

Course Descriptions

Professional Education Core (EDU)

Required of all graduate students in the M.Ed. degree program, except Art of Teaching.

620 Teacher as Researcher. Three hours. The study of methodology and interpretation of educational research which acquaints the student with various techniques of research and their use in educational endeavors.

630 Historical and Philosophical Foundations of Education. Three hours. This course is a survey of the development of educational systems and philosophies from ancient times to the present.

640 Curricula Planning. Three hours. A survey of general curriculum development with emphasis upon current practices in curriculum design and organization, evaluation of curriculum materials, and curriculum development including instructional objectives.

Required for the M.Ed. in the Art of Teaching or only as an elective for others.

536 Classroom Management. Three hours. This course provides information to help students develop pro-active strategies to manage the classroom environment and student behavior. Emphasis is placed on students' development of a personal and unique classroom management plan. (May not be taken for graduate credit if taken at undergraduate level.)

650 Tests, Measurements, and Evaluations. Three hours. The study of the measurement and evaluation of student learning with both criterion and norm-referenced procedures. (May not be taken for graduate credit if taken at undergraduate level.)

Art Education (ART)

The M.Ed. candidate who wishes to specialize in art must present an artwork portfolio to be reviewed by the graduate art faculty. A positive evaluation is required for admission to the program.

600 Art History I/Walter Anderson. Three hours. In-depth discussion of the life and works of Walter Anderson. Papers and seminar type discussions are required. Research will be conducted through the primary resources of the Walter Anderson Museum.

601 Art History I/Mississippi Coast Artists. Three hours. In-depth discussion of the life and works of Walter Anderson, Dusti Bonge, and George Ohr. Research will be conducted through discussion with primary resources of the Anderson family and viewing of works available through the Anderson Museum, George Ohr Museum, and family archives.

610 Painting Processes and Applications in Education. Three hours. Individual studio work in painting with media process, subject matter, and developmental learning application for art curriculum development.

611 Drawing Processes and Applications in Education. Three hours. Individual studio work in drawing with media process and developmental learning application for art programs.

613 Ceramics: Hand Building Processes and Applications to

Education. Three hours. Individual studio work in ceramic hand building techniques. Additional study in clay and glaze formulation as well as kiln firing within classroom studio situations.

614 Ceramics: Wheel Throwing Processes and Application to Education. Three hours. Individual studio work in ceramic wheel throwing techniques. Additional study in clay and glaze formulation as well as kiln firing within classroom studio situations.

620 Sculpture Carving Process and Applications to Education. Three hours. Individual studio work in carving, concentrating on stone for the sculptor with techniques for teaching carving in art programs.

621 Sculpture Mold Making/Casting Process and Applications to Education. Three hours. Individual studio work in mold making and casting with techniques and developmental learning application for art programs.

630 Applied Computer Graphic Design in Art Education: Photoshop. Three hours. Introduction to the application of desktop publishing software, Photoshop. Through practical study of the current Photoshop, this introductory course will provide a solid understanding of the various technical capabilities as it applies to the classroom instruction. From scanning to rendering, the course will cover this most popular software program's vast capabilities. *Prerequisite: A working computer knowledge.*

631 Applied Graphic Design in Art Education: Graphic Illustration. Three hours. Traditional painting and drawing skills will be emphasized as they apply to graphic illustration as visual problem solving. The creative process is explored in depth as the student prepares an illustration from the conceptual thumbnail stage to a finished product.

649 Independent Study. Three hours. Individual research and study under the guidance of a graduate faculty member.

660 Issues and Trends in Art Education. Three hours. A course designed to research recent developments in art education including the aims, philosophies, methods, content, and problems related to the field.

680 Research in Art Education. Three hours. A course designed to help the student plan and carry out a research project. Specific course content will be designed to meet the research needs of the individual student. *Prerequisite: Education 620, Introduction to Research.*

690 Art Workshop. Three hours. Special topic courses to be named when offered.

691 Seminar in Art Education: Special topics. Three hours. Selected topics, content, and teaching methods by guest lecturers and graduate faculty.

Education (EDU)

572 Survey of Exceptional Children. Three hours. A study of exceptionalities from the gifted to the profoundly handicapped. This course is a prerequisite for the mildly/moderately disabled concentration. (May not be taken for graduate credit if course was taken at undergraduate level.)

574 Reading in the Middle and Secondary School. Three hours. The development of reading skills in the content areas. Emphasis on helping the middle and secondary school student read more effectively. (May not be taken for graduate credit if course was taken at undergraduate level.)

575 Teacher Induction. Three hours. A course designed to provide entry educators with effective research-based strategies for managing the learning environment, for using appropriate teaching strategies, and for establishing effective communication skills in a school setting. The course extends for more than one trimester with collaboration between the school district and college. The student registers only one term but has to cross-over terms to complete requirements.

601 Social Studies in the Elementary School. Three hours. The study of research and techniques for teaching social studies as an integrated approach is emphasized.

602 Trends in Children's Literature. Three hours. A survey of children's literature and current techniques for using literature in all areas of the curriculum.

603 Seminar in Early Childhood Education. Three hours. A study of curricula trends and issues in early childhood education. Emphasis is placed on developmentally appropriate curriculum and practice, current research, and organization and evaluation of learning experiences for the young child.

606 Integration of Content Curriculum. Three hours. Components from social studies, science and mathematics in the elementary school will be included. Integrating each of these subjects through discovery, hands-on experiences and problem-solving is emphasized. The scope and sequence of the elementary curriculum is examined with an emphasis placed on the development of concepts and generalizations appropriate for the elementary child. Prerequisite: EDU 640.

607 Elementary School Mathematics. Three hours. A study of current research and methodology for teaching mathematics in the elementary school. Emphasis is placed on incorporating current NCTM standards in the classroom.

608 Multiple Intelligences. Three hours. An examination of the theories of multiple intelligences, brain-based learning, and learning styles. The influence of these theories on the concepts of creativity, metacognition, and critical thinking is applied to classroom practice.

609 Science in the Elementary School. Three hours. Trends, innovations, and research for teaching life science and physical science in the elementary school are explored.

611 Current Trends in Reading. Three hours. Current research related to the effective teaching of reading in the elementary school is explored.

615 Language Arts in the Elementary School. Three hours. The development of communication skills and concepts is explored through research and practical experiences.

616 Art in the Elementary School. Three hours. Art activities and materials which stimulate thought processes and development of children from one stage of growth to another. The analysis of successful teaching activities and ways relationships between art and other subjects within the school curriculum are explored.

617 Multicultural Education. Three hours. An examination of

strategies and resources for teaching students of diverse cultural backgrounds. The development of units and activities exploring multicultural topics is required.

621 Theories of Learning. Three hours. An in-depth study of learning theories, cognitive development, and current topics related to appropriate educational classroom practice. Same as PSY 621.

625 Technology in Education. Three hours. A study of the use of computers and other technology in the classroom. The student is given hands-on experiences using technology including understanding of the Internet.

626 Cooperative Learning. Three hours. A study of various forms of cooperative learning structures that can be implemented in all curriculum areas.

627 Performance Assessment. Three hours. This course will examine theory, practice, and strategies related to assessing student achievement in the contemporary classroom.

628 Direction and Supervision of Student Teachers. Three hours. This course is designed to train prospective supervising teachers to be knowledgeable mentors who understand how to train the "safe practitioner." The class focuses attention on each aspect of the teaching/learning experience and environment. Case studies are also studied and discussed that explore diverse situations in urban, suburban, and rural schools.

635 Internship. Two to six hours in increments of two. Pass-Fail grade. Students will be supervised by a college faculty member in a school where they are employed. Students are required to attend scheduled seminars which will include research and discussion on current educational issues related to the classroom teacher. The internship will last for a full academic year (August-May).

636 Reading and Writing Across the Curriculum. Three hours. An introduction to specific principles and practices of integrating reading/writing across the curriculum with emphasis placed upon an awareness of balancing the process and the product, strategies for using the approach and assessment.

637 Advanced Diagnosis of Reading and Writing Difficulties. Three hours. This course provides specific knowledge in the assessment of the reading and writing abilities of elementary students. An emphasis is placed on the various causal factors which might inhibit the student's developmental processes of learning to read and write effectively and strategically, and an understanding of these factors might enable a teacher to develop and implement a program of prescriptive instruction.

642 Home-School-Community Relations: Working With Parents. Three hours. Current research regarding parent involvement programs, parent education, parent-teacher conferences, using community resources, and current topics are explored.

646 Secondary Methods. Three hours. An in-depth study of current management, instructional and evaluation processes and practices within secondary schools. Methods and problems related to teaching and learning in the student's major field will be emphasized.

651 The Gifted Child. Three hours. A study of the social, emotional, physical, and intellectual characteristics of the gifted child, including methods of identifying the gifted child.

652 Teaching the Gifted Child. Three hours. A study of the programs, curricula, methodologies, media and materials for the

education of the gifted child.

653 Curricula Development for the Gifted. Three hours. This course focuses on the development of modules for advanced placement classes and writing/choosing appropriate curricula for elementary or secondary gifted children.

654 Trends in Gifted Education and Practicum. Three hours. Through research and discussion, the student develops understanding of problems and current trends in gifted education. Students work with gifted students in a public school or clinical setting.

655 Curriculum for Artistically and Creatively Gifted. Three hours. An examination of research and practice dealing with the concept of artistic talent and implications for curricula in the visual and performing arts.

*These courses are available only for students who wish to add gifted education to an existing elementary or secondary teaching license.

660 Organizational Procedures for Special Education. Three hours. A study of the organizational procedures of special education as required by the Mississippi State Department of Education and the legislative and court decisions associated with special education are covered in this course.

661 Mental Retardation. Three hours. This course is an overview of mental retardation including etiology and syndromes, theoretical research bases, and social, emotional, physical, and intellectual characteristics. *Same as PSY 661.*

662 Teaching Individuals with Mild Mental Retardation. Three hours. This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with mild mental retardation. Prerequisite EDU 661.

663 Learning Disabilities. Three hours. This course is an overview of the field of learning disabilities including historical development, theoretical research bases, and social, emotional, physical and learning characteristics. *Same as PSY 663.*

664 Teaching Individuals with Learning Disabilities. Three hours. This course addresses basic assessment procedures, selection and utilization of instructional methods, materials, and individualized programming for individuals with specific learning disabilities. Prerequisite EDU 663.

665 Behavior Management. Three hours. This course will examine the laws, history, and prevalence of behavior disorders. Assessment instruments and procedures will be presented along with extensive coverage of intervention plans, curricula, and classroom management strategies. Field experience may be included. *Same as PSY 665.*

666 Teaching Individuals with Severe/Profound Mental Retardation. Three hours. This course addresses basic assessment procedures, selection, and utilization of instructional methods, materials, and individualized programming for individuals with severe or profound mental retardation.

667 Internship in Working with Individuals with Severe/Profound Mental Retardation. Three hours. This course serves as a field experience to apply knowledge and ideas garnered in EDU 666 within a realistic setting. The student will serve a minimum of 80 contact hours with this population, in addition to 10 hours in a seminar discussing such experiences, goals and objectives that

have been established for such an experience.

680 Organizational Development. Three hours. The basic principles, concepts, and current issues that determine organizational development and growth. *Same as PSY 681.*

681 Supervisory Practices. Three hours. Current principles and practices in supervision that lead to successful organizational operation.

683 Administration of Personnel. Three hours. Guidelines to developing effective personnel policies for both certified and classified personnel including manpower planning and job descriptions. *Same as PSY 683.*

684 Public School Law. Three hours. A study of local, state, and federal laws; court decisions, and legal opinions affecting public education.

685 School Business Management. Three hours. The analysis of local, state, and federal financing of public education with particular emphasis on factors governing financial policies and practice, sources of revenue, and budget making.

686 Consensus Decision Making and Conflict Resolution. Three hours. Designed to help teachers and administrators improve their skills in working with faculty and community groups in educational decision making and resolving conflict. *Same as PSY 686.*

687 Practicum in School Administration and Supervision. Three hours. Seminar and practical experiences in studying and solving current problems in elementary/secondary school administration.

688 Community Relations. Three hours. Examines the relationship between organizations and the communities they serve and strategies used to maintain strong public support.

689 Leadership in Organizations. Three hours. Examines both the leadership and management skills necessary in any organizational operation.

695 Advanced Individual Study. One to six hours. Title and content of course will be determined when scheduled. This course may be used to clear deficiencies in the student's program.

699 Directed Study. One to six hours. This course is supervised experience and/or study in administration at the elementary or secondary school level. (By special permission only.)