

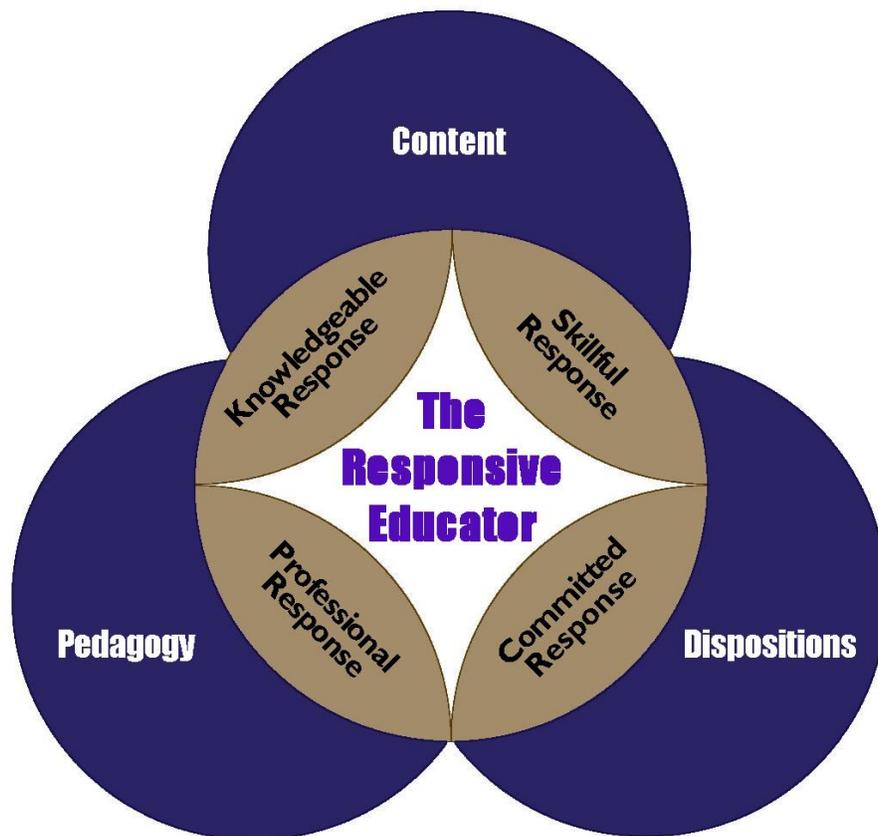
**College of Education and Human Development  
Department of Elementary and Early Childhood Education  
Master of Science, Early Childhood Education  
Program Handbook**

Jackson State University

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**College of Education and Human Development**

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**The Responsive Educator**

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*Excellence in Learning and Leadership*

# 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 Mission

Master of Science Degree Program Overview and Scope

Department of Elementary and Early Childhood Education Faculty

Master of Science, Early Childhood Education Program Objectives

Course of Study Policy

Description of Clinical and Field Based Experiences

Assessment Policy and Requirements

Graduate School Admission Requirements

Advisement Procedures

Course Rotation Plan

Explanation of Program Options

Incomplete Grades

Remediation Plan/Poor Candidate Performance...

Graduation Requirements/Fees

Certification/Licensure

Student Grievance Due Process Procedures

Student Forms

# **Master of Science, Early Childhood Education (Traditional)** **Master of Science, Early Childhood Education (Online)**

## **Program Handbook**

This handbook is designed to assist graduate students in learning the policies and procedures for the Master of Science in Early Childhood 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 Early Childhood 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 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 youth develop into citizens who will enhance humanity.

## **Master of Science Degree, Early Childhood Education Overview and Scope**

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

This program is designed for persons who possess an initial regular Elementary (K-8) Certification or B.S. in Childcare and Family Education. It incorporates the professional and specialty knowledge of the undergraduate Early Childhood Education curriculum and provides advanced studies in Early Childhood Education with an emphasis on applied research to the professional practice within P - 12 public schools. At the completion of the M.S. Degree in Early Childhood Education, candidates will have met the requirements of a Class "AA" Certificate, which is legislated by the State of Mississippi for all professional personnel at this level of certification.

The students in this degree program also take a core of courses through the Department of Elementary and Early Childhood Education, as well as, the Department of Educational Foundations and Leadership. Students complete fifteen hours in the specialty area, and the remainder course of study, the student (in consultation with his/her advisor) may choose to write a thesis, or a project and take an elective from the Department of Elementary and Early Childhood Education or another department in the School or University, or take two additional courses from the College or University. The Student is encouraged to choose these electives in an area, which will enhance the student's breadth of knowledge in their area of interest

## **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.

## **MASTER OF SCIENCE EARLY CHILDHOOD EDUCATION OBJECTIVES**

The program illustrates advanced knowledge about appropriate skills in learning theory, educational goals and objectives, cultural influences on learning, curriculum planning and design, instructional techniques, planning and management of instruction, design and use of evaluation and measurement methods, classroom and behavior management, instructional strategies for exceptionalities, classroom and schools as social systems, school law, instructional technology and collaborative and consultative skills.

Program 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. The program allows students to develop 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 the field.

Through the program, the student will develop competencies in the following:

- Demonstrate their competence in unit's four outcome areas to include social change diverse student populations, effective teachers, critical thinkers, communication and learning, accountability, and sharing responsibility for learning.
- Research the literature on child development from birth to adolescence with emphasis upon the implications of the learning process for these ages.
- Application of psychological and sociological concepts and generalizations dealing with the development of self-concept, and group responsibility and relationships
- Observation, management and assessment of children's behavior in order to plan an appropriate instructional program and learning environment.
- Design, implement, and evaluate curricula 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.
- Evaluate instructional methodologies for organizing, planning, and implementing physical education activities and safety practices.
- Research and evaluate current instructional approaches for enabling children to express themselves creatively in a variety of ways including through the Arts.
- Research and evaluate current instructional approaches for enhancing the critical thinking ability of the learning in any content area.
- Research and evaluate current instructional approaches for developing competence in facilitating independent learning and decision-making skills in young children and early adolescents.
- Conduct ethnological studies to examine characteristics of different learning environments appropriate for children from infancy through early adolescence.
- Demonstrate skills in the use of state and local resources and appropriate referral strategies.
- Design, implement and evaluate appropriate curricula experiences working with parents and other adults in the home, school and community.
- Develop and evaluate administrative plans for the organization and administrative of the pre-kindergarten program. (This 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 the specialization that results from research and the professional literature. The development and delivery of program of study involve faculty within the instruction with responsibilities in the specialization, state education agency personnel, appropriate practicing professional, and students.

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. Hence, the instructional strategies and delivery systems utilized by the graduate faculty provide its students with the opportunity to achieve the stated aims of the course or program.

The twelve semester hours credit required in the core curriculums at the masters level is designed to give the students a background which will permit them to understand the statistical foundations of research. Additionally, it will give them sufficient appreciation of the techniques and methods by which research is conducted. This course work will enable the student to read and evaluate the literature in the field and obtain those basic skills needed to develop practical research capability. At the completion of the program students will have acquired and developed the skills, understanding, appreciation and attitudes essential to professional education through instruction, research, and service. Students complete the following course of study in consultation with their faculty advisors.

**Description of Clinical and Field-based Experiences**  
**Professional Education Field/Clinical Experiences (Infancy through Age 8)**

<b>Course</b>	<b>Hours of Experience</b>	<b>Age Group</b>	<b>Totals</b>
<b>EDCI 501 – Parenting Roles in Early Childhood Education</b>	<b>10 hours</b>	<b>Birth through Age 8</b>	<b>10</b>
<b>EDCI 502 – Literacy Development and the Young Child</b>	<b>10 hours</b>	<b>Birth through Age 8</b>	<b>10</b>
<b>EDCI 503 – Principles of Child Development in the Early Years</b>	<b>10 hours</b>	<b>Birth through Age 8</b>	<b>10</b>
<b>EDCI 504 – Methods and Materials of Early Childhood Education</b>	<b>15 hours</b>	<b>Birth through Age 8</b>	<b>15</b>
<b>EDCI 505 – Assessing the Young Child</b>	<b>10 hours</b>	<b>Birth through Age 8</b>	<b>10</b>
<b>EDCI 506 – The Role of Play in the Education of Young Children</b>	<b>10 hours</b>	<b>Birth through Age 8</b>	<b>10</b>
<b>EDCI 507 – Organization and Administration of Early Childhood Programs</b>	<b>10 hours</b>	<b>Birth through Age 8</b>	<b>10</b>
<b>EDCI 509 – Practicum in Early Childhood Education</b>	<b>30 hours</b>	<b>Birth through Age 8</b>	<b>30</b>
<b>EDCI 569 – The Developmentally Appropriate Early Childhood Curriculum</b>	<b>10 hours</b>	<b>Birth through Age 8</b>	<b>10</b>
<b>EDCI 591 – Observation and Supervised Field Work in Early Childhood Education</b>	<b>57 hours</b>	<b>Birth through Age 8</b>	<b>57*</b>

**TOTAL 36 HOURS** Student may transfer up to 12 quarter or 9 semester hours earned at an accredited college or university.

## Explanation of Program Options

Degree programs vary in requiring a thesis, project, or additional coursework. The student must inform himself or specific requirements for the degree he seeks in consultation with his advisor.

- Thesis- The candidate electing to write a thesis will select a problem area of interest within his major field. The student's major advisor with the approval of the student's thesis committee will direct the thesis. There is a two (2) year limit on completing the thesis, calculated from the date the student passed the GACE. From the time the Comprehensive Examination is taken a student is required to be in continuous enrollment until the degree is earned within the two-year limitation.
- Project- The term "Project" is broadly conceived. It may be an experiment, a review of research, an analysis and evaluation of some psychological, educational or vocational problem related to the student's work or some other type of independent study. The specific nature, procedure and requirements of the project are to be arranged by the candidate and his advisor with the approval of appropriate departmental faculty members or chairs. A minimum of 33 semester hours is required for this option. The results of the Project are to be reported in written form according to an acceptable stylistic form.
- Additional Course work- The student, in consultation with his/her advisor will select at least two additional courses to extend, expand or supplement his area of specialization.

## Assessments

Each graduate student for the master's degree at Jackson State University must successfully pass the following assessments:

- **Graduate English Competency Examination (GECE).** Graduate School. This test is taken prior to registration or during the first term when the student begins work beyond the undergraduate level at Jackson State University. It is designed to show the strengths and weakness of each student in the areas of grammar and usage, logic, organization and content. Students scoring low on the English Examination must pass English 500- Advanced Laboratory Writing. The examination can be taken only once. It is expected that students who must take English 500 will do so no later than their second semester of enrollment.
- **Graduate Comprehensive Examination (GACE).** Graduate School, Unit, Department. Each graduate student who intends to become a candidate for the master's degree at Jackson State University should take a written comprehensive examination in the student area of specification after completing 24 semester hours of graduate credit with a cumulative average of "B" or better in courses completed.

The GACE will be given three times a year, once in each semester. The Dean of the Graduate School will set the date. A student may be permitted to take the Comprehensive Examination twice: if the student fails the second time, the student must petition the Graduate Council for

permission to take the examination the third time. The student should register with the assigned advisor or department chair to take this examination in the last semester of course work. Further, our Specialty Professional Association – NAEYC – requires seven other assessments. These are outlined below.

### **Assessments Chronologically** **Master’s Degree in Early Childhood Education - Advanced**

<b>Name of Assessment</b>	<b>When Administered</b>	<b>Description</b>	<b>Type (e.g. SPA, program, unit)</b>
Praxis I – PPST Praxis II - 0021	Requisite for Admission	Content-based assessment	Standardized SPA Key Assessment
Pre-Admission Evaluation	At entry	Includes interview, review of hours taken, GPA, admission to Graduate School	Unit
Dispositions (self-assessment)	Entry to program	Assesses candidate for suitable commitments	Unit
Building family and community relationships: Families Unite through Literacy	EDCI 501	Project: Assessment of candidate ability to build family and community relationships	SPA Key Assessment
Data Analysis and Interpretation of Performance Assessments	Upon Completion of EDFL 514 and EDFL 515: Statistics and Methods of Educational Research	Project: Analysis of data in educational research and standardized performance assessments.	SPA Key Assessment
Candidate ability to plan instruction: Book-in-a-bag	EDCI 508: Children’s Literature	Project: Assessment of candidate ability to plan instruction and create learning environments.	SPA Key Assessment
2 <sup>nd</sup> (clinical level) Dispositions Assessment	Clinical practice orientation	Assesses candidate for suitable commitments	Unit
Unit wide STAI Internship Assessment	EDCI 591: Clinical Internship	Assessment of Clinical Practice: STAI	SPA Key Assessment Unit Assessment
Student Learning Module: Impact on Student Learning	EDCI 591: Clinical Internship	Candidate effect on student learning: Structured Portfolio documenting impact on student learning	SPA Key Assessment Unit Assessment
Supervisor Dispositions Survey	At the conclusion of clinical practice	Assess candidate for suitable commitments	Unit
Comprehensive Examination	Final Semester	Assessment of content knowledge in early childhood education	Program Assessment SPA Key Assessment
Candidate Follow-up Survey	1 yr. after program completion	Assesses candidate on job performance in relation to program preparation	Unit
Employer Follow-up Survey	1 yr. after program completion	Assesses candidate on job performance in relation to program preparation	Unit

**Assessments by Transition Points, Master’s in Early Childhood Education**

<b>Entry to Program – before clinical practice</b>	<b>Entry to Clinical Practice</b>	<b>Exit from Clinical Practice</b>	<b>Exit from Program</b>
Praxis I and II	2 <sup>nd</sup> (clinical level) Dispositions Assessment	Supervisor Dispositions Survey	Comprehensive Examination
Pre-Admission Evaluation		Student Learning Module: Impact on Student Learning	Candidate Follow- up Survey
Dispositions Self- Assessment		Unit wide STAI Internship Assessment	Employer Follow- up Survey
	Building families and community relationships: Families Unite through Literacy		
	Data Analysis and Interpretation of Performance Assessments		
	Candidate ability to plan instruction: Book-in-a- bag		

Students may be required to take the Aptitude Test or the Advanced Test in their field of specialization of the Graduate Record Examination (GRE). Information with regard to dates and fees may be secured from the Psychometric Center or by writing to Educational Testing Service, 20 Nassau Street, Princeton, New Jersey 08540. Students should consult with department chair for specific departmental requirements.

## **Graduate School Admission Requirements**

The Graduate School considers for admissions to degree programs only those students who have earned degree (bachelor's or master's), from regionally accredited colleges or universities. Students admitted to the Graduate School are classified as:

- regularly admitted students those having all credentials on file, i.e., application for admission to Graduate School, transcripts, appropriate scores, and three letters of recommendation, a minimum GPA of 3.00 at the undergraduate level, and an approved transmittal form for admission to desired department,
- conditionally admitted students, those who do not have their credentials on file and posses a cumulative GPA of at least 2.50-2.99 at the undergraduate level, or,
- special students those who desire to study on the graduate level, but who do not intend to seek a graduate degree.

**For consideration for admissions the following documents must be completed and submitted to Division of Graduate Studies:**

- An application for admission to Graduate School complete with 3 letters of recommendation
- Two official copies of transcripts from all regionally accredited colleges and universities attended.
- Immunization records showing proof of immunization compliance for measles and rubella, if born after December 1957.
- Out-of-state and International applicants must submit a \$25.00 application fee (money orders only).
- International applicants must submit satisfactory TOEFL scores.
- International applicants must also file a Certified Declaration of Financial Support with the University

The Division of Graduate Studies will forward application documents to the Department of Elementary and Early Childhood Education for final review and determination of admission into the program. Applicants will be informed of acceptance status by letter. Upon receipt of the Academic Advisement Welcome Letter file Form I (Degree Plan) in consultation with advisor at initial meeting, but no later than within two weeks after enrolling for a degree.

As a departmental requirement, attach the following:

- Transcripts (the unofficial one(s) will suffice at this time); the Graduate School should have your official one(s);
- Transfer of Credit Form (**a maximum of 9 hours with a grade of “B” or better in approved courses from another institution may be accepted**), if required; and if applicable, a Course Substitution Form with documentation; and
- Register to take the Graduate English Competency Examination. Applications for taking the examination can be obtained from the Department and Graduate School. An examination fee of \$10.00 must be paid to the University’s Financial Services Office.

Negotiate transfer of credit earned at another institution with advisor when completing Degree Plan if applicable. File Petition for Degree Candidacy after earning at least 12-15 semester hours and only when the following admissions requirements have been met:

- Achieved regular admission status.
- Passed the Graduate English Competency Examination, or in the event of failure, passed ENG 500 with a grade of B or better.
- Earned a 3.00 cumulative G.P.A.
- Filed Form I (Degree Plan).
- Completed a minimum of 12 hours with no grades of incomplete.

When Petition for Degree Candidacy is filed, documentation of the completion of 15 - 24 semester hours must be attached to obtain the advisor’s signature.

Further information can be obtained from: **Criteria for Admission to the Division of Graduate Studies on page 15 of the Jackson State University Graduate Catalog.**

### **Advisement Procedures**

Before a candidate is assigned an advisor, he/she must first be admitted to the Graduate School. Newly admitted masters level students, as evidenced by an approved Transmittal Form, are assigned an advisor. Contact the Department of Elementary and Early Childhood Education for advising information.

## **Required Forms for Matriculation**

The Graduate School has developed forms to be processed by graduate degree candidates. These forms may be obtained from the Graduate School Website. The forms properly executed provide general directions for matriculation at the University. Each form must be completed under the direction of the student's advisor.

**Graduate Degree Plan** is the Degree Plan (Appraisal Sheet). This form should be filled out on line under "Cyber forms" on the Graduate School site and filed at the beginning of the student's program of study after 12 hours. It contains principle program requirements, thereby serving as a checklist for the candidate.

**Application for Degree Candidacy**- is a Petition for Graduate Degree Candidacy. File this application after earning 15 - 24 semester hours and only when all admission requirements have been met. For doctoral students the minimum hour requirement will exceed 12.

## **INCOMPLETE POLICY**

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

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

## **Poor Candidate Performance**

Interventions for Poor Candidate Performance, whether noted in day-to-day unit operations or in the process of candidate data analysis, the observation of the persistent failure of any candidate to meet performance expectations is immediate cause for notification of the candidate's advisor. The advisor is obliged to schedule an intervention conference at the earliest mutually agreeable time available, a conference intended to unearth the cause of the poor performance and to design a remediation plan that is signed by the candidate at the conclusion of the meeting and placed in his/her file. The candidate is then placed on "alert" status with a follow-up consultation scheduled at a later date in which further assessment information is available indicating the overall direction of the candidate's performance.

If the pattern of unacceptable performance persists, the department chair is notified, and he/she initiates a remediation plan review that is scheduled with the candidate and possibly the

advisor. At the discretion of the chair, modification of the remediation plan, along with terms for potential dismissal from the program can be discussed at this meeting and the report of this action is both forwarded to the associate dean and placed in the candidate's file. Further unacceptable performance may result in the candidate's dismissal from the program as initiated by the department chair and approved by the associate dean.

### **Graduation Requirements**

The following are basic requirements for all master's and specialist degree students:

1. A minimum of 36 semester hours of course works with a "B" average for all degrees. The student may choose to complete a Thesis in lieu of 6 semester hours of class or a Project in lieu of 3 semester hours of class.
2. Notification on Degree Plan of the program option the student is electing, or that is required.

### **Graduation Fees**

Please contact the Graduate School in order to find out the exact cost of fees for graduation.

### **Certification/Licensure**

A student who receives the master's degree must have an "A" type certificate in order to receive the "AA" certificate with the Masters degree.

## **FAIRNESS, ACCURACY, CONSISTENCY, ABSENCE OF BIAS**

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

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

### ***Fairness***

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

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

### ***Accuracy***

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

### ***Consistency***

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

### ***Absence of Bias***

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

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

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

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

There is a Curriculum Team that is comprised of chairs and faculty members from each discipline. The curriculum team reviews data and develop plans of improvement that will have more desirable outcomes for students performance. In conjunction with the Professional Education Council, changes are made in order to produce meaningful change for growth and improvement.

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

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

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

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

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

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

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

Jackson State University College of Education and Human Development aims to ensure that all candidates are treated fairly and that their performance on assessments, exams, and assignments is scored accurately and consistently in accordance with the rubric provided for each assessment.

In addition, the COEHD complies with the university's policies on managing candidates' complaints regarding any academic or civic concern.

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

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

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

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

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))

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

**COURSE OF STUDY FOR THE MASTER'S DEGREE IN EARLY CHILDHOOD EDUCATION**

**COURSE OF STUDY FOR THE MASTER'S DEGREE IN EARLY CHILDHOOD EDUCATION**

**A minimum of thirty-six (36) semester hours are required if the candidate does not do a scholarly paper, a minimum of thirty-three (33) semester hours with a scholarly paper or project; a minimum of thirty (30) semester hours with a thesis.**

Name \_\_\_\_\_ J# \_\_\_\_\_ Contact # \_\_\_\_\_

**Core Courses Required By the Graduate School**

<u>Course No.</u>	<u>Credit Hour(s)</u>	<u>Grade</u>
EDFL 511 History and Philosophy of Education	3 Hours	_____
EDFL 515 Method of Educational Research Elementary	3 Hours	_____
EDFL 514 Elementary Statistics	3 Hours	_____
EDCI 569 The Developmentally Appropriate Early Childhood Curriculum	3 Hours	_____

**Advisement Conf.** \_\_\_\_\_

**Specialization Courses**

<u>Course No.</u>	<u>Credit Hour(s)</u>	
EDCI 501* The Family in Cross Cultural Perspectives	3 Hours	_____
EDCI 502 Literacy Development and the Young Child	3 Hours	_____
EDCI 504 Method and Materials in Early Childhood Education	3 Hours	_____
EDCI 505 Seminar in Education of the Disadvantaged	3 Hours	_____
EDCI 506** Art and Music in Early Childhood Education	3 Hours	_____

**Advisement Conf.** \_\_\_\_\_

**Suggested Electives**

<u>Course No.</u>	<u>Credit Hour(s)</u>	
EDCI 507 Organization and Administration of Early Childhood	3 Hours	_____
EDCI 509 Practicum in Early Childhood Education	3 Hours	_____
EDCI 591***Observation and Supervised Field Work in Early Childhood Ed.	3 Hours	_____

**TOTAL 36 HOURS**

- \*Required of students who have not taken SOC 331 or the equivalent.
- \*\*Required of students who have not taken ART 301 and MUS 203 or the equivalents.
- \*\*\*Required of students that have not been credited with student teaching.

**Students should take elective courses in consultation with their advisors.**

**A student may transfer up to 12 quarter or 9 semester hours earned at accredited college or university**

**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>	

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Administrator/Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

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