component. A “transition point” is marked by candidate movement forward to the next stage of the program. Some of the assessments listed above are used to determine the qualification of a candidate to be accepted into a stage of the program. The transition points are: 1) Entry to Program, 2) Entry to Clinical Practice, 3) Exit from Clinical Practice, and 4) Exit from Program. The chart below shows transition point assessments by program stage.

Assessments by Transition Points

Entry to Program	Entry to Clinical Practice	Exit from Clinical Practice	Exit from Program
Pre-admission Writing Assessment and oral Interview by the Screening Committee		SPA Key Assessment 3	Exit Interview
Pre-admission Evaluation of Applicant’s Application Package		SPA Key Assessment 4	Exit Survey
Masters Degree in Elementary or Early Childhood education, Holding State Department issued AA, AAA license		SPA Key Assessment 5	
Dispositions (Self-assessment)		SPA Key Assessment 6	
		SPA Key Assessment 7	
		SPA Key Assessment 8	
		SPA Key Assessment 2	

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STUDENT GRIEVANCE
FORM**

Student Information	
Name:	Date:
J Number:	Email:
Major/Department:	<input type="checkbox"/> Fr. <input type="checkbox"/> Soph. <input type="checkbox"/> Jr. <input type="checkbox"/> Sr.
Complaint Information	
Person/Issue Complaining Against?	Date of Offense:
Details of Complaint: (Attach additional sheets if necessary)	
Corrective Action(s) Initiated by You Prior to Filing Complaint: (Attach additional sheets if necessary)	
What is your request/resolution? (Attach additional sheets if necessary)	

Student Signature

Date

Administrator/Instructor Signature

Date

Go to the JSU Student Handbook (Pages 35-36) for policy and procedure for filing a formal complaint. <http://www.jsums.edu/studentlife/files/2012/08/2014-2015-Student-Handbook.pdf>