

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

Dr. Hill Williams, Associate Professor
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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.

Course	Title	Semester Hours
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

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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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.