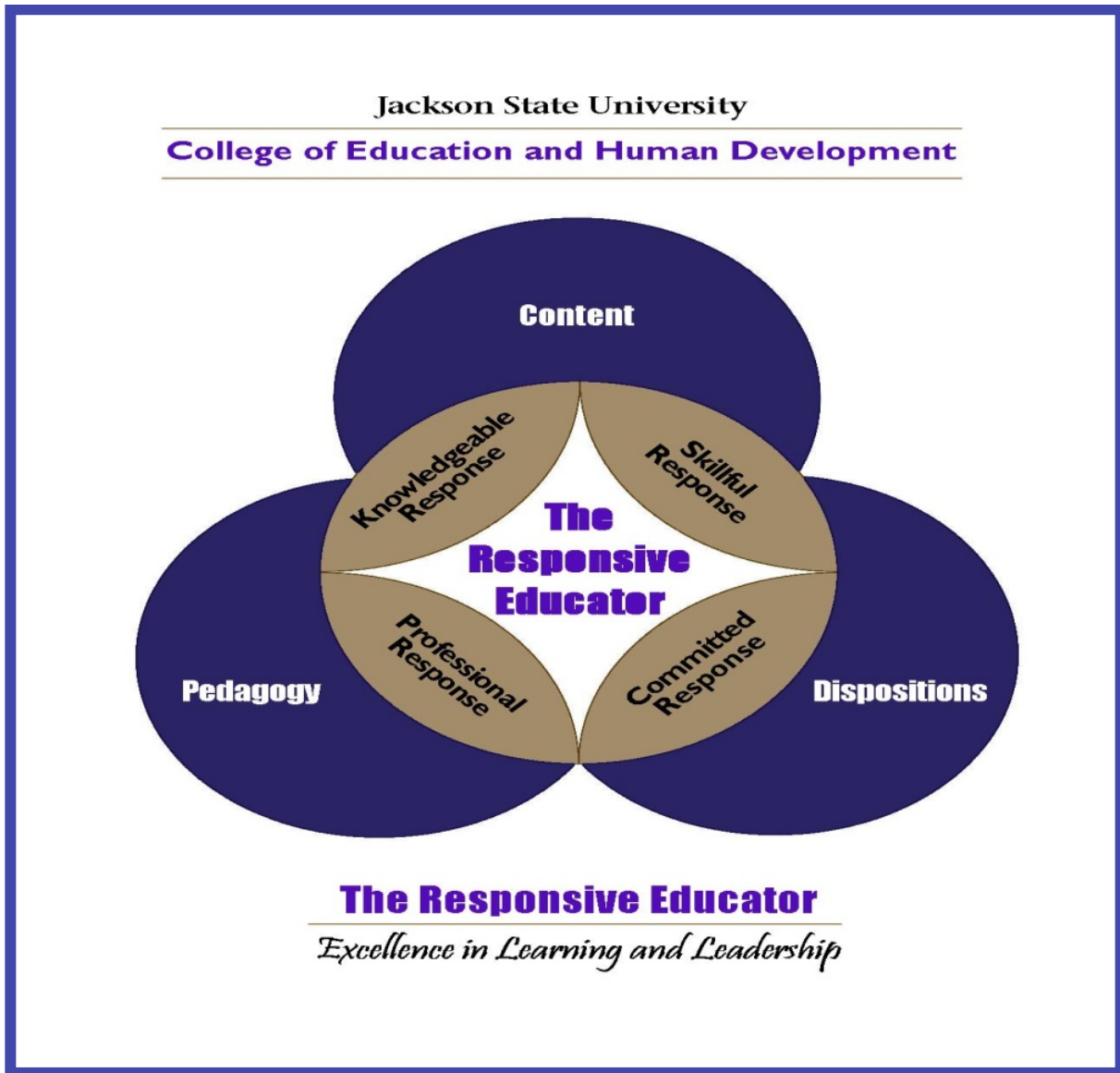


**College of Education and Human Development**  
**Department of Elementary and Early Childhood Education**



**Elementary Education, K-3 and K-6**  
**Program Handbook**

# Department of Elementary and Early Childhood Education

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# TABLE OF CONTENTS

Handbook Introduction

College of Education Mission

Unit Thematic Beliefs and Commitments

Department of Elementary and Early Childhood Education (EECE) Mission

EECE Program Overview and Scope

Department Of Elementary And Early Childhood Education Faculty

The Responsive Educator Model (REM) for Effective Instruction

Unit Thematic Beliefs REM Outcomes in Elementary Education Courses

Elementary Education Program Objectives

Course Of Study Policy

Field Experience Policy

Elementary Education Assessments for Licensure

Admission to Teacher Education

Admission to Student Teaching

Endorsements and Concentrations Requirements

Graduation Requirements

Incomplete Policy

Fairness, Accuracy, Consistency, Absence of Bias Policy

NEA Student Program

Student Forms

# **Elementary Education, K-3 and K-6**

## **Program Handbook**

The design of this handbook is to assist undergraduate students in learning about the policies and procedures of advisement in the Department of Elementary and Early Childhood Education. Included are policies and that directly or indirectly affected the student and faculty. It provides information concerning programs, policies, and procedures required to obtain a Bachelor of Science (B.S.) Degree in Elementary Education. Use this handbook in conjunction with the current Jackson State University Undergraduate Catalog to facilitate your academic planning.

While every effort has been made to make this document as complete and as accurate as possible, it should be remembered that changes deadlines and other information might occur. The School of Education reserves the right to alter or change any statement contained herein without prior notice. In addition to the information included in this handbook, the Department of Elementary and Early Childhood Education has further information about procedures and expectations.

In addition, students should work closely with their major advisors in order to insure departmental and University requirements are met. The members of the Department of Elementary and Early Childhood Education hope this handbook will help you to matriculate smoothly through the programs offered in the Department. If you have additional questions, please do not hesitate to contact your advisor, another faculty member, and/or call the Department of Elementary and Early Childhood Education at (601) 979-2341.

## **COLLEGE OF EDUCATION 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 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:

- 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 College of Education is the unit of 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**

The overall mission of the Department of Elementary and Early Childhood Education is to prepare responsive and effective educators for working with learners of all ages, infancy through adulthood. With its major emphasis in 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 education 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 Early Childhood 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 youths develop into citizens who will enhance of humanity.

### **PROGRAM OVERVIEW AND SCOPE**

The Bachelor of Science Degree Program, Elementary located in the Department of Elementary and Early Childhood Education is under the auspices of the College of Education. The program provides selected pre-professional and professional education courses for all teacher education programs in the Teacher Education Unity. At the completion of the B.S. Degree in Elementary Education, student will have met the requirements of a Class a certificate, which is legislated by the State of Mississippi for all entry-level teachers.

### **DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION FACULTY**

Program faculty has earned the terminal degree or has exceptional expertise in their fields to 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 that they teach. Evidence for faculty's current knowledge in the teaching specialization is given through a number of publications, membership in professional organizations, attendance at professional conferences, and 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.



## UNIT THEMATIC BELIEFS AND RESPONSIVE EDUCATOR MODEL OUTCOMES IN ELEMENTARY EDUCATION COURSES

The five outcomes noted below are sequenced throughout the course of study whereby in the professional education courses. These are outlined in the following table.

Courses	One Professional Reflection and Self-knowledge	Two Knowledge of Learners	Three Knowledge of Subject Matter and Responsive/Adaptive Teaching Strategies	Four Professionalism	Five Educational Context Enhancement
EDCI 100	X			X	X
EDCI 301	X		X	X	X
EDCI 401	X	X	X	X	X
EDCI 402	X	X	X	X	X
RE 204	X	X	X	X	X
RE 309	X	X	X	X	X
RE 310	X	X	X	X	X
RE 311	X	X	X	X	X
RE 312	X	X	X	X	X
RE 455	X	X	X	X	X

***X- Indicates outcomes, which are emphasized in the course.***

## **ELEMENTARY EDUCATION PROGRAM OBJECTIVES**

Professional studies' objectives include knowledge about professional education as it relates to the realities of practice in schools and classrooms. The program's objectives delineate the necessary components needed for the preparation of teacher candidates. The program more than adequately provides knowledge about appropriate skills in learning theory, education goals and objectives. The cultural influences on learning, curriculum planning and design, instructional techniques are also explored as well as, instructional planning and management, design and use of evaluation, measurement, classroom, and behavior management methods, instructional strategies for exceptionalities, social system of classroom and schools, school law, instructional technology, and collaborative consultative skills.

Courses and experience support development of independent thinking, effective communication, the making of relevant judgments, professional collaboration, effective and responsive participation in the educational system, the discrimination of values in the educational arena, and professional ethics. In addition, these objectives embrace experiences, which incorporate multicultural and global perspectives that help education students understand and apply appropriate strategies for individual learning needs, especially for culturally diverse and exceptional populations.

Specialty studies' objectives include knowledge, which provide education majors with a mastery of structure, skills, concepts, ideas, values, facts, and methods of inquiry that constitute their field of specialization. Based upon the guidelines and standards of professional learned societies, the specialty studies objectives chart the courses and experiences that include academic methodological and clinical knowledge necessary for professional competence in teaching.

These objectives will enable students to acquire competencies the following:

- Demonstrate their competence in five outcome areas to include social change diverse student populations, effective teachers, critical thinkers, communication and learning, accountability, and sharing responsibility for learning.
- Understanding of child development and learning processes from birth to adolescence.
- Application of psychological and sociological concepts and generalizations concerning the development of self-concept, self-efficacy, and group responsibility and relationships.
- Observation, management and assessment of children's behavior in order to plan an appropriate instructional program and learning environment.

- Demonstration of content knowledge in the disciplines, which provide content knowledge, needed to teach language development and listening, speaking, writing, and reading with an emphasis on language development.
- Demonstration of content knowledge needed to teach mathematics.
- Demonstration of content knowledge in the disciplines, which provide content knowledge, needed to teach physical sciences and health.
- Demonstration of content knowledge in disciplines, which provide content knowledge, needed to teach social studies areas.
- Demonstration of content knowledge in the disciplines, which provide content knowledge, needed to teach fine arts.
- Development and implementation, of instructional experiences in organizing, planning and implementing physical education activities and safety practices.
- Development, implementation, and assessment of activities designed to provide experiences that develop competence in enabling children to express themselves creatively in a variety of ways including through the arts.
- Development, implementation, and evaluation of instructional activities designed to provide experiences designed to develop competencies, which enhance the critical thinking ability of learning in any content area.
- Development, implementation, and evaluation of instructional activities to facilitate independent learning and decision-making skills in young children and early adolescents.
- Examination of characteristics of different learning environments appropriate for children from infancy through early adolescence.
- Location of state and local resources and appropriate referral strategies.
- Planning of instructional activities and strategies for working with parents and other adults in the home, school and community.
- Observation of the undertaking of the organization and administration of the Pre-kindergarten program. (TL's standard is applicable to programs preparing teachers in pre-kindergarten settings.)

## **COURSE OF STUDY POLICY**

The course of study is a balanced sequence of courses and experiences that includes knowledge about the specialization and professional education and relates it to the realities of practice in schools and classrooms. Further, the program is based upon identified role expectations and desired outcomes for specialization that results from research and the professional literature (see degree plans).

The faculty uses a variety of teaching methods and resources to include lectures, class demonstrations, group discussions, role-play, audio-visual presentation, field trips, and resource persons from educational agencies. The sequential course of study for the *Elementary Education Curriculum* K-3 Elementary Education and K-6 Elementary with two Concentration Areas is as follows: Curriculum of Bachelor of Science in Education.

## **FIELD EXPERIENCE POLICY**

Field experiences are those that are conducted at a school at a site, a school administration center, a school clinic, or community agency. All experiences are designed to prepare students to work effectively in specific educational roles as elementary teachers. Beginning in the freshman-year and continuing until the senior year, clinical experiences are systematically selected to provide opportunities for education majors to observe, plan, and practice in variety of settings appropriate to the professional role as teachers.

These experiences provide education students with the skills that allow them to diagnose and solve problems that involve the application of principles and theories from the knowledge bases of the teaching profession. Finally, students have opportunities to participate in experiences with culturally diverse and exceptional population. Finally, the field based experiences curriculum is sequences and required students to complete a minimum of 380 hours.

## ELEMENTARY EDUCATION ASSESSMENTS FOR LICENSURE

- **CORE Academic Skills for Educators (CBT)**

Three (3) parts: Reading (test 5712) Writing (test 5722) Math (test 5732)

Reading: 56 selected-response questions

Time: 85 minutes

Test Fee: \$90

Passing Score: 156

Writing: 40 selected-response questions; 2 constructed response questions

Time: 100 minutes (40 minutes-selected-response section; 60 minutes constructed-response sections)

Test Fee: \$90

Passing Score: 162

Mathematics: 56 selected-response questions

Content: number and quantity, algebra and functions; geometry; statistics and probability

Time: 85 minutes

Test Fee: \$90

Passing Score: 150

- **Praxis II Elementary Education, test code: 5017 (CBT)**

Contents Tested: creative arts; mathematics; music; reading & language arts; science;  
social studies; physical education

Time: 2 hours 10 minutes

Test Fee: \$120

Passing Score: 153

- **Praxis II Principles of Learning & Teaching, test code: 5622 (CBT)**

Content Tested: student learner pedagogy; instruction, assessment, professional development

Time: 2 hours

Test Fee: \$146

Passing Score: 160

- **Foundations of Reading Test (CBT)**

100 multiple-choice questions; 2 written assignments

Content Tested:

Time: 4 hours

Test Fee: \$155 (\$125 test fee, \$30 registration fee)

Passing Score: 229

*\* CBT refers to computer-based test*

## **ADMISSION TO TEACHER EDUCATION**

To be admitted to the Teacher Education Program the following must be submitted to the Center of Teacher Quality:

- Complete the Teacher Education Core Curriculum;
- Submit an application along with a transcript, with a GPA of 2.75;
- Core Academic Skills for Educators (CORE) test score; or ACT score of 21, with no subgroups less than a score of 18 (English, Reading, & Mathematics)
- Two letters of recommendation

## **ADMISSION TO STUDENT TEACHING**

Students are required to complete an application for Student Teaching after being admitted to Teacher Education. The requirements for admission to student teaching as follows:

- Admission to teacher education
- A 2.75 cumulative grade point average
- Completion of all professional education courses (except courses in which presently enrolled)
- Completion of all majors specialized courses (except courses in which presently enrolled)
- A Student teacher must have a 3.00 G.P.A. in order to take one (1) course in the evening while completing student teaching; this course is a professional course.
- Passing scores on the following assessments:
  - **Praxis II Elementary Education, test code: 5017 (CBT)**
  - **Praxis II Principles of Learning & Teaching, test code: 5622 (CBT)**
  - **Foundations of Reading Test (CBT)**

Student Teachers are required be in good standing academically. Students are required to earn a cumulative average 2.75 or higher on the 4.00 system upon graduation. A student is subject to dismissal when his/her cumulative average falls below the 2.75 level. Only in exceptional cases is he/she allowed to continue on probation more than two consecutive semesters, Academic dismissal is usually for one academic year. In addition to the general documentation of student admission qualifications, the department monitors student's admission qualification for entering teacher education.

## ENDORSEMENTS AND CONCENTRATION REQUIREMENTS

To complete either of the undergraduate degree programs, students must satisfactorily complete all of the courses outlined on the program curriculum plan, which includes a minimum 122 credit hours; be admitted to teacher education; have a 3.0 cumulative grade point average; and document course work with an official university transcript. All teacher candidates will have two endorsements (21 hours), reading and the second, the candidate's choice.

*Add-on Concentrations (21 hours)* are less extensive because they added a standard certificate.

*Add-on* areas can include:

English	Social Studies
Mathematics	Reading
Science	Special Education
Computers	Fine Arts
Safety/Health	Physical Education
Foreign Language (one specific language)	

Class of Certification for Bachelor of Science in Elementary Education is a Class A certification requires a baccalaureate degree. Class A is the entry for all teachers: Elementary K-3 Certification or Elementary K-6 Certifications.

## GRADUATION REQUIREMENTS

- Admission to Teacher Education
  - ✓ Complete the Teacher Education Core Curriculum;
  - ✓ Submit an application along with a transcript, with a GPA of 2.75;
  - ✓ Core Academic Skills for Educators (CORE) test score; or ACT score of 21, with no subgroups less than a score of 18 (English, Reading, & Mathematics)
  - ✓ Two letters of recommendation
  
- Completion of Student Teaching
  - ✓ Admission to teacher education
  - ✓ A 2.75 cumulative grade point average
  - ✓ Completion of all professional education courses (except courses in which presently enrolled)
  - ✓ Completion of all majors specialized courses (except courses in which presently enrolled)
  - ✓ Student teacher must have a 3.00 G.P.A. in order to take one (1) course in the evening while completing student teaching.
  - ✓ Passing scores on the following assessments:
    - **Praxis II Elementary Education, Test code: 5017 (CBT)**
    - **Praxis II Principles of Learning & Teaching, Test code: 5622 (CBT)**
    - **Foundations of Reading Test (CBT)**
  
- Achieve a 2.75 or higher cumulative grade point average
- English Proficiency Examination – Pass
- Community Service/ Service Learning Hours
  - ✓ All students must complete at least 120 hours of service to graduate
  - ✓ Transfer students must complete 60 hours of service to graduate



## **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 and 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 biases, 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 equally 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.

2. 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](http://www.jsums.edu/hr/files/2012/11/Faculty_Handbook_12_2011.pdf))

# NATIONAL EDUCATION, STUDENT PROGRAM

## Benefits Include:

- low-interest credit cards car rentals
- mortgage plan with low down payment options
- early-start investment plan for retirement
- life insurance
- accidental death and dismemberment insurance
- magazine subscriptions
- Dues: \$31.00 (National, State, Local)

## STUDENT PROGRAM CORE VALUES

**Teacher Quality** encompasses pre-professional development and job preparation. At local meetings and workshops, state conferences, and national symposiums, our members encounter professional development opportunities: guest speakers on classroom management, experts on testing and practitioners sharing tips on smoothly running science labs.

**Job Preparation** comes in the form of resume workshops, portfolio tutorials, mock interviews and new teacher panels. Student Program publications and websites share teacher quality information relevant to our members, including certification requirements and resources for working with special needs children. Student members and chapters collaborate with Local Associations to enhance in-the-classroom opportunities and secure “real world” insights into the education profession. Students shape their college curriculum by serving as change-agents on boards and committees.

**Community Outreach** describes how NEA Student Program members engage the people and environment around them; we influence our communities — locally and globally — and value the meaningfulness of such involvement.

**Political Action** includes both the realization that political and legislative issues influence the education world and the initiative to get involved. We share information with peers, family and community.

**Scholarships:** Student members are eligible for NEA’s Jack Kinnaman Scholarship or leadership training that helps members can gain skills in communication, time management, group management, organizing, and publishing.

**Legal Services:** NEA provides \$1 million in professional liability coverage and offers other legal services such as will writing, consulting, etc. This coverage, provided by our Educators Employment Liability Program, protects you every time you step into a classroom!



**JSU-Student Education  
Association**

*Advisors: Dr. Marilyn A. Evans, SEB 319, 601-979-6305 & Dr. Lou Sanders, SEB 220, 601-979-5515*

**JACKSON STATE UNIVERSITY**  
**COLLEGE OF EDUCATION & HUMAN DEVELOPMENT**  
**DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION**  
**B.S. ELEMENTARY EDUCATION**  
**(K – 3)**

Name: \_\_\_\_\_ J#: \_\_\_\_\_ Contact #: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

<b>FRESHMAN YEAR 1<sup>ST</sup> SEMESTER (Begin PRAXIS Core Workshops)</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
ENG 104	Composition	3		
HIST 101	History and Civilization	3		
MATH 111	College Algebra	3		
BIO/ L 101	Biological Science	3		
UNIV 100*	Concepts for Success in College (Education)	2		
MFL 101**	Modern Foreign Language	3		
<b>TOTAL CREDIT HOURS</b>		<b>17</b>	<b>GRADE POINT AVERAGE:</b>	

<b>FRESHMAN YEAR 2<sup>ND</sup> SEMESTER (Register for PRAXIS Core EXAM)</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
ENG 105	Composition	3		
HIST 102	History and Civilization	3		
HE102	Concepts of Health for Teachers	3		
<b>EDCI 100C</b>	<b>Introduction to Education</b>	3		
SS 201	Intro to Social Institutions	3		
MFL 102**	Modern Foreign Language	3		
<b>TOTAL CREDIT HOURS</b>		<b>18</b>	<b>GRADE POINT AVERAGE:</b>	

ACT SCORE \_\_\_\_\_ PRAXIS Core: \_\_\_\_\_ Reading (5712) \_\_\_\_\_ Writing(5722) \_\_\_\_\_ Math (5732)

<b>SOPHOMORE YEAR 1<sup>ST</sup> SEMESTER</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
ENG 205	World Literature	3		
SCI/ L 201	Physical Science and Lab	3		
SPCH 201	Speech Arts/ Option	3		
ART 206	Art Appreciation	3		
SS 203	Historical and Cultural Foundations in Education	3		
<b>TOTAL CREDIT HOURS</b>		<b>15</b>	<b>GRADE POINT AVERAGE:</b>	

<b>SOPHOMORE YEAR 2<sup>ND</sup> SEMESTER</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
MUS 205	Music Appreciation	3		
MATH 226	Concepts & Structure of Math	3		
RE 204	Pre-Reading Skills	3		
COUN 315	Human Growth & Development	3		
ENG 218	Advanced Composition	3		
<b>TOTAL CREDIT HOURS</b>		<b>15</b>	<b>GRADE POINT AVERAGE:</b>	

English Proficiency \_\_\_\_\_ Admission to Teacher Education \_\_\_\_\_

Advisement Conference: \_\_\_\_\_ Date: \_\_\_\_\_

**#1 in Accountability...#1 in Service...#1 in Teacher Preparation**

**Revised 6/2012**

Revised 3/13/15

<b>JUNIOR YEAR 1<sup>ST</sup> SEMESTER (Begin PRAXIS PLT Workshops)</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
ETEC 367	Assessment, Measurement, & Evaluation	3		
EDCI 301	Communicative Arts for the Elementary Teacher	3		
RE 310 (R)	Teaching Reading in Content Areas	3		
SPED 311	Exceptional Child & Youth in the School	3		
SCI/ L 205	Earth & Space Science	3		
RE 309 (R)	Early Literacy I	3		
<b>TOTAL CREDIT HOURS</b>		<b>18</b>	<b>GRADE POINT AVERAGE:</b>	

<b>JUNIOR YEAR 2<sup>ND</sup> SEMESTER (Register for PRAXIS PLT EXAM)</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
SS 301	Law in Social Systems	3		
RE 312 (R)	Early Literacy II	3		
MATH 306	Elementary Concepts of Geometry	3		
ETEC 336	Utilization of Multi-Media Resources	3		
EDCI 401 (R)	Research, Theory, & Classroom Management	3		
<b>TOTAL CREDIT HOURS</b>		<b>15</b>	<b>GRADE POINT AVERAGE:</b>	

PRAXIS PLT: \_\_\_\_\_ Grades K-6 (5622) Admission to Teacher Education? \_\_\_\_\_  
 Advisement Conference: \_\_\_\_\_ Date: \_\_\_\_\_

<b>SENIOR YEAR 1<sup>ST</sup> SEMESTER</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
SCI 403 (Seniors)	Seminar in Science	3		
RE 311 (R)	Strategies & Techniques for Teaching Reading in Elementary Schools	3		
PHIL Option	Logic/ Intro to Philosophy	3		
RE 455 (R)	Diagnostic Reading Instruction	3		
<b>TOTAL CREDIT HOURS</b>		<b>12</b>	<b>GRADE POINT AVERAGE:</b>	

<b>SENIOR YEAR 2<sup>ND</sup> SEMESTER</b>				
<b>COURSE</b>	<b>COURSE TITLE</b>	<b>CREDIT HOURS</b>	<b>GRADE</b>	<b>CHANGE/ PETITION</b>
EDCI 402 (R)	Clinical Internship in Student Teaching	12		
<b>TOTAL CREDIT HOURS</b>		<b>12</b>	<b>GRADE POINT AVERAGE:</b>	

Admission to Student Teaching \_\_\_\_\_  
 Substituted Courses \_\_\_\_\_

**On-line Graduation Clearance (TO BE COMPLETED DURING THE GRADUATING SEMESTER ONLY)**

Academic Advisor Meeting \_\_\_\_\_ Request graduation pin# \_\_\_\_\_ Complete online graduation clearance \_\_\_\_\_  
**TOTAL HOURS: 122 (REQUIRED)**

\*Candidates that transfer 12 or more hours of college credit are exempt from UNIV 100: Concepts for Success in College

\*\*Candidates who have completed two years of a single foreign language in high school with a grade of "C" or better are exempt from foreign language requirements. This must be documented by submission of your high school transcript to the Registrar's Office. R) Restricted course that requires full admission to the Office of Teacher Education before enrollment. Revised



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**DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION**  
**B.S. ELEMENTARY EDUCATION**

**(K – 6)**

Name: \_\_\_\_\_ J#: \_\_\_\_\_ Contact #: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

\*Concentration Areas (choose one additional): ☐ English ☐ Math ☐ Science ☐ Social Science ☐ Reading (\*21 hours required)

FRESHMAN YEAR 1 <sup>ST</sup> SEMESTER (Begin PRAXIS Core Workshops)				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
ENG 104	Composition	3		
HIST 101	History and Civilization	3		
MATH 111	College Algebra	3		
BIO/ L 101	Biological Science	3		
UNIV 100*	Concepts of Success in College (Education)	2		
MFL 101**	Modern Foreign Language	3		
<b>TOTAL CREDIT HOURS</b>			<b>GRADE POINT AVERAGE:</b>	

FRESHMAN YEAR 2 <sup>ND</sup> SEMESTER (Register for PRAXIS Core EXAM)				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
ENG 105W	Composition	3		
HIST 102	History and Civilization	3		
HE102	Concepts of Health for Teachers	3		
EDCI 100C	Intro to Education	3		
MFL 102**	Modern Foreign Language	3		
<b>TOTAL CREDIT HOURS</b>			<b>GRADE POINT AVERAGE:</b>	

ACT SCORE \_\_\_\_\_ PRAXIS Core: \_\_\_\_\_ Reading (5712) \_\_\_\_\_ Writing(5722) \_\_\_\_\_ Math (5732)

Advisement Conference: \_\_\_\_\_ Date: \_\_\_\_\_

SOPHOMORE YEAR 1 <sup>ST</sup> SEMESTER				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
ENG 205W	World Literature	3		
SCI/ L 201	Physical Science and Lab	3		
SPCH 201	Speech Arts/ Option	3		
ART 206	Art Appreciation	3		
SS 201	Intro to Social Institutions	3		
<b>TOTAL CREDIT HOURS</b>			<b>GRADE POINT AVERAGE:</b>	

SOPHOMORE YEAR 2 <sup>ND</sup> SEMESTER				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
MUS 205	Music Appreciation	3		
MATH 226	Concepts & Structure of Math	3		
RE 204	Pre-Reading Skills	3		
Concentration		3		
Concentration		3		
<b>TOTAL CREDIT HOURS</b>			<b>GRADE POINT AVERAGE:</b>	

English Proficiency \_\_\_\_\_ Admission to Teacher Educations? \_\_\_\_\_

Advisement Conference: \_\_\_\_\_ Date: \_\_\_\_\_

\*Candidates that transfer 12 or more hours of college credit are exempt from UNIV 100: Concepts for Success in College

\*\*Candidates who have completed two years of a single foreign language in high school with a grade of “C” or better are exempt from foreign language requirements.

(R) Restricted course that requires full admission to the Office of Teacher Education before enrollment.

JUNIOR YEAR 1 <sup>ST</sup> SEMESTER (Begin PRAXIS PLT Workshops)				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
ETEC 367	Assessment, Measurement, & Evaluation	3		
EDCI 301 (R)	Communicative Arts for the Elementary Teacher	3		
RE 310 (R)	Teaching Reading in Content Areas	3		
RE 309 (R)	Early Literacy I	3		
MATH 306	Elementary Concepts of Geometry	3		
TOTAL CREDIT HOURS			GRADE POINT AVERAGE:	

JUNIOR YEAR 2 <sup>ND</sup> SEMESTER (Register for PRAXIS PLT EXAM)				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
SS 301	Law in Social Systems	3		
RE 311 (R)	Strategies & Techniques for Teaching Reading in Elementary Schools	3		
RE 312 (R)	Early Literacy II	3		
SPED 311	Exceptional Child & Youth in the School	3		
ETEC 336	Utilization of Multi-Media Resources	3		
EDCI 401 (R)	Research, Theory, & Classroom Management			
TOTAL CREDIT HOURS			GRADE POINT AVERAGE:	

PRAXIS PLT: \_\_\_\_\_ Grades K-6 (5622) Admission to Teacher Education? \_\_\_\_\_

Advisement Conference: \_\_\_\_\_ Date: \_\_\_\_\_

SENIOR YEAR 1 <sup>ST</sup> SEMESTER				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
SCI 403	Seminar in Science	3		
RE 455 (R)	Diagnostic Reading Instruction	3		
PHIL	Option	3		
Concentration		3		
Concentration		3		
TOTAL CREDIT HOURS			GRADE POINT AVERAGE:	

SENIOR YEAR 2 <sup>ND</sup> SEMESTER				
COURSE	COURSE TITLE	CREDIT HOURS	GRADE	CHANGE/ PETITION
EDCI 402 (R)	Clinical Internship in Student Teaching	12		
TOTAL CREDIT HOURS			GRADE POINT AVERAGE:	

On-line Graduation Clearance (TO BE COMPLETED DURING THE GRADUATING SEMESTER ONLY)

Academic Advisor Meeting \_\_\_\_\_ Request graduation pin# \_\_\_\_\_ Complete online graduation clearance \_\_\_\_\_

TOTAL HOURS: 122 (REQUIRED)

Concentration Area 1: <u>Reading</u>		Concentration Area 2: _____		Concentration Area 3 (optional): _____	
Course	Grade	Course	Grade	Course	Grade
1 EDCI 301		1		1	
2 RE 204		2		2	
3 RE 309		3		3	
4 RE 310		4		4	
5 RE 311		5		5	
6 RE 312		6		6	
7 RE 455		7		7	



P.O Box 18380  
Jackson, MS  
39217  
601-979-2341  
Fax-601-979-9301

## Department of Elementary & Early Childhood Education Advisement Request

**Please complete form for advisement purposes.**

Date: \_\_\_\_\_

Candidate's Name \_\_\_\_\_

J Number \_\_\_\_\_

Major \_\_\_\_\_

Contact Number \_\_\_\_\_

Email \_\_\_\_\_

Advisor \_\_\_\_\_

### **Purpose of Advisement**

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**Do Not Write Below This Line (Advisor/Chair Use Only)**

Date Advised \_\_\_\_\_

### **Comments**

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Candidate's Signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

Chair's Signature \_\_\_\_\_

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

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

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**Student Signature**

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**Date**

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**Administrator/Instructor Signature**

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**Date**

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