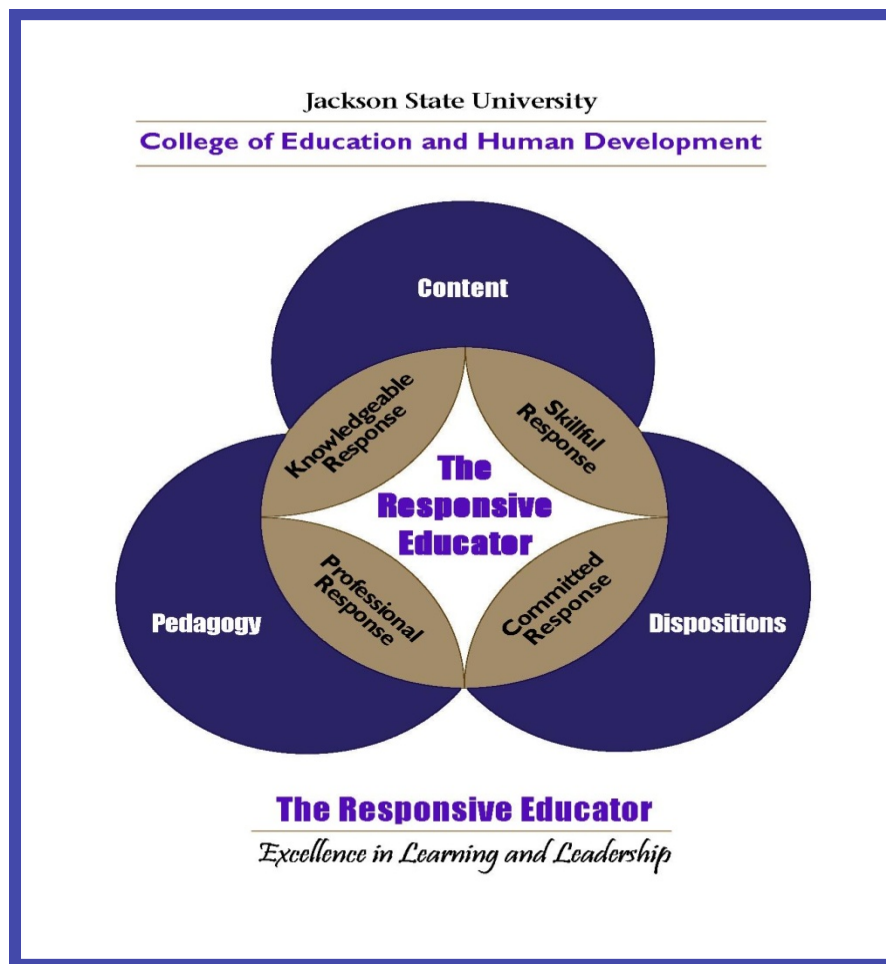




Department of Elementary and Early Childhood Education

Specialist in Education with a Concentration in Elementary Education



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



Dear Prospective Specialist in Education with a Concentration in Elementary Education Candidate:

Thanks for considering the Specialist in Education with a Concentration in Elementary 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:

- A master degree from an accredited college or university
- An overall GPA of 3.0 or above (on a 4.0 scale) on the master's degree.
- Student must hold a valid teaching license: Proof of Class "AA" Educator License.
- A completed **Graduate** application. (website and instructions are listed below).
- Three letters of recommendation
- Acceptable evidence of the applicant's writing ability as determined by the applicant's writing sample completed under the supervision of the screening committee.
- A successful interview with the Program Screening Committee.
- A satisfactory GRE score

For questions and additional information please contact the **advisor** listed below or visits 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.**

Academic Advisor:

Dr. Tony Latiker
Associate Professor
1400 John R. Lynch St.
P.O.Box 18380
Jackson, MS 39217
Phone: (601) 979-0300
Email: tony.latiker@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 if you have additional questions.

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

**Specialist in Education with a Concentration in Elementary Education
Curriculum Plan**

A minimum of thirty (30) semester hours and a thesis or a minimum of 33 semester hours and a scholarly research project are required for the Specialist in Education with a Concentration in Elementary Education. Required core courses, EDFL 601, EDFL 602 or EDFL 610. Elective courses selected in consultation with advisor.

Program Advisor: Dr. Tony Latiker _____ **Chair:** Dr. Thea H. Williams- Black _____

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

Core Courses*		Credit Hours	Grades	Semester
EDFL - 601	Advanced Research and Statistics	3.0		
EDFL- 602	Comparative Education	3.0		
EDFL- 610	School and Community Relations	3.0		

Advisement Conference and signature: _____

Specialization Requirements*

EDCI- 508*	Children's Literature	3.0		
EDCI- 558	Teaching Reading in an Integrated Language Arts Program	3.0		
EDCI - 689	Behavioral Management in the Elementary School	3.0		
EDCI- 621	Advance Seminar in Elementary Education	3.0		
EDCI- 603	Education for Parenting	3.0		

Suggested Electives

EDCI- 600	History and Development of Early Childhood	3.0		
EDCI- 601	Methods of Child Study	3.0		
EDCI- 602	Advanced Seminar and Research in Early Childhood Education	3.0		
EDCI- 687	Advanced Research and Independent Study	3.0		

Total 36 Hours

Advisement Conference notes and signature:

Note: A student may transfer up to 12 quarter or 9 semester hours earned at an accredited college or university.

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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	CHECK ONE						
	Conceptual Framework	InTASC Standard	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)

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”)**