

# COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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## **School of Administrative Leadership**

Educational Leadership  
School, Community and Rehabilitation  
Counseling

## **School of Instructional Leadership**

Elementary and Early Childhood Education  
Health, Physical Education, and Recreation  
Social and Cultural Studies  
Special Education

The College of Education and Human Development has as its primary purpose and responsibility the development, administration, supervision and evaluation of programs in teacher education and other related human services which support the teaching profession and the mission of the University. It offers programs of professional training in non-teaching areas such as counseling, rehabilitative services and recreation leadership. More specifically, the College of Education and Human Development is responsible for developing and administering quality, comprehensive, career-oriented programs which attract culturally and economically diverse students into the fields of early childhood education, elementary education, secondary education health and physical education, recreation, special education, educational administration and supervision and guidance and counseling. Further, the College of Education and Human Development: (1) emphasizes inquiry, research, and publication; (2) promotes faculty, staff, and student development programs; (3) provides ongoing programs for the education community, and promotes cooperation and collaboration between the College of Education and Human Development and other education/human service agencies at the local, state, national and international levels; and (4) searches for outside assistance to aid in the support of its program offerings.

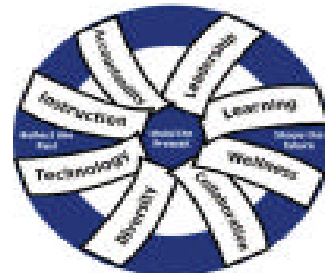
## **Mission**

Through curricular designs, student services, special projects, pre-college and other programs, the College

works to improve the quality of life for diverse citizens. The college's conceptual framework, the Responsive Educator Model recognizes the need to develop candidates who (1) demonstrate high competence in verbal, critical thinking, and other communicative skills; (2) become professionally knowledgeable and competent, technically proficient, socially aware, and experientially broad; and (3) become reflective decision makers who support social justice.

Professional education at Jackson State University is designed to produce responsive educators, at both the initial and advanced levels, who are capable of delivering effective education. This Responsive Educator Model guides the professional preparation of teachers, school administrators, and school counselors along with other school support personnel. Specifically, graduates of the program must demonstrate their competence in eight outcome areas based upon faculty assumptions and beliefs. The eight outcome areas are as follows:

**Outcome Area One:** Responsive educators demonstrate leadership that is reflective, promotes a shared vision of learning, and maintains high ethical standards.



**Outcome Area Two:** Responsive educators foster learning that is grounded in active inquiry, and requires critical thinking, and problem solving.

**Outcome Area Three:** Responsive educators facilitate collaborations that support and enrich the educational process within a community of learners.

**Outcome Area Four:** Responsive educators nurture diversity that encourages acquisition of the knowledge, skills, and dispositions necessary to work effectively in a multifaceted society.

**Outcome Area Five:** Responsive educators integrate technology that enhances learning environments and extends performance.

**Outcome Area Six:** Responsive educators implement accountability systems that are proactive, data driven, and conducive to a safe, efficient, and effective learning environment.

**Outcome Area Seven:** Responsive educators develop instruction that is based on current content and assessment knowledge and encourages academic development for all students.

**Outcome Area Eight:** Responsive educators advocate wellness that models healthy, mental, physical, emotional, and social lifestyles.

### **Accreditation**

The College of Education and Human Development is NCATE (National Council for Accreditation of Teacher Education) accredited. All professional education programs are approved by the Mississippi State Department of Education. The College also holds membership in the American Association of Colleges for Teacher Education. The professional education curriculum reflects the requirements of the Mississippi Commission on Educational Licensure.

### **Professional Education Council**

The professional education programs at Jackson State University are organized, unified, and coordinated by the Professional Education Council which consists of graduate and undergraduate student representatives, university faculty both within and external to the School of Education, representatives from the University's Graduate Council, Curriculum Committee and University College, practicing professionals, the Director of Professional and Field Services, and the Dean of the School of Education. The Professional Education Council forms the governance system for the unit. Its major functions are to: (1) define the professional education program consistent with the overall mission of the University; (2) establish and approve policies governing the design, development, implementation, and evaluation of initial and advanced programs in professional education; (3) approve the admission process for students applying to professional education programs; (4) identify and recommend instructional and laboratory experiences in relationship to the teacher-preparation model, state licensure standards, and the recommendations of specialized professional associations; and (5) serve as a monitoring unit for the quality of program activities, operations, and student outcomes. The Dean and Associate Dean of the School of Education serve as Chairperson and Co-Chairperson, respectively. As an instructional committee, the Professional Education Council reports to the Provost/Vice President for Academic Affairs.

### **Student Support Services Center**

In addition to the assignment of program advisors, the College of Education and Human Development students are provided a general advising center where initial or temporary advisement is provided, problem-solving and counseling assistance is available as well as information regarding academic activities. The Center manages the student appeals process for those who feel aggrieved in their relationship with the School, its policies, practices, procedures or its faculty and staff.

### **Beatrice B. Mosley Center for Excellence in Education**

The Center is a support unit and is designed to serve as a catalyst in promoting excellence in all teacher education programs at Jackson State University. It comprises four major components: faculty and student development, research development, microcomputer and micro-teaching simulation laboratories, and networking and evaluation. These components, supported by a diversity of resources and services, seek to facilitate excellence in teaching, learning and clinical practice at the University.

### **Lottie W. Thornton Early Childhood Laboratory Center**

The Early Childhood Laboratory Center provides childcare services for faculty, students, and the general community and serves a multipurpose in the area of teacher education. It offers diversified clinical experiences for graduate and undergraduate students in cognitive, psychomotor and the social development of young children. It supports the curriculum and research efforts of university students and faculty.

### **Professional Test Preparation Clinic**

The Professional Test Preparation Clinic, a computerized facility, is designed to facilitate the School of Education's efforts to improve the performance of undergraduate and graduate students on standardized tests. General testing strategies, thinking, reading and listening skills are emphasized.

### **Cleopatra D. Thompson Curriculum Center**

The Center provides a variety of multimedia resources to support the objectives of the School of Education and houses the Professional Educators Production Center that also aids graduates during their induction year as well as a wealth of professional and instructional materials and related equipment for faculty and students. The Center serves the objectives of programs in the School by locating, collecting, organizing, promoting, and distributing learning resources for use by faculty and students as individuals and groups. It provides leadership in the utilization, experimentation, and evaluation of the best possible arrangements of materials for teaching and learning; makes facilities, services, and equipment necessary for the selection and utilization of learning

resources available; and provides facilities for assistance in the production of instructional materials, displays and demonstrations.

**J. H. Jackson Endowed Chair in Education**

The Joseph H. Jackson Endowed Chair in Education was established in 1987 by a \$200,000 gift from Dr. Jackson toward the \$500,000 chair. This is the first endowed chair to be established in the history of the University, and it is named for one of the University's most distinguished alumni. The interest funds generated from the endowment will enable JSU to attract outstanding faculty members in the area of education and will provide them with the resources to pursue quality teaching and research.

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**THE OFFICE OF  
 PROFESSIONAL AND FIELD STUDIES**

Dr. Daniel Watkins, Director  
 Room 103, SEB  
 Telephone: (601) 979-2335  
 E-mail: daniel.watkins@jsums.edu

The Office of Professional and Field Services provides supportive services in teacher education. The program is a structured, real-world praxis in the delivery of required clinical and field-based experiences at both the initial and advanced levels. Thus, all internships, field, clinical and student teaching experiences are under the auspices of this office.

The office is also responsible for the evaluation of transcripts of applicants seeking educator licensure. Supervised student teaching is required for teacher certification by the state of Mississippi and most other states. Requirements for licensure may be obtained through this office.

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**SECONDARY EDUCATION**

**Master of Science in Education with a  
 Secondary Education Concentration**

The Master of Education Degree is offered in selected areas of certification at the secondary level. This program is operated under the Office of Professional and Field Studies

**Admission Requirements**

To be considered for admission, an applicant must hold a bachelor's degree from a regionally accredited college or university and meet the requirements for admission to the Graduate School. Applicants must hold a Non-Provisional Class A teaching certificate. Admission and completion of the program does not guarantee certification of persons desiring certification in a particular area of certification, they must consult the certification officer of the university.

**Degree Requirements**

A comprehensive examination and completion of a thesis or project is required of all masters' degree candidates.

**Core Courses**

Course	Title	Semester Hours
EDFL 511	History and Philosophy of Education	3
EDSE 567	Planning the Curriculum for Secondary Schools	3

**Specialization**

Eighteen hours of electives are to be taken in the area of concentration in consultation with the student's advisor. 18

**Research Requirements**

EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Research	3
EDFL 534	Computers in Education	3
EDSE 591	Project Writing	3

*Total Hours* 36

**Master of Arts in Teaching  
 Alternate Route Degree  
 Secondary Education Concentration**

**Admission Requirement**

1. For official enrollment in the MAT program, applicant must take PRAXIS I Pre-Professional Skills Test (PPST) and make the required cut scores on each of the subtests—reading, writing, and mathematics and successfully complete the PRAXIS II , Specialty Area Examination. In addition, the applicant must have at least a GPA of .2.50
2. Complete the pre-teaching required courses (6 hours—SPED 507 or EDCI 556 and EDFL 581)
3. After successfully completing the pre-teaching required courses, the PRAXIS I and PRAXIS II, the Mississippi Department of Education Office of Teacher Licensure will issue the applicant upon receipt of PRAXIS test scores, a transcript, a completed application, and institutional recommendation—a license that is valid for 3 years.
4. Secure approved employment as a teacher in a state accredited school district and enroll in EDSE 500 for 6 hours. The professor of EDSE 500 must approve employment site for purposes of supervision. Note: Students must successfully complete the pre-teaching courses and PRAXIS I and II before they can enroll in EDSE 500.
5. After successfully completing the Praxis I and II, 6 hours of pre-teaching required courses, and the 6 Hours internship, students may make application to The MDE Office of Teacher Licensure to receive a standard class A license.
6. After completing the additional course work (see below) required for MAT degree, the student may send a transcript with institutional

recommendations and MDE's completed application to Office of Teacher Licensure to receive a secondary class AA license.

Pre-teaching Core Courses

SPED 507	Adv Methods in Behavioral Management	
	<i>or</i>	
EDCI 556	Classroom Management and Discipline	3
EDFL 581	Principles of Measurement	3

Internship Course

EDSE 500	Introduction to Secondary Teaching Internship	3
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Professional Core Courses

SPED 500	Survey of Exceptional Children and Youth	3
EDCI 589	Teacher Education Programs and Technology	3
RE 511	The Reading and Writing Connection	3
EDFL 515	Methods of Educational Research	3

Secondary Education Concentration

EDFL 566	Teaching in the Multicultural Classroom	3
EDSE 567	Planning the Curriculum for Secondary Schools	3
	Two courses in the student's field of concentration/content area chosen in agreement with advisor	6
<i>Total</i>		<u>36</u>

**Education Specialist Degree  
Secondary Education Concentration**

**Admission Requirement**

Students must hold AA certification.

**Core Courses**

**Semester**

<b>Course</b>	<b>Title</b>	<b>Hours</b>
EDFL 610	School and Community Relations	3
EDSE 622	Problems and Issues in Sec. Schools	3
EDSE 628	Methods of Instruction in Secondary Schools	3
EDSE 625	Seminar in Secondary Curriculum	3
EDSE 619	Evaluation of Sec. School Programs	3

**Research Requirements**

EDFL 601	Advanced Research and Statistics	3
EDFL 581	Principals of Measurement	3
EDSE 691	Project Writing	3

**Specialization**

Twelve hours of electives are to be chosen in student's area of certification in consultation with the student's advisor

*Total hours* 36

**DESCRIPTION OF COURSES**

**EDSE 500 Introduction to Secondary Education Teaching Internship Secondary Education** (6 hours) This course is an exploration of the teaching professional which includes historical perspectives, current issues and practices, influences of legislation, and future projections. Through the field-based mentorship component of the course, students will have the opportunity to test theories of teaching and learning, to plan and guide learning experiences for secondary learners, and to analyze functions of schools.

**EDSE 591 Project Writing.** (3 Hours) Candidates for the Master Degree will present a project embodying the results of the individual's research. The candidate chooses the problem but approval by the advisor and committee is required.

**EDSE 619 Evaluation of Secondary School Programs**(3 Hours) Appraisal of secondary schools on the basis of evaluative criteria with special attention to work of the National Study of Secondary Evaluation.

**EDSE 622 Problems and Issues in Secondary Education** (3 Hours) Prerequisite: Advisor's consent. Current trends, problems and program developments, in secondary education, intensive study of problems in secondary education, criteria analysis of recent literature and research, group and individual work on problems of interest. Opportunities for candidates for advanced degrees to appraise critically thesis problems and research in secondary school.

**EDSE 625 Seminar in Secondary Curriculum Modern Trends Seminar in Secondary Curriculum Modern Trends.** (3 Hours) Prerequisite: Advisor's consent. Current trends, problems and program developments, in secondary education, intensive study of problems in secondary education, criteria analysis of recent literature and research, group and individual work on problems of interest. Opportunities for candidates for advanced degrees to appraise critically thesis problems and research in secondary school.

**EDSE 628 Methods of Instruction** (3 Hours) Prerequisite: Advisor's consent. Sources of curriculum materials, principles of organization, techniques of instructional standards of evaluation, practical problems in the development of units of curriculum content.

**EDSE 691 Project** (1-6 Hours) Candidates for the Specialist degree may choose to present a project embodying the results of the individual's research. The candidate chooses the problem but approval by the advisor and committee is required.

## **SCHOOL OF ADMINISTRATIVE LEADERSHIP**

Dr. Walter Crockett, Associate Dean  
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E-mail: walter.crocket@jsums.edu  
Office: Room 212A  
Joseph H. Jackson School of Education

### **Departments**

Educational Leadership  
School, Community and Rehabilitation  
Counseling

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### **DEPARTMENT OF EDUCATIONAL LEADERSHIP**

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Dr. William Rush, Professor and Chair  
P. O. Box 17175  
Telephone: (601) 979-2351  
Fax: (601) 979-3360  
E-mail: william.rush@jsums.edu

### **Faculty**

Dr. C. Addison, Assistant Professor  
Dr. C. Bishop, Associate Professor  
Dr. S. Enwefa, Professor  
Dr. J. Franklin, Professor  
Dr. Z. Gaye, Assistant Professor  
Dr. L. Gentry, Assistant Professor  
Dr. L. Horton, Associate Professor  
Dr. D. Lander, Assistant Professor  
Dr. J. Maddirala, Associate Professor  
Dr. S. McLaurin, Associate Professor  
Dr. F. Okojie, Professor  
Dr. I. Omoregie, Professor  
Dr. S. Overman, Professor  
Dr. I. Phillips, Professor  
Dr. D. R. Robinson-Gardner, Professor  
Dr. J. M. Stevenson, Professor  
Dr. D. Thurston, Associate Professor  
Dr. R. Walker, Assistant Professor  
Dr. D. Watkins, Assistant Professor

### **Department Objectives**

It is the mission of the Department of Educational Leadership to support and to be involved in the implementation of the mission of both the University, the College of Education and Human Development and the School of Administrative Leadership by striving for excellence as responsive educators in the teaching and learning process, research, service, and all phases of university life. More specifically, the department is responsible for preparing personnel for leadership roles in traditional and non-traditional settings including the P-16 schools, P-16 administrative offices, corporate sector, governmental and social agencies. A major

emphasis is the preparation of leaders capable of managing and motivating people toward solving broad-based urban and metropolitan problems, especially those which emerge in response to the dynamics social order. The department is responsible for programs in foundations (research, statistics, social, cultural, historical, and philosophical); in higher education, administration, in teaching and learning assistance and varied areas in urban life. Guided by the motto "Involvement is the Cornerstone of Excellence," the department and its programs exist to prepare professional instructional personnel at levels appropriate to the degrees offered and to meet certification requirements at the AA, AAA, and AAAA levels for the State of Mississippi in the various fields. The program may also prepare faculty and mid/entry level executive personnel in higher education to serve as "Catalysts for Change".

The department's intention is to prepare candidates who:

1. demonstrate knowledge of and skill in applying basic principles under girding the selection and utilization of methods, techniques and devices facilitate effective program development;
2. locate, interpret and apply research pertinent to educational problems;
3. exhibit competency in doing independent original research;
4. derive the greatest benefits from classroom
5. experiences as prepared prospective teachers skilled in the techniques of instruction;
6. serve as facilitators for the total process of growing and learning;
7. develop competencies and professional leadership skills through the advancement of knowledge and research that enables him/her to assume major leadership roles in diverse communities;
8. are prepared teachers, principals, supervisors, superintendents, and other supervising and
9. administrative personnel for the Mississippi public schools and other similar schools and school system;
10. develop understanding of the basic logical processes and resources useful in information retrieval;
11. provide the student an opportunity to pursue advanced study in the Gestalt of education with emphasis in specialty areas, thus increasing skills and competencies to broaden his/her teaching and administrative efficiency;
12. foster the acquisition of advanced knowledge through mastery of research techniques and a desire for searching inquiry;
13. demonstrate through multidisciplinary and interdisciplinary comprehensive examinations a knowledge of new findings and trends in urban education;
14. demonstrate knowledge of how to utilize knowledge of the Social Sciences and Social Studies in planning and implementing effective leadership.

**Independent Study: Process and Procedures**

A student may enroll in independent study for 1-6 semester hours. The study will be supervised by a graduate faculty member with expertise in the student's area of interest. At the beginning of the semester in which a student enrolls for an independent study, he/ she confer with the instructor of record to develop a study plan. The plan shall include goals and objectives, activities required for achieving the objectives, a timetable for reporting progress and the criteria to be used in evaluating the course. Once the plan is fully developed, it becomes a contract and is signed by the student and the professor. The professor serves as a facilitator of learning, but also as a resource to the student. Please see College of Education and Human Development academic regulations for additional information.

**Program in Responsive Education with Clinical Experiences and Professional Training (PRECEPT)**

In keeping with the Responsive Educator Model (REM), the Professional Education Program includes a systematic five- stage strategy for the delivery of required, clinical and field- based experiences. At Jackson State the PRECEPT Program is sequenced to begin in the first or second semester of freshman studies and extend through doctoral level studies. Initially, at the basic level, campus-based classroom and clinical activities are most dominant, but over time clinical and field-based activities increase with an equivalent reduction in academic, seminar-type activities.

- PRECEPT III Masters Degree Level
- PRECEPT IV Specialist Degree Level
- PRECEPT V Doctoral Degree Level

The level of difficulty of the sequential experiences moves from the simple to the complex. In essence, PRECEPT stages are both inter and intra dependent while at the same time they are self-contained units of preparation. PRECEPT courses are identified in course syllable.

**Master of Science in Educational Administration and Supervision**

The Master of Science in Educational Administration and Supervision is a 39 hour degree program designed for students seeking careers in administration and supervision. A Bachelor of Science degree in Education is recommended for the student pursuing graduate study leading for this degree.

**Admission Requirements**

Students applying for admission to the Master of Science program must first obtain general admission to the Division of Graduate Studies; however, this does not guarantee admission to the Master of Science program. Applications are accepted prior to January 15 each year for admission in the summer.

Admission requirements for the program:

1. A bachelor's degree from an accredited college or university.
2. An overall GPA of 3.0 or above (on a 4.0 scale) on the bachelor's degree.
3. A completed Master of Science program application.
4. Recommendations from three persons, one of whom must be the applicant's supervising principal or school district superintendent or assistant superintendent.
5. Acceptable evidence of the applicant's writing ability as determined by a writing sample completed under the supervision of the screening committee.
6. A successful interview with the program screening committee.
7. A recommendation for admission by the screening committee.

**Degree Requirements**

<b>Course Title</b>	<b>Semester Hours</b>
<b>Phase I: An Introduction to Urban Education</b>	
EDFL 512 Evolution of American Education	3
EDFL 513 Elementary Statistics for Urban Setting	3
EDFL 516 Becoming Skillful Consumers of Educational Research	3
EDFL 569 Approaches to Teaching and Learning in Urban Settings	3
<b>Phase II: Case Problems in Urban Education</b>	
EDAD 559 Challenges Facing Urban School Organizations	3
EDAD 560 Fiscal and Economic Leadership	3
EDAD 561 Educational Administration Internship I	1-3
<b>Phase III: Exemplary Approaches to Urban Issues</b>	
EDAD 553 Human Resource Leadership	3
EDAD 554 Legal, Ethical, and Policy Leadership	3
EDAD 555 Educational Administration Leadership II	1-3
<b>Phase IV: Effective Leadership in Urban Context</b>	
EDAD 556 School/Community Relations in Urban Setting	3
EDAD 557 Leadership Refinement	3
EDAD 558 Educational Administration III	1-3
<i>Total Hours</i>	39

Note: All students seeking Mississippi Class AA certificates must obtain the Mississippi minimum score on the School Leaders Licensure Exam (SLLA) in order to be recommended for certification.

**Specialist in Educational Administration and Supervision**

**Admission Requirements**

All students seeking admission to the Specialist in Educational Administration must hold a Masters' Degree from a regionally accredited college or university.

Students applying for admission to the Specialist program must first obtain general admission to the Division of Graduate Studies; however, this does not guarantee admission to the Specialist program. Applications are accepted prior to January 15 each year for admission in the summer/fall.

Admission required for the program:

1. A completed Educational Leadership Specialist Degree Program application.
2. Recommendations from three persons, one of whom must be the applicant's supervising principal or a school district superintendent, assistant superintendent or educator.
3. Acceptable evidence of the applicant's writing ability as determined by a writing sample.
4. Satisfactory GRE or MAT scores.
5. A successful interview with the program screening committee.
6. A recommendation for admission by the screening committee.

**Retention Requirements**

A minimum grade point average of 3.00 (on a 4.00 scale) on all graduate work earned in the Specialist in Education degree program.

Course Title	Semester Hours
EDFL 601 Advanced Research and Statistics	3
EDFL 610 School and Community Relations	3
<i>Hours</i>	6
EDAD 603 Leadership in the Management of Human Resources	3
EDAD 604 Planning for Effective Professional Development	3
EDAD 615 Legal Issues in Educational Administration	3
EDAD 626 School Superintendency	3
EDAD 609 Administration of School Finance	3
EDAD 610 Seminar in Research and Curriculum	3
EDAD 611 Theories of Administration	3
EDAD 690 Thesis, <i>or</i>	
EDAD 691 Project	3
EDAD 613 Internship in Educational Administration	9

**Electives**

The additional hours needed to complete the program are to be selected in consultation with the student's advisor based on individual needs and previous educational experience. Students who hold a Master of Science in Educational Administration and Supervision will complete all of the Core and Concentration Courses which include 27 hours of coursework, EDAD 613 - Internship in Educational Administration for 9 hours of supervised internship experiences, and EDAD 690 Thesis for 3 semester hours.

*Total Hours = 39*

Students will complete all of the Core and Concentration Courses which include 27 hours of coursework, EDAD 613 - Internship in Educational Administration for 9 hours of supervised internship experiences, EDAD 690 Thesis or EDAT 691, Project, for 3 semester hours, and 9 hours of prerequisite courses, from among those listed below, as determined by the student's advisor. This option is for students who do not have a Masters' degree in Educational Administration.

*Total Hours = 48*

Students not currently holding the Mississippi Class AA certificate in Educational Administration and Supervision must obtain the Mississippi minimum score on the School Leaders Licensure Exam (SLLA), in order to be recommended for certification.

These students will also be required to choose 9 hours of electives for the following courses:

- EDAD 554 Legal, Ethical, and Policy Influences
- EDAD 556 School and Community Relations in Urban Settings
- EDAD 559 Challenges Facing Urban School Organizations
- EDAD 560 Fiscal and Economic Leadership
- EDAD 569 Approaches to Teaching and Leadership

**Graduation Requirement**

Students will be required to take and successfully pass the written comprehensive examination and obtain approval of the thesis/project by a major advisor and two faculty members. See departmental handbook for additional policies.

**The Doctor of Philosophy in Educational Administration**

**Program Objectives**

The Ph.D. degree has as its goal the training of executive type leaders capable of managing and motivating people toward solving broad-based educational problems, especially those which emerge in response to the dynamic social order of urban communities. This goal is supported by the following program objectives:

1. To provide a terminal degree which will prepare individuals for the highest level of leadership, educational practice, and research
2. To provide an increased number of qualified executives who can give leadership to traditional and nontraditional educational programs
3. To strengthen the capacity of executive leaders to conduct educational research and evaluation and translate findings into creative solutions for urban problems
4. To promote research and development activities which enhance the body of professional knowledge in the field of urban education management for the 21st century and beyond
5. To support the educational reform goal of improved educational administration.

This advanced program of scholarly study and training experiences will prepare graduates to assume leadership responsibilities in the areas of: school and general management and administration, curriculum and instructional development, research and evaluation, staff development and training, student affairs, educational media and technology or combination thereof.

### **Program Admission**

Students applying for admission to the Ph.D. program must first obtain general admission to the Division of Graduate Studies; however, this admission does not mean automatic admission to the Ph.D. Program. Applications are accepted year round for admission each fall. **Applications must be submitted prior to January 15.** All students seeking admission to the Ph.D. Program must meet the following criteria:

1. A Master's degree from an accredited university.
2. A completed Ph.D. program application.
3. An overall GPA of 3.5 or above (on a 4.0 scale) on the highest earned degree.
4. Transcripts for all post secondary work attempted prior to submitting a program application.
5. A satisfactory score on the GRE or on the Miller Analogies Test (MAT).
6. Recommendations from three (3) persons knowledgeable of the applicant's professional academic ability, job experiences, and leadership potential such as previous professors, supervisors, and others
7. Acceptable evidence of a student's writing ability as determined by a writing sample completed under the supervision of the screening committee member.
8. A successful interview with the program screening committee.
9. Recommendation for admission by the screening committee.

### **Conditional Program Admission**

Conditional admission may be granted to individuals who have obtained general admission to the Division of Graduate Studies but who do not meet regular program admission requirements. All students admitted via the conditional program admission will be required to take a common core of nine (9) semester hours of regular graduate courses during their first semester of enrollment. During this specified period, conditional students must earn a minimum 3.0 GPA on the program of study taken at Jackson State University (transfer hours will not apply) in order to achieve regular status. Once the nine hours are completed, conditionally admitted students will be interviewed a second time by the program screening committee before they are allowed to continue to matriculate in the Ph.D. program. The department screening committee will notify the chair of the department of the results of the second interview. The chair of the department will notify the student by certified mail and a conference with the student will occur before further enrollment. All conditionally admitted students will follow the "Time Limits" policy as stated in this Catalog. If a 3.0 GPA is

not attained in the first nine (9) hours attempted, the student will be discontinued from the program. Conditional route admission is based on the following criteria:

1. A Master's degree from an accredited university
2. A completed program application
3. Results of the GRE or MAT examination within a five year period.
4. A cumulative grade point average of 3.0 or above on all graduate work (4.0 scale)
5. Outstanding compensating strengths measured by the following criteria:
  - a. Earned Master's degree from an accredited institution.
  - b. Earned GPA on all graduate courses completed.
  - c. Writing ability
  - d. Success in current employment
  - e. Administrative experience and/or potential for administrative experience.
  - f. Teaching/work experience
  - g. Communication skills.
6. Transcripts of all post secondary work attempted prior to program application
7. Recommendations from three (3) persons knowledgeable of applicant's professional academic ability, job experiences and leadership potential such as previous college professors and supervisors
8. Acceptable evidence of student's writing ability as determined by writing a sample under the supervision of the screening committee member.
9. A successful interview with the program screening committee
10. Recommendations for admission by the screening committee

### **Curriculum and Program of Study**

The initiative in planning the program of study must be assumed by the student. After notification of acceptance, the student should prepare a definition of his or her professional goals and the rationale for desiring the doctoral degree. The statement will be used by the doctoral committee in assisting with the planning of the student's program of study.

The student and major professor, using the statement of professional goals, transcripts of previous graduate work, results of preliminary exam (if taken), and minimum course requirements, will prepare a tentative program of study which sets forth proposed coursework, independent studies, practicum, and other experiences deemed important. The student's proposed program of study should then be presented to the full committee for review and approval or revision, if necessary.

Since a program of study is individualized based upon a student's needs, career goals, academic background, and present level of competence, the planned program of study is always subject to future additions, deletions and substitutions depending upon the needs of the student. These changes may be prescribed throughout the student's program of study by the student's doctoral

committee. Proposed changes must be agreed upon by the doctoral committee and approved by the Department Chair, and the Dean of the College of Education and Human Development.

### Degree Requirements

All programs of study must include a minimum of 60 semester hours of coursework beyond the master's degree, excluding the dissertation. At least one-half of this coursework must be at the 600 and 700 levels of study. At least 45 semester hours of coursework and the dissertation, must be completed at Jackson State. Subjects covered comprehensively in the student's previous education and in which the student maintains an acceptable level of competence need not be repeated. The typical student may expect to devote three years of full-time graduate study to earning the Ph.D. degree.

The doctoral program consists of five areas of study. These areas and the minimum semester hours required are:

Educational Administration Core	18
Professional Specialization	18
Evaluation, Research and Statistics	15
Cognate	9
Dissertation	12-15

Students with a master's or specialist degree in educational administration or leadership, who have been admitted to the Ph.D. program; AND, who have completed prerequisite requirements are expected to complete at a minimum the program specified below as well as other courses the doctoral committee may prescribe:

Course	Title	Semester Hours
<b>I. Educational Administration Core</b>		
*EDAD 700	Writing for Educational Leaders	3
*EDAD 701	Contemporary Contexts of Educational Programs and Services	3
*EDAD 702	Educational Leadership in Cross-Cultural Environments	3
*EDAD 703	Educational Policy Analysis and Research in Urban Education	3
*EDAD 704	Educational Futures Planning and Development	3
*EDAD 705	Educational, Government and Corporate Relationships	3
<b>II. Professional Specialization</b>		
*EDAD 720	Organizing and Managing Staff Development	3
*EDAD 721	Management of Organizational Change and Human Relations	3
*EDAD 798	Internship/Mentorship Experience	3
	Approved Electives	9

All students must demonstrate competence in using the computer or complete at least one computer course beyond the minimum electives requirement.

### III. Evaluation, Research and Statistics

EDAD 710	Advanced Statistical Concepts and Computer Analysis	3
EDAD 711	Studies and Practicum in Educational Assessments and Evaluation	3
*EDAD 712	Qualitative Research Designs and Methods in Education	3
EDAD 713	Information Management Systems for Educational Leaders	3
*EDAD 714	Experimental Designs in Education	3
*Required of all students		

### IV. Cognate (Minimum of 9 semester hours)

The cognate should represent a cohesive plan of courses related to and supportive of the student's specialization. These courses are normally taken outside of the Department of Educational Leadership. Although the cognate must show unity, it can be Interdisciplinary in nature and consist of courses offered by several different departments.

### V. Dissertation

EDAD 799	Dissertation	12-15
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## DESCRIPTION OF COURSES

### Educational Administration and Supervision

**EDAD 553 Human Resource Leadership** (3 Hours) This course provides the foundations for working with people within educational organizations and programs in an urban setting. Emphasis is placed on individuals within context, management theory, adult development and learning, communications in organizations, personnel issues, and professional development. Other foci are performance appraisal, effective oral and written communication (both within and external to the organization), group facilitation skills, and team building. The student will examine attitudes and an understanding that their own attitudes toward ethical and moral behaviors are critical in working with people in organizations. They will move toward a realization that human growth and development are lifelong pursuits, and toward an acceptance that effective administrators respect the attitudes and values of the people with whom they work. Students will exit this course with an understanding of group dynamics, how research relates to good management practices, how the contextual factors of an organization can affect people interacting both as colleagues and supervisors, identify and analyze the moral and ethical issues that arise in working with individuals in organizations, elements of effective work groups, staff meetings, committees, communication networks, processes of recruiting, hiring, developing, directing, and supervising staff within educational organizations, and explore how change processes relate to developing staff in educational organizations.

**EDAD 554 Legal, Ethical, and Policy Influences** (3 Hours) This course will help the student develop an understanding of the philosophical bases underlying the American system of law and develop an

understanding of the legal framework as it relates to education. Students will develop a knowledge of important legal terms and their application in school law and familiarity with and competence in the use of legal resources and tools. It will examine school law as it affects the organization, administration, and school policies and practices in American education with special emphasis on school law of Mississippi and other policies that govern Mississippi school such as Bulletin 171. External influences on educational policies and operations will be investigated in the context of ethical considerations.

**EDAD 555 Educational Administration Internship II** (1-3 Hours) This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a "hands-on" course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based tasks by allowing students to reflect on their field experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and, finally, be able to discuss how different administrative actions affect various aspects of the educational environment. A total of 9 semester hours is required.

**EDAD 556 School and Community Relations in Urban Settings** (3 Hours) This course will examine the changing politics and administration of school-community relations. It will address topics in the areas of consensus building, marketing, use of marketing research, diversity, communication (internal and external), crisis management, the local politics of education, managing school-community relations, implementing site-based management, strategies of parental involvement, collaboration with the business community, and school outreach efforts in the community. The student will exit the course with positive and proactive strategies to engender collaboration among the school's internal and external stakeholders. The course offers the theoretical perspectives on school and community and the administrative insights to be gained. New administrative frontiers in the implementation of children's services and outreach programs will be included in these perspectives.

**EDAD 557 Leadership Refinement** (3 Hours) This course is designed to provide culminating experiences in a leadership preparation program. It will address in seminar form, various topics that are specific to the daily tasks of an educational administrator. Topics included will be decision making, time management, self

assessment, program evaluation, teacher evaluation, scheduling, facilities, safety and security, trends and issues, office management, school and personal image, and the sharing of a system of values that promotes student success. Additional topics that may arise as a result of the program evaluation component may be added.

**EDAD 558 Educational Leadership Internship III** (1-3 Hours) This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a "hands-on" course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based tasks by allowing students to reflect on their field experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and, finally, be able to discuss how different administrative actions affect various aspects of the educational environment. A total of 9 semester hours is required.

**EDAD 559 Challenges Facing Urban School Organizations** (3 Hours) In this course students examine various styles of leadership for managing the organization from both a theoretical and application perspective. Primary topics to be explored include organizational development, the nature of leadership within organizations, the nature of managerial tasks, transformational and cultural leadership, organizational behavior, the application of research methods on organizations, structures of organizations, and the role and importance of strategic planning. Learning experiences in this course will contribute to the students understanding that human growth and development are lifelong pursuits that organizations are artifacts of a larger society, and that leaders can affect positive change in individuals and in the organizations served.

**EDAD 560 Fiscal and Economic Leadership** (3 Hours) The course will cover the dynamic development of school finance theory and practice from the early period in history of complete local school funding to present day educational practices that seek to promote equity and equality as linked to academic performance. It will examine the funding of schools from the national, state, and local levels. Within those funding structures, political influences and mandates will be covered. In addition the course will address emerging partnerships with business and industry and private sector contributions, ways to develop and implement local school budgets, the expanding role of the school business manager, and the depth and breath of the responsibilities that are part of that position. Students will learn about the implementation of budgets and the

importance of the evaluation of the budget and its effects on the organization.

**EDAD 561 Educational Leadership Internship I** (1-3 Hours) This course provides students with the opportunity to engage in field-based experiential learning activities related to school administration. This is a "hands-on" course that gives the opportunity for students to practice administrative and leadership skills under the guidance of a practicing administrator (mentor). Seminar activities will complement the ongoing field-based tasks by allowing students to reflect on their field experiences, to document administrative and leadership activities, and to assess the usefulness of the internship experiences on their personal development as educational leaders. Students will gain support, guidance, and wisdom from the cohort administrative interns. This course will provide opportunities to examine their own administrative and leadership behaviors, gain insight about different leadership styles, understand the contextual factors that can influence administrative actions, and, finally, be able to discuss how different administrative actions affect various aspects of the educational environment. A total of 9 semester hours is required.

**EDAD 587 Research and Independent Study In Education.** (1-3 Hours) Opportunity for students to undertake independent study and research under the direction of a faculty member. At the close of the period of study, the student will submit a written report.

**EDAD 603 Leadership in the Management of Human Resources.** (3 hours) The course examines the management of human resources in educational organizations. Specific attention is given to personnel supervision and administrative responsibilities including human resource planning, recruitment and selection, implementation and evaluation of professional development.

**EDAD 604 Planning for Effective Professional Development** (3 hours) This course examines effective steps in designing professional development for all stakeholders in educational organizations. Candidates will examine research based practices proven successful in planning, implementing and evaluating professional development for educators

**EDAD 607 School Business Management.** (3 Hours) Development and Administration of the school budget; purchasing procedures; financial accounting and reporting; protecting property and persons; school plant operation and management.

**EDAD 608 Planning Educational Facilities.** (3 Hours) A study of problems involved in planning, programming, financing and construction, care and maintenance, problems with equipment.

**EDAD 609 Administration of School Finance.** ( 3 Hours) An examination of school finance theory and its application in P-16 schools. Prerequisite EDAD 560

**EDAD 610 Seminar In Research In Curriculum and Supervision.** (3 Hours) A critical analysis is made o the methods and results of current and recent research in curriculum and in supervision.

**EDAD 611 Theories of Administration.** (3 Hours) Topics include: Nature of theory, theory building, and current theories of administration.

**EDAD 612 Seminar In Educational Administration.** (3 Hours) Consideration of problems and issues in educational administration or case studies in educational administration as announced for a given semester.

**EDAD 613 Internship In Educational Administration.** (9 Hours) Cooperatively guided administrative experience in selected school, school systems, and educational agencies for advanced students.

**EDAD 615 Legal Issues in Educational Administration (3 Hours)** An examination of the statutory, regulatory and case law as related to the provision of educational programs in P-20 school districts. Prerequisite EDAD 554

**EDAD 625 Organization and Administration of Higher Education Institutions.** (3 Hours)

The purpose of this course is to study the problems in the organization and administration of institutions of higher learning. The focus will include administrative functions of planning, organizing, staffing, budgeting, evaluation, school accountability, accounting and auditing procedures, maintenance and operation of plant, and auxiliary services.

**EDAD 626 School Superintendency.** (3 Hours) Organization and management of the total school district.

**EDAD 630 College Teaching** (3 Hours) This course is designed to provide students with an overview of the various instructional strategies that are utilized by teachers on the college level.

**EDAD 634 Computers In Education.** (3 Hours) This course is designed to cover theory, techniques, and practices of using computers and computer-assisted instruction (CAI) in education No previous background in computers and programming is assumed.

**EDAD 638 The Community Junior College** (3 Hours) This course is designed to provide the graduate student with a comprehensive overview of the community junior college. Emphasis will be placed on the development, function, curriculum, and issues, regarding the community junior college.

**EDAD 668 Finance In Higher Education** (3 Hours) This course is designed to give students a comprehensive overview of finance in higher education. Emphasis will be placed upon sources of revenues, allocating, expenditures, and funding.

**EDAD 686 Special Topics In School Administration.** (1- 3 Hours) The study of current educational Issues in terms of curricula, personnel, finance, facilities, services, operation, transportation, management and law. Content will be developed around assessed needs, interests, goals or objectives of the group(s) involved.

**EDAD 687 Research and Independent Study In Education.** (1-3 Hours) Opportunity for students to undertake independent study and research under the direction of a faculty member. At the close of the period of study, the student will submit a written report.

**EDAD 690 Thesis.** (1-6 Hours) A candidate for the Specialist in Education degree may choose to present a Thesis embodying the results of the individual's research. The candidate chooses his problem but approval by his adviser and committee is required.

**EDAD 698 Law and Higher Education** (3 Hours) Will deal with the constitution and the case law that has developed in applying the constitution to the public policy issues involved in the Higher Education institutions.

**EDAD 700 Writing for Educational Leaders** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. An advanced course in writing which examines the written communication skills required of educational leaders. Extensive exercises in writing clearly and persuasively in technical and specialized forms to include abstracts, formal reports, memoranda, performance evaluations

**EDAD 701 Contemporary Contexts of Educational Programs and Services** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Comparative studies of traditional and nontraditional educational programs and services. Field based observations in traditional and nontraditional agencies and institutions with emphasis on organizational structure, operations, clientele, and resources required.

**EDAD 702 Educational Leadership in Cross-Cultural Environments** (3 Hours)

Prerequisite: Official admission to the Ph.D. program in Educational Administration. Designed to provide educational leaders insights and background into the lifestyles, values, and aspirations of culturally different Americans as related to the administration process. Emphasis upon the culturally different in urban environments and their educational and human resource needs as well as responsive program models.

**EDAD 703 Educational Policy Analysis and Research in Urban Education** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Analysis of readings and research on problems related to urban education, learners, environments, institutions educational leadership.

**EDAD 704 Educational Futures: Planning and Development** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Concepts and skills to prepare educational leaders to anticipate and manage the future. Includes systems theory, futures methodology, planning models, scenario writing and designing educational programs and services for the 21st century.

**EDAD 705 Educational, Governmental, and Corporate Relationships** (3 Hours) Prerequisite: Official admission to the Ph.D. program in Educational Administration. Analyzes urban institutions as policy systems and the educational role of leaders. Discusses relationship of the institutions to state policy processes, the constraints imposed by Federal law and court decisions. Evaluates the implications of federal and state systems for local control program coordination and

resource allocation. Examines the effects of community expectations and participation on policy-making in urban institutions.

**EDAD 710 Advanced Statistical Concepts and Computer Analysis** (3 Hours) Prerequisite: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 or their equivalent. Official admission to a doctoral level program. A study of advanced statistical procedures: analysis of variance; randomized block, factorial, and repeated measurement designs; analysis of co-variance; non-parametric tests: simple, multiple, and curvilinear regression; introduction to path analysis canonical correlation, discriminate, and factor analyses; emphasis on educational research problems.

**EDAD 711 Studies and Practicum in Educational Assessment and Evaluation** (3 Hours) Prerequisite: Official admission to a doctoral level program. Current models and issues in educational assessment and evaluation as a professional practice are explored. Students must design, develop, and implement comprehensive needs assessment and evaluation plans which include specification of a theoretical framework, problem identification, data collection/analysis procedures, report writing format, and dissemination plans. Students are assigned to institutions, offices or agencies engaged in educational research.

**EDAD 712 Qualitative Research Designs and Methods in Education** (3 Hours) Prerequisites: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 and EDAD 710 or their equivalent. Official admission to the doctoral level program. Exploration of qualitative research designs and methods, the analysis of qualitative data and the uses of qualitative research in education. Field research techniques will be reviewed and utilized in projects by students.

**EDAD 713 Information Management Systems for Educational Leaders** (3 Hours) Prerequisite: EDAD 534 or EDAD 634 or equivalent demonstration of computer competency or one computer course. Official admission to a doctoral level program. Theory, design, and analysis of computer systems for the management of educational information systems. Survey of information requirements, construction and evaluation of systems, and operation of statistical packages necessary for developing educational management information systems.

**EDAD 714 Experimental Designs in Education** (3 Hours) Prerequisites: EDAD 534 or EDAD 634 and EDFL 515 and EDFL 514 and EDAD 710 or their equivalent. Official admission to a doctoral level program. In-depth, advanced study of statistical techniques and experimental designs most appropriate for solving specific problems in the work place; emphasis on applied multivariate analysis, multiple regressions and factor analysis.

**EDAD 720 Organizing and Managing Staff Development** (3 Hours) Prerequisite: Official admission to a doctoral program. Explores the processes, structures and procedures which facilitate inservice performance improvement. Examines the utilization of needs assessment data, the design of

experiences, the selection of consultants, scheduling and other related issues for consideration by administrators.

**EDAD 721 Management of Organizational Change and Human Relations** (3 Hours)

Prerequisite: Official admission to a doctoral level program Emphasizes relationships among individual and group behaviors; role of administrators; on-site analysis or organizations and change principles; enhances understanding of organizational theory and the appropriate techniques in decision making, communication and human relations required by the educational leader.

**EDAD 787 Research and Independent Study in Educational Administration** (Varied 1-6 Hours)

The purpose of this course is to provide the opportunity for students to undertake independent study research under the direction of a faculty member and focused toward the student's goal.

**EDAD 796 Special Topics in School Administration** (Varied 1-6 Hours)

The purpose of this course is to study the current educational issues in terms of curricula, personnel, finance, facilities, services, operation, transportation, management and law Content will be developed around assessed needs, interests, goals or objectives of each individual's doctoral program of study.

**EDAD 798 Internship/Mentorship Experience**

(3 Hours) Prerequisite: Consent of Program Coordinator. A well planned exercise of at least a 360 clock hour, semester long, supervised, administrative internship of uninterrupted and concentrated work in the area of specialization. Students who lack significant administrative experience prior to entering may be required to spend up to one full year on internship at the discretion of the doctoral committee. Locations for internships may include elementary, middle or secondary school settings, central offices or other educational settings. A written report and an evaluation of the internship are required at the end of the field experience

**EDAD 799 Dissertation** (12-15 Hours)

Prerequisite: Consent of Major Professor A dissertation showing power of independent research and skill in organization and presentation must be prepared on some topic in the major field. It must comprise a definite contribution to knowledge. Satisfactory completion of the dissertation requirement includes the passing of an oral examination on the dissertation.

**Educational Leadership**

**EDFL 511 History and Philosophy of Education.** (3 Hours)

This course is concerned primarily with the review of dominating ideals and institutions that have affected the course of educational development in the western world. Special emphasis is placed on the review of the leading philosophies of education and their implications for modern education.

**EDFL 512 The Evolution of American Education** (3 Hours)

This course is concerned primarily with the review of dominating ideas and institutions that have affected the course of educational development in urban settings. Special emphasis is

placed on the views or leading philosophies of education and the implications of these philosophies for modern education practices. The student will gain an understanding of relationships between major historical, political, and sociological, and philosophical shifts and the way we "do" schooling and education. The students will compare and contrast teaching practices that are influenced by these historical and political forces. At the conclusion of this course the student will understand and be able to analyze, discuss, and evaluate the implications of a personal set of beliefs on teaching and learning.

**EDFL 513 Elementary Statistics for Urban Settings** (3 Hours)

The purpose of this course is to give the educational leader skills in methods of collecting, tabulating, analyzing, and recording data. It will provide the educational leader with an understanding of the essential statistical concepts in order to read and understand current research and create new research in the field of educational leadership that focuses on problem solution

**EDFL 514 Elementary Statistics** (3 Hours)

This course is designed to enable students to determine appropriate statistical procedures for data analysis, to utilize the computer, and to have sufficient confidence in their understanding and not be intimidated by statistical experts.

**EDFL 515 Methods of Educational Research.**

(3 Hours) Prerequisite: EDFL 514, PSY 531 or its equivalent. Elementary Statistics or its equivalent. An introductory course which will consider the nature of problems in the field of educational research and the various techniques used in the solution of these problems. Emphasis will be placed on selecting appropriate statistical treatments in experimental and descriptive research. The applicability of the computer to educational research will be introduced.

**EDFL 516 Becoming Skillful Consumers for Educational Research** (3 Hours)

The emphasis in this course will be placed on identifying problems and on selecting the appropriate methodologies used for the various research investigations. The student will produce and develop research proposals which will aid in the solution to present day problems within the American school system. The student will exit the course as consumers of research and critical readers of research related to education and with the tools to make sound judgements on the appropriateness of transporting the research into practice.

**EDFL 534 Computers in Education** (3 Hours)

This course is designed to cover theory, techniques, and practices of using computers and computer-assisted instruction (CAI) in education. No previous background in computers and programming is assumed.

**EDFL 566 Teaching In the Multi-Cultural Classroom.** (3 Hours)

This course will provide training in interaction analyses. Communication skills, discipline in the classroom, behavior modification and competency based education. The participants will be introduced to concepts through role playing, confrontations and simulation exercises and through the use of outside consultants.

**EDFL 568 Curriculum Methods.** (3 Hours) This course is designed to provide "educators" with a comprehensive understanding of Curriculum Methods. Special emphasis will be placed on the philosophical and historical antecedents of the various curricula in practice at the present time and possible future curriculum developments as related to specific disciplines.

**EDFL 568A Special Projects: Planning the Curriculum for Secondary Schools.** (3 Hours) This course is designed primarily for inservice personnel in education desiring enrichment activities in Secondary Education. Students taking this course will be engaged in activities directed toward planning, developing, and evaluating curricular materials that may be used for teaching K-12 grades.

**EDFL 569 Approaches to Teaching and Learning in Urban Settings.** (3 Hours) This course is designed to provide educational leaders with a comprehensive understanding of curriculum methods their design, implementation, assessment, improvement, and evaluation in urban settings. It will provide practical approaches to curriculum development and curriculum management. Special emphasis will be placed on the historical and philosophical influences on curriculum from the early stages to the present. It is also an assumption that students in this course are familiar with Mississippi State Curriculum Structures in the various disciplines and the curriculum standards from the different academic disciplines and can apply them. The student will become familiar with and skilled in the process of curriculum alignment-which is the correlation of the curriculum with state and national standards, state and national assessment programs and resources.

**EDFL 581 Principles of Measurement.** (3 Hours) A study of theoretical principles of measurement which are applicable to both teaching and research. Part of the course will be devoted to current issues in measurement and to practical applications of these theoretical principles.

**EDFL 587 Research and Independent Study in Secondary Education.** (Credit Varies 1-6 Hours) Prerequisite: Graduate standing. Research work in any area of secondary education. Approval of adviser is required.

**EDFL 590 Thesis.** (3 Hours) An independent investigative work in secondary education. Candidate chooses his problem but approval by the department is required.

**EDFL 592 Seminar in Supervision of Student Teaching.** (3 Hours) Prerequisite: Approval of instructor. Designed to assist supervising teachers in guidance of student teachers. In addition to rationale, and dominant ideas in the literature of supervision, the following topics will be studied: trends in teacher education, orientation of student teachers to student teaching, responsibilities of the supervising teacher and college personnel conference with student teachers and evaluation of student teaching

**EDFL 593 Advanced Seminar in Supervision of Student Teaching.** (3 Hours) A practicum for

inservice teachers who are preparing to be master teachers, interns, beginning teachers, or a teaching team.

**EDFL 596 Special Topics in Education.** (1-6 Hours) This course is designed to meet the needs of teachers, students, administrators, community leaders and other personnel who have special needs and interests in selected areas of education. Content will be developed around assessed needs, interests, and goals or objectives of the group(s) involved. This course will deal with special topics which may be treated more effectively as a mini-course, institute seminar or as a workshop instead of as a regular course.

**EDFL 597 Diagnostic and Prescriptive Teaching of Mathematics.** (3 Hours) This course is designed for persons who teach students mathematical ideas in both the elementary and secondary schools. It will assist in identifying the disabled learner, developing curriculum for the disabled learner, and specifying activities for the disabled learner.

**EDFL 598 The Pupil and the Law.** (3 Hours) The Pupil and the Law will deal with the constitution and the case law that has developed in applying the constitution to the broad public policy issues involved in public school education. We will deal with topics such as the legal foundations of American Public education, student's rights and responsibilities, the power of public school authorities, discrimination in public education, and the rights and responsibilities of public school teachers.

**EDFL 599 Urban Education.** (3 Hours) This course is concerned with factors that have contributed to the present crisis in urban life and the status of urban schools. Attention is given to public school support, school organizational patterns, teaching personnel and staff, students, curriculum design, discipline, instructional and physical facilities.

**EDFL 601 Advanced Research and Statistics.** (3 Hours) Prerequisites: EDFL 514, EDFL 515 or their equivalent. This course is designed to promote understanding of research designs, the spirit of research, and the relationship that research bears to statistical trends and techniques. The computer is used extensively in the solution of statistical problems.

**EDFL 602 Comparative Education.** (3 Hours) A study of the historical and philosophical developments of the world's different educational systems. Major emphasis is placed on the role of these systems in the development and continuation of the social and governmental structure and their effect upon the educational process within different countries.

**EDFL 610 School and Community Relation.** (3 Hours) A study of the relationships of school administration to the community. The community school concept, public opinion, community analysis, public relations practiced, community characteristics affecting the quality of education, and public participation in educational planning.

**EDFL 621 Problems of Teaching in Secondary Schools.** (3 Hours) Prerequisites: Advisor's consent. A study of the philosophy, purposes and organization of

the secondary school in our modern social order. Special attention is given to the history of the modern secondary school.

**EDFL 627 Seminar in the Supervision of Instruction.** (3 Hours) The interpretation of research reports, the design of research plans, the development of instrumentation appropriate to the development of instructional programs.

**EDFL 630 Trends and Issues in Community College Curriculum and Instruction.** (3 Hours) Major issues in curriculum and instruction in the community/junior college with an analysis of recent trends. Exploration of historical and current alternative curriculum and instruction organization strategies.

**EDFL 631 Statistical Regression.** (3 Hours) Prerequisite: EDFL 514; EDFL 515 or their equivalent. Linear and multiple regression, nonlinear regression, analysis of variance, random fixed, mixed methods, expected mean square, pooling multiple comparisons, analysis of co-variance.

**EDFL 634 Computers in Education** (3 Hours) This course is designed to cover theory, techniques, and practices in using computers and computer-assisted instruction (CAI) in education. No previous background in computers and programming is assumed.

**EDFL 686A Special Projects: Planning the Curriculum for Secondary Schools.** (3 Hours) This course is designed primarily for inservice personnel in education desiring enrichment activities in Secondary Education. Students taking this course will be engaged in activities directed toward planning, developing, and evaluating curricular materials that may be used for teaching P-20 grades.

**EDFL 687 Research and Independent Study (Credit Varies).** (1-3 Hours) Opportunity for students to undertake study and research under the direction of a faculty member. At the close of the period of study, the student will submit a written report.

**EDFL 690 Thesis** (1-6 Hours) Candidate for the Master of Science degree may choose to present a thesis embodying the results of the individual's research. The candidate chooses his problem but approval by his advisor and committee is required.

**EDFL 696 Special Topics in Education.** (3 Hours) This course is designed to meet the needs of teachers, students, administrators, community leaders and other personnel who have special needs and interests in selected areas of education. Content will be developed around assessed needs, interests, and goals or objectives of the group(s) involved. This course will deal with special topics which may be treated more effectively as a mini-course, institute seminar or as a workshop instead of as a regular scheduled course.

**EDFL 732 Nonparametric Methods In Statistics.** (3 Hours) Prerequisite: EDFL 514; EDFL 515 and 601 or their equivalent. Confidence intervals and tests of hypothesis when no functional form is postulated for the population Sign, orn, spread tests, tolerance limits, tests of independence, rank correlation, non-normal analysis of variance, consistency and power of various tests.

**EDFL 797 Research Design** (3 Hours) Prerequisites: EDFL 514; EDFL 515 and 601 or their equivalent. Theory and research in education, potentials and limitations of research, research design, tools and approaches used in inquiry, methods of research regarding educational decision making, Introduction to automated data processing, critical analysis of research studies in education.

### **Executive Ph.D. Program in URBAN HIGHER EDUCATION**

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Dr. William Rush, Professor and Chair, Department of Educational Leadership

Dr. Joseph Martin Stevenson, Distinguished Professor and Founding Executive Director  
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#### **Faculty**

(Interdisciplinary, listed by their primary college and department)

#### **College of Business:**

##### Accounting

Dr. R. Gupta, Associate Professor  
Economics, Finance & General Business

Dr. M. Alexander, Associate Professor  
Entrepreneurship

Dr. M. White, Associate Professor  
Management and Marketing

Dr. A. Mosley, Assistant Professor

#### **College of Education and Human Development**

##### Educational Leadership

Dr. C. Bishop, Associate Professor  
Dr. J. Maddirala, Associate Professor  
Dr. D. Robinson-Gardner, Professor  
Dr. S. Overman, Professor  
Dr. D. Thurston, Associate Professor  
Dr. R. Walker, Assistant Professor

#### **College of Public Service**

##### Public Policy and Administration

Dr. F. Liddell, Associate Professor  
Dr. M. Mongkuo, Assistant Professor  
Dr. C. Moreland-Young, Professor  
Urban and Regional Planning.  
Dr. W. Harris, Professor  
Dr. J. Lowe, Assistant Professor

**Mission**

The Executive Ph. D. Program (EPhD) in Urban Higher Education is intended to prepare executives, middle/senior managers and other institutional leaders in higher education and related human services agencies to respond effectively to the challenges posed by urban and metropolitan communities in a pluralistic society undergoing sustained social, economic and political change. It will do so by providing its leaders/students with a doctoral experience that is: (1) multi-disciplinary in format; (2) cohort-based, (3) problem-centered, (4) time-bound, (5) fully engaged and immersed and (6) integrative in nature.

The thematic term "urban" venue is unique to this particular program. The definition by Clarence N. Stone in "Changing Urban Education" is applied in this regard as "jurisdictions that are large and old enough to include socially and economically diverse populations. Typically these are central cities and mature suburbs. Within the broad category of urban communities, recent trends show a greater concentration of poverty and people of color."

The Program utilizes the newly-created Jake Ayers Institute for Research in Urban Higher Education as a setting within which management competencies and research skills can be applied to address complex urban and metropolitan problems that are both well-documented and longstanding in nature. The Jake Ayers Institute for Research in Urban Higher Education will support and serve as the program's research arm.

The EPhD Degree aims to:

1. Offer the doctorate in an executive format that will enable institutional leaders and managers to complete their degrees without significant career interruption.
2. Provide a trans-disciplinary curriculum and related studies focused on advanced topics in higher education leadership, business, public policy and administration, and urban and regional planning.
3. Focus attention on core management competencies and applied research methodologies that address existing urban and metropolitan community concerns.
4. Require students to conceptualize and develop dissertation strategies at the onset of their doctoral careers, thereby enabling them to complete their doctoral studies in 24 months.
5. Create an intellectual context within ongoing professional development, research and service to assume a normative dimension in the lives of educational leaders in our urban and metropolitan communities.

**The EPhD Cohort Model**

This program is designed on the cohort model which requires all admitted students to complete the same courses from beginning to end or a 24-month period.

Although culminating dissertation development is finalized in the latter stages of doctoral studies, the preparation, planning and refining of the dissertation is interwoven throughout the 24 months. Students will be required to develop a two-year plan which identifies a balance between their coursework and professional work duties at their home/host institution or agency. It is imperative that this plan is developed to facilitate high performance and sustainable productivity in the student's life during enrollment in this program.

The EPhD cohort model represents a cadre of committed colleagues who enroll in, and graduate from, an accelerated research-based doctoral program collectively-- matriculating in a rigorously planned and intensely prescribed academic program of study according to a signed agreement and a related pledge agreed upon by each student in the cohort.

The EPhD cohort model requires students to carefully and diligently plan ahead. The model promotes collegiality, interdependence, networking and camaraderie among students for a lifetime. The Cohort model has a "transdisciplinary" curriculum, allowing students to apply theories and practices in daily workplace situations in urban higher education settings. The model provides a setting in which faculty in the fields of higher education public policy and administration, business and urban and regional planning are brought together as colleagues and experts from the field. The Cohort model is designed for adult learners who are working professionals and can persevere as well as endure the rigors of the program toward personal and professional growth.

The EPhD cohort model informs students of expected outcomes and the academic program of study in advance and upon enrollment. Students receive personalized guidance from faculty to ensure completion of the academic program on time and on task. Toward this end, students will have access to the support of faculty resource coaches who are designated to help with dissertation preparation, comprehensive examination preparation, written and oral communication and other areas related to personal and professional guidance. Students learn academic theories as well as real world experiences from each other and the faculty who are either trained academicians, practitioners in the field or visiting scholars and leaders. The cohort model encourages extensive group work that follows a framework with: (a) a moderator/convenor (b) a recorder/reporter and (c) an observer/evaluator.

It is imperative that EPhD applicants recognize that this program requires dedication, commitment, focus and discipline; as well as recognize the common tenets in the program such as complexity theory, exchange analysis and generative learning.

### **Program Objectives**

1. To provide students with the knowledge, skills and dispositions required to lead higher education institutions and human services agencies in urban and metropolitan communities.
2. To enable students to master the theoretical, conceptual and research perspectives necessary to improve the quality of life in urban and metropolitan settings.
3. To support the development and implementation of clearly defined and focused action-research initiatives designed to address existing and pressing urban and metropolitan challenges, such as: (a) P-16 education, (b) human service delivery systems, (c) economic development, (d) urban and metropolitan renewal, (e) regional planning and (f) individual, group and community empowerment.
4. To create a culture of ongoing intellectual inquiry that supports professional development and lifelong learning.

### **Accreditation**

The EPhD program is offered in the College of Education and Human Development which is accredited by the National Council of Accreditation Teacher Education (NCATE). Both the College of Education and Human Development, and Jackson State University are accredited by the Southern Association for Schools and Colleges (SACS). To date, there is no agency or organization for accrediting programs in higher education at the doctoral level. Students who successfully complete the EPhD program will meet the standards and requirements set by NCATE and SACS.

### **Program Admission**

Students applying for admission to the EPhD Program must first obtain general admission to the Division of Graduate Studies; however, this admission does not mean automatic admission to the Program. Applications are accepted year round for admission each fall. **Applications must be submitted prior to January 15.** Admission will be limited to a cohort of typically 15-25 participants from higher education faculty and mid/entry level executive personnel in higher education and other related sectors. Admission to the EPhD Program will be guided by the following criteria:

1. A Master's degree from an accredited university.
2. A completed EPhD program application.
3. Transcripts for all post secondary work attempted prior to submitting a program application.
4. A satisfactory score on the GMAT, GRE or MAT.
5. Recommendations from three (3) professional persons who are knowledgeable of the applicant's professional academic ability, job experiences, leadership potential and availability to participate in the program. A letter of reference from the President or Chief Executive Officer will strengthen the application.

6. Acceptable evidence of a student's writing ability as determined by an on-site writing sample completed under the supervision of the screening committee member.
7. Clear statement on how previous graduate work relates to urban higher education and the proposed dissertation topic.
8. A successful interview with the program screening committee.
9. Recommendation for admission by the screening committee. Note: Students accepted in this program will transfer twelve (12) hours from previous graduate work to complement the core areas. Approval is required by the program faculty, before being admitted formally and officially to the program.

### **Dissertation Pre-Planning**

As part of the admissions process for the EPhD program, students are required to complete a dissertation framework for their anticipated research which covers the following:

1. The proposed research topic and problem statement
2. The preliminary results from a review of related literature
3. The proposed research design and methodology

### **Time Limits**

No student admitted to the Executive PhD program will be granted the doctoral degree unless all program and academic requirements are completed within the required 24 month (2 year program), from the time of admission to graduation from the program, with two consecutive calendar years.

### **Financial Aid**

Students admitted to the Executive PhD program are strongly encouraged to seek financial support from their home institution/agency. This is also reinforced in the Executive PhD degree agreement signed by the admitted student and his/her supervisor. Under special circumstances, and provided resources are available, graduate research and teaching assistantships or fellowships may be available and awarded on a competitive basis to highly qualified admitted students. Students admitted to the program are eligible to apply for the Stafford Loan.

### **Retention**

Students admitted to the EPhD program will be required to successfully complete all academic classes, program requirements and evidence toward dissertation to demonstrate student points of progress concerning enrollment to retention, and retention to graduation.

### **Residence Requirements**

Students admitted to the Executive PhD program will be required to spend approximately one week- end a month, defined as Thursday morning through Sunday morning, to actively participate in all required program classes, activities, modules, and other related field work. Wednesday is considered a travel transition day in

preparation for this required residence. Lodging and food expenses are incorporated in the tuition and participatory fees for this program.

**Candidacy Requirements**

To be successfully admitted to doctoral candidacy in the Executive PhD program, all students must successfully prepare for the qualifying/ comprehensive examinations, complete the comprehensive examinations, and present evidence of successful progress toward the development of the dissertation. In this regard, students must :

1. Successfully complete formal coursework and all instructionally related activities with a GPA of 3.0 or better following the completion of at least 2 semesters.
2. Successfully pass the qualifying/comprehensive examination.
3. Appropriately, and in a timely manner file with the Dean of the Division of Graduate Studies, the dissertation proposal approved by the student’s advisor, Department Chair, EPHD Executive Director, and College Dean.

**Cognate Component (12 Hours).**

Students accepted in the EPhD must be able to transfer 12 hours of approved previous graduate work before admission is granted to enhance the cognate area of interest and to complement the cores.

**Degree Requirements**

This executive program requires approximately 24 months or two years of coursework and related activities, resulting in a minimum of 72 hours, including a minimum of 12 hours toward dissertation. Additional requirements of this program include: (1) completion of the EPhD agreement, (2) satisfactory performance and completion of the qualifying/comprehensive examinations, following the completion of required course work and (3) successful preparation and defense of the dissertation.

The final basis for granting this degree shall be the candidate’s evidence of gained knowledge, skills, and dispositions from the collective course work, mastery of theoretical, conceptual and research perspectives and completion of the dissertation.

**Course Requirements**

The Program offers courses on a cohort basis.

Course	Title	Semester Hours
<b>Professional Specialization Core</b>		
EDHE 814	Ethics in Planning, Change and Leadership Seminar	3
EDHE 824	Theoretical Perspectives in Planning and Building Community Groups	3
EDHE 825	Methods of Urban and Regional Analysis and Planning	3

EDHE 865	Seminar in Governmental and Not-for-Profit Accounting	3
EDHE 877	Public Policy Formulation	3
EDHE 882	Seminar in Program Development, Implementation, and Evaluation	3
	<i>Hours</i>	<u>18</u>

**Higher Education Core**

EDHE 800	Philosophy and History of Higher Education	3
EDHE 802	Higher Education Leadership and Organization in Cross-Cultural Environments	3
EDHE 804	Educational Futures: Planning and Development	3
EDHE 805	Educational, Governmental, and Corporate Relationships	3
EDHE 829	Seminar in Legal Aspects of Higher Education	3
	<i>Hours</i>	<u>15</u>

**Statistics and Research Methods Component**

EDHE 812	Quantitative Research Methods	3
EDHE 813	Qualitative Research Methods	3
EDHE 820	Advanced Statistical Methods	3
EDHE 830	Research Seminar: Intellectual Capital and Human Resources	3
EDHE 833	Research-based Teaching Methods	3
	<i>Hours</i>	<u>15</u>

EDHE 899	Dissertation	12
	Cognate Transfer Component	12
	<i>12 hours of previous graduate work must be approved for transfer before admission is granted to enhance the cognate area of interest and to complement the cores.</i>	
	<b>Total Hours</b>	<u>72</u>

**DESCRIPTIONS OF COURSES**

**EDHE 800 Philosophy and History of Urban Higher Education (3 Hours).** This course is designed to meet the needs of administrators, community leaders, directors and other students to review, and analyze the philosophical and historical events and occurrences that have contributed to challenges in urban and metropolitan communities.

**EDHE 802 Higher Education Leadership and Organization in Cross-Cultural Environments (3 Hours).** Designed to provide educational leaders with insight and abackground into the life styles, values, and aspirations of culturally different Americans as related to the administrative process. Emphasis upon the cultural differences in urban environments and their educational and human resource needs as well as responsive program models.

**EDHE 804 Educational Futures: Planning and Development (3 Hours).** Concepts and skills to

prepare educational leaders to anticipate and manage the future, includes systems theory, futures methodology, planning models, scenario writing and designing educational programs and services for the 21st century

**EDHE 805 Educational, Governmental, and Corporate Relationships** (3 Hours). Analyzes urban institutions as policy systems and the educational role of leaders. Discusses relationship of the institutions to state policy processes, and the constraints imposed by federal law and court decisions. Evaluates the implications of federal and state systems for local control program coordination and resource allocation. Examines the effects of community expectations and participation on policy-making in urban institutions

**EDHE 812 Quantitative Research Methods** (3 Hours). This course provides an exploration of current models and issues in educational assessment and evaluation as an professional practice. Students must design, develop and implement comprehensive needs assessment and evaluation plans which include specification of a theoretical framework, problem identification, data collection/analysis procedures, report writing format and dissemination plans. Students will research, summarize and present current multivariate journal publications about issues, practices, and innovations in higher education related assessment and evaluation.

**EDHE 813 Qualitative Research Methods** (3 Hours). Exploration of qualitative research designs and methods, the analysis of qualitative data and the uses of qualitative research in higher education. Field research techniques will be reviewed and utilized in projects by students.

**EDHE 814 Ethics in Planning, Change and Leadership** (3 Hours). In this course students will examine the theory and practice of professional ethics. The principles of ethical thinking and behavior in the planning profession are covered extensively. The human aspect of problem arising in technical, social and organizational areas will be explored as change occurs and thorough analysis of organizations as systems

**EDHE 820 Advanced Statistical Methods** (3 Hours). A study of advanced statistical procedures: analysis of variance; randomized block, factorial, and repeated measurement designs; analysis of co-variance; non-parametric tests: simple, multiple, and curvilinear regression; introduction to path analysis, canonical correlation, discriminate, and factor analyses; emphasis on higher educational research problems.

**EDHE 825 Methods of Urban and Regional Analysis and Planning** (3 Hours). This course analyzes microeconomic theory as it applies to business operations. Topics include demand theory and estimation; production and cost theories and estimations; capital budgeting theory and analysis; pricing policies, and productions under uncertainty.

**EDHE 829 Seminar in Legal Aspects of Higher Education** (3 Hours). The course focuses on the role of law in the governance and management of American higher education institutions. It will use universities and colleges as a lens to better understand

non-profit organizations more generally, what constitutes the law, how litigation works, the roles of counsel, employment relationship between organizations and individuals, particularly the relationship between faculty and higher education institutions with a concentration on higher education, the students in academic and social settings.

**EDHE 830 Research Seminar: Intellectual Capital and Human Resources** (3 Hours). By reviewing theoretical and practical grounds for knowledge management, this seminar will help students understand emerging issues, provide present and prospective leaders with elements for leveraging intellectual capital as a human resource.

**EDHE 833 Research-Based Teaching Methods** (3 Hours). This course is an introduction to the principles and philosophy of teaching. Selected topics include concepts and techniques relating to various instructional strategies used by colleges and university teachers, and the development of media-based courses for web courses and distance instruction.

**EDHE 842 Theoretical Perspectives in Planning and Building Community Groups** (3 Hours). Study of the advanced theoretical concepts in urban planning and the relationship between planning theory and social science precepts. Comparative analysis of theories that stimulate planning thought and philosophy.

**EDHE 865 Seminar in Governmental and Not-for-Profit Accounting** (3 Hours). A study of generally accepted accounting principles of state and local governments and selected nonprofit entities with an emphasis on current developments in these areas.

**EDHE 877 Public Policy Formulation** (3 Hours). This course focuses on problems of policy formulation, implementation, and evaluation. The participants will be exposed to policy issues, thinking through goals and objectives, policy adoption, problems of implementation (including perceptive and real gaps between congressional intent and bureaucratic interpretations of congressional intent), and evaluation.

**EDHE 882 Seminar in Program Development, Implementation, and Evaluation** (3 Hours). This course is to teach class participants the principles of program development and provide an understanding of how evaluators can help make government more effective by producing timely information on the promise and performance of existing programs.

**EDHE 899 Dissertation** (12 Hours). Students in the EPhD Program in Urban Higher Education will begin to define and develop a quantitative and/or qualitative dissertation upon entrance into the program. Credit per academic session allowable is 1 hour. The dissertation will address issues of substantive concern in the students "home" institution, agency and/or community. The completed dissertation will offer evidence of significant independent research ability, and will contribute to knowledge in the chosen area. Satisfactory completion of the dissertation requirement includes passing an oral examination in defense of the dissertation.

**DEPARTMENT OF  
SCHOOL, COMMUNITY AND  
REHABILITATION COUNSELING**

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**Faculty**

Dr. W. Crockett, Associate Professor  
Dr. G. Dansby-Giles, Professor  
Dr. G. M. Fouche', Assistant Professor  
Dr. F. Giles, Professor  
Dr. R. Lewis, Associate Professor  
Dr. D. Porter, Assistant Professor

**Accreditation**

School, community and rehabilitation counseling programs are housed within the College of Education and Human Development, School of Administrative Leadership, which is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE).

**Program Objectives**

In support of its mission, the department prepares masters and specialist level students for careers in professional counseling. The specific objectives of the department are to prepare students to:

1. Acquire the professional skills necessary to become professional counselors,
2. Obtain certification in school counseling or school psychometry, and
3. Upgrade their certification and/or skill level in counseling.

**Counseling  
Master of Science and  
Master of Science in Education**

**Admission Requirements**

Applicants must be admitted to both the Division of Graduate Studies and the Counseling Program. The Counseling Program has the following admission requirements in addition to the Division of Graduate Studies requirements.

1. A minimum cumulative GPA of 3.00 for regular admission and 2.80 for conditional admission, at the undergraduate level.
2. A satisfactory score on the GRE within the last five years, sent directly to the department.
3. Interview and a writing sample.
4. Three letters of recommendation sent directly to the department.
5. **Applications will only be accepted for Fall enrollment.** The application deadline is March 1 for Fall admission.

6. Successful applicants for the M.S. Ed. program must be certified at the 'A' level or above in a teaching discipline.

**Degree Requirements**

To qualify for a Masters' degree in the department, a student must complete 48 to 60 semester hours with a cumulative GPA of 3.00 or above and obtain a passing score on the Graduate Comprehensive Examination.

**Master of Science in Education  
School Counseling Concentration**

Course	Title	Semester Hours
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research	3
EDFL 568	Curriculum Methods	3

*Hours* 9

COUN 506	Introduction to Professional Counseling	3
COUN 510	Organization and Administration of Guidance	3
COUN 514	Analysis of the Individual	3
COUN 517	Lifestyles and Career Development	3
COUN 520	Principles and Techniques of Counseling	3
COUN 526	Dynamics of Group Process	3
COUN 561	Psychological Aspects of Human Growth and Development	3
COUN 571	Supervised Experience	3
COUN 631	Social and Cultural Foundations of Counseling	3
COUN 671	Practicum in Supervised Experience and Consultation	3
COUN 691	Seminar in Legal and Ethical Issues	3
COUN 578	Internship in Counseling	6

*Total Hours* 48

**Vocational Counseling Certification  
(Optional)**

These courses may be taken to receive an additional endorsement in Vocational Counseling

RHAB 523	Vocational Appraisal	3
RHAB 532	Vocational Placement	3

*Hours* 6

**NOTE:** Students are required to complete COUN 506, 510, 514, 517, 520, 526, 561, 571,578, 631, 691 and 671 before enrolling in internship. Students should apply for internship at the beginning of the semester prior to the intended enrollment semester.

**Master of Science  
Community Counseling Concentration**

**Core Courses**

Course	Title	Semester Hours
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research, <i>or</i>	3
COUN 585	Research in Guidance and Counseling	3
<i>Hours</i>		6

**Required Concentration**

COUN 504	Counseling in Community Settings	3
COUN 506	Introduction to Professional Counseling	3
COUN 514	Analysis of the Individual	3
COUN 517	Lifestyles and Career Development	3
COUN 520	Principles and Techniques of Counseling	3
COUN 526	Dynamics of Group Process	3
COUN 561	Psychological Aspects of Human Growth and Development	3
COUN 571	Supervised Experience	3
COUN 611	Psychodiagnosis and Treatment	3
COUN 631	Social and Cultural Foundations of Counseling	3
COUN 658	Marriage and Family Counseling	3
COUN 671	Practicum in Supervised Experience and Consultation	3
COUN 691	Seminar in Legal and Ethical Issues	3
<i>Hours</i>		30

**Internship (9 Hours Total)**

COUN 578	Internship in Counseling	9
<i>Hours</i>		9

**Electives**

<i>Hours</i>	6	
<i>Total Hours</i>		60

**NOTE:** Students are required to complete COUN 504, 506, 514, 517, 520, 526, 561, 571, 611, 631, 658, 671 and 691 before enrolling in internship. Students should apply for internship at the beginning of the semester prior to the intended enrollment semester.

**Specialist in Education  
Counseling Concentration**

**Admission Requirements**

To enter this program, students must be certified at the AA level in a teaching discipline. A master's degree must have been granted by a regionally accredited college or university.

**Degree Requirements**

Students are required to complete 42 semester hours, write a thesis, and obtain a passing score on the Graduate Comprehensive Examination. Students are encouraged to enroll in COUN 687: Advanced Research and Independent Study in conjunction with their advisor.

**Educational Core Requirements**

Course	Title	Semester Hours
EDFL 601	Advanced Research and Statistics	3
EDFL 602	Comparative Education <i>or</i>	3
EDFL 610	School and Community Relations	3
<i>Hours</i>		6

**Counseling Core Requirements**

COUN 506	Introduction to Professional Counseling	3
COUN 510	Organization and Administration of Guidance	3
COUN 514	Analysis of the Individual	3
COUN 517	Lifestyles and Career Development	3
COUN 520	Principles and Techniques of Counseling	3
COUN 526	Dynamics of Group Process	3
COUN 561	Psychological Aspects of Human Growth and Development	3
COUN 571	Supervised Experience	3
COUN 631	Social and Cultural Foundations of Counseling	3
COUN 678	Internship	3
COUN 691	Seminar in Legal and Ethical Issues	3
<i>Total Hours</i>		42

**Thesis**

During the first semester of enrollment, students should contact the department chair for assignment of a faculty advisor for the thesis.

**Specialist in Education  
Psychometry Concentration**

**Admission Requirements**

To enter this program, students must have completed a master's degree in School Counseling or must be certified at the masters level by the State Department of Education. The degree must have been granted by a nationally accredited college or university.

**Degree Requirements**

Students are required to complete 33 credit hours beyond the master's degree write a thesis, and obtain a passing score on the Graduate Comprehensive Examination.

**Core Requirements**

Course	Title	Semester Hours
EDFL 601	Advanced Research and Statistics	3

EDFL 602	Comparative Education, <i>or</i>	
EDFL 610	School and Community Relations	3
	<i>Hours</i>	6

**Counseling Core Course**

COUN 673	Practicum in School Psychology	3
COUN 687	Advanced Research and Independent Study	3
	<i>Hours</i>	6

**Concentration Core Courses**

SPED 572	Learning Theories for Special Educators	3
SPED 603	Psychoeducational Evaluation of Exceptional Children	3
SPED 701	Assessment of Special Populations	3
COUN 527	Individual Testing I	3
COUN 561	Psychological Aspects of Human Development (If not taken previously)	3
PSY 517	Psychometrics	3
PSY 618	Personality Assessment	3
	<i>Hours</i>	21
	<i>Total Hours</i>	33

**Thesis**

During the first semester of enrollment, students should contact the department chair for assignment of a faculty advisor for the thesis.

**Rehabilitation Counseling**

The Rehabilitation Counseling Degree is a masters level program designed to prepare rehabilitation counselors. Rehabilitation counselors assist individuals with disabilities to adjust to their life circumstances. People with disabilities, regardless of their type, duration, or severity, may experience significant difficulties in social, psychological, vocational and familial aspects of their lives. Employment opportunities for program graduates include rehabilitation facilities, mental health agencies and human service agencies. The program works closely with the Mississippi Department of Rehabilitation Services in providing field based experiences. Typically, federally funded RSA traineeships are available to full time students.

**Accreditation**

The program is accredited by the Council on Rehabilitation Education, Inc. (CORE).

**Admission Requirements**

Applicants are required to have a minimum GPA of 3.00 (based on a 4.00 scale) at the undergraduate level. Applicants with a GPA of 2.80 to 2.99 may be admitted on a conditional basis. A GRE score is not required. Applications for admission are considered for the Fall

session. Applicants should submit an application along with two copies of official transcripts to the Division of Graduate Studies and program application, three letters of recommendation and a writing sample submitted directly to the department. Successful candidates for admission must be interviewed by the rehabilitation faculty.

**Degree Requirements**

The Rehabilitation Counseling Degree is 54 semester hour program. Students seeking a masters' degree in Rehabilitation Counseling must:

1. Complete the 54 hour program.
2. Complete Field based experiences.
3. Pass the Graduate Area Comprehensive Examination.

**Course Requirements**

<b>Course Title</b>	<b>Semester Hours</b>
<b>Foundations</b>	
RHAB 509 Introduction to Rehabilitation	3
RHAB 516 Medical Information	3
RHAB 560 Psychological Aspects of Rehabilitation	3
RHAB 586 Research in Rehabilitation	3
RHAB 594 Seminar in Rehabilitation	3
<i>Hours</i>	15

**Skills and Techniques**

RHAB 523 Vocational Appraisal	3
RHAB 524 Vocational Evaluation	3
RHAB 535 Techniques of Counseling	3
RHAB 531 Case Management in Rehabilitation	3
RHAB 519 Community Resources	3
RHAB 532 Vocational Placement	3
<i>Hours</i>	18

**Clinical**

RHAB 577 Practicum in Rehabilitation I	3
RHAB 578 Practicum in Rehabilitation II	3
RHAB 579 Internship	6
<i>Hours</i>	12

**Electives**

RHAB 691 Seminar in Substance Abuse	3
RHAB 587 Independent Research in Rehabilitation	3
RHAB 533 Placement Laboratory	3
RHAB 576 Practicum in Placement	3
RHAB 534 Work Sample Construction	3
RHAB 536 Facility Utilization	3
RHAB 561 Human Development in Rehabilitation	3
<i>Hours</i>	9

## DESCRIPTION OF COURSES

### Counseling

**COUN 504 Counseling in Community Settings** (3 Hours) This course is a survey of theoretical and applied information for counselors working in community settings. Course content include history and philosophy, roles of workers, organizational and delivery systems, program development and consultation, specific populations, interviewing, prevention and intervention strategies and current issues related to agency counseling.

**COUN 506 Introduction to Professional Counseling** (3 Hours) Includes goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, role identity of counselors and other personnel services specialists, and overview of services.

**COUN 510 Organization and Administration of Guidance** (3 Hours) An orientation to guidance and counseling services; the setting in which they are offered and the needs of special populations. Introduction to history, philosophy, legal and ethical issues of guidance and counseling.

**COUN 514 Analysis of the Individual.** (3 Hours) A study of the means by which information is gathered about a student and the most productive methods of interpreting the materials. Types of cumulative records are examined. The uses of tests, reports of interviews, anecdotal records, school grades, and autobiographies are studied.

**COUN 517 Life Styles and Career Development.** (3 Hours) Includes such areas as vocational choice theory, relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes and career development exploration techniques.

**COUN 520 Principles and Techniques of Counseling.** (3 Hours) Introduction to the underlying principles, dominant theories and application of techniques of counseling with individuals and selected groups.

**COUN 526 Dynamics of Group Processes.** (3 Hours) Includes theory and types of groups, as well as descriptions of group practice, methods, dynamics, and facilitative skills. This also includes supervised practice.

**COUN 527 Individual Testing I.** (3 Hours) Study of the Wechsler Scales including history, standardization, and usage. Supervised practice in administration, scoring, interpretation and report writing.

**COUN 561 Psychological Aspects of Human Development.** (3 Hours) Presents a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on biological, cognitive, and socioemotional approaches. Also, included are such areas as human behavior (normal and abnormal), personality theory, and learning theory.

**COUN 571 Supervised Laboratory in Counseling.** (3 Hours) Supervised practical experiences in using counseling techniques.

**COUN 578 Internship in Counseling** (9 Hours) The student is placed at an agency/institution under the supervision of a university coordinator and an approved onsite practitioner. A minimum of 600 clock hours with 10 hours for small group activities are required for 9 hours of credit, (Prerequisites: COUN 504, 506, 514, 517, 520, 526, 561, 611, 631, 658, 671 and 691)

**COUN 585 Research in Counseling.** (3 Hours) Systematic investigation of factors and procedures relevant to research in counseling.

**COUN 589 Grief Counseling** (3 Hours) This course is designed to familiarize students, teachers, counselors and other professionals with the reactions of individuals to death and dying. This course also focuses on developing a personal perspective of the grief process associated with death and dying.

**COUN 611 Psychodiagnosis and Treatment** (3 Hours) This course will introduce students to psychodiagnostics using the Diagnostic and Statistical Manual of Mental Disorders. Emphasis will be placed on developing a working knowledge of the organizational structure and the professional terminology used in the manual and subsequent treatment plan development including an introduction to psychopharmacology. (Prerequisites: COUN 514, 520)

**COUN 631 Social and Cultural Foundations in Counseling.** (3 Hours) Includes studies of change, ethnic groups, subcultures, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time and differing life patterns. Such disciplines as the behavioral sciences, economics and political science are involved.

**COUN 658 Marriage and Family Counseling** (3 Hours) This course will identify individual and family life cycles, describe healthy and dysfunctional characteristics of families; steps and stages in family therapy; identifying strategies for working with single-parent families, blended families, culturally diverse families; substance-related disorders, domestic violence and child abuse; and legal, ethical and professional issues in family therapy.

**COUN 671 Practicum in Supervised Experience and Consultation.** (3 Hours) Prerequisite: COUN 571. Strategies and processes in counseling and consultation will be presented.

**COUN 673 Practicum in School Psychology** (3 Hours). Prerequisites: COUN 672 and consent of instructor. Field experience of 20 hours a week for one term in a school setting under the supervision of a school psychologist.

**COUN 678 Internship in Counseling.** (6 Hours) The student is placed at a school under the supervision of a university coordinator and an approved onsite practitioner. A minimum of 300 clock hours are required for 6 hours of credit. (Prerequisites: COUN 506, 510, 514, 517, 520, 526, 571, 671, and 561 or 631).

**COUN 687 Advanced Research and Independent Study.** (3 Hours) Topic chosen by the specialist student and his or her thesis committee. The course may be repeated two or more times until 6 hours have been accumulated.

**COUN 691 Seminar in Legal and Ethical Issues.** (3 Hours) An analysis of current topics, ethical issues, programs, literature and research in professional counseling.

### **Rehabilitation Counseling**

**RHAB 509 Introduction to Rehabilitation Counseling.** (3 Hours) Reviews the foundations of rehabilitation counseling, role and function of the rehabilitation counselor and the vocational rehabilitation process.

**RHAB 516 Medical Information in Rehabilitation.** (3 Hours) A survey of physical malfunctions and medical information needed for effective rehabilitation counseling

**RHAB 519 Community Resources in Rehabilitation.** (3 Hours) An exploration of locating and utilizing community resources in helping the rehabilitation client.

**RHAB 523 Vocational Appraisal in Rehabilitation.** (3 Hours) To prepare rehabilitation counselors to understand the results of psychological evaluations and to use the information to assist the client in vocational planning. The course covers measurement principles, instruments frequently employed by rehabilitation counselors, and application of test results for persons with disabilities.

**RHAB 524 Vocational Evaluation in Rehabilitation.** (3 Hours) Course covers history, scope and purposes of vocational evaluation. Enables students to use evaluation techniques, vocational systems in order to develop and implement a vocational plan for rehabilitation clients.

**RHAB 531 Case Management in Rehabilitation.** (3 Hours) Basic procedures in providing and individual needs and the basics of recording and reporting such services.

**RHAB 532 Vocational Placement, Analysis and Adjustment in Rehabilitation.** (3 Hours) Job development, analysis, job modifications and accommodations for persons with disabilities.

**RHAB 533 Placement Laboratory.** (3 Hours) This course is designed to provide supervised experiences for students that will enhance independent living and successful job placement for persons with disabilities. Students will assist persons with disabilities by coordinating and finding suitable employment.

**RHAB 534 Work Sample Construction.** (3 Hours) Basic skills in building a work sample, i.e., use of saws, kits, counters, etc. Focus is on adapting client's disability to a particular task.

**RHAB 535 Techniques of Counseling in Rehabilitation.** (3 Hours) Theories and techniques of counseling applied to individuals and groups in rehabilitation services.

**RHAB 536 Facility Utilization in Rehabilitation Services.** (3 Hours) Provides knowledge of workshop services in medical, production and other training facilities. Student learns how to select proper facility for his/her client.

**RHAB 560 Psychological Aspects of Disability.** (3 Hours) A survey dealing with psychological problems caused by disabilities.

**RHAB 561 Human Development in Rehabilitation.** (3 Hours) Examines the theories and systems of human development, personal behavior patterns and learning principles related conceptually to rehabilitation process and practices.

**RHAB 576 Practicum in Placement.** (3 Hours) This course is designed to introduce the student to principles of behavior modification and to apply these skills in a variety of settings with rehabilitation clients. The intention is to modify behaviors that interfere with job placement and job retention.

**RHAB 577 Practicum in Rehabilitation Counseling I.** (3 Hours) Supervised experiences in human services or rehabilitation settings of 104 hours per semester and classload management settings. Related class work emphasizes interpersonal communication and skills.

**RHAB 578 Practicum in Rehabilitation Counseling II.** (3 Hours) Supervised experiences in human services or rehabilitation settings of 104 hours per semester and caseload management in rehabilitation settings.

**RHAB 579 Internship in Rehabilitation Counseling.** (6 Hours) Prerequisites: RHAB 577 and RHAB 578. Supervised internship in counseling and caseload management in rehabilitation services. A 600 hour field placement for one full semester.

**RHAB 586 Research in Rehabilitation Counseling.** (3 Hours) Systematic investigation of factors and procedures relevant to research in rehabilitation.

**RHAB 587 Independent Research With Rehabilitation.** (3 Hours) Involves independent study in rehabilitation. Requires approval of instruction prior to enrollment.

**RHAB 594 Seminar in Rehabilitation Counseling.** (3 Hours) Multicultural counseling, legislative issues, ethical issues and current topical issues.

**RHAB 691 Seminar: Rehabilitation Substance Abuse.** (3 Hours) Focus on issues research, techniques, applications, and readings in the rehabilitations of persons who are substance abusers.

## SCHOOL OF INSTRUCTIONAL LEADERSHIP

Dr. Vivian Taylor, Associate Dean  
P.O. Box 18889  
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Joseph H. Jackson School of Education

### Departments

Elementary and Early Childhood Education  
Health, Physical Education and Recreation  
Social and Cultural Studies  
Special Education

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### DEPARTMENT OF ELEMENTARY and EARLY CHILDHOOD EDUCATION

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Dr. R. Searcy, Associate Professor and Chair  
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### Faculty

Dr. W. Brown, Assistant Professor  
Dr. L. Channell, Assistant Professor  
Dr. B. Fish, Assistant Professor  
Dr. V. Gambrell, Professor  
Dr. B. Ngwudike, Assistant Professor  
Dr. J. M. Stevenson, Professor  
Dr. V. Taylor, Professor  
Dr. R. Washington, Assistant Professor  
Dr. J. Yin, Associate Professor

The Department of Elementary and Early Childhood Education offers graduate programs leading to the Master of Science in Education Degree in Early Childhood Education, Reading and Elementary Education; the Master of Arts in Teaching (Alternate Route Degree); the Specialist in Education Degree in Elementary Education; and the Doctor of Education Degree in Early Childhood Education.

### Departmental Objectives

The department and its programs exist to prepare professional instructional personnel at levels appropriate to the degrees offered, and to meet certification requirements at AA, AAA, and AAAA levels for the State of Mississippi in the various fields. The department's intention is to prepare candidates who:

1. Demonstrate sensitivity to the emerging knowledge bases and understand how they impact education and the need for change;

2. Adjust methods, curriculum and service approaches to meet the needs of diverse learners;
3. Demonstrate a repertoire of educational related strategies and skills which enable them to share knowledge effectively;
4. Demonstrate critical thinking competence and effective communication skills in various forms and media;
5. Ensure that established standards for successful learner outcomes are met;
6. Possess the ability to work successfully with learners, teachers, college faculty, and others;
7. Demonstrate knowledge of and skill in applying basic principles undergirding the selection and utilization of methods, techniques and devices which facilitate effective program development using various educational models;
8. Can locate, interpret and apply research pertinent to educational problems;
9. Exhibit competency in doing independent, original research;
10. Are able to identify, interpret and promote the functions of education in a democracy;
11. Are skilled in the techniques of instruction and ensure that pupils will derive the greatest benefits from classroom experiences;
12. Serve as facilitators for the total process of growth and learning;
13. Develop competencies and professional leadership skills through the advancement of knowledge and research that will enable them to assume major leadership roles in diverse communities.

### Early Childhood and Elementary Education Objectives

The major objectives are to produce educators who:

1. Are competent teachers in the fields of Early Childhood Education and Elementary Education;
2. Are prepared for careers in preschools, kindergartens, and elementary schools;
3. View the profession of education as being influential in the advancement of humankind;
4. Are compassionate and understanding and have as their primary goal to help children and youth develop into citizens who will promote human advancement.

### Master of Science Program Objectives

The master level programs in Elementary and Early Childhood Education, and Reading allow students to develop a mastery of structure, skills, concepts, ideas, values, facts, and methods of inquiry in their field of specialization. Based upon the guidelines and standards of specialized professional association, the specialty studies objectives chart the courses and experiences that include academic, methodological, and clinical knowledge necessary for professional competence in the field. Through the program, the student will develop competencies in the following:

1. Research the literature on child development from birth to early adolescence with emphasis upon the

implications of the reading and learning processes for these ages.

2. Research the literature on the psychological and sociological concepts and generalizations dealing with the development of self-concept, group responsibility and relationships and reading ability.
3. Conduct action research projects designed to develop skills in observing, recording, and assessing children's behavior in order to plan an appropriate instructional program and learning environment.
4. Design, implement, and evaluate curricula in the disciplines which provide content knowledge needed to teach listening, speaking, writing, and reading with an emphasis on language development.
5. Design, implement, and evaluate curricula in the disciplines which provide content knowledge needed to teach mathematics.
6. Design, implement, and evaluate curricula in the disciplines which provide content knowledge needed to teach physical sciences and health.
7. Design, implement, and evaluate curricula in disciplines which provide content knowledge needed to teach social studies areas.
8. Design, implement, and evaluate curricula in the disciplines which provide content knowledge needed to teach fine arts.
9. Evaluate instructional methodologies for organizing, planning, and implementing physical education activities and safety practices.
10. Research and evaluate current instructional approaches for enabling children to express themselves creatively in a variety of ways including the Arts and communication skills.
11. Research and evaluate current instructional approaches for enhancing the critical thinking/reading ability of the learning in any content area.
12. Research and evaluate current instructional approaches for developing competence in facilitating independent learning and decision-making skills in young children and early adolescence.
13. Conduct ethnological studies to examine characteristics of different learning environments appropriate for children from infancy through early adolescence.
14. Demonstrate skills in the use of state and local resources and appropriate referral strategies.
15. Design, implement, and evaluate appropriate curricula experiences working with parents and other adults in the home, school and community.
16. Develop and evaluate administrative plans for the organization and administration of the pre-kindergarten program.
17. Conduct diagnostic-prescriptive teaching.

### Master's Degree in Elementary Education

#### Admission Requirements

Applicants must hold a baccalaureate degree from an accredited college or university.

#### Degree Requirements

In addition to the specific degree requirements of the Division of Graduate Studies; the student must successfully complete a minimum of 36 semester hours.

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

#### Core Requirements

Course	Title	Semester Hours
EDFL 511	History and Philosophy of Education	3
EDFL 515	Methods of Educational Research Elementary	3
EDFL 514	Elementary Statistics	3
EDFL 568	Curriculum Methods, or	
EDCI 568	Seminar in Elementary Curriculum	3

#### Specialization Courses

RE 552	Recent Methods and Materials for Teaching Elementary Reading	3
EDCI 557	Problems and Issues in Social Studies	3
EDCI 563	Problems and Issues in Science	3
EDCI 564	Current Trends in Mathematics	3
EDCI 551	Career Education	3

#### Suggested Electives:

EDCI 503	Seminar in Child Development	3
EDCI 504	Methods and Materials in Early Childhood Education	3
EDCI 508	Children's Literature	3
EDCI 590	Thesis	1-3

### Masters' Degree in Early Childhood Education

#### Admission Requirements

Applicants must hold a baccalaureate degree from an accredited college or university.

#### Degree Requirements

In addition to the specific degree requirements of the Division of Graduate Studies; students must successfully complete a minimum of 36 semester hours.

Note: A student may transfer up to twelve (12) quarter or nine (9) semester hours, not to exceed 8 years, earned at an accredited college or university.

#### Core Requirements

Course	Title	Semester Hours
EDFL 511	History and Philosophy of Education	3
EDFL 515	Methods of Educational Research Elementary	3

EDFL 514	Elementary Statistics	3
EDCI 569	The Developmentally Appropriate Early Childhood Curriculum	3

**Concentration Courses in Early Childhood Education**

EDCI 501	Parenting Roles in Early Childhood Education Perspectives	3
EDCI 502	Literacy Development and the Young Child	3
EDCI 504	Methods and Materials for Teaching Young Children	3
EDCI 505	Assessing the Young Child	3
EDCI 506	The Role of Play in the Education of Young Children	3

**Suggested Electives**

EDCI 507	Organization and Administration of Early Childhood Programs	3
EDCI 509	Practicum in Early Childhood Education	3

**Master of Science in Reading Education**

**Program Objectives**

1. To prepare professionals to teach individuals in regular classroom situations and those with special needs.
2. To conduct diagnostic-prescriptive teaching.
3. To engage in research activities that will contribute to the array of existing knowledge in the field of reading.
4. To utilize current professional literature in instructional activities.

**Admission Requirements**

Applicants must hold a baccalaureate degree from an accredited college or university.

**Program Requirements**

The curriculum requires the completion of 12 credit hours of Research, Statistics, Philosophy and Curriculum Methodology. A minimum of 21 credit hours of specialized content and practicum courses are also required. These courses are selected in consultation with an academic advisor.

<b>Core Requirements</b>		<b>Semester Hours</b>
<b>Course</b>	<b>Title</b>	<b>Hours</b>
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research	3
EDFL 568	Curriculum Methods	3

**Specialization Courses**

RE 503	Theory and Research in Reading Instruction	3
RE 552	Methods and Materials for Teaching Elementary Reading	3
RE 555	Methods and Materials for Teaching Secondary Reading	3
RE 556	Supervised Practicum in Reading I	3

RE 557	Supervised Practicum in Reading II	3
RE 558	Teaching Reading in an Integrated Language Arts Program	3
RE 587	Action Research In Literacy Instruction	3
EDCI 508	Literature for Children and Young Adults	3

**Suggested Electives**

ENG 502	Applied Linguistics	3
RE 507	Basic Skills in Reading	3
RE 510	Teaching Reading in Content Areas	3
RE 554	Teaching Reading to the Gifted	3
RE 558	Teaching Reading in an Integrated Language Arts Program	3
EDCI 508	Children's Literature	3
EDCI 557	Problems & Issues in Social Studies Instruction in the Elementary School	3
EDCI 563	Problems and Issues in Science	3
EDCI 564	Current Trends in Mathematics	3
COUN 547	Individual Testing I	3

**Master of Arts in Teaching Elementary Education - Alternative Route Degree**

**Program Objective**

Mississippi is facing a severe problem because of the limited number of teachers available to the children in pre-K-4 secondary classrooms. The alternate route program will provide a mechanism for persons already holding bachelor level non-education degrees to become teachers in grades 4-8 after completing their first twelve hours of the degree requirements. The curriculum is practicum/activity- based and requires the same vigor as other graduate level programs.

**Admission Requirements**

Applicants must hold a non-teaching baccalaureate degree from an accredited college or university.

**Degree Requirements**

1. Students meeting admission requirements of the Division of Graduate Studies and the eligibility criteria for the Master of Arts in Teaching will complete a minimum of thirty-three hours for the elementary concentration.
2. Students will follow the protocol for the process established by the Department of Education and the matriculation and exit requirements of the College of Education and Human Development and the Division of Graduate Studies.

**Course of Study**

Pre-teaching Core Courses

SPED 507	Advanced Methods in Behavioral Management, or	
EDCI 556	Classroom Management and Discipline	3
EDFL 581	Principles of Measurement	3

*Hours*  6

Professional Core Courses

SPED 500	Survey of Exceptional Children and Youth	3
EDCI 589	Teacher Education Programs and Technology	3
RE 511	The Reading and Writing Connection	3
EDFL 515	Methods of Educational Research	3
	<i>Hours</i>	12

Internship Course

EDCI 500	Introduction to Teaching Internship	6
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Elementary Education Concentration Courses

RE 552	Methods and Materials for Teaching Elementary Reading	3
EDCI 508	Children's Literature	3
EDCI 565	Integrative Studies for Elementary Education	3
EDCI 568	Curriculum Methods	3
	<i>Hours</i>	12
	<i>Total Hours</i>	36

**Procedures**

1. Hold a non-Education bachelor's degree from a regionally accredited institution of higher learning.
2. Take the Praxis I Pre-Professional Skills Test (PPST) and obtain the required minimum scores for each of the sub-tests -- reading, writing, and mathematics.
3. Successfully complete the Praxis II Specialty Area Examination.
4. Enroll in Pre-teaching Core Courses along with an additional course selected from the Professional Core Courses.
5. Submit test scores, transcripts, application, and institutional recommendation to the Office of Teacher Licensure to receive a special 3-year teaching license.
6. Secure employment in a school district and enroll in EDCI 500 - Introduction to Teaching.
7. Submit to the Office of Teacher Licensure documentation of 12 hours of coursework completed in this program, i.e. Pre-teaching core courses, one professional core course, the internship course, to receive the Class A license.
8. Complete the remaining coursework.
9. Submit transcripts with the institutional recommendation and completed application to the Office of Teacher Licensure to receive a Class AA license.

Note: Students must complete steps 1, 2, 3, and 4 before they can enroll in EDCI 500: Introduction to Teaching.

**Specialist Degree in Elementary Education**

**Program Objectives**

The program illustrates advanced knowledge about pedagogical skills and learning theory, educational goals and objectives, cultural influences on learning, curriculum planning and design, instructional techniques, design and use of evaluation and measurement methods, classroom and behavior management, instructional strategies for exceptionalities, classroom and schools as social systems, school law, instructional technology and collaborative and consultative skills. Program objectives embrace experiences which incorporate multicultural and global perspectives that help education students understand and apply appropriate strategies for individual learning needs, especially for culturally diverse and exceptional populations.

**Admission Requirement**

Applicants must hold a masters' degree from an accredited college or university.

**Outcomes**

Through the program, students will develop competencies that will enable them to:

1. Demonstrate knowledge of and skill in applying basic principles undergirding the selections and utilization of methods, techniques and devices which facilitate effective program development in various educational models;
2. Locate, interpret and apply research pertinent to education problems;
3. Conduct independent, original research;
4. Become skilled in techniques that ensure pupils will derive the greatest benefits from classroom experiences;
5. Serve as facilitators for the total process of growth and learning;
6. Provide professional leadership to advance knowledge and research in ways that enable them to assume major leadership roles in diverse communities;
7. Become competent teachers in the field of Elementary Education.

**Degree Requirements**

In addition to the specific degree requirements by the Division of Graduate Studies, students must successfully complete:

1. A minimum of 30 semester hours and a thesis or a minimum of 33 semester hours and a scholarly research project.
2. Required core courses, EDFL 601, EDFL 602, or EDFL 610, as prerequisites for specialization requirements and/or equivalent courses.
3. Elective courses selected in consultation with their advisors

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

**Core Courses**

<b>Course</b>	<b>Title</b>	<b>Semester Hours</b>
EDFL 601	Advanced Research and Statistics	3
EDFL 602	Comparative Education, <i>or</i>	
EDFL 610	School and Community Relations	3

**Specialization Requirements**

EDCI 508*	Children's Literature	3
RE 558	Teaching Reading in an Integrated Language Arts Program	3
EDCI 689	Behavior Management in the Elementary School	3
EDCI 621	Advanced Seminar in Elementary Education	3
EDCI 603	Education for Parenting	3

**Suggested Electives**

EDCI 600	History and Development of Early Childhood	3
EDCI 601	Methods of Child Study	3
EDCI 602	Advanced Seminar and Research in Early Childhood Education	3
EDCI 687	Advanced Research and Independent Study	3

\*Required if not taken on the Master's Degree level.

**Doctorate in Early Childhood Education****Accreditation**

The required concentration curriculum is based on the NASDTEC (National Association of State Directors of Teacher Education and Certification) standards and professional accreditation recommendations of the National Council for Accreditation of Teacher Education (NCATE), Southern Accreditation Colleges and Schools (SACS), the National Association for Education Of Young Children (NAEYC), and Association For Childhood Education International (ACEI).

Students complete the following course of study in consultation with their faculty advisors.

**Program Objectives**

The focus of the doctoral program is on the study of early childhood education and its practice, including aspects of child development, pedagogy, curriculum, policy analysis, history and philosophy, and basic and applied research. The primary outcome for the doctoral candidate is to become a leader for the field who influences the practice of early childhood education through the generation of knowledge; the education of early childhood professionals; the conduct of research on young children's development and learning; the development implementation, and evaluation of curriculum; administration of early childhood programs and services at the local, state, and national levels; and the analysis and generation of public policy related to early childhood education.

Doctoral candidates are expected to demonstrate the following competencies:

1. Knowledge and understanding of the dominant theories of human and sociocultural development and learning through the life span; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight (8) including children with special developmental and learning needs and their families; and an understanding of the child in the family and cultural context.
2. Knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.
3. Knowledge of the alternative perspectives regarding central issues in the field (for example, child development, programs for young children and their families, research priorities, or implications for teacher education and staff development).
4. Knowledge and ability to use and develop a variety of procedures for assessment of child development and learning, child care and early education environments, and early childhood education curricula; and understanding of types, purposes and appropriateness of various assessment procedures and instruments.
5. Knowledge of developing and evaluating programs for children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels, including children with disabilities, children with developmental delays, children who are at risk for developmental delays, and children with special abilities.
6. Apply interdisciplinary knowledge from such fields as sociology, psychology, health services, special education, history, philosophy, and anthropology to practice in early childhood education.
7. Knowledge in reflective inquiry and demonstrate professional self-knowledge, for example by collecting data about one's own practice and articulating a personal code of professional ethics.
8. Knowledge of the ability to work collaboratively as a member of a team with colleagues and other professionals to achieve goals for children and families.
9. Knowledge and skills required to serve as a mentor to others and a model of professional behavior for volunteers and other staff members.
10. Knowledge of understanding the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise).
11. Collection of and interpretation of research, translate research findings into practice, demonstrate personal research skills, and implement applied research.

12. Knowledge of deeper understanding of a particular area of specialization related to an intended career role (for example, administration and supervision of early childhood programs; family support programs; primary grade teaching or administration; early childhood special education/early intervention; or infant/toddler programming).
13. Knowledge of applying theoretical and research knowledge to practice in early childhood settings (their own classroom or other field assignments). For example, applications of theory to practice may be demonstrated during field study projects, action research, curriculum projects, or observed clinical practice.
14. Knowledge to enable reflective professionals to take leadership roles in schools or programs, mentor novice teachers, and act as advocates for children at local, state, and national levels.
15. Knowledge of the diversity of delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise) and become advocates for providing families with coordinated, quality services that are accessible and affordable. Doctoral candidates demonstrate understanding of the implications of contrasting missions, mores, resources, constraints and potential of each system for preparing personnel to work in those settings.
16. Knowledge of research methods and findings, and the ability to translate research findings into practice, demonstrate personal research skills and the ability to develop and implement applied research, and the disposition to create and disseminate new knowledge.
17. Deeper knowledge and exemplary practice in at least one area of specialization (for example, Teacher education, assessment and evaluation, early childhood special education/early intervention literacy, bilingual education, or curriculum theory and development).
18. Experience in several types of leadership roles depending on their prior presentation and experience and career objectives. Leadership capabilities may be demonstrated in the areas of: observation and supervision of student teachers and interns; teaching of undergraduate college students; administration of early childhood programs; advocacy and public policy activity; and/or basic or applied research in early childhood education.
19. Theoretical knowledge in education and allied disciplines.
20. Knowledge to interpret and expand the knowledge base by completing a dissertation that involves basic or applied research and study.

**The Urban Interdisciplinary Education Curriculum Program for the Doctorate In Early Childhood Education**

**Admission Requirements**

Applicants to the Urban Interdisciplinary Education Curriculum Program must meet the following criteria:

1. Admitted to or eligible for admission to the Division of Graduate Studies
2. A Master's degree from an accredited University
3. A completed program application
4. A cumulative GPA of 3.0 or above (on a 4.0 scale) on the last earned degree
5. Provide transcripts for all post secondary work attempted prior to submitting a program application.
6. 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
7. Letters of recommendations from three persons knowledgeable of the applicant's professional and academic ability, job experiences and/or leadership potential such as previous professors, principal; supervisors, or superintendent
8. An official copy of the Graduate Record Examination Score or Miller Analogies Test taken within the last 5 years
9. A portfolio documenting compensating strengths such as teaching, publication, professional presentations, educational awards and community service
10. A successful interview with the Program Screening Committee
11. A vita (resume) to include Education, Work Experience, Honors, and Affiliations with Organizations

\*The admission criteria for this program are based on minimum standards and a recommendation by the Screening Committee, but satisfying minimum criteria does not guarantee admission in the program.

**Core Courses\***

<b>Course Title</b>	<b>Semester Hours</b>
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
<i>Hours</i>	12

**Research and Major Requirements\***

EDAD 710 Advanced Statistical Concepts & Computer Analysis	3
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EDFL 732	Advanced Research and Non-Parametric Statistical Methods	3
EDFL 797	Research Design	3
EDCI 714	Organization and 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 Environments	3
EDCI 718	Seminar III: Urban Studies in Early Childhood Education	3
EDCI 720	Research Applications in (Science, Mathematics, or Special Education) for Early Childhood Education	3
EDCI 788	Teaching Education Programs and Technology	3
EDCI 798	Internship/Field Studies Doctoral	5
	<i>Hours</i>	32
<b>Cognate*</b>	Health, Guidance, Natural Sciences and Mathematics, Special Education, Global Education, Educational Technology and Reading	12
EDCI 799	Dissertation*	9-15
	<i>Total**</i>	Minimum of 66

\*Prerequisite: Admission to The Urban Interdisciplinary Education Curriculum Program for the Doctorate in Early Childhood Education.

\*\*Excluding Prerequisite courses for Non Early Childhood Education applicants.

## DESCRIPTION OF COURSES

**EDCI 500 Introduction to Teaching Internship.** (6 Hours) An exploration of the teaching profession to include historical perspectives, current issues and practices, influences of legislation and future projections. Through the field-based mentorship component of the course, students will have the opportunity to test theories of teaching and learning, to plan and guide learning experiences for elementary and secondary learners, and to analyze functions of different levels of schools.

**EDCI 501 Parenting Roles in Early Childhood Education.** (3 Hours) An investigation of the theories concerning parent-teacher-child intrapersonal and interpersonal relationships to give a broader understanding of diverse families from different socioeconomic levels, nationalities, and ethnic backgrounds. Requires 10 hours of field-based experiences.

**EDCI 502 Literacy Development and the Young Child** (3 hours) An investigation of the techniques used to help young children use language skillfully, to listen, speak, read, and write. Requires 10 hours of field based experiences.

**EDCI 503 Principles of Child Development in the Early Years.** (3 Hours) An investigation of

the methods and research in child growth in social, emotional, psychological and physiological development of children from birth through eight years of age. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 504 Methods and Materials In Early Childhood Education.** (3 Hours) A critical analysis of methods and materials for teachers working with children in nursery schools, day-care centers, kindergarten and primary grades. Requires fifteen (15) hours of clinical and field-based experiences.

**EDCI 505 Assessing the Young Child.** (3 Hours) An investigation of the theories and developmentally appropriate practices relative to group and individual evaluation procedures for early childhood education. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 506 The Role of Play in the Education of Young Children.** (3 Hours) An investigation of the theories and research related to the role of play in early childhood education with emphasis on creative thinking and its relationship to physical, emotional, social and intellectual growth. Requires 10 hours of field-based experiences.

**EDCI 507 Organization and Administration of Early Childhood Programs.** (3 Hours) An investigation of the theories and developmentally appropriate practice for the organization, supervision, and program management of programs for young children from infant through eight years of age. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 508 Literature for Children and Young Adults.** (3 Hours) This course is designed to provide a comprehensive study of children's literary selected from the preschool level through junior high school level, with emphasis on book selection, historical perspectives, types of literature, and creative ways to use books with children.

**EDCI 509 Practicum in Early Childhood Education** (3 hours) An investigation of early childhood philosophy, practice, and theory through research and hands-on experience in childcare settings. Requires 30 hours of field- based experiences.

**EDCI 551 Career Education.** (3 Hours) A survey of career education models and educational models in educational and vocational settings with a view toward designing career education programs for specific situations. Requires fifteen (15) hours of clinical and field-based experiences.

**EDCI 556 Special Topics In Early Childhood/Elementary Education.** (1-6 Hours) This course deals with topics which may be treated more effectively as a mini-course, institute, or as a workshop instead of as a regular scheduled course.

**EDCI 557 Problems and Issues in Social Studies Instruction in the Elementary School.** (3 Hours) This course emphasizes methods and materials utilized in teaching social studies in the elementary grades. Special attention is given to the importance of multicultural education, citizen action, valuing, the spiral curriculum and Bloom's Taxonomy of

Educational Objectives. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 563 Problems and Issues In Science.** (3 Hours) Content in elementary science; aims and methods of instruction; newer curricular developments; the identification of and planning for solutions to science problems in the elementary school. Materials and media for instruction, and evaluating pupil progress will be studied. Requires ten hours of clinical and field-based experiences.

**EDCI 564 Current Trends In Elementary School Mathematics.** (3 Hours) This course will address relevant research, contemporary mathematics curriculum content and methodology, relationship between mathematics and other subject areas, improvement of skills and concepts, and the major historical, philosophical, and psychological antecedents of today's elementary school mathematics curriculum. Requires ten hours of clinical and field-based experiences.

**EDCI 565 Integrative Studies for the Elementary School.** (3 Hours) An examination of psychological and other principles underlying the teaching of reading and the application of these principles in planning, conducting, and assessing reading experiences for different aged learners in content areas.

**EDCI 568 Seminar In Elementary Curriculum: Modern Trends and Research.** (3 Hours) Intensive analysis of the research on educational content and methodology of the elementary school curriculum: Consideration given to factors influencing curriculum development.

**EDCI 569 The Developmentally Appropriate Early Childhood Curriculum** (3 hours) An investigation of developmental theories designed to help present and future kinds of curriculum Experiences that are appropriate for bridging and making transitions from one stage into another. Requires 10 hours of field-based experiences.

**EDCI 587 Research and Independent Study In Education.** (3 Hours) Opportunity for students to undertake independent study and research under the direction of a faculty member; the student will submit a written report and may be asked to stand a comprehensive examination on his work. Requires twenty-five hours of clinical and field-based experiences.

**EDCI 588 Education for Developing Areas.** (3 Hours) Prerequisite: Consent of instructor. Research seminar of case studies of educational innovations in technically underdeveloped areas of the world.

**EDCI 589 Teacher Education Programs and Technology.** (3 Hours) Current development in college programs for the preparation of teachers for elementary and secondary schools; analysis of technological developments in teacher education - simulation situations, video tapes and film feedback, models of teaching, interaction analysis and micro-teaching systems in teacher education.

**EDCI 590 Thesis.** (3 Hours) Candidates for the Master of Science Degree in Education may choose to present a thesis embodying the results of their research; approval of the candidate's problem by his adviser is required.

**EDCI 591 Observation and Supervised Field Work In Early Childhood Education.** (9 Hours) Students who have not had 402E or the equivalent will be required to have actual teaching experience under supervision in off-campus kindergarten, nursery or elementary schools, or in the Jackson State University Early Childhood Center. Concurrent conferences will be scheduled as needed. (Required for students who have not had Education 402 EC or 402E-Directed Teaching.)

**EDCI 592 Seminar In Supervision of Student Teaching.** (3 Hours) Prerequisite: Approval of instructor. Designed to assist supervising teachers in guidance of student teachers. In addition to rationale, and dominant ideas in the literature of supervision. The following topics will be studied: trends in teacher education, orientation of student teachers to student teaching, responsibilities of the supervising teacher and college personnel conference with student teachers and evaluation of student teaching.

**EDCI 600 History and Development of Early Childhood Education.** (3 Hours) Explores the historical development, theory, and contemporary influences upon early childhood education.

**EDCI 601 Methods of Child Study.** (3 Hours) Students will be introduced to diagnostic prescriptive concepts through the utilization of a variety of educational diagnostic instruments in the assessment of children's learning. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 602 Advanced Seminar and Research In Early Childhood Education.** (3 Hours) This course is designed to provide a penetrating view of the early and contemporary scientific and ecological research currently shaping behaviors among children, parents, teachers and administrators during the early childhood years. Notable researchers and theorists are studied through primary sources and computer searches. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 603 Education for Parenting.** (3 Hours) Provides a comprehensive examination of the theory and research in the parenting process. Requires fifteen (15) hours of clinical and field-based experiences.

**EDCI 604 Advanced Developmental Psychology.** (3 Hours) This course is specifically designed to address the broad areas of social and cognitive development of normal children. This focus will necessarily explore the interrelationships of cognitive and affective development. The course is thus composed of two components with five modules each. These modules include (1) early experiences, (2) the evolving self, (3) global theoretical perspectives on development, (4) early socialization outcomes, and (5) cross-cultural perspectives.

**EDCI 621 Advanced Seminar In Elementary Education.** (3 Hours) To assist students and in-service teachers in solving classroom problems. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 668 Practicum In Early Childhood Education.** (3 Hours) This course of study is concerned with specific practices and research investigations relative to curriculum planning, administration, and supervision within early childhood laboratories. Observations and participation within the existing campus kindergarten program, including pupil contact and limited research activities, are required.

**EDCI 687 Advanced Research and Independent Study.** (1-4 Hours) Supervised exploration of special topics. Requires fortyfive (45) hours of clinical and field-based experiences.

**EDCI 689 Behavioral Management in the Elementary School.** (3 Hours) This course is designed to provide a comprehensive study of classroom management with emphasis on behavioral modification tactics, classroom arrangement tactics and curriculum designs that enhance the learning environment. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 703 Seminar I. Urban Studies in Early Childhood Education.** (3 Hours) This course is an introductory course in the Urban Education Curriculum Development Program for the Doctoral Degree in Early Childhood Education. The course content consist of five introduction, modules: 1) Urban studies in Early Childhood Education, 2) Early Childhood Education, 3) Natural Science/Computer Sciences for Early Childhood Education, 4) Special Education for Early Childhood Education, and Global/international Studies for Early Childhood Education. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 712 Models of Curriculum Development in Early Childhood.** (3 Hours) Emphasis is placed on trends in the various subject matter areas of early childhood curriculum. Contemporary, social issues of potential impact on the early childhood curriculum are included. Models of curriculum development, implementation, and evaluation are studied. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 713 Instructional Theory and Design.** (3 Hours) Study of alternative models of teaching including cooperative learning, inductive thinking, concept development, cognitive growth, nondirective teaching, contingency management, inquiry training, and whole-class instruction. The student is involved in the development, execution, and evaluation of instruction. Works of theorists who have provided the impetus for the development of instructional systems are reviewed. Requires thirty (30) hours of clinical and field-based experiences.

**EDCI 714 Organization and Administration of Early Childhood Education Programs.** (3 Hours) This course is designed mainly for directors, administrators, and supervisors of programs for young children (nursery- kindergarten through grades 3). Requires ten (10) hours of clinical and field-based experiences.

**EDCI 715 Seminar II. Urban Studies in Early Childhood Education.** (3 Hours) Survey of research comparison and evaluation of programs, design and development of projects in current issues through individual study. Intensive examination of a particular area of urban/global studies in early childhood education. In-depth study of research problem in education. Student must be able to demonstrate critical and analytical skills in dealing with a problem in early childhood education. Introductory examination of issues, trends, topics and activities in urban/global studies in early childhood . Requires ten (10) hours of clinical and field-based experiences.

**EDCI 716 Learning Theories and Styles in Early Childhood Education.** (3 Hours) Study of contemporary, learning theories and individual learning styles in the context of early childhood curriculum, planning and implementation. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 717 Psychology of Young Children in Urban Environment.** (3 Hours) Designed to prepare graduate students to teach young children who come from urban and/or culturally different backgrounds. Through use of multimedia source materials, students gain knowledge of background and culture of culturally different learner, determine role of teacher, explore techniques of discipline and classroom management, Survey motivational and instructional techniques and examine, prepare and adapt a variety of instructional materials for individual, small group and large group instruction. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 718 Seminar III: Urban Studies in Early Childhood Education.** (3 Hours) Opportunity for students to investigate problems and issues related to Early Childhood Education and to develop ability to clarify research problems, review and analyze secondary data. Students select an interest area and complete activities that culminate in a major paper as foundation for their dissertation. (Prerequisite: Admission into the 1994 ECED Pilot Project) Requires ten ( 10) hours of clinical and field-based experiences.

**EDCI 720 Research Applications in (Science, Mathematics, or Special Education) for Early Childhood Education.** (3 Hours) In-depth, advanced study of the application of theoretical knowledge and principles in science, mathematics, or special education to the development of a theoretical framework, problem identification, data collection/ analysis procedures in early childhood education.

**EDCI 788 Teaching Education Programs and Technology.** (3 Hours) Current development in college programs for the preparation of teachers for elementary and secondary school; analysis of technological development in teacher education-simulation situations, video tapes and film feedback, models of teaching, interaction analysis and microteaching systems in teacher education. Requires ten (10) hours of clinical and field-based experiences.

**EDCI 798 Internship and Field Studies Doctoral.** (5 Hours) Prerequisites: Permission of

advisor and director of field experience. Intensive job-related experience pertinent to students' needs. Student must be able to demonstrate skills and leadership abilities in an on-the-job situation. A topic of current interest and need will be emphasized. The student will develop extended competence with contemporary measurement and evaluation techniques which will be generated into a research study. Requires a minimum of three hundred sixty (360) hours of clinical and field-based experiences.

**EDCI 799. Doctoral Dissertation.** (Variable Credit)

### **Reading**

**RE 501 Basic Speed Reading.** (1 Hour). An individualized course designed for students who desired to increase their speed of reading.

**RE 502 Workshop: Current Problems and Issues in Reading Instruction.** (3 Hours). Designed to meet the needs of teachers, students, administrators, and community leaders who have special interests in selected areas of reading. Content developed around need of specific groups.

**RE 503 Theory and Research in Reading Instruction** (3 hours) Designed for candidates to identify controversies in the field of reading and become knowledgeable of research literature and theoretical bases for the issues.

**RE 504 Pre-Reading Skills for Preschoolers and Early Primary Grades.** (3 Hours) Students will participate in situations involving reading readiness skills, oral language, concept development, early experiences with children's literature-creative storytelling and the study of management systems.

**RE 505 Problems of Reading Instruction in the Multi-Cultural Classroom.** (3 Hours) A thorough investigation of the techniques, materials, and approaches for teaching culturally different students in a multi-cultural environment.

**RE 507 Basic Skills in Reading.** (3 Hours) Designed as an in-depth study of the major reading skills. It focuses on the techniques and activities essential in the teaching of these skills.

**RE 509 Introduction to Reading.** (3 Hours) This course is designed to introduce factors related to word attack, word recognition, vocabulary development, comprehension skill, study skills and reading speed. Emphasis is placed on terminology that is basic to the understanding of the reading process.

**RE 510 Teaching Reading to Content Areas.** (3 Hours) A thorough study of techniques for promoting reading growth through teaching content materials.

**RE 511 The Reading and Writing Connection.** (3 Hours) A study of the principles, strategies and current literature that demonstrates the interrelatedness of reading and writing in all content areas and throughout the learner's development. Students will enhance their knowledge of the relationship between reading and writing through practicum experiences.

**RE 512 Using Literature to Teach Reading Skills.** (3 Hours) A thorough study of integrating the teaching of reading skills through literary selections.

Special emphasis will be placed on vocabulary and comprehension skills and concepts that are applicable to the teaching and learning of literary content.

**RE 550 Psychology of Reading Instruction.** (3 Hours) A thorough study of psychological principles underlying the teaching of reading.

**RE 551 Methods and Materials for Primary Reading Instruction.** (3 Hours) An indepth study of materials and techniques for the teaching of reading at the primary level.

**RE 552 Methods and Materials for Teaching Elementary Reading.** (3 Hours) A study of the methods, materials, media, and current approaches for elementary reading instruction.

**RE 553 Phonics for the Reading Teacher.** (3 Hours) A thorough study of phonics knowledge needed by teachers for the effective teaching of word perception.

**RE 554 Teaching Reading to the Gifted.** (3 Hours) The identification of the gifted and creative. Techniques and materials for meeting the needs of these learners will be emphasized. (F, Sum)

**RE 555 Methods and Materials for Secondary Reading Instruction.** (3 Hours) A study of goals, materials, media techniques, and approaches for secondary reading instruction.

**RE 556 Supervised Practicum In Reading I.** (3 Hours) Procedures for diagnosing and correcting learning problems in reading.

**RE 557 Supervised Practicum in Reading II**(3 Hours) Provides students the opportunity to apply their knowledge of the reading process by designing and implementing appropriate instructional plans to correct reading difficulties of diverse learners.

**RE 558 Teaching Reading in an Integrated Language Arts Program.** (3 Hours) A thorough study of materials and techniques for teaching in an integrated manner.

**RE 587 Action Research in Literacy Instruction.** (3 Hours) This course provides for intensive analysis of research in the area of reading as relates to theories, practices, and special topics in teaching and learning.

**RE 588 Technology and Literacy Instruction**(3 hours) An in-depth study of current and emergent technologies in reading instruction and issues related to literacy and technology instruction across the curriculum.

**RE 590 Thesis.** (3-6 Hours) Prerequisite: Completion of required courses. Research to be completed under the direction of major professor.

**RE 591 Internships: Observation and Supervised Field Work in Reading.** (2-9 Hours) Designed for students who have not taken EDCI 401S, Practicum: Principles and Problems of Teaching in the Secondary or Elementary Schools; EDCI 401E, Practicum: Principles and Problems of Teaching in Secondary or Elementary Schools; EDCI 401EC, Practicum: Supervised teaching experience in an off-campus elementary or secondary school setting.

**RE 600 Diagnosis and Correction of Reading Difficulties I.** (3 Hours) Theory, demonstration, and

practice in group diagnosis, and procedures for interpreting results.

**RE 601 Diagnosis and Correction of Reading Difficulties II.** (3 Hours) Prerequisite: RE 600. Actual experience in diagnosing reading difficulties, prescribing remedial procedures, and carrying through with prescription.

**RE 602 Teaching Reading to Disadvantaged Youth.** (3 Hours) A thorough study of characteristics of disadvantaged youth, and techniques for meeting their reading needs.

**RE 603 Advanced Research in Reading.** (3 Hours) Prerequisites: RE 600, 601. The actual conducting of research and presentation of findings.

**RE 606 Administration and Supervision of Reading Programs.** (3 Hours) A thorough study of components of a balanced reading program, how to organize these components, and techniques of supervision.

**RE 607 Instructional Strategies for Teaching Children with Specific Exceptionalities.** (3 Hours) Designed as an overview of the exceptionalities children display. It is intended to address the procedures and techniques to be used in teaching reading to children who display these exceptionalities as they are mainstreamed in the regular classroom.

**RE 608 Curriculum Design and Instructional Planning in Reading.** (3 Hours) A study of theory, methods, and approaches to curriculum planning and improvement in providing for individual needs of learners. (S, Sum)

**RE 690 Advanced Thesis Writing.** (3-6 Hours)

**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION**

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Dr. Hill Williams, Associate Professor  
and Interim Chair  
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**Faculty**

Dr. A. Simmons, Associate Professor

The Department of Physical Education offers the Master of Science in Education.

**Accreditation**

The graduate program, accredited by the National Council for Accreditation of Teacher Education, is designed for students who have demonstrated the capacity to do scholarly graduate work and the willingness to devote the time and effort necessary to succeed in the program.

**Program Objectives**

The program provides students with specialization or diversification in the areas of health, physical education, dance, physiology of exercise, athletic administration, adapted physical education, and administration of physical education in secondary schools, community colleges, and other agencies such as boys and girls clubs, Y.M.C.A.'s and Y.W.C.A. 's.

**Admission Requirements**

Applicants for the masters' degree must hold an undergraduate degree from a regionally accredited college or university.

**Degree Requirements**

To qualify for the masters degree the student must complete 36 semester hours of graduate work.

<b>Course</b>	<b>Title</b>	<b>Semester Hours</b>
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research	3
EDFL 568	Curriculum Methods	3
PE 522	Motor Learning and Human Performance	3
PE 540	Organization and Administration of Physical Education in Two and Four Year Colleges	3
PE 550	Research in Physical Education	3
PE 552	Biomechanics	3
PE 553	Advanced Exercise Physiology	3
<i>Hours</i>		<hr/> 24

**Electives**

Other coursework is selected in consultation with an academic advisor to complete specific areas of concentration.

12

*Total Hours*

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36

**DESCRIPTION OF COURSES**

**HE 500 Drug Abuse Education.** (3 Hours) A comprehensive study of the history of drug and alcohol abuse, drug addiction and drug therapy. The course covers the economic and social impact of drug abuse on the country and the world. Consultants from various fields such as medicine, law enforcement, social agencies and education are utilized in an attempt to relate to participants all facets of the drug problem including possible solutions. The course is open primarily to graduate students, in-service teachers, counselors, guidance directors, and school and other institutional administrators.

**HE 501 Foundations of Health Education** (3 Hours) This course is designed to be used as an introduction to students in health education. This course outlines the historical development of health education as a profession and examines critical issues facing health educators today. The philosophy of health education and health promotion serve as a common cornerstone to subsequent coursework. Competencies of health educators will be examined. This course explores the foundation of health education in school, community, clinic and worksite settings.

**HE 503 Organization and Administration of School and Community Health.** (3 Hours) This course explores the school health education community health programs with emphasis on organization and administration of school, public health, voluntary, and private health programs.

**HE 550 Research in Health** (3 Hours) This course deals with the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data related to the field of health. Students will also study the scholarly application of the scientific method to the solving of health problems.

**HE 600 Public and Community Health** (3 Hours) This course is designed to communicate an understanding in the area of public and community health. It traces the beginning of public health and community health and studies the relationship between public and community health.

**PE 505 Practicum in Lifetime Sport.** (3 Hours) Designed to study lifetime sports such as tennis, archery, golf, swimming, badminton, and many others in which one may participate throughout life.

**PE 509 Principles And Problems of Coaching.** (3 Hours) This course is designed to deal with the recognition, discussion, and systematic analysis of controversial issues and problems in coaching and athletics. Topics studied are:

psychological-sociological implications of athletics, crowd control, profiles of coaches, women and athletics, financial crisis in athletics, personality traits and anatomical structure of athletes, interscholastic athletic competition below high school level, recruitment of minority athletes and financial aid.

**PE 510 Theory and Practice of Coaching Basketball.** (2 Hours) Designed to give the student experiences in dealing with the basketball program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the basketball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the basketball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies.

**PE 511 Theory and Practice of Coaching Football.** (2 Hours) Designed to give the student experiences in dealing with the football program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the football program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to football programs such as recruiting, theories of the game, organized practice, sideline coaching, and the rules and regulations of various governing bodies.

**PE 512 Theory and Practice of Coaching Baseball.** (2 Hours) Designed to give the student experiences in dealing with the baseball program from a scientific standpoint. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the baseball program. The student will explore the psychology of coaching as well as review some of the problems that are specifically related to the baseball program such as recruiting, theories of the game, organizing practice, sideline coaching, and the rules and regulations of various governing bodies.

**PE 513 Theory and Practice of Coaching Track and Field.** (2 Hours) Designed to give the student experiences in dealing with the track program from a scientific point of view. The student will be exposed to experiences relative to the application of mechanical, physiological, and kinesiological laws to the track program. The student will explore the psychology of coaching track as well as review some of the problems that are specifically related to the track program such as recruiting, organizing practice and the rules of governing bodies.

**PE 540 Organization and Administration of Physical Education In Two and Four Year Colleges.** (3 Hours) Study of the organizational structure of physical education in two and four year colleges. The course will cover theory, professional preparation and practices and administration. The course will show how administrative theories are developed. It will dwell on the broad process of administration that

might be designed as decision making, communicating, activating, planning and evaluating.

**PE 543 Organization and Administration of Sport.** (3 Hours) A study of the various organizations and administration patterns of athletics in schools, colleges, universities, and professional athletics.

**PE 550 Research in Physical Education.** (3 Hours) Study and application of research techniques to selected problems in health, physical education, and recreation.

**PE 552 Biomechanics.** (3 Hours) In-depth study of the application of mechanical principles to athletic performance. The study will make application of laws of balance, motion, force, work and energy, to track and field, baseball, football, swimming, diving, gymnastics, basketball, golf, and tennis.

**PE 553 Advanced Exercise Physiology.** (3 Hours) Prerequisite: Human Physiology and/or Introductory Course in Exercise Physiology. Lectures, discussions and experiments dealing with the structure, function and metabolism of skeletal and cardiac muscles. Emphasis on correlating muscle function with metabolic events. The biochemical basis of adaptation of muscle function is considered.

**PE 560 Sociology of Sport.** (3 Hours) The course will include the study of processes and patterns of individual and group interaction, the forms of organization of social groups, the relationships among them, and group influences on individual behavior within a sport context will be discussed.

**PE 587 Independent Study.** (1 Hour) Implementation of individual student research project under the guidance of an advisor.

**PE 589 Independent Study.** (2 Hours) Opportunity for students to undertake independent study and research under the direction of a faculty member. The student will submit a written report and may be asked to stand a comprehensive examination of his work.

**PE 590 Thesis Writing and Research in Physical Education.** (1-6 Hours) An independent investigative work in physical education. The candidate chooses a problem, but approval by his chairman is required. Credit is granted only after thesis is completed and approved by the department

## DEPARTMENT OF SOCIAL AND CULTURAL STUDIES

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Dr. Tabitha Otieno, Associate Professor  
and Coordinator

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### Faculty

Dr. J. Franklin, Professor

Dr. I. Phillips, Professor

Dr. A. Yeboah, Associate Professor

Dr. D. Watkins, Assistant Professor

### Mission

The Department of Social and Cultural Studies offers graduate programs leading the Master of Science Degree in Secondary Education Social Studies concentration and the Specialist in Secondary Education Social Science concentration. The Department has a mission to prepare responsive educators to work with learners of all ages and diverse cultures. The major focus of the Social Science Program is providing students the opportunity to develop knowledge, skills, attitudes, and values needed to participate in the civic life of their local communities, nation and the world. Additionally, the program prepares curriculum developers and Ethnic Study Specialists ready to work in diverse fields.

### Objectives

The following objectives are offered as major aims of the programs:

1. To train prospective social studies secondary teachers.
2. To provide a liberal education, enabling students to enter many fields of work, especially in urban centers, as contributing professionals.
3. To prepare students in ethnic studies, enabling them to become curriculum and instruction specialists.
4. To prepare in-service secondary teachers for renewal of their teaching certificates.
5. To expose students throughout the University to basic social skills and concepts.
6. To develop understanding and use of the basic technological processes and resources useful in information retrieval.
7. To serve as facilitators for the total process of growing and learning.
8. To locate, interpret and apply research pertinent to social, cultural, and educational problems.
9. To investigate and analyze the dynamic relationship between schooling, education, diverse cultures and societies with interpretive, normative, critical and comparative theory and methods.
10. To derive the greatest benefit from classroom experiences as prepared prospective teachers skilled in the techniques of instruction.

**Master of Science Degree in  
Secondary Education  
Social Studies Concentration**

**Admission Requirements**

Prospective students must satisfy the requirements for admission to the Division of Graduate Studies. The Department of Social and Cultural Studies requires the submission of a statement of purpose.

Students may apply for the Fall, Spring and Summer sessions. In order to apply for the Master's Program, students are required to have all of the following submitted according the deadlines of the Division of Graduate Studies.

1. A bachelor's degree with cumulative grade point average of at least 3.0 on a 4.0 scale. Conditional admission is available for applicants with a grade point average between 2.50 and 2.99.
2. Official Graduate Record Examination (GRE) Scores, taken within the past five years.
3. Class A teaching certificate.
4. Three letters of recommendation.
5. Statement of purpose.

**Transfer of Credit**

A maximum of nine (9) semester hours with a grade of "B" or above may be transferred.

**Degree Requirements**

**Core Courses**

EDFL 511	History and Philosophy of Education	
	<i>or</i>	
PSY 566	Advanced Educational Psychology	3
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research	3
EDFL 568	Curriculum Methods	3
	<i>Hours</i>	<hr style="width: 100px; margin-left: 0;"/> 12

**Concentration Courses**

SS 500	Philosophies of Social Studies	3
SS 591	Models of Teaching	3
Cognate in one field: Geography, History, Sociology, Economics, Political Science, or Social Science		12
	<i>Hours</i>	<hr style="width: 100px; margin-left: 0;"/> 18

**Electives**

Depending on degree option, (A, B, or C)	0-6
	<hr style="width: 100px; margin-left: 0;"/> 36

**Option A.** Thirty (30) semester hours of coursework plus a thesis. Student must enroll in EDAD 590 for six (6) semester hours, or

**Option B.** Thirty-three (33) semester hours of coursework plus a project. Student must enroll in EDAD 590 for three (3) semester hours, or

**Option C.** Thirty six (36) semester hours of coursework selected in consultation with the student's advisor.

**Examination**

A comprehensive examination is required of all master's degree candidates.

**Specialist in Secondary Education  
Social Science Education**

**Admission Requirement**

Must have a Class AA Certificate and a Masters' degree from a regionally accredited college or university.

<b>Course of Study</b>	<b>Semester Hours</b>
SS 601 Training, Supervising and Evaluating Social Studies Teachers	3
SS 602 Selecting and Evaluating Social Studies Materials	3
SS 603 Black Studies Curriculum Development and Evaluation	3
EDSE 601 Advanced Research and Statistics, or	
EDSE 602 Comparative Education	3
EDSE 610 School and Community Relations	3
Elective	3
	<hr style="width: 100px; margin-left: 0;"/> 18
<i>Hours</i>	
Electives in one of the Social Sciences	12
EDAD 690 Thesis/Project	6
	<hr style="width: 100px; margin-left: 0;"/> 36
<i>Total Hours</i>	

Three years of successful, full-time teaching.

**State Department Certification Requirements**

Class AAA Secondary Teacher's Certificates

1. Hold a Class AA teaching certificate in the area(s) of desired endorsement.
2. Hold a Specialist degree to include a minimum of 9 semester hours of graduate credit in the area(s) of endorsement, or, 45 semester hours of graduate credit since the Class AA Certificate was issued with a minimum of 21 semester hours in area(s) of desired endorsement with an overall "B" average in all graduate work.
3. Three years of teaching experience in area(s) of desired endorsement.

**DESCRIPTION OF COURSES**

**SS 500 Philosophy of Social Science** (3 Hours)  
A study of the major philosophies about the teaching of social studies in the high schools, especially the purpose.

**SS 586 Special Projects: Planning the Curriculum for Secondary Schools** (3 Hours)  
This course is designed primarily for inservice personnel

in education desiring enrichment activities in Secondary Education. Students taking this course will be engaged in activities directed toward planning, developing, and evaluating curricular materials that may be used for teaching K-12 grades.

**SS 587 Independent Study** (3 Hours) This course is one which enables graduate students to develop and carry a research project on their own under the supervision of one of the graduate faculty members in the department.

**SS 590 Social Science Seminar** (3 Hours) This seminar is an interdisciplinary forum in the social sciences that brings together students who have cooperatively studied a social problem or issue from different perspectives.

**SS 591 Models of Teaching** (3 Hours) Exploration of problems and procedures important to student teaching and directed teaching itself in social studies.

**SS 595W The New Social Studies Workshop** (3 Hours) The workshop is multifaceted, providing an intensive survey of new projects, techniques and topics in the Social Studies, especially as they relate to teaching on the secondary level.

**SS 601 Training, Supervising, and Evaluating Social Studies Teachers** (3 Hours) Discussion of the content and procedures for the training of prospective teachers, the supervising of student teachers and the evaluation of inservice teachers in social studies.

**SS 602 Selecting and Evaluating Reading, Audio, Visual, and Graphic Social Studies Material.** (3 Hours)

**SS 603 Black Studies Curriculum Development and Evaluation.** (3 Hours) An examination of the structure, content and problems of current black studies program; and discussion of the objectives, procedures, and content essential to successful Black Studies programs.

## DEPARTMENT OF SPECIAL EDUCATION

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Dr. Ruby Wiggins, Associate Professor and Acting Chair

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### Faculty

Dr. M. Anderson, Associate Professor

Dr. C. Aker, Professor

Dr. Y. Brooks, Visiting Professor

Dr. R. Gentry, Professor

Dr. G. Johnson, Professor

Dr. G. Windfield, Assistant Professor

### Mission

The Department of Special Education (SPED) is located in the School of Instructional Leadership and the College of Education and Human Development. The SPED offers the Master of Science in Special Education (M.S.Ed.) with a concentration in Mild/Moderate Disabilities. This program is designed to prepare personnel to work with individuals identified as having exceptionalities and professionals, in school settings and other service provider agencies. Typically, graduates of this program select careers as special education teachers, administrators, and special education supervisors.

### Accreditation

The Special Education Master's Program at Jackson State University (JSU) is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS). Additionally, program standards are in compliance with the International Council for Exceptional Children (CEC).

### Department of Special Education Goals and Objectives

The mission of the Department of Special Education supports the broad mission of the University. The University's mission involves utilization of its human, cultural and physical resources to enhance the surrounding metropolitan community and urban areas of the state of Mississippi, the nation and the world. The goals of SPED are to develop persons who will be able to assume roles in the growth and change in society. SPED seeks to encourage and facilitate the efforts of candidates to acquire knowledge, skills, understandings, appreciations and attitudes necessary for effective interaction and performance in society. The instructional curriculum and learning experiences provide opportunities for candidates to develop competencies and attitudes that promote and actualize excellence in teaching and learning and learning outcomes.

The objectives of the SPED are:

1. To prepare personnel for staffing special education positions in schools and other related human resource agencies.
2. To offer candidates a comprehensive curriculum that incorporates a variety of experiences including: campus-based experiences (e.g. microteaching clinics, case studies, computer-assisted instruction) as well as field-based experiences (i.e. internships and tutoring).
3. To facilitate candidates' professional development by broadening the knowledge base as set forth in the curriculum by attending conferences, workshops, seminars and participating in collaborative activities with other community agencies (e.g. public schools, human resource agencies, and so forth).
4. To enhance candidates' ability to work with culturally, linguistically, and exceptionally distinctive populations through selected research, teaching, and field-based experiences.
5. To accommodate candidates from various ethnic backgrounds and exceptionalities through an open, multicultural approach to special education personnel preparation.

### **Master's Program**

#### **Admission Requirements**

Applicants for the master's degree must hold an undergraduate degree from a regionally accredited college or university, and must be admitted to Jackson State University's Division of Graduate Studies. A copy of the Graduate catalog can be acquired from the Division of Graduate Studies and online at:

<http://ccaix.jsums.edu/~gadmappl/Catalog/Gradcatalog.html>.

Additional DSE requirements for **full** admission to the program include:

Submission of an application packet which includes letters of recommendation from former collegiate faculty who taught the applicant, a current or former supervisor/administrator, and/or co-worker.

Submission of a recent official transcript.

A GPA of 3.00\*.

Successful completion of an entrance examination.

Successful completion of an oral interview with graduate faculty.

Submission of an entry professional portfolio.

\*Conditional admission would include the aforementioned but a GPA of 2.50 will be required. A checklist to assist you in this process will be provided.

#### **Admissions Status**

Candidates can be admitted as follows:

1. Applicants successfully meeting the admissions criteria with an undergraduate cumulative grade-

point average (GPA) of 3.00 or higher on a 4.00 scale may be admitted with a status determination of Full/Good Standing.

2. Applicants successfully meeting the admissions criteria with an undergraduate cumulative grade-point average (GPA) of 2.50 to 2.99 may be admitted with a status of Provisional/Conditional Standing. Applicants are required to submit GRE scores on or before the end of the second semester of provisional admittance or risk Program Dismissal.
3. Applicants NOT meeting the admissions criteria will not be admitted.

### **Admission Requirements**

#### **University Requirements**

All applicants for a Master of Education (M.Ed) degree program in Special Education must first be admitted to the University by the Division of Graduate Studies. Applicants must:

1. Secure an admission packet from the Division of Graduate Studies.
2. Submit two official copies of transcripts from all colleges and universities attended.

#### **Departmental Requirements**

The DSE of Special Education will review the transmittal packet from the Graduate School. Proof of the following additional information must be submitted to the DSE concurrent with the Graduate School application:

#### **Admissions Criteria**

1. A letter of application to the M.Ed. Special Education Teaching Program faculty that includes an acceptable personal statement of goals for professional development.
2. A copy of baccalaureate degree from accredited college or university.
3. An "A" teaching certificate. Applicants who do not hold the appropriate credentials or who are not eligible for the appropriate certification must complete the prerequisite teacher certification requirements before continuance of application consideration.
4. Three (3) letters of recommendation written by those familiar with applicant's academic achievement and potential.
5. Verbal and Quantitative Scores earned on the Graduate Record Examination (GRE) (Scores earned within two (2) years of the application are acceptable)
6. All required immunizations, specifically, candidate has had two (2) MMRs (Mumps, Measles, Rubella) in his or her lifetime and a Tetanus/Diphtheria immunization within the past two years. For more Information, contact Student Health Services at (601) 979-2260.
7. Satisfactory completion of a DSE interview with DSE faculty. Interviews will be held for Fall admission during Spring Semester and Spring semester interviews will be held during Fall Semesters.

8. An acceptable “in-house” writing sample that provides evidence of acquired writing competencies.

### Course Requirements

The curriculum course offerings in the current catalog are being revised to meet the new standards required by our accrediting agencies. This new curriculum will be effective by Fall 2006.

### Degree Requirements

Core Courses		Semester Hours
Course	Title	Hours
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research, <i>or</i>	
EDFL 511	History and Philosophy of Education	3
EDFL 568	Curriculum Methods	3
PSY 566	Advanced Educational Psychology	3
<i>Hours</i>		<u>12</u>

### Required Concentration Courses

SPED 500	Survey of Exceptional Children	3
SPED 504	Administration and Organization Procedures for Special Education	3
SPED 507	Advanced Methods in Behavior Management	3
SPED 520	Assistive Technology for Individuals with Disabilities	3
SPED 528	Educational Assessment	3
SPED 530	Education and Psychology of the Mentally Retarded	3
SPED 532	Education and Psychology of the Learning Disabled	3
SPED 550	Education and Psychology of Children with Behavioral Disorders	3
SPED 586	Practicum: Mildly/Moderately Handicapped	3
SPED 599	Seminar: Mildly/Moderately Handicapped	3
<i>Hours</i>		<u>30</u>

### Recommended Electives

(Six Hours in Consultation with Advisor)

SPED 503	Teaching the Severely/ Profoundly Handicapped	3
SPED 569	Strategies for Managing Violent and aggressive Behavior	3
SPED 579	Research and Independent Study	3
SPED 580	Education and Psychology for the Physically Handicapped	3
SPED 509	Diagnostic - Prescriptive Teaching	3
SPED 516	Career Education for Exceptional Children	3

Notes:

- Forms I, II, III, and IV must be developed in consultation with the designated department advisor.
- All students must be approved by the department advisor to take the Comprehensive Examination.

### Mississippi Add-On Endorsement

Area: Mild/Moderate (Code 224)

#### Mild/Moderate K-12

Course	Title	Semester Hours
SPED 500	Survey of Exceptional Children and Youths	3
SPED 504	Organizational Procedures in Special Education	3
SPED 507	Advanced Behavioral Management	3
SPED 528	Educational Assessment	3
SPED 572	Learning Theories for Special Educators	3
SPED 599	Seminar: Mildly/Moderately Handicapped	3
<i>Total Hours</i>		<u>18</u>

### Mississippi Add-On Endorsement

#### Masters' Level Only

Area: Emotional Disabilities (Code 206)

#### Prerequisite

Must have current Code 221, Mild/Moderate Disability K012 - Level AA

#### AA - Emotional Disability

Course	Title	Semester Hours
SPED 504	Organizational Procedures in Special Education	3
SPED 507	Advanced Behavioral Management	3
SPED 552	Personality Development of Exceptional Children	3
SPED 569	Strategies for Managing Violent and Aggressive Behavior	3
SPED 572	Learning Theories	3
<i>Total Hours</i>		<u>15</u>

### Mississippi 'A' Add-On Endorsement

Area: Gifted [K-12] (Code 207)

#### Visually Impaired

Course	Title	Semester Hours
SPED 508	Educational Management of Physical and Multi-Disabilities	3
SPED 529	Assessment Procedures for Visually Impaired and Multi-Disabilities	3
SPED 540	Introduction to Visually Impaired	3
SPED 541	Methods and Materials in Teaching the Visually Impaired	3
SPED 542	Medical and Educational Implications of the Structure and Function of the Eye	3
SPED 543	Introduction to Braille and Other Technology	3
SPED 544	Introduction to Orientation and Mobility	3
<i>Total Hours</i>		<u>21</u>

**Mississippi “AA” Add-On Endorsement Area: Gifted [K-12] (Code 207)**

Gifted K-12

<b>Course Title</b>	<b>Semester Hours</b>
SPED 504 Organizational Procedures in Special Education	3
SPED 528 Educational Assessment	3
SPED 570 Education and Psychology of Gifted and Talented	3
SPED 571 Methods and Materials in Teaching the Gifted and Talented	3
SPED 572 Learning Theories for Special Educators	3
<i>Total Hours</i>	15

**Specialist in Education- Special Education**

The Special Education Specialist Program is a 36 semester hour program which includes the development of a thesis or project. All candidates for this degree must have an AA certificate from an accredited institution of higher learning. Approval for a thesis or a project must be granted by a Department Thesis Advisor or a Project Advisor. The Specialist Program is accredited by the National Council for Accreditation of Teacher Education (NCATE). This degree program qualifies a graduate to receive Mississippi AAA Certification (Graduates are capable of leadership roles in school and non-school settings for exceptional learners K-12).

**Course Requirements**

The curriculum course offerings in the current catalog are being revised to meet the new standards required by our accrediting agencies. This new curriculum will be effective by Fall 2006.

<b>Core Courses Course Title</b>	<b>Semester Hours</b>
EDFL 601 Advanced Research and Statistics	3
EDFL 602 Comparative Education	3
EDFL 610 School and Community Relations	3
<i>Hours</i>	9

**Specialization**

SPED 600 Guidance for Exceptional Children and Youth	3
SPED 602 Cognitive Processes and Exceptional Children	3
SPED 604 Administration and Supervision in Special Education	3
SPED 605 Psychological Aspects of Exceptional Children	3
SPED 607 Research in Exceptional Children	3
SPED 686 Practicum in Special Education	3
SPED 679 Individual Research	3
SPED 699 Seminar in Special Education	3
<i>Hours</i>	24

**Recommend Electives**

(other courses with advisor’s approval)

SPED 520 Assistive Technology for Individuals with Disabilities	3
SPED 601 Behavioral Management Approaches with Exceptional Children	3
SPED 603 Psychological Evaluation of Exceptional Children	3
SPED 606 Consulting/Interant and Resources Teaching	3
<i>Total Hours</i>	36

Notes

1. Required Forms I, II, III, IV, A and B must be developed in consultation with the designated department advisor.
2. All students must be approved by the department advisor to take the Graduate English Competency Examination and Graduate Area Comprehensive Examination.

**DESCRIPTION OF COURSES**

**SPED 500 Survey of Exceptional Children and Youth.** (3 Hours) A study of definitions, characteristics, educational programs and problems of exceptional individuals. (Prerequisite: SPED 503)

**SPED 503 Teaching the Severely and Profoundly Handicapped.** (3 Hours) Provides students with the skills and understanding needed to teach severely/profoundly handicapped students; program needs, services, and an overview of the role of S/P handicapped persons within society are studied. (Prerequisite: SPED 500)

**SPED 504 Administrative and Organizational Procedures for Special Education.** (3 Hours) A study of administrative and organizational structures, programmatic procedures, policies, resources, and guidelines essential to the delivery of educational services for exceptional learners. (Prerequisites: SPED 500, 530, 532, 550, 599, 528, 507, and 586)

**SPED 507 Advanced Methods in Behavioral Management.** (3 Hours) Emphasis will be placed on current techniques, educational strategies and tools that will aid the teacher in understanding and handling behavior problems in the classroom. (Prerequisites: SPED 500, 530, 532, 550, 599, and 528)

**SPED 508 Educational Management of Students with Visual and Multiple Disabilities (3)** Emphasis will be placed upon techniques, educational strategies, and tools that will aid the teacher in 1) understanding and addressing behavior and related problems of students with visual and multiple disabilities and 2) understanding issues related to the influences of additional disabilities on students who are visually impaired. (Prerequisites: SPED 543, 540, 542, 540, 541)

**SPED 516 Career Education for Exceptional Children.** (3 Hours) Dissemination of information

about daily living skills, personal social skills, and occupational guidance and preparation in the career development of exceptional individuals.

**SPED 520 Assistive Technology For Individuals With Disabilities.** (3 Hours). A survey of assistive technology/devices, legislation and issues related to assistive technology. Hands-on demonstration experiences of technology and software that facilitate new ways of teaching individuals with disabilities is provided. (Prerequisite: SPED 500)

**SPED 528 Advanced Educational Assessment and Prescriptive Planning In Special Education.** (3 Hours) Prerequisite: SPED 311/500. Special diagnostic procedures with exceptional learners with implications for prescriptive planning. (Prerequisites: SPED 500, 530, 532, 550, and 599)

**SPED 529 Assessment Procedures for Visually Impaired and Multi-Disabilities** (3) Introduction to the concepts, issues, instruments and procedures involved in assessment of visually impaired children and adolescents. (Prerequisites: SPED 543, 540, 542)

**SPED 530 Education and Psychology of the Mentally Retarded.** (3 Hours) Deals with the medical and behavioral classifications, characteristics, interaction of biological, emotional and social factors, educational philosophy, objectives and programs for the mentally retarded. (Prerequisite: SPED 500)

**SPED 532 Education and Psychology of the Learning Disabled.** (3 Hours) Survey of the historical development of learning disabilities, problems of definition and classification, screening and diagnosis, and instructional systems. (Prerequisites: SPED 500 and 530)

**SPED 540 Introduction to Visually Impaired** (3) An introductory course providing a comprehensive, life-span overview of the field of visual impairments. Examines the legal, demographic, historical, and psychosocial perspectives, as well as the various services and programs available. Through demonstration, simulation, and practical experiences, students will be exposed to a variety of adaptive skills, techniques, and devices used by persons with visual impairments. (Prerequisites: SPED 500)

**SPED 541 Methods and Materials in Teaching the Visually Impaired** (3) The students will design appropriate educational environments, plan instructional programs for low vision students, which will include: functional vision assessment, Braille literacy, learning media assessments, instructional strategies for activities of daily living, concept development, social skills, and subject content. (Prerequisites: SPED 543, 540, 542, 529)

**SPED 542 Medical and Educational Implications of the Structure and Function of the Eye** (3) This course provides an overview of normal and abnormal development of the human eye. Included are topics of ocular anatomy and physiology; pathological conditions affecting the human eye, and clinical and functional vision assessments. A strong component of low vision is provided within this course,

which includes functional vision assessments, environmental vision assessments, optics, the use of optical devices, and the principles of optimizing visual efficiency. (Prerequisites: SPED 543, 540)

**SPED 543 Introduction to Braille and Other Technology** (3) Emphasis will be placed on technologies, educational strategies, and tools that will aid the teaching in 1) understanding and addressing behavior and related problems of students with visual and multiple disabilities and 2) understanding issues related to the influence of additional disabilities of students who are visually impaired. (Prerequisites: SPED 500)

**SPED 544 Introduction to Orientation and Mobility** (3) This course is designed to give practical applications of orientation and mobility techniques to be used by teachers of students that are blind and visually impaired. This class will offer instruction and experiences through supervised blindfold activities in indoor and commercial environments; includes special travel situations, shopping malls, and in store travel. (Prerequisites: SPED 543, 540, 542, 529, 541, 508)

**SPED 550 Education and Psychology of Children with Behavioral Disorders.** (3 Hours) Characteristics, causes and problems of emotional disturbance in children and youth; diagnosis, and placement and in-depth study of educational programs. (Prerequisites: SPED 500, 530, and 532)

**SPED 552 Personality Development of Exceptional Children.** (3 Hours) Is designed to enhance knowledge related to personality development of exceptional children various theories of personality problems related to personality.

**SPED 569 Strategies For Managing Violent and Aggressive Behaviors.** (3 Hours). Emphasizes prevention and crisis management models, verbal intervention and personal safety skills applicable with verbal aggressive and physically violent behavior. (Prerequisites: SPED 550, 530, and 532).

**SPED 570 Education and Psychology of the Gifted and Talented.** (3 Hours) Characteristics of youth with potential superior performance in areas of academics, creativity, and talent. Emphasis on recent trends of school, home and community planning and on the culturally diverse gifted. (Prerequisites: SPED 500)

**SPED 571 Methods and Materials in Teaching the Gifted and Talented.** (3 Hours) Emphasis is given to innovative techniques and models appropriate for teaching the gifted and talented. Curricular development for the culturally diverse gifted receive special treatment. (Prerequisite: SPED 500)

**SPED 572 Learning Theories for Special Educators.** (3 Hours) This course is designed to provide students with basic understanding of selected theories of learning and to enable an analysis of curriculum strategies and materials to facilitate learning. (Prerequisite: SPED 500)

**SPED 579 Research and Independent Study.** (1-3 Hours) Prerequisite: Adviser permission. Implementation of individual student research project under guidance of an adviser. (Prerequisites: Must have advisor approval.)

**SPED 586 Practicum in Special Education.** (3 Hours) Supervised practicum; application of methods and techniques appropriate to various exceptionalities. SPED 587 Practicum: Mildly Moderately Handicapped, SPED 588: Practicum: Visually Handicapped, SPED 589 Practicum: Behavior Disorders, Practicum: Gifted and Talented. (Prerequisites: SPED 500, 530, 532, 550, 599, 528, and 507)

**SPED 599 Seminar in Special Education.** (3 Hours) Currents problems, issues, and trends in the field of special education. (Assignments are made according to area(s) of specialization - SPED 521 Seminar: Mildly/Moderately Handicapped, SPED 523 Seminar: Visually Impaired, SPED 524 Seminar: Behavior Disorders, SPED 526 Seminar: Gifted and Talented. (Prerequisites: SPED 500, 530, 532, and 550)

**SPED 600 Guidance for Exceptional Children and Youth.** (3 Hours) Study of the problems of personal, social, educational, and vocational adjustment of exceptional children and youth.

**SPED 601 Behavior Management Approaches with Exceptional Children and Youth.** (3 Hours) Classroom application of strategies for managing behavioral problems in the school, emphasis on research in classroom behavior modification. (Prerequisites: SPED 600, 607, 605, 699, and 606)

**SPED 602 Cognitive Processes and Exceptional Children.** (3 Hours) Study of cognitive development of exceptional children with emphasis on the impact of exceptionality on cognition.

**SPED 603 Psychoeducational Evaluation of Exceptional Children.** (3 Hours) Procedures in assessing exceptional children and youth with special attention given to interpretation and application of diagnostic instruments for the purpose of planning prescriptive programs.

**SPED 604 Administration and Supervision in Special Education.** (3 Hours) Analysis of organizational and administrative principles and practices for diverse programs in special education. (Prerequisites: SPED 600, 607, 605, 686, and 679)

**SPED 605 Psychological Aspects of Exceptionality.** (3 Hours) Intensive study of research findings relevant to differences in exceptional children; the psychological, social, and vocational aspects of successful adjustment will be stressed.

**SPED 606 Consulting/Itinerant, and Resource Teaching In Special Education.** (3 Hours) Role responsibilities, and problems of consulting, itinerant, and resource teachers in special education. (Prerequisites: SPED 600, 607, 605, 699)

**SPED 607 Research in Exceptional Child Education** (3 Hours) Study, analysis, and evaluation of selected research and other literature reflecting various areas of exceptionality. (Prerequisite: SPED 605)

**SPED 679 Individual Research.** (1-3 Hours) Prerequisite: Permission of Advisor. Special attention given to design, application, and evaluation of student research projects (to be conducted under the supervision of an adviser). (Prerequisites: Pass English Competency, Pass Area Comprehensive Examination; SPED 600, 607, 605, and 686)

**SPED 686 Practicum in Special Education.** (3-6 Hours) Supervised practicum; application of methods and techniques appropriate to various exceptionalities. (Assignments are made according to area (s) of specialization SPED 670 Practicum: Mildly/Moderately Handicapped, SPED 671 Practicum: Visually Handicapped, SPED 672 Practicum SPED 674 Practicum: Gifted and Talented. (Prerequisite: SPED 605)

**SPED 699 Seminar in Special Education.** (3 Hours) Intensive study and analysis of contemporary issues and trends in the area of special education with implications for curriculum planning and teaching methodology. (Assignments are made according to area (s) of specialization SPED 608 Seminar: Mildly Moderately Handicapped, SPED 609 Visually Handicapped, SPED 610 Seminar, SPED 612 Seminar: Gifted and Talented. (Prerequisite: SPED 600, 607, and 605)

**SPED 701 Assessment of Special Populations.** (3 Hours) Interpretation of test data to be used in remedial planning for individuals in special education programs.

**SPED 706 Medical Aspects of Developmental Disabilities.** (3 Hours) A study of definitions, classifications, characteristics, evaluations, diagnosis, and treatments of medical conditions of individuals with exceptionalities.