# SCHOOL OF EDUCATION AND PSYCHOLOGY

**Robert Carr, Ph.D., Dean**
**Walter Washington Administration Building, Suite 409**
**601-877- 6141 FAX 601-877-6319**

| Degree | Required Admission Test |
|---|---|
| Master of Science in Education: Elementary Education | Praxis I and II / Educator License |
| Master of Science in Education: Early Childhood Education | Praxis I and II / Educator License |
| Master of Science in Education: Reading | Praxis I and II / Educator License |
| Secondary Education Master's: Biology | Praxis I and II / Educator License |
| Secondary Education Master's: Chemistry | Praxis I and II / Educator License |
| Secondary Education Master's: English | Praxis I and II / Educator License |
| Secondary Education Master's: Science | Praxis I and II / Educator License |
| Secondary Education Master's: Mathematics | Praxis I and II / Educator License |
| Secondary Education Master's: Social Science | Praxis I and II / Educator License |
| Secondary Education Master's: School Counseling | GRE General Test, Praxis I |
| Secondary Education Master's: Health and Physical Education | Praxis I and II / Educator License |
| Secondary Education Master's: Athletic Adm. and Coaching | Praxis I and II / Educator License |
| Secondary Education Master's: Special Education | Praxis I and II / Educator License |
| Master of Arts in Teaching: Elementary Education | Praxis I and II |
| Master of Arts in Teaching: Secondary Education | Praxis I and II |
| Specialist in Elementary Education | Praxis I and II / Educator License-AA |

## DEPARTMENT OF
## EDUCATION AND PSYCHOLOGY

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GRADUATE FACULTY
Malinda Butler, Ph.D., Chair/Assistant Professor
Robert Z. Carr, Jr., Ed.D., Dean/Associate Professor
LaShundia Carson, Ed.D., Assistant Professor
Karen Cathey, Ph.D., Assistant Professor
Arnetta Crosby, Ph.D., Assistant Professor
Jan Duncan, Ph.D., Associate Professor
Pamela Felder, Ph.D., Professor
Barbara Warner Martin, Ph.D., Associate Professor
April Owens Rankin, Psy.D., Assistant Professor
Alvin T. Simpson, Ph.D., Professor
Tabitha Smith, Ed.D., Assistant Professor
Sandra Wilson-Hull, Ph.D., Associate Professor
Dylinda Wilson-Younger, Ph.D., Assistant Professor
Helen Wyatt, Ed.D., Associate Professor

# MASTER OF SCIENCE IN EDUCATION DEGREE
# IN ELEMENTARY EDUCATION

## Program Description

The Master's degree at Alcorn State University is designed to meet all criteria set forth by the State Department of Education. This degree consists of 33 hours of course requirements and leads to the AA licensure. The department offers endorsements in the following areas: Early Childhood Education, Elementary Education and Reading. The Educational programs are structured to utilize the educational experiences of the students in the program. Degrees are designed to allow students to explore issues, design curriculum and learn new strategies and techniques that will enable them to become more effective educators, through the application of theory and new research to their educational practice. Upon completion of the courses, the student will be able to:

1. Apply the central concepts, tools of inquiry, structures, contemporary theories, and paradigms in education that develop a classroom climate to enhance the social, emotional, physical and psychological aspects of students;

2. Create and deliver lesson segments that reflect theory and practice;

3. Demonstrate effective interpersonal communication skills of speaking, listening, reading, and writing when interacting with pupils, parents, teachers, and other school personnel

4. Design performance-based assessments and implement assessment, instruction, evaluation, and intervention plans;

5. Use media and technology as tools for professional development and to promote student learning; and

6. Model professionalism and high ethical standards in the classroom, and develop appropriate strategies for self-evaluation as a means of assessing one's own professionalism and teaching effectiveness.

Program Admission Requirements:

All students desiring to enter the Master's of Science in Education Program in Elementary Education at Alcorn State University should first seek admission to Graduate School. Official transcripts and documentation of a Mississippi teacher's license in a teaching area should be forwarded with the admission application. The Early Childhood option is only applicable to educators holding certification in K-3 or K-6 endorsement areas.

*Note: If a person is admitted with a secondary teacher's license, they will be endorsed in 4-8 only. If the Mississippi State Department of Education changes the licensure structure, the School of Education and Psychology must adhere to the changes. This program is not intended for special school personnel that have only an endorsement in Guidance Education without a teaching endorsement.

# ENDORSEMENT AREA: EARLY CHILDHOOD EDUCATION

## Course Requirements

| **Core Education Courses (12 hours)** | | **Credits** |
|---|---|---|
| ED 512 | Foundations of American Education. | 3 hrs. |
| ED 514 | Methods of Educational Research | 3 hrs. |
| PH 513 | Advanced Educational Psychology | 3 hrs. |
| ED 533 | Curriculum (Methods) Development | 3 hrs. |

| **Field of Endorsement (15 hours)** | | **Credits** |
|---|---|---|
| ED 538 | Reading and Language Arts Experiences in ECE | 3 hrs. |
| ED 541 | Behavior Factors and Experiences in ECE | 3 hrs. |
| ED 539 | Mathematics Concepts and Experiences in ECE | 3 hrs. |
| ED 543 | Theory and Historical Development in ECE | 3 hrs. |
| ED 545 | Seminar in ECE | 3 hrs. |

| **Electives (6 hours)** | | **Credits** |
|---|---|---|
| ED 535 | Models of Teaching in ECE | 3 hrs. |
| ED 536 | Assessing the Young Child | 3 hrs. |
| ED 546 | Director of Early Learning Centers | 3 hrs. |
| ED 548 | Child Welfare | 3 hrs. |
| ED 549 | Parenting in a Pluralistic Society | 3 hrs. |
| ED 550 | Thesis in ECE | 3 hrs. |
| ED 542 | Practicum in ECE | 3 hrs. |
| | **TOTAL** | **33 hrs.** |

# ENDORSEMENT AREA: ELEMENTARY EDUCATION

The Elementary Education Program is offered on an accelerated level as well as the traditional 16 weeks class completion schedule. The accelerated program offers classes online on an eight weeks rotation . Students selecting the accelerated program must complete the courses in the sequence of availability.

## Course Requirements

| **Core Education Courses (12 hours)** | | **Credits** |
|---|---|---|
| ED 512 | Foundations of American Education | 3 hrs. |
| ED 514 | Methods of Educational Research | 3 hrs. |
| PH 513 | Advanced Educational Psychology | 3 hrs. |
| ED 533 | Curriculum (Methods) Development | 3 hrs. |

| **Field of Endorsement (15 hours)** | | **Credits** |
|---|---|---|
| ED 525 | Recent Methods and Materials for Teaching Elementary Reading | 3 hrs. |
| ED 524 | Problems of Teaching Arithmetic | 3 hrs. |
| ED 526 | Prob. and Trends in Elementary School Science | 3 hrs. |
| ED 516 | Current Trends in Elementary Social Studies Instruction | 3 hrs. |
| ED 595 | Seminar in Elementary Education | 3 hrs. |

| **Electives (6 hours)** | | **Credits** |
|---|---|---|
| ED 510 | Creative and Mental Growth | 3 hrs. |
| EA 577 | Systematic Teacher Evaluation | 3 hrs. |
| ED 527 | Evaluation & Measurement in Schools | 3 hrs. |
| ED 575 | Metrics For Elementary Teachers | 3 hrs. |
| ED 576 | Art for Elementary Education | 3 hrs. |
| PH 514 | Learning Theories | 3 hrs. |
| ED 530 | Thesis | 6 hrs. |
| | **TOTAL** | **33 hrs.** |

# ENDORSEMENT AREA: READING

## Course Requirements

| **Core Education Courses (12 hours** | | **Credits** |
|---|---|---|
| ED 512 | Foundations of American Education. | 3 hrs. |
| ED 514 | Methods of Educational Research | 3 hrs. |
| PH 513 | Advanced Educational Psychology | 3 hrs. |
| ED 533 | Curriculum (Methods) Development | 3 hrs. |

| **Field of Endorsement (15 hours)** | | **Credits** |
|---|---|---|
| ED 507 | Diagnostic Procedures in Reading | 3 hrs. |
| ED 519 | Basic Skills in Reading | 3 hrs. |
| ED 501 | Research in Reading | 3 hrs. |
| ED 525 | Recent Methods/Materials Elem. Reading | 3 hrs. |
| ED 598 | Recent Methods/Materials Secondary. Reading | 3 hrs. |
| PH 588 | Psychology of Reading | 3 hrs. |

| **Electives (6 hours)** | | **Credits** |
|---|---|---|
| ED 582 | Issues, Trends & Innovations in Reading | 3 hrs. |
| ED 503 | Clinical Procedures in Reading | 3 hrs. |
| ED 538 | Reading & Lang. Arts Exp. in ECE | 3 hrs. |
| ED 504 | Seminar in Reading | 3 hrs. |
| ED 529 | Supervision of the School Reading Program | 3 hrs. |
| | **TOTAL** | **33 hrs.** |

## Education Course Descriptions (ED)

ED 501 RESEARCH IN READING 3 hrs.
This course focuses on research in the area of reading and how this research has and continues to make contributions to the overall instructional process in the area of reading.

ED 503 CLINICAL PROCEDURES IN READING 3 hrs.
Identification, diagnosis, and remediation of reading difficulties.
Pre-requisite: ED 317, teaching experience, and consent of instructor.

ED 504 SEMINAR IN READING 3 hrs.
Emphasis on current innovations and problems; special attention to research in the field.

ED 507 DIAGNOSTIC PROCEDURES IN READING 3 hrs.
Tests, inventories and clinical procedures in appraising reading difficulties.

ED 510 CREATIVE AND MENTAL GROWTH 3 hrs.
Research in the development of habits of creative thinking and its relationship to mental growth, involving art, music, drama, creative writing, and other behavior patterns.

ED 512 FOUNDATIONS OF EDUCATION 3 hrs.
A study of the sociological, historical, and philosophical background of education in America.

ED 514 METHODS OF EDUCATION RESEARCH 3 hrs.
Study of the several approaches to the formulation of research problems, data analysis and hypothesis testing; appraisal and evaluation of published research; techniques of surveying research literature; preparation of short research papers. Development of research proposal is a course requirement.

ED 515 MODERN METHODS OF TEACHING 3 hrs.
A methods course taught by faculty from the various areas of endorsement in secondary education.

ED 516 CURRENT TRENDS IN ELEMENTARY SOCIAL STUDIES INSTRUCTION 3 hrs.
Considers ways in which the materials from the social sciences can be most effectively integrated in the social studies programs of junior and senior high schools. Analyzes problems of both subject matter and methods and appraises them in the light of actual classroom and community needs and of research findings.

ED 517 COMMUNICATIONS WORKSHOP 3 hrs.
Development of personal skills in reading and related communicative arts; emphasis on selection of materials and the guidance of activities appropriate to individualized instruction.

ED 519 BASIC SKILLS IN READING 3 hrs.
Introduction to reading, history, overview of the fields, and basic instructional procedures. (May not be used as part of the undergraduate area of concentration.)

ED 521 MANAGEMENT TECHNIQUES FOR THE CLASSROOM 3 hrs.
This course focuses on preparing students to implement educational techniques and programs which have merit in the special and regular classrooms. Behavior modification techniques and other effective means of managing the classroom are emphasized.

ED 523 DIAGNOSTIC AND PRESCRIPTIVE TEACHING 3 hrs.
Addresses the identification of weakness through diagnostic means and implementing remediation techniques through the process prescriptive teaching.

ED 524 PROBLEMS IN TEACHING ARITHMETIC 3 hrs.
Presents recent developments in content and methodology for elementary school mathematics. Reviews research in mathematics education and stresses the application of psychological knowledge to curriculum development and classroom practice.

ED 525 RECENT METHODS AND MATERIALS FOR TEACHING ELEMENTARY READING 3 hrs.
Emphasis is given to materials; approaches for helping students use reading skills in ever-increasingly difficult circumstances. Particular attention is given to the relationship between reading efficiency and successful achievement in content area.

ED 526 PROBLEMS AND TRENDS IN ELEMENTARY SCHOOL SCIENCE 3 hrs.
Examines the historical background of current developments in elementary science curriculum. Investigates: integration of K-12 programs, problems of methodology, philosophy, materials, and evaluation in the teaching and supervision of science. Allows each student to study a particular problem in depth.

ED 527 EVALUATION AND MEASUREMENT IN SCHOOLS 3 hrs.
An introduction to specific principles and practices relative to group evaluative procedures with emphasis upon the developmental, diagnostic and projective techniques, case study, and standardized testing procedures within the elementary education range.

ED 529 SUPERVISION OF THE SCHOOL READING PROGRAM 3 hrs.
Organization and supervision of the reading program in grades K-12. Emphasis on meeting needs of in-service teachers. Interpretation and use of school-wide data.

ED 531 METHODS AND MATERIALS IN ADULT EDUCATION 3 hrs.
A survey and analysis of various techniques, methods, and devices for teaching adults.

ED 532 PRINCIPLES OF ADULT EDUCATION 3 hrs.
This course exposes students to the philosophy of adult education and learning theories affecting the adult learner. Factors related to learning ability, motivation and achievement of the adult learner will be explored. Students will be able to demonstrate an understanding of the basic laws and principles of learning, especially as these laws and principles relate to the adult learner.

ED 533 CURRICULUM (METHODS) DEVELOPMENT 3 hrs.
A systematic study of the history, theory and practice of public school curriculum development.

ED 534 INTERCULTURAL SENSITIVITY 3 hrs.
This course provides a study of the cultural background of different groups of children, implications for learning and teaching, as well as beliefs and attitudes commonly held by teachers.

ED 535 MODELS OF TEACHING IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course is designed to focus on the major models in Early Childhood Education that have been identifies by noted authorities as effective. Comparing and contrasting the models will take place.

ED 536 ASSESSING THE YOUNG CHILD 3 hrs.
This course focuses on the identifying means of screening diagnosing, and determining effective evaluative procedures for the young child. Diagnostic instruments, materials, methods of teaching will be viewed for effectiveness.

ED 538 READING AND LANGUAGE ARTS EXPERIENCES IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course focuses on reading readiness skills and language development essential for nursery-kindergarten children. Special attention will be given to procedures and provision of activities to promote and insure maximum growth in these areas of emphasis.

ED 539 MATHEMATICS CONCEPTS AND EXPERIENCES IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course is designed to focus on mathematical skills essential for nursery-kindergarten children. Special emphasis will be given to providing the basic concepts in mathematics in order to insure continuous growth in the area.

ED 541 BEHAVIOR FACTORS AND EXPERIENCES IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course emphasizes general influences on the child and his world and the understanding and changing of behavior to promote a more productive learning environment for all early childhood levels. Special attention will be given to factors contributing to behavior and suggestions for solving behavioral problems.

ED 542 PRACTICUM IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course emphasizes involvement in practical experience in an early childhood setting whereas responsibility includes teaching the content areas under the supervision of a master teacher and university supervisor.

ED 543 THEORY AND HISTORICAL DEVELOPMENTS IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course emphasizes growth and development for conception through age six and in the childbearing stage. Basic needs, common recurring pediatric health problems, and common recurring health problems of the maternal cycle are stressed.

ED 545 SEMINAR IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course is designed to explore the many issues, trends, and innovations that have taken and are taking place in education. Emphasis is placed on problems encountered by both the teacher and student. Reading, research, and discussions will take place focusing on all special emphasis areas.

ED 546 DIRECTOR OF EARLY LEARNING CENTERS 3 hrs.
This course is an internship-type setting with selected directors of early learning centers. Special emphasis will be placed on administrative practices and procedures necessary for effective leadership.

ED 548 CHILD WELFARE 3 hrs.
This course concerns the evaluation and current developments in programs for meeting the needs of children. These developments may include substitute parental care, adoptions, child labor laws, juvenile courts, provisions for unmarried parents, the handicapped child, and the exceptional child.

ED 549 PARENTING IN A PLURALISTIC SOCIETY 3 hrs.
This course focuses on the involvement of parents, the pluralistic nature of American Communities, current status or research on parenting, and the powerful influences made by the home and school in a child's total development. Special attention is given to community values, dignity inherent in cultural customs, tolerance in cultural diversity, and other policy issues dealing with American society.

ED 550 THESIS IN EARLY CHILDHOOD EDUCATION 3 hrs.
This course requires the designing and implementation of a research project under the direct supervision of university staff members. The research will focus on a phase of early childhood education.

ED 571 ORGANIZATION, PRINCIPLES, AND PROCEDURES FOR EARLY CHILDHOOD EDUCATION 3 hrs.
Educational principles and curricular matters relevant to preschool and primary levels of the school program are examined. Attention will be given to model program in the field of Early Childhood Education.

ED 576 ART FOR ELEMENTARY TEACHERS 3 hrs.
This course is designed for prospective teachers in the elementary school. Emphasis will be placed on the creative approach to both fine arts and applied arts. Media such as paper, wood, clay, raffia, yarn and other materials are used.

ED 580 METHODS AND MATERIALS FOR THE GIFTED 3 hrs.
An introduction to teaching techniques and procedures, instructional materials and methodology related to implementation and utilization of contemporary and innovative materials for the gifted.

ED 582 ISSUES, TRENDS, AND INNOVATIONS IN READING 3 hrs.
Emphasis is placed on issues, trends, and innovations in reading, successes and failures, and how the knowledge of this contributes to reading success in the instructional setting.

ED 583 EDUCATIONAL INTERNSHIP I 3 hrs.
A total immersion one-year supervised experience in a school setting. Prospective teachers learn to apply the most current research and best practice about effective teaching and learning in the living laboratory of the classroom. Pre-requisite: A three-year (non-renewable) special license issued by the Mississippi State Department of Education.

ED 584 EDUCATIONAL INTERNSHIP II 3 hrs.
Continuation of Educational Internship I. Interns will apply current research and best practices in teaching.

ED 595 SEMINAR IN ELEMENTARY EDUCATION 3 hrs.
This course allows students to survey problems typically encountered by teachers and students studying to become Master Teachers in Elementary Education, and consists of reading, research and discussion in the individual student's interest.

ED 598 METHODS AND MATERIALS OF READING IN THE SECONDARY SCHOOL 3 hrs.
Organization of reading instruction in secondary schools.

## Educational Administration Course Descriptions (EA)

EA 577 SYSTEMATIC TEACHER EVALUATION 3 hrs.
A course designed to train observers in using the Mississippi Teacher Assessment Instruments. Participants will be trained to use Teacher Plans and Materials Instrument (TPM), Position Skills (PS), and Interpersonal Skills (IS) instruments.

## Psychology Course Descriptions (PH)

PH 502 COMMUNITY MENTAL HEALTH MANAGEMENT 3 hrs.
This course is a comprehensive study of the knowledge and skills necessary to function effectively, professionally, and ethically in providing appropriate counseling services in a wide variety of mental health environments. It will also assist the counselor to refine the necessary competencies for effective leadership as a mental health manager.

PH 504 EDUCATIONAL AND PSYCHOLOGICAL STATISTICS 3 hrs.
Introduces concepts and methods used for quantitative investigation. Enables students to perform and interpret the statistical work ordinarily encountered in studies in psychology and education. Topics include descriptive statics, bi-variate analysis and selected non-parametric techniques.

PH 513 ADVANCED EDUCATIONAL PSYCHOLOGY 3 hrs.
This course involves the analysis of psychological theories, principles, and procedures relevant to classroom learning. Special attention will be given to learning theories, testing and evaluation, personality development, and teaching effectiveness.

PH 514 THEORIES OF LEARNING AND PERSONALITY DEVELOPMENT 3 hrs.
A study of the nature of contrasting psychologies of learning. This is further designed to discuss and examine problems, research, and solutions through a variety of schools of thought.

PH 523 ADVANCED CHILD PSYCHOLOGY 3 hrs.
This course is designed to examine the advanced aspects of physical, social, emotional, mental and value development of the child from infancy up to pre-adolescent period.

PH 525 PSYCHOLOGY OF EXCEPTIONAL CHILDREN 3 hrs.
This course offering investigates those constituent disciplines that compose the field Special Education. The causes and incidences of the various exceptionalities within children are investigated in depth. As a graduate course, this course will require mature study, visitation with exceptional children, and surveying legal issues related to exceptional children.

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| PH | 533 | TEST CONSTRUCTION<br>Students will specify or select materials and procedures for assessing learner progress on the objectives. Students will plan assessment procedures or materials appropriate for the objectives and the learners. | 3 hrs. |
| PH | 535 | IDENTIFICATION, DIAGNOSIS, AND EVALUATION OF STUDENTS WITH DISABILITIES<br>A review of psycho-educational processes and techniques used in screening and identifying learning disabilities. The ability to use current principles, procedures, techniques and instrumentation in assessing learning and behavioral patterns of students with disabilities. | 3 hrs. |
| PH | 544 | PSYCHOLOGY OF LEARNING AS APPLIED TO TEACHING<br>Examination of learning processes in both humans and cognition to the classroom situation. | 3 hrs. |
| PH | 550 | INDIVIDUAL MENTAL TESTING<br>A practice in the assessment of intellectual functioning with emphasis on the administration, scoring, and interpretation of individual tests of intelligence. | 3 hrs. |
| PH | 560 | ABNORMAL PSYCHOLOGY<br>An examination of the symptoms, origins, and treatments of mental disorders, mental retardation, and substance abuse disorders. | 3 hrs. |
| PH | 579 | PSYCHOLOGY OF THE GIFTED<br>Emphasis is placed on identifying the characteristics, identification, techniques, and evaluation of the gifted. | 3 hrs. |
| PH | 588 | PSYCHOLOGY OF READING INSTRUCTION<br>The reading process with emphasis on perception and its physiological and psychological correlates. | 3 hrs. |