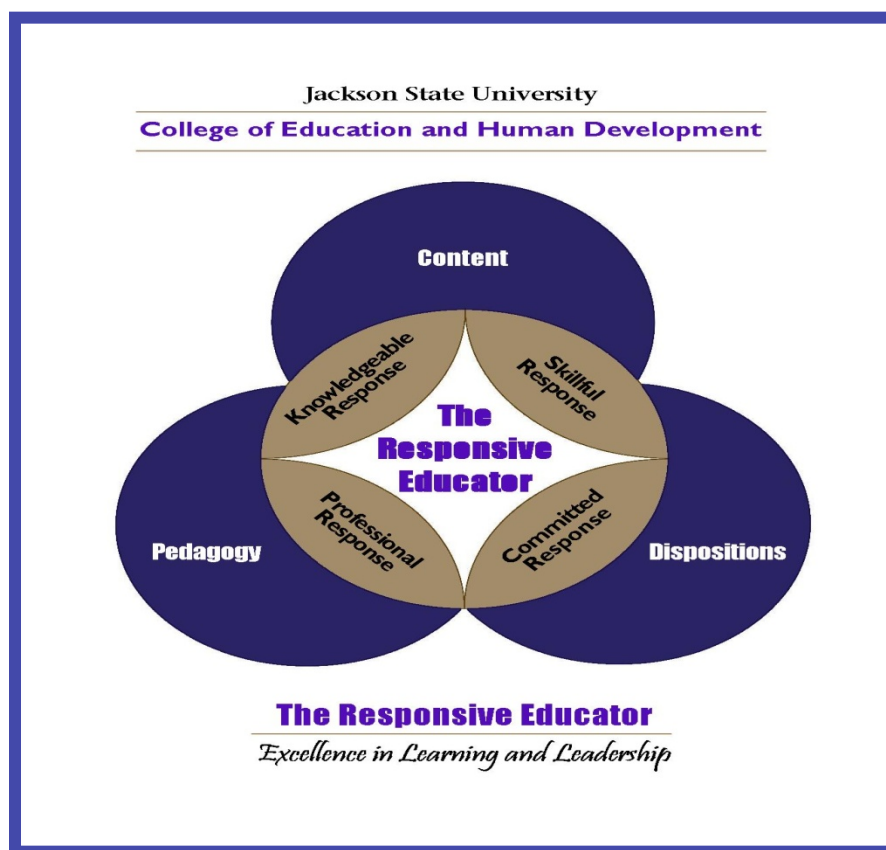


Department of Elementary and Early Childhood Education

Master of Science Degree In Early Childhood Education



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



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.jsusms.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**)
Visiting Associate Professor
Master in Early Childhood Education Academic Advisor
1400 John R. Lynch St.
P.O. Box 18380
Jackson, MS 39217
Phone: (601) 979-0292
Email: george.t.mitchell@jsusms.edu

Dr. Jianjun Yin (**E-M**)
Professor
Master in Early Childhood Education Academic Advisor
1400 John R. Lynch St.
P.O. Box 18380
Jackson, MS 39217
Phone: (601) 979-3408
Email: jianjun.yin@jsusms.edu

Dr. Stephanie Davidson (**N-Z**)
Associate Professor
Master in Early Childhood Education Academic Advisor
P.O. Box 18380
1400 John R. Lynch St.
Jackson, MS 39217
Phone: (601) 979-0514
Email: stephanie.r.davidson@jsusms.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.

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



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

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

Name _____ J # _____ Contact# _____

Advisors: **Dr. George Mitchell (A -M)** _____ **Dr. Stephanie Davidson (N-Z)** _____

Core Courses Required By the Graduate School

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/ Outcome
Graduate English Competency Examination	
Degree Plan Completion	
Admission to candidacy	

Specialty Area Courses

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		

Checkpoint	Semester Completed/ Outcome
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.

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



Course Rotation Plan

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

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

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”)**