

## Department of Education and Psychology

**Malinda Butler, Ph.D., Chairperson**

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The Department of Education and Psychology administers a curriculum for undergraduate majors in elementary education, general studies, and psychology. Additionally the department offers courses for secondary teacher education majors that will meet the state requirements for certification in the various teaching areas on the secondary levels. The department also offers a graduate degree in teacher education and guidance education and holds as its primary objectives the following:

1. to prepare highly qualified well-trained teaching and non-teaching professionals to work in the educational and professional environments in Mississippi, the nation, and the world;
2. to guide candidates through a series of professional laboratory experiences that will enable them to become competent in their field of study;
3. to encourage and attract diversified talented students as well as those students who may also suffer under the handicaps of socio-economic and cultural deprivation; and,
4. to prepare graduates to demonstrate the competencies needed for continuing their education in graduate and/or other professional schools.

The elementary education curriculum at Alcorn State University consists of a series of integrated, educative experiences for students preparing to teach children in elementary school systems. Basically, these experiences are obtained through core courses, specialized and professional education courses, clinical experiences, and directed teaching. All students majoring in elementary education may obtain two specific areas of concentrations by successfully completing 21 additional hours in each area. The student selects the concentration hours in consultation with his/her advisor.

The Department of Education and Psychology offers a non-teaching degree in Psychology that is designed and intended for students to pursue advanced studies in psychology and related fields. The curriculum focuses on the application of psychological principles of behavior, learning, and personality. The department also provides psychology service courses for all teacher education majors and other majors.

The general studies curriculum is designed for non-traditional students and cannot be chosen by incoming freshmen unless they meet the non-traditional student status.

As a support system, the department Curriculum Resource Center (CRC) is established to (1) house professional educational and psycho-educational materials, instructional materials, learning kits, and extensive collection of audiovisual equipment/materials; (2) serve as a center for small group discussions and seminars and as the physical facility for open forums of educational exchange; (3) serve as a laboratory for the development of mediated instructional materials. The center is open, on a daily basis, to all pre-service and in-service students. Teacher education faculty is encouraged to utilize the center to provide instructional experiences as needed.

## EDUCATIONAL PERSONNEL AND STAFF DEVELOPMENT

The Department of Education and Psychology sponsors workshops, seminars, and mini-courses in designated areas during the academic year and the summer months. These activities are designed to supplement the regular instructional program and to provide in-service personnel with simulated opportunities to observe, examine, and study teaching/learning situations to enhance the resolution of classroom-related learning situations and events. Credits for these staff development exposures vary depending upon the length and concentration but are generally based as credit hours or continuing education units. Inquiries relative to specific workshops, seminars, or mini-courses should be addressed to the department chairperson or project leader.

### ELEMENTARY EDUCATION (124 credit hours)

#### Freshman Year (33)

First Semester	Hrs.	Second Semester	Hrs.
EN 111    Composition	3	EN 112    Composition	3
PH 132    General Psychology	3	PY 111    Physical Science	3
HI 111    World Civilization	3	PE 122    Health	3
BI 111    General Biology I	3	PE 101    Physical Education	1
MA 121    College Algebra	3	IT 100L    Basic Computer Systems Lab	1
UL 101    University Life	1	MA 223    Intro to Analysis w/app	3
		BI 112    General Biology II	3
	<b>16</b>	<b>Total</b>	<b>17</b>

#### Sophomore Year (34)

ED 200    Soc St. Global & Multi.	3	ED 348    Foundations of Education	3
SA 223    Oral Communications	3	EN 231    Vocabulary Development	3
EN 213    Studies in Literature	3	PE 328    Movement Education	3
PE 200    Physical Education	1	PH 326    Psy. For Except. Children	3
AR 214    Art Appreciation	3	MA 306    The Real Number System	3
MU 213    Music Appreciation	3	_____    Elective*	3
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>18</b>

\*Area of concentration

#### Junior Year (30)

ED 314    Early Reading Literacy I	3	ED 302    Practicum/Technology	3
ED 345    Language Arts/Lit.	3	ED 320    Reading Diagnosis	3
PH 336    Educational Psychology	3	ED 317    Early Reading Literacy II	3
PH 347    Measurement & Eval.	3	ED 351    Classroom Management	3
ED_____    Elective* ED 403	3	ED_____    Elective* ED 405	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>15</b>

#### Senior Year (27)

ED 416    Arithmetic for Teachers	3	ED 458    Directed Teaching	12
ED 435    Science for Teachers	3		
ED 452    Strat. & Tech. of Teach	3		
ED_____    Elective* ED 482	3		
PE 467    Adapative Physical Ed.	3		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>12</b>

\*Area of concentration

## **EDUCATION (ED)**

- ED 200 SOCIAL STUDIES/MULTICULTURAL 3-0-3  
This course is designed to promote in students analytical and evaluative abilities to confront and understand issues such as participatory democracy, racism, sexism, and parity of power. It also focuses on skills for value clarification as well as examine the dynamics of diverse cultures and linguistic variations.
- ED 302 TEACHING PRACTICUM/TECHNOLOGY 3-0-3  
This course provides opportunities for direct field experiences in the classroom. Students are required to demonstrate competencies in groups, individualized instruction, curriculum organization and classroom management, and integrating technology in the classroom.
- ED 307 EDUCATION AND PSYCHOLOGY OF STUDENTS WITH EMOTIONAL DISTURBANCES 3-0-3  
Considers various theoretical aspects of emotional disturbances in children and means of inducing change. Emphasizes practical problems in schools and social situations.
- ED 308 EDUCATION AND PSYCHOLOGY OF STUDENTS WITH MENTAL RETARDATION 3-0-3  
This course is designed to instill the basic concepts which are fundamental in the study of mental retardation. The course covers the historical development of mental retardation practices and programs in relation to medical, psychological, and educational procedures and investigations. Emphasis is placed upon diagnostic interpretations of retardation classifications, the discovery and implementation of viable educational programs.
- ED 310 PSYCHOLOGY AND EDUCATION OF CHILDREN WITH LEARNING DISABILITIES 3-0-3  
This course emphasizes psychological diagnostic testing of children with learning disabilities and a concise study of the disorders of visual and auditory perception, language, motor coordination, equilibrium, and laterality. Relationships between diagnostic findings and remediating the child's disabilities are stressed.
- ED 314 EARLY READING LITERACY I 3-0-3  
Introduction to reading, history, overview of field and basic instructional procedures. Special emphasis is placed on word recognition comprehension and the sequence of reading skills.
- ED 317 EARLY READING LITERACY II 3-0-3  
This course is designed to acquaint the students with techniques of diagnosing pupils' reading problems and methods of solving such problems. The course involves the use of various tests of reading and the use of certain instruments in reading improvement. Laboratory experiences are part of the students' class activities.  
Pre-requisites: ED 320 and ED 314.
- ED 320 DIAGNOSIS AND CORRECTION OF READING DISABILITIES 3-0-3  
This course examines the causes of reading problems and procedures for their correction. Lectures and laboratory work are utilized in implementing the course.  
Pre-requisite: ED 314.
- ED 322 COMMUNICATIVE ARTS IN EARLY CHILDHOOD EDUCATION 3-0-3  
Emphasis is placed on the role of language in the socialization process, contributions of literature to child development, and children's original expressions.

ED	334	SCIENCE AND NUMBER CONCEPTS This course emphasizes initial teaching techniques in making science and number concepts effective and creative.	3-0-3
ED	344	LANGUAGE DEVELOPMENT AND LITERATURE This course traces the history of language and literature from the beginning up to modern day. It also discusses the influences that language and literature have on early childhood education techniques and practices in today's society.	3-0-3
ED	348	FOUNDATIONS OF EDUCATION A study of basic educational philosophy, history, and sociology as a means of understanding contemporary trends and practices in education.	2-0-2
ED	351	MANAGING CLASSROOM BEHAVIOR An in-depth study of strategies and procedures that are developmentally appropriate for classroom settings. Students will analyze facets of behavior and prescribe research based measures to combat inappropriate behavior and encourage acceptable behavior in the classroom.	3-0-3
ED	356	ORGANIZATIONAL PROCEDURES FOR SPECIAL EDUCATION This course describes philosophical and historical aspects of special education, reviewing relevant court cases, enactment of laws, development of appropriate parent-teachers-student interactions and the essential need for keeping classroom records.	3-0-3
ED	394	WORKING WITH FAMILIES IN SPECIAL EDUCATION This course is designed to provide strategies for productive interactions between special educators and others such as colleagues, employers, parents, service providers, professionals, and students.	3-0-3
ED	396	COLLABORATION AND CONSULTATION IN SPECIAL EDUCATION Includes a focus on content and process related to the practice of collaboration between general and special educators. Topics related to the content of collaboration include various models of collaboration and consultation. Classroom intervention strategies for implementation in the mainstream (e.g., cooperative learning and peer tutoring) as well as more individualized supports and specific aspects of integrating the medical model with educational settings will also be included.	3-0-3
ED	398	ORGANIZATION, PRINCIPLES, PROCEDURES FOR EARLY CHILDHOOD EDUCATION This course is designed to examine educational principles and curricula matters that are relevant to pre-school and primary levels of the school program. Attention will be given to current experimental programs in the field of early childhood education.	3-0-3
ED	403	SEMINAR IN READING This course is designed to discuss current instruction in reading, focusing on innovations as well as problems. Special attention will be given to relevant research in the area of reading.	3-0-3
ED	404	TEACHING PSYCHOLOGY IN THE SECONDARY SCHOOL This course examines the methods of teaching psychology in the secondary school. Techniques of effective teaching, preparation of materials, and setting up classroom demonstrations using psychological laboratory apparatus are emphasized in the course. Students are required to prepare teaching units, lesson plans, class demonstrations of psychological phenomena, examinations, and observe classroom teaching.	3-0-3

ED	416	ARITHMETIC FOR CHILDREN This course is designed to acquaint students with the content knowledge of mathematics as well as methods, strategies, and techniques for teaching math to elementary grades.	3-0-3
ED	421	SEMINAR IN EDUCATION (K-8) This seminar is essentially a survey of problems encountered by teachers and students in elementary education and consists of readings, research and discussion in the area of the individual student's interest.	3-0-3
ED	430	SEMINAR IN EARLY CHILDHOOD EDUCATION This course emphasizes a study of social, emotional, physical, and intellectual problems encountered by pre-school children. Individual research projects are selected on the basis of their applicability to sound educational principles of learning and constructive curricular innovations in early childhood education.	3-0-3
ED	435	SCIENCE FOR CHILDREN This course deals with objectives, methods, and materials in science instruction for elementary grades. Proper use of laboratory and field practice is stressed.	3-0-3
ED	451	TEACHING STUDENTS WITH SEVERE AND PROFOUND DISABILITIES This course deals with characteristic, identification, incidence causes, prognosis and education of the severe and profound mentally retarded. Two field trips per semester will be made to state institutions by students who are enrolled in this course for purposes of observing the SMR.	3-0-3
ED	452	ELEMENTARY CURRICULUM (K-8) This course is designed to give students a background in curriculum development, methods, techniques, and procedures appropriate for teaching the different subjects in (K-8). Special attention will be given to curriculum development, classroom and instructional re-organization such as team teaching, non-gradedness, flexible scheduling, etc. The selection and accumulation of the appropriate sequencing of subjects and teaching materials, including media, are included.	3-0-3
ED	453	LEGAL AND LEGISLATIVE FOUNDATIONS OF SPECIAL EDUCATION This course is designed to review the practical application of laws, regulations, court decisions, and public policy relevant to the supervision of special education services and programs.	3-0-3
ED	458	DIRECTED TEACHING (ELEMENTARY) Directed teaching includes eight weeks of laboratory experience, observing and teaching in one of the cooperating educational centers, and participation in a pre-seminar and post-seminar. These seminars are designed to identify and discuss practical guidelines for the directed teaching process, with special emphasis given to analysis and evaluation of on-the-field experiences.	12 sem. hrs.
ED	468	DIRECTED TEACHING (SECONDARY) Description is the same as ED 458 except laboratory experiences are in secondary schools under the supervision of a supervising teacher for eight weeks.	12 sem hrs.
ED	482	ISSUES, TRENDS, AND INNOVATIONS IN READING This course focuses on recent issues, trends and innovations in reading instruction and how these can be used to better implement the entire reading process throughout disciplines.	3-0-3

ED	491	INDEPENDENT STUDY AND RESEARCH Designed to provide honors students with an opportunity to do independent study and research under the direction of the faculty.	3-0-3
ED	492	INDEPENDENT STUDY AND RESEARCH A continuation of ED 491.	3-0-3
ED	494	SEMINAR (HONORS) Designed to provide opportunity for discussion and examination of timely problems and issues on education. Open to honors students only.	3-0-3
ED	495	SEMINAR A continuation of ED 494.	3-0-3
ED	498	READING IN THE SECONDARY SCHOOL A course designed to familiarize junior and senior high school teachers with reading methods and materials. Special emphasis is placed on improving reading skills in the subject matter areas and providing suitable material for poor readers.	3-0-3