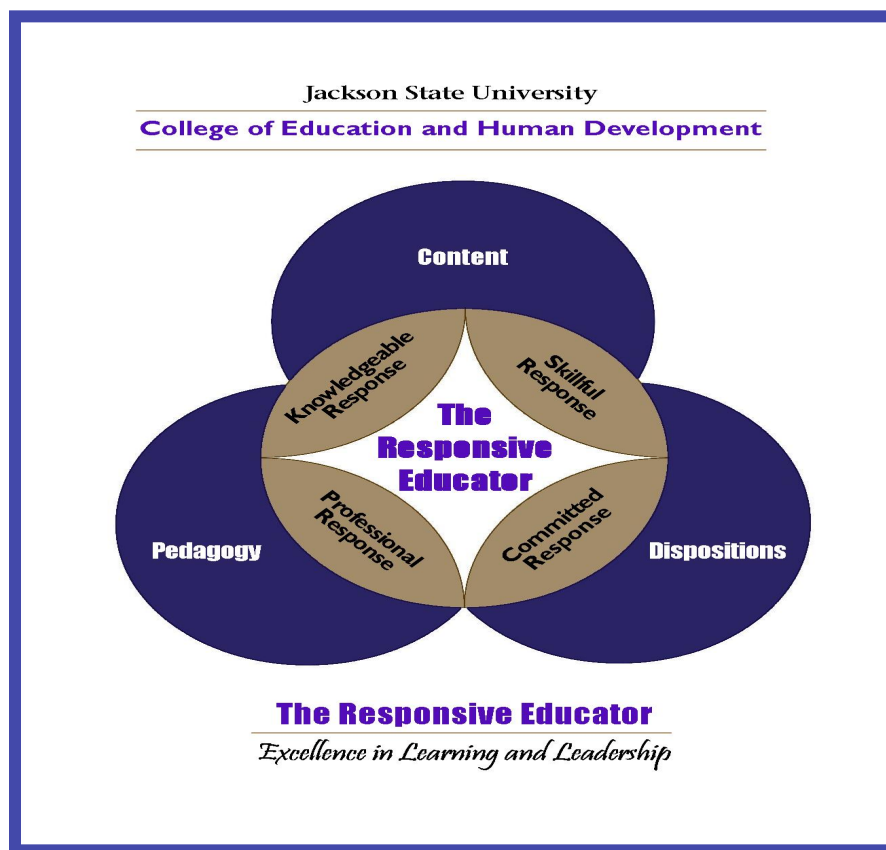




Department of Elementary and Early Childhood Education

Master of Science in Reading Education Degree Program
(Traditional & Online Matriculation)

Application Information Packet



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



Dear Prospective Master of Science in Reading Education Program Candidate:

Thank you for considering the Master of Science in Reading Education Program. Attached, please find detailed information and program requirements for the thirty-six (36) hour graduate program. Each applicant must initially apply to the Graduate School through the Division of Graduate Studies (<http://www.jsums.edu/graduateschool/>), selecting Reading Education as the preferred program of study. Please indicate your preference of traditional (hybrid format) *or* online matriculation. 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
- 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**)
- Three recommendation forms from reading professionals, principals, school administrators, etc. (**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 @ <http://www.jsums.edu/graduateschool/>, **click on Apply to Graduate School, create an account, and follow the instructions for completing your application.**

For additional program information, please contact the program advisors, Dr. Linda Channell if your last name begins with the letters A-M, Dr. Tracy Harris if your last name begins with the letters N-Z, and Dr. Rodney Washington if you are interested in the online program.

Dr. Linda Channell (**A-M**)
Associate Professor
1400 John R. Lynch St.
P.O. Box 18380
Jackson, MS 39217
Phone: (601) 979-1358
Email: Linda.G.Channell@jsums.edu

Dr. Tracy Harris (**N-Z**)
Associate Professor
1400 John R. Lynch St.
P.O. Box 18380
Jackson, MS 39217
Phone: (601) 979-1749
Email: Tracy.L.Harris@jsums.edu

Dr. Rodney Washington (**Online**)
Associate Professor
1400 John R. Lynch St.
P.O. Box 18380
Jackson, MS 39217
Phone: (601) 979-1023
Email: Rodney.washington@jsums.edu

We look forward to working with you as you continue your education. Feel free to contact the Department of Elementary & Early Childhood Education at (601) 979-2341 if you have additional questions. Thank you for choosing Jackson State University.

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Jackson State University
College of Education and Human Development
Department of Elementary & Early Childhood Education

**Master of Science in Reading Education Degree
Curriculum Plan**

A minimum of thirty-six (36) semester hours are required for the Master of Science 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. The curriculum requirements (traditional and online) follow:

Program Advisors: Dr. Linda Channell (A-M) _____ Dr. Tracy Harris (N-Z) _____
Dr. Rodney Washington (**online only**) _____

Candidate: _____ **J#:** _____ **Date:** _____

Courses	Course Titles	Credit Hours	Grades	Semester
EDFL 514	Elementary Statistics	3.0	_____	_____
EDFL 515	Methods of Educational Research	3.0	_____	_____
RE 506 (Hybrid)	Foundations of Literacy	3.0	_____	_____

Advisement Notes:

RE 502 (Hybrid)	Workshop: Current Problems/Issues in Literacy Instruction	3.0	_____	_____
RE 503 (Hybrid)	Research Methods and Theory in Literacy	3.0	_____	_____
RE 510 (Hybrid)	Literacy in the Content Area	3.0	_____	_____
RE 512 (Hybrid)	Using Literature to Teach Literacy Skills	3.0	_____	_____
RE 550 (Hybrid)	Psychology of Literacy	3.0	_____	_____
RE 552 (Hybrid)	Methods and Materials for Teaching Elementary Literacy	3.0	_____	_____
RE 556 (Hybrid)	Supervised Practicum in Literacy I	3.0	_____	_____
RE 557 (Hybrid)	Supervised Practicum in Literacy II	3.0	_____	_____
RE 559 (Hybrid)	Leadership in Literacy	3.0	_____	_____
		36 hrs		

Advisement Notes:

Additional Degree Requirements:

			<u>Grades</u>	<u>Semester</u>
ENG 599	Graduate English Competency Examination	Pass/Fail	_____	_____
PRAXIS II (5301) Reading Specialist	PRAXIS II Reading Specialist Exam (157) pts. required)	Pass/Fail	_____	_____
GACE	Graduate Area Comprehensive Examination (after 24 hrs. earned)	Pass/Fail	_____	_____
Graduate Degree Plan	Submit Graduate Degree Plan			_____
Graduate Degree Candidacy	Apply for admission to Graduate Degree Candidacy			_____

Please Note: Candidates are advised to matriculate in consultation with faculty advisors. Any candidate scoring below 157 on the PRAXIS II Reading Specialist (5301) Exam is required to complete an *additional course (see course listed below) the following semester. The PRAXIS II Reading Specialist Exam must be passed before the degree may be conferred.

			<u>Grade</u>	<u>Semester</u>
*EDCI 565	Integrative Studies for the Elementary School	3.0	_____	_____

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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/Metacognitive¹:	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)

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”)