

## SCHOOL OF INSTRUCTIONAL LEADERSHIP

Dr. Vivian Taylor, Associate Dean  
P.O. Box 18889  
Telephone: (601) 979-2226  
Fax: (601) 979-3411  
E-mail: vivian.taylor@jsums.edu  
Office: Room 309  
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  
P.O. Box 18380  
Telephone: (601) 979-2341  
Fax: (601) 979-2178  
e-mail: ruth.a.searcy@jsums.edu

### 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.

Core Requirements		Semester
Course	Title	Hours
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
<b>Suggested Electives</b>		
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>	<hr/> 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>	<hr/> 12
	<i>Total Hours</i>	<hr/> 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

P. O. Box 18840  
Telephone: (601) 979-2373  
Fax: (601) 979-2469  
e-mail: hill.williams@jsums.edu

**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

P. O. Box 18829

Telephone: (601) 979-3353

Fax: (601) 979-1163

E-mail: tabitha.n.otieno@jsums.edu

### 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

P. O. Box 17870

Telephone: (601) 979-2370

Fax: (601) 979-4190

e-mail: ruby.l.wiggins@jsums.edu

### 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
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>	<u>15</u>

**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	<u>3</u>
<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	<u>3</u>
<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>	<u>36</u>

**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.