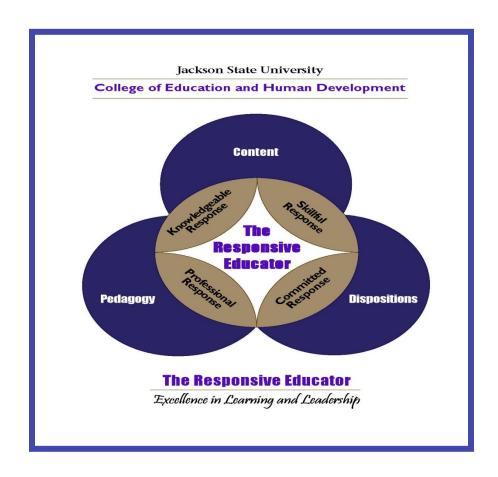


# Department of Elementary and Early Childhood Education Master of Science Degree In Early Childhood Education





#### Dear Prospective Master of Science in Early Childhood Education Candidate:

Thanks for considering the Master Degree in Early Childhood Education Program. Attached, please find detailed information about the thirty- six (36) hour program, as well as the program requirements. Each candidate applying for this program must submit an admission application for the upcoming semester. The admission requirements are listed below.

#### **Admission Requirements:**

- Complete a Graduate Application (website and instructions are listed below).
- A minimum undergraduate cumulative **GPA** of **2.5** for conditional admission.
- Three recommendation forms. ( see attached form).
- Official transcripts from all colleges and universities attended.

For questions and additional information please contact the advisors listed below or visit the Graduate School's website@www.jsums.edu, click on Graduate School, click on Apply to Graduate School, create an account, and follow the directions for completing your application.

For additional program information, please contact Dr. George Mitchell if your last name ends with the letters (A -M) and Dr. Stephanie Davidson if your last name ends with the letters (N-Z).

#### **Academic Advisors:**

Dr. George Mitchell (**A-D**)
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Master in Early Childhood Education Academic Advisor
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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.



Jackson State University
College of Education & Human Development
Department of Elementary & Early Childhood Education
Master of Science Degree In Early Childhood Education

#### COURSE OF STUDY FOR THE MASTER OF SCIENCE DEGREE IN EARLY CHILDHOOD EDUCATION

			olarly paper. A minimum of thirty-three		
(33) semester hours with a schola	rly paper or project are required or a min	imum of thirty (30) semester hou	ers with a thesis.		
Name	J# Contact#				
Advisors: Dr. George Mitchell Core Courses Required By the		Stephanie Davidson (N-Z)			
Course Number	Course Name	Semester Completed	Grade Earned		
EDFL 511	History and Philosophy of Education				
EDFL 514	Methods of Educational Research				
EDFL 515	Elementary Statistics				
EDCI 569	The Developmentally Early Childhood Curriculum				
Checkpoint		Semester Completed/ Outcom	me		
Graduate English Competency Ex	kamination				
Degree Plan Completion					
Admission to candidacy					
<b>Specialty Area Courses</b>					
Course Number	Course Name	Semester Completed	Grade Earned		
EDCI 501	The Family in Cross Cultural Perspectives				
EDCI 503	Seminar in Child Development				
EDCI 505	Assessing the Young Child				
EDCI 502	Literacy Development and the Young Child				
EDCI 508	Children's Literature				
EDCI 504	Methods and Materials in ECE				
EDCI 506	Art and Music in ECE				
EDCI 509	Practicum in ECE				
		T			
Checkpoint		Semester Completed/ Outcom	ne		
Graduate Comprehensive Examination					
( upon completion of 24 semester	hours)				

### TOTAL 36 HOURS

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



## **Course Rotation Plan**

FALL	SPRING	SUMMER		
EDCI 569	EDCI 505	EDCI 591		
The Developmentally Appropriate Early Childhood Curriculum	Assessing the Young Child	Observation and Supervised Field Experience in ECE		
EDCI 503	EDCI 501	EDCI 506		
Seminar in Child Development	The Family in Cross Cultural Perspective	Art and Music in Early Childhood Education		
EDCI 502	EDCI 591	EDCI 508		
Literacy Development and the Young Child	Observation and Supervised Field Experience in ECE	Children's Literature		
EDCI 504	EDCI- 569	EDCI 505		
Methods and Materials in Early Childhood Education	The Developmentally Appropriate Early Childhood Curriculum	Assessing the Young Child		
EDCI 507	EDCI 508			
Organization and Administration of Early Childhood Programs	Children's Literature			



## **GRADUATE RECOMMONDATION FORM**

Being a "Responsive Educator" dedicated to "Excellence in Learning and Leadership" means being an educator that exemplifie
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,

below, to dudi ess t	ile issue o	i commitment and to respond	10 CAL	Statidal a 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.

				CHECK ONE					
(Graduate School) CHARACTERISTICS	Conceptual Framework	InTASC Standard	Exceptional 4	Above Average 3	Average 2	Below Average	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	Reflective/	1,9,							
necessity for student learning	Contextual	8,10							
Is able to constantly revise and adapt professional	Reflective/	1,9, 1,7							
practices to ensure student success	Pedagogical								
Embraces diversity, talents, and uniqueness of	Developmental	2,3, 8,							
learners  Is enthusiastic about the belief that all students can	Contextual	10 2,3							
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**<sup>1</sup>: 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)

<sup>2</sup>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")

<sup>&</sup>lt;sup>1</sup> 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.