

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

SCHOOL OF INSTRUCTIONAL LEADERSHIP

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Joseph H. Jackson School of Education

Departments

- ◆ Elementary and Early Childhood Education
- ◆ Health, Physical Education and Recreation
- ◆ Special Education

DEPARTMENT OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION

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The Department of Elementary and Early Childhood Education offers graduate programs leading to the Master of Science in Education Degree in Early Childhood Education, Literacy and Elementary Education; 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 of Science in Elementary Education

Admission Requirements

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

- Proof that the candidate holds a current class 'A' Educator's License or is seeking renewal of the license through attaining college credit hours as deemed necessary by the Mississippi State Department of Education (Copy of class 'A' Educator's License)

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 Requirement

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

Specialization Courses

RE 552	Recent Methods and Materials for Teaching Elementary Literacy	3
EDCI 557	Problems and Issues in Social Studies	3
EDCI 563	Problems and Issues in Science	3
EDCI 564	Current Trends in Elementary School 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 project	3-6

Master of Science 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	Hours
EDFL 511	History and Philosophy of Education	3
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research	3
EDCI 569	The Developmentally Appropriate Early Childhood Curriculum	3

Concentration Courses in Early Childhood Education

EDCI 501	The Family in the Cross Cultural Perspective	3
EDCI 502	Literacy Development and the Young Child	3
EDCI 503	Seminar in Child Development	3
EDCI 504	Methods and Materials for Teaching Young Children	3
EDCI 505	Assessing the Young Child	3
EDCI 507	Organization and Administration of Early Childhood Education Programs	3
EDCI 508	Children's Literature	3
EDCI 591	Observation and Supervised Field Experience in Early Childhood Education	3

Master of Science in Literacy Education**Program Objectives:**

- To develop candidates who understand the research bases for implementing evidence-based practices in literacy instruction
- To prepare candidates to utilize diagnostic-prescriptive strategies of intervention for struggling readers and writers
- To instruct candidates to disseminate research and information concerning reading to guide their research endeavors
- To guide candidates as they integrate Internet technologies into classroom lessons to ensure students will be prepared for the technology and literacy futures they deserve
- To instruct candidates in how to use literacy to celebrate the diverse cultures that increasingly defines our population
- To equip candidates with leadership in literacy skills

Admission Requirements:

Each candidate must also complete an admission packet from the Department of Elementary and Early Childhood Education. The admission packet includes, but is not limited to the following requirements:

- Proof of a Baccalaureate degree of Education from an accredited university or college with a minimum undergraduate cumulative GPA of 2.5 for conditional admission.
- Proof from ETS showing passing scores on both parts of PRAXIS II (Curriculum and Instruction

and also the PLT) Any candidate scoring below 157 on the PRAXIS II Reading Specialist (5301) is required to complete EDCI 565 the following semester. The PRAXIS Reading Specialist Exam must be passed before the degree may be conferred.

- Proof that the candidate holds a current class 'A' Educator's License or is seeking renewal of the license through attaining college credit hours as deemed necessary by the Mississippi State Department of Education (Copy of class 'A' Educator's License)
- Complete an acceptable writing sample and interview process with departmental faculty

Degree Requirements:

The Master of Literacy Education course work includes the following requirements:

1. Nine (9) semester hours of core coursework in statistics and curriculum methods
2. Twenty-four (24) semester hours of specialized content
3. Six (6) hours of clinical and practical experiences
4. Coursework must be attempted in the required sequence of prerequisites
5. Throughout the course of study, eight (8) major assessments must be successfully completed according to the International Literacy Association's established criteria.

Core Requirements**Literacy Research and Foundations:**

Course	Title	Hours
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research	3
RE 506	Foundation of Reading	3

Specialization Courses

RE 502	Workshop: Current Problems and Issues in Literacy Instruction	3
RE 503	Theory and Research in Teaching Literacy	3
RE 510	Teaching Literacy Skills in the Content Areas	3
RE 512	Using Literature to Teach Literacy Skills	3
RE 550	Psychology of Literacy Instruction	3
RE 552	Methods and Materials for Teaching Elementary Literacy Skills	3
RE 556	Supervised Practicum in Literacy I	3
RE 557	Supervised Practicum in Literacy II	3
RE 559	Leadership in Literacy	3

Master in Elementary and Special Education

The College of Education & Human Development has been awarded a Mississippi Teacher Residency grant from the Mississippi Department of Education through which the Jackson Public Schools, Choctaw County Schools, and Canton Public Schools Districts in collaboration with Jackson State University will strengthen and expand current teacher pathways to complete their graduate degree and achieve Mississippi Teacher Certification. Through the JSU ESED Program model (which combines coursework and job-embedded training) we will prepare diverse and effective teachers in critical shortage areas that serve low-income children, racial/ethnic minorities, and children with disabilities disproportionately impacted by COVID-19. Through partnerships, the program will address the critical shortage of graduate level certified elementary and special education teachers; and diversify the teacher pipeline so that all students have well-prepared and appropriately licensed teachers.

The ESED program is housed in the Department of Elementary and Early Childhood Education and delivered in collaboration with the Special Education program. Graduate students participating in the ESED program will be engaged in a concentrated Master's degree program in Elementary Education and Special Education.

The objectives of this degree program are to: 1) increase the number of day one ready teachers in Mississippi; 2) diversify the pool of teachers in Mississippi; and 3) increase the number of teachers who stay in the teaching profession for a minimum of 3 to 5 years post-graduation.

The expected outcomes of this degree program are to increase K-12 student achievement by improving the preparation of teachers and to foster the creation of a culture of collaborative professionalism that will improve student performance, enhance school leadership, increase teacher retention, and strengthen school-community engagement. The Master's in ESED Degree Program will seek accreditation through the Council for the Accreditation of Educator Preparation (CAEP).

The ESED degree will provide a path to teaching for individuals who hold a bachelor's degree but have not previously earned certification to teach. Applicants may be either a recent college graduate or "a mid-career professional from outside the field of education possessing strong content knowledge or a record of professional accomplishment. Applicants may also be teacher assistants or other school personnel who hold bachelor's degrees who do not have teacher certification. Program graduates will exit with a commitment to teach in a geographical critical shortage school or district serving low-income children, racial/ethnic minorities and children with disabilities disproportionately impacted by COVID-19. ESED will

provide a solid preparation for teaching, in elementary and special education, alongside a highly qualified mentor for at least a year. Admission to the program occurs annually and begins each summer. Applications are due by March 1st.

The integrated curriculum for the ESPED Program consists of both Elementary Education and Special Education content organized so that students can matriculate through program requirements in a theory & practice-based year-long, thirty-six (36) credit hour, internship-apprentice based manner in the classroom of an experienced mentor teacher.

Core Requirement

Course	Title	Hours
SPED 500	Survey of Exceptional Children*	3
SPED 504	Administration and Organization	3
SPED 507	Advanced Methods in Behavior/Management*	3

Specialization Courses

EDCI 500	Introduction to Teaching Internship	3
SPED 528	Educational Assessment and Prescriptive Planning*	3
ESED 505	Early Literacy I	3
ESED 507	Early Literacy II	3
ESED 508	Math, Social Studies & Science Methods	3
SPED 586	Practicum in Special Education	3
RE 600	Diagnosis and Correction of Reading Difficulties I	3
ESED 511	High Leverage Practices	3
RE 601	Diagnosis and Correction of Reading Difficulties II	3
Total Program Hours		36

Pre-licensure courses are denoted with an asterisk. There is also a Graduate Area Comprehensive Examination (GACE) Requirement. Students may register after successful completion of 24 credit hours. The GACE for this program will be completed during the spring semester.

Specialist Degree in Elementary Education Concentration

Program Objectives

The program illustrates advanced knowledge about pedagogical skills and earning 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.

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.

Admission Requirements

Students applying for admission to the Specialist program must obtain general admission to the Division of Graduate Studies; however, this does not guarantee admission to the College of Education Specialist program in the specific area of concentration. Students must also complete an application to the specific department.

- A master's degree from an accredited college or university
- An overall GPA of 3.0 or above (on a 4.0 scale) on the master's degree
- Student must hold a valid teaching license: Proof of Class "AA" Educator License.
- A completed Specialist program application
- Three letters of recommendation
- Acceptable evidence of the applicant's writing ability as determined by a writing sample completed under the supervision of the screening committee
- A successful interview with the program screening committee
- A recommendation for admission by the screening committee
- A satisfactory GRE score
- Deadline for applications for summer/fall admissions is January 15th

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 advisor.

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

Core Courses

Course	Title	Hours
EDFL 601	Advanced Research and Statistics	3
EDFL 602	Comparative Education, <i>or</i>	3
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	3
EDCI 687	Education 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 Council for the Accreditation of Educator Preparation (CAEP), Southern Accreditation Colleges and Schools (SACSCOC), 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 to practice in early childhood.
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 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*

Course	Title	Hours
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
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	5
		Doctoral
		<i>Hours</i>
		32

Cognate* Health, Guidance, Natural Sciences and Mathematics, Special Education, Global Education, Educational Technology and Reading 12

EDCI 799 Dissertation* 9-15
Total** 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 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 Children's Literature. (3 Hours) This course is designed to provide a comprehensive study of children's literature 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 forty-five (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 consists 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) Prerequisite: Admission to the Urban Interdisciplinary Education Curriculum Program for the Doctorate in Early Childhood Education. This course is designed to guide doctoral candidates in the practical aspects of designing original dissertation research. Through variable credit hours, this course will assist students in successfully proposing their desired research, seeking Institutional Review Board (IRB) approval, and defending their approved research. Research must contribute to the discipline's body of knowledge.

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 Literacy Education (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 506 Foundation of 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 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 510 Reading in the Content Area. (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 Literacy 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 Literacy 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 in-depth study of materials and techniques for the teaching of reading at the primary level.

RE 552 Methods and Materials for Teaching Elementary Literacy. (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 Literacy I. (3 Hours) Procedures for diagnosing and correcting learning problems in reading.

RE 557 Supervised Practicum in Literacy 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. Picasso Nelson, Instructor

Ms. Michelle Houston, Instructor

The Department of Health, Physical Education and Recreation offers the Master of Science in Physical Education and the Master of Science in Sport Science with two concentrations: Sport Management and Strength and Conditioning.

Master of Science in Education Physical Education

Accreditation

The Master of Science in Education Physical Education curriculum is designed to meet the Council for the Accreditation of Educator Preparation (CAEP).

Program Objectives

The Master of Science Education Physical Education program objectives are to provide students with advanced specialization in the areas of educational research and statistics, human physiology and movement as well as diverse offerings of specialty courses to broaden the graduate students understanding of modern physical education.

Admission Requirements

Applicants must be admitted to the Division of Graduate Studies and the Department of Health, Physical Education and Recreation (HPER). The HPER Department has the following admission requirements in addition to the Division of Graduate Studies requirements.

1. A minimum cumulative G.P.A. of 3.00 for regular admission and 2.50 for conditional admission, at the undergraduate level.
2. An applicant must hold a bachelor's degree from an accredited college or university.
3. A completed program application.
4. Academic writing sample.
5. Three letters of recommendation
6. A strong statement of purpose including the candidate's strengths and specifically how this degree will advance their professional career.

Degree Requirements

To qualify for the master's degree the student must complete 36 semester hours of graduate work.

Course	Title	Hours
EDFL 514	Elementary Statistics	3