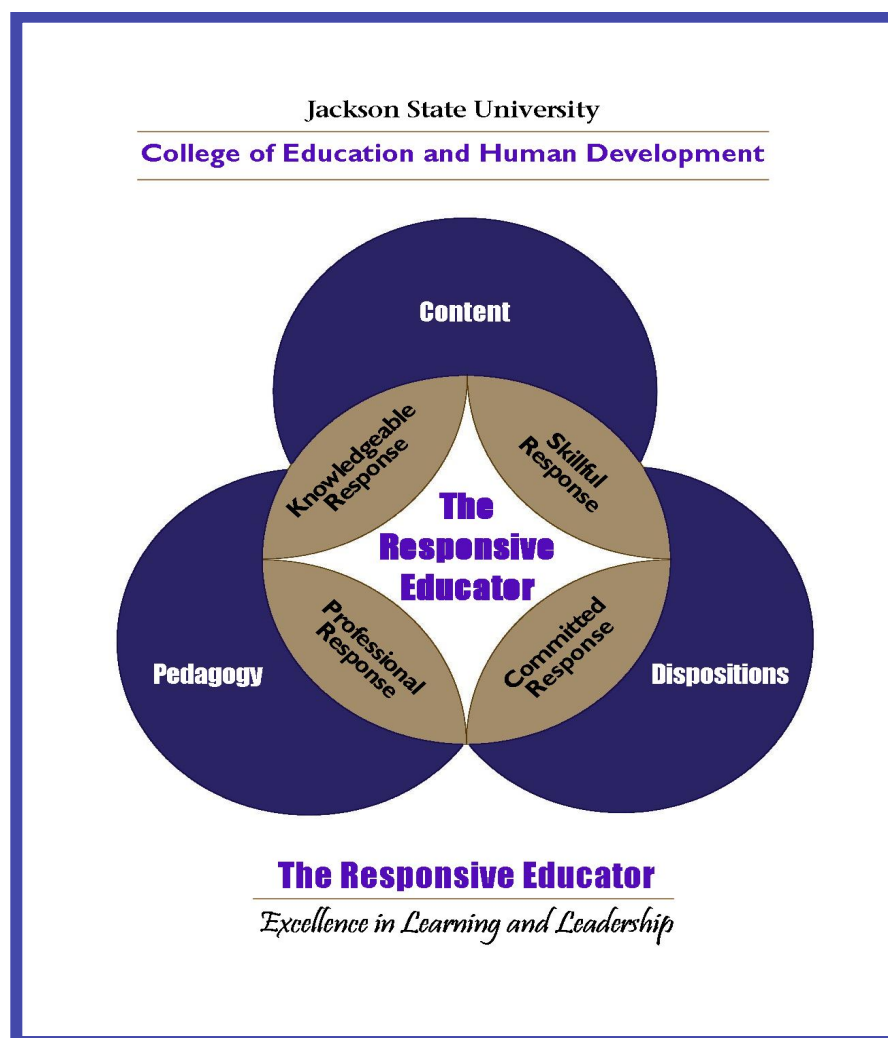


**College of Education & Human Development**  
**Department of Elementary & Early Childhood Education**  
**Master's of Science in Reading Education Degree Program**

**Handbook**  
*(Traditional & Online Matriculation)*



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# Table of Contents

Program Handbook Introduction

College of Education Mission

Unit Thematic Beliefs and Commitments

Department of Education and Early Childhood Mission

Program Overview and Objectives

Accreditation

Faculty in the Department of Elementary and Early Childhood Education

The Responsive Educator Model (Rem) For Effective Instruction

Admission Requirements

Program Delivery Mode

*Traditional/Hybrid Program*

*Online Program*

Degree Requirements

Academic Advisement

Retention

Major Program Assessments

Harris-Gambrell Reading Center

Ruth Searcy Annual Literacy Conference

COE Conceptual Framework Information

Professional Disposition & Exit Surveys

Fairness, Accuracy, Consistency, Absence Of Bias

Curriculum Plan

Grievance Form

# **Master of Science in Reading Education (Traditional) Master of Science in Reading Education (Online)**

## **Program Handbook**

This handbook is designed to assist graduate students in learning the policies and procedures for the Master of Science in Reading Education within the Department of Elementary and Early Childhood Education (EECE). This handbook provides information concerning programs, policies, directly or indirectly, and procedures required to obtain a Masters of Education degree in Reading Education. This handbook is designed to be used in conjunction with the current Jackson State University Graduate Catalog, to facilitate planning, by answering the most frequently asked questions.

While every effort has been made to make this document as complete and as accurate as possible, it should be remembered that change's deadlines, and other information may 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 concerning procedures and expectations.

Students should work closely with their major advisors in order to insure that all 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 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 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 Reading Literacy, 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.

## **Program Overview and Objectives**

The Master's of Science in Reading Education is housed in the Department of Elementary and Early Childhood Education (EECE) in the College of Education and Human Development. The program is designed for persons who possess a Class A Educator's License and wish to extend their knowledge base in the areas of reading education and leadership in literacy. The curriculum requires successful completion of coursework relative to reading research, foundations and specialized reading content for a total of 30 credit hours of coursework. There is an additional course required pending the results of a major assessment midway through the program.

The Mississippi State Department of Education, Department of Licensure, currently awards AA certificates in the area of Elementary Education and an endorsement in Remedial Reading (K-12) to all Class A licensed educators upon completion of all requirements of the Masters of Reading Education Program at Jackson State University. For licensing information in other states, please contact the respective state department of education.

The Master's of Science in Reading Education Program prepares professional educators for leadership roles in literacy and reading education. The program objectives are designed for candidates to understand and apply appropriate strategies that support individual learning needs as well as culturally diverse and exceptional populations. The program is designed, at minimum, to:

- Develop candidates who understand the research basis for implementing evidence-based practices, including assessment, in literacy instruction
- Prepare candidates to utilize diagnostic-prescriptive strategies for intervention of struggling readers and writers
- Prepare candidates to disseminate research and information concerning reading and guide research endeavors
- Guide candidates as they integrate technologies, using best practices, into classroom lessons that enhance reading instruction
- Develop candidates who understand the various uses of literacy that embrace the diverse cultures that increasingly define our population
- Equip candidates with leadership in literacy skills
- Equip candidates with skills that enhance their abilities to design and implement professional development and comprehensive literacy programs

## **Accreditation**

The Master's of Science in Reading Education Program is **Nationally Recognized by NCATE** (National Council for the Accreditation of Teacher Education). NCATE recognition of this program is dependent on the review of the program by representatives of the International Literacy Association (ILA).

This program has successfully met the following ILA standards:

- (1) Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction;
- (2) Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing; (3) Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction;
- (4) Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society;
- (5) Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments; and
- (6) Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

## **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.

### **Admission Requirements**

Prior to program application and admission to the Master's of Science in Reading Education, applicants must initially apply to the Graduate School through the Division of Graduate Studies. Applicants may apply online at <http://www.jsums.edu/graduateschool/>, click on Apply to Graduate School, create an account, and follow the instructions for completing your application (selecting Reading Education as the preferred program of study). Applicants are also encouraged to indicate their program delivery mode, i.e., traditional (hybrid format) *or* online matriculation. Other admission requirements are listed below:

- Complete a graduate application (<http://www.jsums.edu/graduateschool/>)
- Hold a minimum undergraduate cumulative GPA of 2.5 for conditional admission
- Three recommendation forms from reading professionals, principals, school administrators, etc. (obtained from the graduate school)
- Official transcripts from all colleges and universities attended

### **Criteria for Admission to the Master of Science in Reading Education Program**

- Proof from ETS showing passing scores on both parts of PRAXIS II (Curriculum and Instruction and PLT)

- Proof of (1) a current Class A Educator's License or (2) seeking renewal of the license through attaining college credit hours as deemed necessary by the Mississippi State Department of Education (Copy of Class A Educator's License)

Please note that admission to the Graduate School at Jackson State University does not guarantee admission to the Master's of Science in Reading Education program. For additional information concerning admission to the Graduate School, please visit the Graduate School's website @ <http://www.jsums.edu/graduateschool/>.

## **Program Delivery Modes**

### ***Traditional/Hybrid Program***

The Master's of Science in Reading Education program is delivered through **hybrid** courses which combine the best of traditional classroom instruction on Jackson State University's main campus and online instruction in Blackboard. Blackboard is a Course Management System that allows faculty to use technology to deliver course material (i.e., lectures, activities) electronically (<http://www.jsums.edu/ait/blackboard/index.htm>). Students can access the help desk via <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8657> or by calling 1-844-JSU-LIVE (844-578-5483) at any time. Students meet face-to-face for at least 51% of the scheduled course sections and complete the rest of their coursework online. It is not simply an online course that requires in-class exams. The traditional/hybrid program curriculum is identical to the online program. Dates and times for required online activities are published in the instructor's course syllabus.

### ***Online Program***

The Master's of Science in Reading Education **online** degree program is offered as an accelerated degree program with online courses offered in eight-week sessions. Online students use a computer and the Internet to access course materials, including the use of email, threaded discussions, simulations, multimedia, chat rooms, and more. Online courses are taught 100% online using a combination of asynchronous and synchronous activities, which offers greater flexibility in scheduling and convenience of access to students. This method allows students to accomplish the same learning outcomes and to experience the same level of rigor achieved in traditional courses. The online program curriculum is identical to the traditional/hybrid program. Dates and times for required online synchronous activities are published in the instructor's course syllabus. (<http://www.jsums.edu/jsuonline/wp-content/blogs.dir/217/files/2013/10/DL-Policies-and-Procedures-Handbook-rev8-16-13.pdf>)

## **Degree Requirements**

The Master's of Science in Reading Education course work includes six (6) hours of reading research and foundations and twenty-four (24) hours of specialized reading content. There are six (6) hours of supervised practicum requirements embedded in the thirty (30) hours of course work. Throughout the course of study, there are eight (8) major assessments that must be successfully completed. One of these major assessments includes the PRAXIS II Reading Specialist Examination. Data from these major assessments are maintained for continuing

accreditation requirements. More information regarding major assessments will be discussed in a following section.

As indicated on the curriculum plan in the previous section, there are degree requirements that must be met according to the Division of Graduate Studies. Specifically, all graduate candidates must successfully complete the Graduate English Competency Examination, the Graduate Area Comprehensive Examination, a Graduate Degree Plan and obtain Admission to Graduate Degree Candidacy. More detailed information on these degree requirements may be found online at <http://www.jsums.edu/graduateschool/graduate-forms/>.

### **Curriculum Plan**

A minimum of thirty (30) semester hours are required for the Master's Degree in Reading Education. The curriculum is comprised of six (6) hours of reading research and foundations and twenty-four (24) hours of specialized reading content.

### **Academic Advisement**

Candidates are strongly encouraged to visit academic advisors throughout program matriculation. Candidates are assigned to academic advisors based on the beginning letter of the candidate's last name. Drs. Linda Channell and Tracy Harris are the academic advisors for traditional/hybrid and online programs. Academic advisement is critical to program matriculation, submission of required graduate school forms, and successful completion of major assessments.

For additional program information please contact program advisors, Dr. Linda Channell if your last name begins with A-M; or Dr. Tracy Harris if your last name begins with N-Z.

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### ***Retention***

Candidates may remain in the program by maintain at least a 3.00 grade point average (GPA) on a 4.0 scale. Candidates must exhibit successful navigation through transition points in the program and major assessments. Candidates are continuously monitored; candidates who do not meet the required criterion are placed on "academic probation" and are scheduled for academic advisement resulting in an academic enhancement plan. Candidates showing no progress after implementation of the academic enhance plan, within one semester, are suspended from the program.

## **Exit**

To be approved and cleared for graduation and recommended for AA licensure, candidates must meet all program requirements including the major program assessments.

## **Major Program Assessments**

### **Assessments**

The following major program assessments are not listed in the order required for program matriculation. These assessments are approved by the International Literacy Association and contribute to the Master of Science in Reading Education Program being Fully Recognized.

### ***Assessment 1: PRAXIS II Reading Specialist (5301)***

This is a two-sectioned test with Part A consisting of approximately 80 multiple-choice items and Part B consisting of two constructed-response items. Time allocated for this assessment is two hours. Although they are not timed independently, it is recommended that approximately 80 minutes be utilized to complete Part A, the 80 multiple-choice items. It is recommended that the remainder of the two-hours, 40 minutes, be devoted to Part B, the two constructed-response items. **Any candidate scoring below 157 on the PRAXIS II Reading Specialist Exam is required to complete EDCI 565 Integrative Studies for the Elementary School the following semester. The PRAXIS II Exam must be retaken and passed.**

### ***Assessment 2: Graduate Area Comprehensive Examination (GACE)***

The Reading Education Comprehensive Exam assesses the candidate's accumulated knowledge while matriculating through this program of study. It requires evidence of the candidate's knowledge, skills, and reflections related to reading education. **Any candidate that does not pass the GACE will be required to retake the exam during another semester.**

### ***Assessment 3: Language Arts Framework Professional Development***

The Language Arts Framework Professional Development Session requires preparation and implementation of a professional development session. Candidates will demonstrate their ability to effectively plan evidence-based, differentiated reading instruction for the major components of reading and writing. The plan must be aligned with the Mississippi Language Arts Framework (2006) and Common Core State Standards (2010) presented through written lesson plans.

### ***Assessment 4: Assessment of Candidate Clinical Practice***

This assessment is designed for the candidate to demonstrate the roles of interventionist, literacy coach and program leader. The length of this clinical practice is one (1) academic school year and will take place within the candidates' school of employment. This assessment is designed to assess candidates' demonstration of effective application of knowledge, skills and dispositions in professional practice. Candidates will complete the Institutional Review Board certification process at Jackson State University and apply for permission to pursue an action research study within their classrooms.

### ***Assessment 5: Assessment of Candidate Impact on Student Learning***

This assessment, entitled Action Research Project, is designed to assess candidates' impact on student learning. This assessment will be implemented in the Theory and Research in Reading Instruction course. Through the action research project, candidates will understand types of assessments and their purposes, strengths and limitations.

### ***Assessment 6: Leadership in Literacy Portfolio***

The Leadership in Literacy Portfolio is a major component and basic premise of the Leadership in Literacy Course. This assessment, entitled Leadership in Literacy Portfolio, is designed to assess candidates' ability to reflect and convey growth and development of leadership in various aspects of literacy. The portfolio will allow candidates to address the roles of interventionist, literacy coach and program leader in curriculum and instruction.

### ***Assessment 7: Data Analysis and Interpretation of Performance on Literacy Assessments***

This assessment is designed to assess candidates' abilities to analyze data and interpret students' performance on literacy assessments. Candidates will use assessment information to plan and evaluate instruction. Through analysis of literacy assessments, the candidate will be able to determine if students are appropriately integrating the components of reading.

### ***Assessment 8: Candidate Performance Evaluation Instrument***

Candidates will complete lessons plans, develop a resource library for literacy instruction, implement reading and writing instruction in a K-12 classroom, engage in collaborative planning with other school personnel, and plan and implement professional development activities that demonstrate knowledge for promoting the development of diverse learners and enhancing teaching practices. The Candidate Performance Evaluation Instrument will assess the candidate's actual classroom performance in the K-12 environment.

### **Harris-Gambrell Reading Center**

The Harris-Gambrell Reading Center (HGRC) is housed in the Department of Elementary and Early Childhood Education (EECE) at Jackson State University and located in the College of Education and Human Development at Jackson State University. It offers assessment and intervention services to address the reading deficiencies of struggling readers and provides support and resources for parents to assist their children. Through required clinical and practicum experiences, the **HGRC staff is comprised of certified teachers enrolled in the Master's of Science in Reading** and the Doctor of Early Childhood Education programs; as well as pre-service teachers in the Elementary Education K-3 and K-6 programs. Prescriptive instruction is delivered through an instructional reading plan based on initial and on-going assessment of the students' reading performance (<http://www.jsums.edu/education/harris-gambrell-reading-center-2/>).

## **Ruth Searcy Annual Literacy Conference**

The Department of Elementary & Early Childhood Education (EECE) hosts annually the Ruth Searcy Literacy Conference. Dr. Ruth Searcy served as the Department Chair of EECE and instituted the Literacy Conference during her administration. The Ruth Searcy Literacy Conference is a departmental event that raises awareness of students, pre k-12 teachers, faculty and community advocates on different aspects of literacy. Conference themes are relative to current issues and trends in reading. In keeping with the College of Education and Human Development's responsive educator model, the conference is a wonderful opportunity for candidates to engage in a professional forum where educators and administrators from various institutions and agencies converge to share ideas.

**Valuable opportunities for Master's of Reading Education candidates include professional conference attendance, responding to the conference Call for Papers, participation in the Graduate Forum, conference presentations, and monograph publications.**

A glimpse at previous conference themes and presenters follows:

*"Reading Together: Promoting Family Literacy"*

January 25-26, 2007

Dr. Boyce Williams, Washington, DC – NCATE Vice President of Institutional Relations

*"A Shared Commitment to Literacy"*

January 17-18, 2008

*"Achieving Literacy: No Boundaries, New Heights"*

January 15-16, 2009

Mr. Derrick Barnes, Kansas City, Missouri – JSU Alum and Author of the Series, Ruby and the Booker Boys (a Scholastic® publication)

*"Literacy for Each, Every & All"*

January 27-28, 2010

Dr. Arletha McSwain, Associate Dean  
Norfolk State University

*"Literacy...A Multidisciplinary Approach"*

January 29-30, 2014

*"Literacy...There's An App For That!"*

January 23-24, 2013

*"Literacy: A Pathway to the World"*

January 28-29, 2015

## **Professional Dispositions and Exit Surveys**

Upon successful completion of the Master's of Science in Reading Education program, we will need graduates' assistance in evaluating our program. Your curriculum will provide opportunities for discussions and experiences with program evaluation and its significance for making evidence-based program improvements. To that end, graduates will be asked to participate in completing professional dispositions and exit surveys.

## **Professional Dispositions Survey**

The professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. Such behaviors support student learning and development and are consistent with ideas of fairness and the belief that all students can learn. Based on their mission, professional education units may determine additional professional dispositions they want candidates to develop. Institutions assess professional dispositions based on observable behavior in educational settings (NCATE Glossary).

Being a “Responsive Educator” dedicated to “Excellence in Learning and Leadership” means being an educator that exemplifies commitment (Outcome, Conceptual Framework). The JSU College of Education and Human Development uses professional disposition surveys to address the issue of commitment and to respond to NCATE Standard 1, Element 6 (Dispositions for All Candidates). The core dispositions that appear in the Conceptual Framework follow:

### ***Reflective/Metacognitive***

Demonstrate commitment to a self-monitoring self-regulated approach to education, along with a flexible reflective mindset that seriously questions the content of any prior “apprenticeship of observation” and is based on careful and continuing self-evaluation and lifelong learning in which the effective assessment-validated performance of students is more highly valued than the comfortable efficiency of well-practiced pedagogical routines.

### ***Developmental***

Demonstrate commitment to a responsive developmentally-appropriate learner-centered and evidence-based pedagogy crafted adaptively for the full range of encountered learners, including the exceptional.

### ***Pedagogical***

Demonstrate commitment to a continuous enhancement of the knowledge of general and specialized disciplinary content and state-of-the-art pedagogical practice as these are referenced to contextual issues, assessment feedback, curricular vision, institutional curriculum frameworks, and professional standards.

### ***Professional***

Demonstrate commitment to a caring, ethically-based professionalism that provides the foundation of an equity pedagogy that positively embraces all learners and seeks to effectively prepare them for full engagement and participation in a democratically diverse society.

### ***Contextual***

Demonstrate commitment to the value of collaboration, assessment and technology in a culturally responsive pedagogical approach that bridges home and school, and embraces diversity as it appears in ethnic, economic, and linguistic manifestations, along with the learning challenges associated with exceptionalities.

## **Exit Survey**

In conformity with the College of Education and Human Development’s Conceptual Framework, the college’s aim is to provide learning opportunities consistent with the development of the “Responsive Educator,” a completer whose work is marked by the appearance of four outcome responses: (1) A Committed Response; (2) A Knowledgeable Response; (3) A Skillful

Response; and (4) A Professional Response to the educational challenges of our times. This survey addresses the various domains of professional competencies associated with the knowledge, skills, and dispositions that the College of Education and Human Development seeks to instill in order to fulfill accreditation mandates and to assess and improve the college's performance.

## **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 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 Facultyhandbook[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))

**Jackson State University College of Education and Human Development**  
Department of Elementary & Early Childhood Education  
Master of Science in Reading Education Degree  
Course of Study

A minimum of thirty (30) semester hours are required for the Master's Degree in Reading Education. Twenty-four (24) hours of specialized reading content and six (6) hours of reading research and foundations are required to meet the degree requirements. The curriculum requirements follow:

**Candidate:** \_\_\_\_\_ **J#** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Core Requirements**

<u>Course No.</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Grade</u>
EDFL 514	Elementary Statistics	3	_____
EDFL 515	Methods of Educational Research	3	_____
	Reading Instruction		
EDFL 568	Curriculum Methods	3	_____

**Advisement Conference Notes:** \_\_\_\_\_

**Specialized Courses**

<u>Course No.</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Grade</u>
RE 503	Theory and Research in Reading Instruction	3	_____
RE 552	Method and Materials for Teaching Elementary Reading Instruction	3	_____
RE 555	Methods and Materials for Teaching Secondary Reading	3	_____
RE 556	Supervised Practicum in Reading I	3	_____
RE 557	Supervised Practicum in Reading II	3	_____
RE 558	Teaching Reading in an Integrated Language Arts Program	3	_____
RE 587	Action Research In Literacy Instruction	3	_____
EDCI 508	Literature for Children and Young Adults	3	_____

**Advisement Conference Notes:** \_\_\_\_\_

**Suggested Electives**

<u>Course No.</u>	<u>Course Title</u>	<u>Credit Hours</u>	<u>Grade</u>
ENG 502	Applied Linguistics	3	_____
RE 507	Basic Skill in Reading	3	_____
RE 510	Teaching Reading in Content Areas	3	_____
RE 554	Teaching Reading to the Gifted	3	_____
RE 558	Teaching Reading in an Integrated Language Arts Program	3	_____
EDCI 508	Children's Literature	3	_____
EDCI 557	Problems & Issues in Social Studies Instruction in the Elementary School	3	_____
EDCI 563	Problems and Issues in Science	3	_____
EDCI 564	Current Trends in Mathematics	3	_____
COUN 547	Individual Testing I	3	_____

**Advisement Conference Notes:** \_\_\_\_\_

**Total Credit Hours: 39**

**Please Note:**

Candidates are advised to matriculate in consultation with faculty advisors.

Any candidate scoring below 460 on the PRAXIS Reading Specialist (0300) Exam is required to complete an additional courses. EDCI 565, during the fifth semester (Spring) of enrollment for a total of 33 credit hours. This PRAXIS Exam must be passed before the degree can be conferred.

**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.jsums.edu/studentlife/files/2012/08/2014-2015-Student-Handbook.pdf>