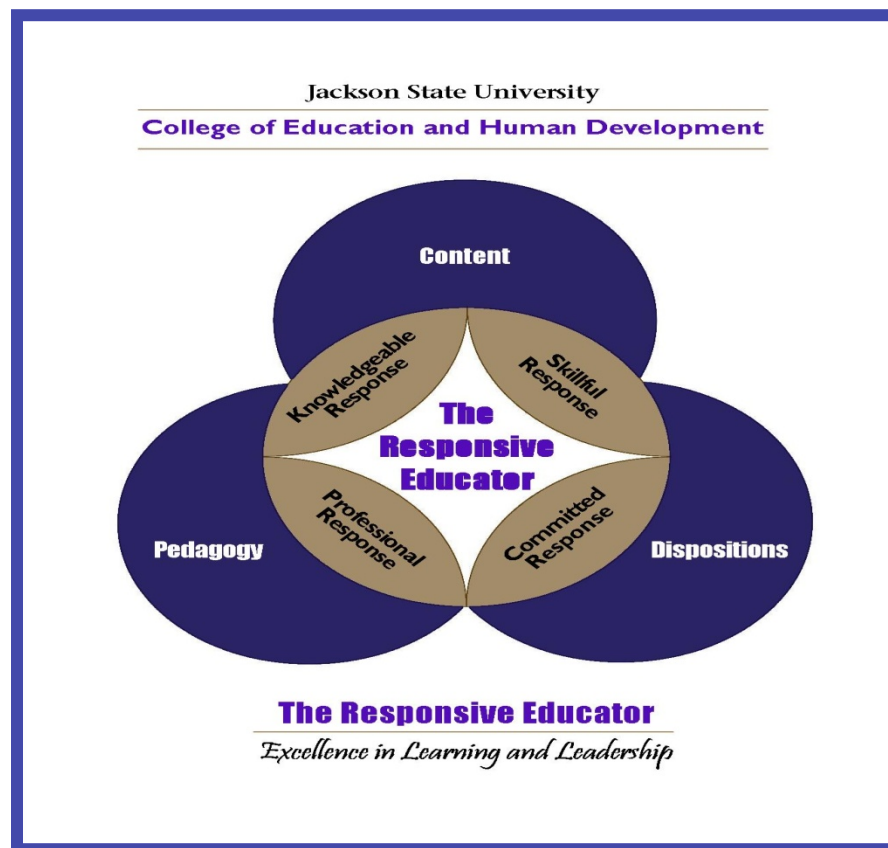




Department of Elementary and Early Childhood Education

Doctorate Degree in Early Childhood Education



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



Dear Prospective Doctorate in Early Childhood Education Student:

Thank you for considering the Doctorate Degree in Early Childhood Education Program. Attached hereto is detailed information about the sixty-three (63) hour program, as well as the program requirements prior to the **fall** of the year desiring admittance. The admission requirements are listed below.

Admission Requirements:

- Admitted to or eligible for admission to the Division of Graduate Studies.
- A Master's degree from an accredited University.
- A completed program application.
- A cumulative GPA of 3.0 or above (on a 4.0 scale) on the last earned degree.
- Transcripts of all post-secondary work attempted prior to submitting a program application.
- Acceptable evidence of a student's writing ability as determined by a writing sample completed under the supervision of a designated member(s) of the Screening Committee.
- Letters of recommendation from three persons knowledgeable of the applicant's professional and academic ability, job experiences and/or leadership potential such as previous professors, principals, supervisors or superintendent.
- An official copy of the Graduate Record Examination Score or Miller Analogies Test taken within the last five years.
- A portfolio documenting compensating strengths such as teaching, publication, professional presentations, educational awards and community service.
- A successful interview with the Program Screening Committee.
- A vita (resume) to include Education, Work Experience, Honors, and Affiliations with Organizations.

For questions and additional information please contact the **advisor** listed below or visit the Graduate School's website @.

www.jsu.edu, click on Graduate School, click on Apply to Graduate School, create an account, and follow the directions for completing your application.

Academic Advisor:

Dr. Stephanie R. Davidson
Associate Professor
1400 John R. Lynch St.
P.O. Box 18380
Jackson, MS. 39217
Phone: (601) 979-0514
Email: stephanie.r.davidson@jsu.edu

We look forward to working with you as you continue your education. Feel free to contact the Department of Elementary & Early Childhood Education if you have additional questions.

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

**Doctorate in Early Childhood Education
Urban Interdisciplinary Education Curriculum**

Candidate Name: _____ J#: _____ Date: _____
Advisor: Dr. Stephanie Davidson _____

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

Total 12 Hours

Checkpoint	Semester Completed/ Outcome
Degree Plan	
Admission to Candidacy	

Research and Major Requirements*

EDAD 710	Advance Statistical Concepts & Computer Analysis	3	
EDAD 712	Advanced Research & Non-Parametric Statistical Methods Research Design	3	
EDFL 797	Research Design	3	
EDCI 714	Organization & Administration of Early Childhood Education Programs	3	
EDCI 715	Seminar II: Urban Studies in Early Childhood Education	3	
EDCI 717	Psychology of Young Children in Urban Studies	3	
EDCI 718	Seminar III: Urban Studies in Early Childhood Education	3	
EDCI 788	Teaching Education Programs & Technology	3	
EDCI 720	Research Applications (Science, Mathematics, or Special Education) for Early Childhood Education	3	
EDCI 798	Internship/Field Studies Doctoral	5	

Total 32 Hours

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

Cognate* Natural & Behavioral Science, Special Education Global Education, Educational Technology and Reading, Health, Guidance
EDCI 799 Dissertation

12 Hours
9 Hours (minimum requirement)

Minimum of 63 Hours

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

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



GRADUATE RECOMMENDATION FORM

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 uses professional disposition surveys, such as below, to address the issue of commitment and to respond to CAEP Standard 1,

Name of Applicant: _____ Date: _____

Last First MI

Proposed Graduate Program: _____ Degree Sought: _____

Please check the box that most accurately describes the characteristics and disposition of the applicant. Your honest evaluation allows the college to modify programs to ensure that applicants get the best educational/professional experience.

(Graduate School) CHARACTERISTICS	Conceptual Framework	InTASC Standard	CHECK ONE				
			Exceptional 4	Above Average 3	Average 2	Below Average 1	No Basis for judgment 0
Writing Ability							
Oral Expression							
Emotional Maturity							
Potential for Professional Growth							
Potential for Graduate Research							
Analytical Skills							
Perseverance							
Ability to Work with Colleagues							
Ability to Work Independently							
Ability to Accept Constructive Criticism							
(College of Education and Human Development) DISPOSITIONS							
Seeks feedback as mean for professional growth and necessity for student learning	Reflective/ Contextual	1,9, 8,10					
Is able to constantly revise and adapt professional practices to ensure student success	Reflective/ Pedagogical	1,9, 1,7					
Embraces diversity, talents, and uniqueness of learners	Developmental Contextual	2,3, 8, 10					
Is enthusiastic about the belief that all students can learn	Developmental	2,3					
Exemplifies that teaching/learning is a student-centered process that is measured, not self-perceived	Developmental	2,3					
Shows commitment and flexibility in creating suitable learning environments	Pedagogical	1,7					
Exemplifies that planning is essential for positively impacting students learning and success	Pedagogical	1,7					
Accepts that positive workplace relationships are paramount to fostering suitable learning environment	Pedagogical	1,7					
Models respect, trustworthiness, integrity, and honesty	Professional	3,5,9					
Interacts professionally with colleagues, administrators, community, parents and students	Professional	3,5,9					
Works cooperatively with stakeholders (i.e. parents, colleagues, teachers, community agencies)	Contextual	8, 10					
Exemplifies fairness and equitability with all students	Professional	3,5,9					
Utilizes technology & professional development opportunities to enhance teaching and student-learning	Contextual	8, 10					
Accepts the professional obligation to be well-informed of cultural norms and changing trends in education	Contextual	8, 10					
Adheres to laws, ethics, rules, and policies	Professional	3,5,9					

DISPOSITIONS DESCRIPTORS	
D1- Reflective/Metacognitive ¹ :	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. (InTASC - 1, 9)
D2- 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. (InTASC 2, 3)
D3- 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. (InTASC 1, 7)
D4- 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. (InTASC 3, 5, 9)
D5- 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. (InTASC 8, 10)

¹ The **criteria** marked with the letter “D” (D1, D2, D3 etc.) are the Core Dispositions (5) that appear in the COE unit Conceptual Framework. Other dispositions are “derivative” in nature, since they represent the content of core dispositions.

²**Professional Dispositions**: 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)

“The ethical dimensions of teaching also distinguish it from other professions. Unique demands arise because the client's attendance is compulsory and, more importantly, because the clients are children. Thus, elementary, middle and high school teachers are obligated to meet a stringent ethical standard. Other ethical demands derive from the teacher's role as a model of an educated person. Teaching is a public activity; a teacher works daily in the gaze of his or her students, and the extended nature of their lives together in schools places special obligations on the teacher's behavior. Students learn early to read and draw lessons from their teachers' characters. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students, parents or peers. Practicing with this additional dimension in mind calls for a special alertness to the consequences of manner and behavior. Standards for professional teaching ought, therefore, to emphasize its ethical nature.” **(From the National Board for Professional Teaching Standards- “What Teachers Should Know and be Able to Do”)**

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