

College of Education and Psychology

Academic Offerings

2003-2004

Teacher education programs as presented in this *Bulletin* are subject to change contingent on formal university approval. Please consult your academic adviser for program changes.

Department	Major	Degree**
TECHNOLOGY EDUCATION		
	BUSINESS TECHNOLOGY EDUCATION	BS
	TECHNICAL AND OCCUPATIONAL EDUCATION	BS
	OFFICE ADMINISTRATION	BS
CURRICULUM, INSTRUCTION, AND SPECIAL EDUCATION***		
	ELEMENTARY EDUCATION (K-4)	BS
	ELEMENTARY EDUCATION (K-8)	BS
	ELEMENTARY EDUCATION (K-8 W SPED K-8)	BS
	SPECIAL EDUCATION (K-12)	BS
PSYCHOLOGY		
	PSYCHOLOGY*	BA,BS
	SOCIAL AND REHABILITATION SERVICES*	BS

* Minor Available

** Degree Abbreviations: (BA) Bachelor of Arts, (BS) Bachelor of Science

*** Secondary Education is offered through the college and department of the teaching field.

College of Education and Psychology

Carl R. Martray, Dean
 April D. Miller, Associate Dean
 Hattiesburg, MS 39406-5023
 (601) 266-4568

The University of Southern Mississippi, through its College of Education and Psychology, holds membership in the American Association of Colleges for Teacher Education, the Teacher Education Council of State Colleges and Universities, and the Southern Regional Consortium of Colleges of Education. The Professional Education Unit at The University of Southern Mississippi is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers all initial and advanced educator preparation programs at USM. The University of Southern Mississippi participates in State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act. To request a copy of this report, contact: Dean's Office, College of Education and Psychology, Box 5023, Hattiesburg, MS 39406; phone (601) 266-4568. For details of graduate teacher education programs, consult the *Graduate Bulletin*. For degrees offered by departments within the college, please see the previous page. To prepare for a career in secondary education (grades 7-12), a student must matriculate in the college and department of the teaching major and also successfully complete the Education Curriculum courses for secondary licensure.

Mission

The mission of the College of Education and Psychology is to provide quality programs for three major areas: psychology, professional education, and instructional technology. The college develops individuals who possess critical thinking and problem-solving abilities; theoretical, practical, and technical competence; effective communication skills; an appreciation for diversity; a sensitivity to standards of ethical conduct; and a commitment to lifelong learning. The college fulfills its mission through programs characterized by excellence in instruction and supervised practice, research training, scholarly productivity, leadership, professional service, and collaborative activities.

Admission Requirements

Admission to the College of Education and Psychology does not constitute admission to a teacher education program nor to a non-teaching major program. Program planning and proper advisement must be completed to gain admission to both teacher education programs and non-teaching programs. Regular status in the College of Education and Psychology is maintained by meeting the quality point requirements for hours completed as designated by the general university requirement and evaluated by the Office of Admissions and Records.

General Core, College of Education and Psychology

The core of the College of Education and Psychology builds on the university core. For degree programs leading to teacher licensure, the following courses must be completed to meet both the university core and state licensure requirements:

Biological Science with laboratory.....	4 hrs.
ENG 101 and 102	6 hrs.
ENG 203	3 hrs.
*English Elective (See degree program requirements.).....	3 hrs.
Fine Arts Elective	3 hrs.
HIS 101 and 102	6 hrs.
*HPR 105.....	1 hr.
MAT 101	3 hrs.
Mathematics or Science Elective.....	3 hrs.
*NFS 167.....	1 hr.
Physical Science with laboratory.....	4 hrs.
PSY 110	3 hrs.
SCM 111, 305, or 330	3 hrs.
**Social Science Electives	3 hrs.
Social Science Electives.....	6 hrs.

(Social Science requirement must be met with no more than 3 hours from any one area: anthropology, economics, geography, political science, sociology). See the appropriate Degree Plan sheet for your specific requirements.

* Does not count toward teacher education admissions grade point average.

** May be counted toward science deficiency attributed to 3-hour science labs for teacher education admission grade computation only.

Teacher Education Programs and Requirements

Students desiring admission to the professional education program must have (a) an ACT composite score of 21 or higher, with no scale score below 18, or an SAT of 860 (verbal and quantitative) upon entrance into college; or (b) acceptable scores on the Praxis I subscales or Computerized PPST: Reading (170), Writing (172), and Mathematics (169), or on the Praxis I (CBT): Reading (316), Writing (318), and Mathematics (314). Of equal importance is the satisfaction of a 2.65* grade point average on the specified 44-hour general core and the demonstration of basic technology literacy. Students will not be admitted to teacher education programs while their USM academic status shows they are on Probation, Probation Continued, or while Suspended. A minimum overall GPA of 2.5 (transfer credit, transfer plus USM, and/or at USM) is required for admission to the teacher education program.

***NOTE:** Special education majors and students who major in “special subject licensure” (grades K-12) must demonstrate a 2.50 grade point average on the 44-hour core.

All applicants desiring to pursue a teacher education program must request formal admission to the Teacher Education Program through the Dean’s Office, College of Education and Psychology.

University Core for Teacher Ed Admission

I. Written and Oral Communication (6 hrs)

1. ENG 101
2. ENG 102

II. Basic Science and Mathematics (11 hrs)

1. 2 Lab Sciences
2. Math 101 or higher

III. Global History and Culture (12 hrs)

1. Social Science: (ANT 101, GHY 101* or SOC 101)
2. ENG 203
3. HIS 101
4. HIS 102

IV. Aesthetic Values (3 hrs)

1. Art or Music or Dance or Theater appreciation

V. Decision-Making and Responsibility (3 hrs)

1. PSY 110

VI. Other Required Courses (9 hrs)

1. SCM 111
2. 6 hrs from Repective College general core

*Required in Elementary Education Program

Total: 44 Hours

All teacher candidates must complete all graduation requirements set forth in the general university regulations as well as the following: (1) complete freshman English Composition with an average grade of C; (2) complete all program requirements outlined in the official Degree Plan evaluation; (3) earn a grade of C or higher in all professional education courses included in the respective teaching programs; and (4) earn a grade of C or higher in all courses required for the licensure program.

All teacher candidates must complete the professional education curriculum. This professional education curriculum is to be completed in the following sequence early in their professional programs of study:

Professional Education Curriculum

PSY 374 (May be taken prior to admission into professional program)	
REF 400 (Gold Card required; prerequisite to Blocks).....	3 hrs.
REF 469 (not required for Elementary Education majors; Gold Card required)	3 hrs.
SPE 400 (Gold Card required; prerequisite to Blocks)	3 hrs.
A General Methods Course; CIE 343 for elementary, CIS 313 for secondary, or a General Methods Course offered in K-12 programs (Gold Card required)	3 hrs.
Area Methods Course (Gold Card and above course prerequisites required).....	3 hrs.

Internship

Practicum: a minimum of 30 hours of field experience is required prior to student teaching, 15 hours of which is observation and 15 hours of practicum. Specific programs may require more practicum hours.

Student Teaching.....14 hrs. (two experiences of 7 hours each)

Multiple assessments will be conducted during the student teaching experience.

Teacher Licensure

Students preparing to teach must choose a teaching area from one of the following: Elementary Education (K-4, K-8, or K-8 w/Sped), Secondary Education (7-12), or Special Areas (K-12). **The University of Southern Mississippi endorses only accredited teacher education programs and will not vouch for the preparation of students who are not graduates of such programs or who obtain certification through an alternative route.**

All students who desire to become teachers, regardless of the teaching major, must apply for admission to the Teacher Education Program in the College of Education and Psychology and be screened according to the preceding admission standards.

The student should note that state teacher licensure requirements supersede the program requirements listed in this *Bulletin*. Mandated changes in program requirements will be communicated through the student's academic adviser.

To prepare for a career in secondary education (grades 7-12), a student must matriculate in the college and department of the teaching major and also successfully complete the Education Curriculum courses for secondary licensure.

Additionally, Praxis II: Principles of Learning and Teaching and Subject Assessments/Specialty Area tests must be taken by all who seek a teaching license. It is the student's responsibility to have the results forwarded to the Mississippi State Department of Education.

Services and Centers in the College

Office of Educational Field Experiences

Janice Thompson, Director
Bettie Barrett, Assistant Director
Box 5028
Hattiesburg, MS 39406-5028
(601) 266-4571

ALL STUDENTS MUST REGISTER FOR TEACHER CANDIDACY THROUGH USM.

The Office of Educational Field Experiences (OEFE) has been directed by the Professional Education Council of The University of Southern Mississippi to act as the central clearinghouse for the pre-student teaching and teacher candidacy (formally called student teaching) placements. Although specific requirements vary from course to course, education students are required to complete a minimum of 15 clock hours of observation and 15 clock hours of practicum prior to teacher candidacy.

Teacher candidacy serves as the capstone semester of the Unit's Practitioner-Scientist Framework. This semester provides all teacher education students the opportunity to apply best professional practices in two separate and diverse experiences in K-12 schools.

All field experiences are completed in accredited, off-campus host schools designated by the OEFE director. Guidance and evaluation are provided by cooperating host school personnel and supervisory faculty members of USM.

Requirements for Teacher Candidacy

All teacher candidates:

1. Need to have completed **all coursework**: the core subject, education courses, major and minor areas, concentrations of study, labs, and field work. Any exceptions to this policy must be approved by submitting a Policy Exception Form to the student's major department, then through the Office of Educational Field Experience to the dean of the College of Education and Psychology.
2. Need to have at least a 2.50 degree program GPA at the time that the teacher candidacy semester begins.
3. Need to have been admitted to the teacher education program and completed the teacher education curriculum.
4. Need to expect to spend a full semester in off-campus schools designated by the director of Educational Field Experiences. (NOTE: Transportation and child care responsibilities are the responsibility of the candidate and should be handled as if the individual has accepted a position with the schools.)
5. Need to attend a preliminary instructional meeting provided by OEFE prior to receiving their Teacher Candidacy Request packets. All candidacy paperwork is submitted to the Office of Educational Field Experiences at the beginning of the semester prior to the teacher candidacy for timely placement in area schools. Packet due dates are September 15 for spring candidacy and February 15 for the following fall semester, respectively.

THE TEACHER CANDIDACY SEMESTER: Registration for the final semester of field work is restricted to 14 semester hours of teacher candidacy. It is USM policy that no other course work be taken during teacher candidacy, and that all coursework be completed before the final semester of field work.

Mathematics Education Services Center

The Director
Hattiesburg, MS 39406
(601) 266-5247

The Mathematics Education Services Center operated by the Department of Curriculum, Instruction, and Special Education offers a program of diagnostic assessment and follow-up prescriptive teaching for students throughout the academic year.

The cost of these services per semester are as follows:

1. \$150 - Diagnostic Assessment
2. \$75 - Prescriptive Teaching

Center for Literacy and Assessment

Dana G. Thames, Director
Hattiesburg, MS 39406-5026
(601) 266-5501

The primary responsibility of the Center for Literacy and Assessment is the promotion of effective teacher education for elementary and secondary students in methods, techniques, and materials in literacy development. The foci of the program are at the undergraduate, master's, and advanced graduate levels emphasizing theory, practice, evaluation, and research. The center offers limited services in the diagnosis of reading problems. The cost of the diagnostic evaluation which includes a suggested program of remedial procedures is \$150, or a proportional part, based on ability to pay. Limited remedial instruction, provided by graduate or undergraduate students on a limited basis, is \$75 per semester.

An up-to-date collection of materials used for elementary, secondary, or adult reading instruction and a library of children's books are open for examination.

University students and adults may obtain testing, counseling, and special instruction in the reading areas of comprehension, vocabulary development, and study skills improvement through the center's "Improvement of Study" course.

An annual reading conference is held in the spring or summer. Nationally known reading authorities are featured on the conference program and address the salient concerns with regard to literacy

efforts, initiatives, and instructional formats.

The center also provides up-to-date research findings related to literacy. Most recently, the research focus has related to attitude, self-perception, direct instruction, and comprehension.

Gunn Education Materials Center

(601) 266-4561

Gunn Materials Center contains the principle collection of books and other printed materials, audiovisuals, and computer software that directly support the teacher education programs. A computer lab is located here with both Macintosh and IBM compatible computers. Textbooks on the state adoption list are available as well as a collection of children's literature trade books. The center is open to all currently enrolled students as well as to teachers in the surrounding area.

Hours: Monday - Thursday 8:00 a.m. - 5:30 p.m., Friday 8 a.m. - 4 p.m.

Education Service Center

Johnny R. Purvis, Director
Hattiesburg, MS 39406-5068
(601)266-4559

The Education Service Center (ESC) serves as a cooperative planning and development unit through which the university and other schools can be more effective in serving the educational needs of their constituents. Through the center's activities, the resources of the university and local school districts are utilized to identify and coordinate efforts to solve educational problems and to promote general improvement in the quality of education in the state. The center serves as a field services division for the College of Education and Psychology and strives to promote cooperative interaction between the university and the school districts, stimulate the exchange of ideas and successful educational practices, promote cooperative research, disseminate ideas and information, conduct and sponsor workshops and seminars, and arrange for consultative services to the schools. The center is the umbrella organization for the Southern Education Consortium (SEC).

The Frances A. Karnes Center for Gifted Studies

Frances A. Karnes, Director
Hattiesburg, MS 39406
(601) 266-5236

Numerous instructional, research, and service programs are conducted on a continuing basis in The Frances A. Karnes Center for Gifted Studies in response to its primary purpose of advancing the field of gifted education. The instructional activities include the Saturday Gifted Studies Program and the following residential programs: Summer Gifted Studies Program, the Summer Program for Academically Talented Youth that is offered in collaboration with Duke University, and the Leadership Studies Program. The center also conducts Leadership Competitions for youth each year. Other instructional and service activities provided by the Center include the Parenting Gifted Children Conference and two staff development conferences for teachers of the gifted. Teacher education is offered for those seeking licensure in gifted education. Advanced degree programs with an emphasis area in gifted education are provided at the master's, specialist's, and doctoral levels. Research conducted by center personnel is reported regularly in journals, monographs, and other scholarly publications.

Clinics

Psychology Department

The Department of Psychology operates three training clinics that are associated with APA-accredited doctoral training programs. Each offers treatment, diagnostic, and consultation services to university faculty, staff, and students, and to members of the community at large. Inquiries about specific services or fees should be directed to the respective clinic (see below). Clinics operate on the university calendar and normally are open only when classes are in session. Services are provided by graduate students under the direct supervision of program faculty. Fees may vary slightly but are based on a sliding scale determined by income level and

family size. Written inquiries for any clinic may be directed to Department of Psychology, Box 5025, Hattiesburg, MS 39406-5025.

Psychology Clinic (Clinical Psychology)

Gary Jones, Director
Hattiesburg, MS 39406
(601) 266-4588/4604

Services include individual therapy, family and marital therapy, and psychological assessment (e.g., intelligence, general personality, and neuropsychological). Clients include children and families, adolescents, and adults. Clinic hours are 8 a.m. until 5 p.m.; the facility is also open one evening a week.

Gutsch Clinic (Counseling Psychology)

William J. Lyddon, Director
Hattiesburg, MS 30406
(601) 266-4601/4602

Services include individual and group counseling therapy, marriage and family therapy, vocational and career counseling, and consultation on a range of concerns that could be described as “problems of living.” Clients include children and families, adolescents, and adults. Types of assessment include intelligence, ability, personality, behavioral, and interest or vocational. Clinic hours are 8 a.m. until 5 p.m. daily.

School Psychology Service Center

D. Joe Olmi, Director
(601) 266-5255/4604

Services include family and school behavior assessment and intervention designed for children, adolescents, and young adults who are having learning problems or school-related behavioral and emotional problems. Specialized assessment and treatment services are available for concerns related to learning, attention deficit disorders, home behavior, and school behavior. Consultation services are also provided to area schools. Center hours are from 2 p.m. to 6 p.m., Monday through Thursday; and 8 a.m. to 11 a.m., Friday. Appointments outside these hours may be arranged.

Departments

Department of Technology Education

Edward C. Mann, Chair
Hattiesburg, MS 39406-5036
(601) 266-4446

Davis, Fisher, Hartsell, Juneau, Shoemaker, Yuen

The Department of Technology Education offers a curriculum leading to the Bachelor of Science degree with majors available in three areas of study; Business Technology Education, Technical and Occupational Education, and Office Administration (non-teaching). Through these diversified degree programs, the department serves a dual role: providing salable skills to students who desire a career in business or industry and providing the professional education courses for teachers of career and technical subjects.

In addition to the undergraduate programs, the department offers graduate emphases in both Business Technology Education and Technical and Occupational Education and a Master of Science in Instructional Technology. For a description of these master’s level programs, please consult the *Graduate Bulletin*.

Requirements for a Major in Business Technology Education

Diane Fisher, Adviser
Hattiesburg, MS 39406-5036
(601) 266-4446

A major in Business Technology Education prepares the student to teach in secondary or

postsecondary education programs that equip individuals with knowledge, skills, attitudes, and work habits essential for initial employment in the technological environment of today’s business world or success in the college environment. Graduates of this program are licensed to teach in such programs as Business Education, Business and Computer Technology, Computer Applications, and Cooperative Education.

Students desiring entry into secondary teacher education programs must attain the minimum scores set by the Mississippi State Department of Education on the ACT (Composite 21 with no subscore below 18; prior to enrollment in higher education), or SAT (860, verbal plus quantitative), or Praxis I subscales or Computerized PPST: Reading (170), Writing (172), and Mathematics (169), or Praxis I (CBT): Reading (316), Writing (318), and Mathematics (314). See Teacher Education Programs and Requirements section in this *Bulletin* for a complete description of the teacher education admissions requirements.

Degree Plan

Page

Business Technology Education169

Requirements for a Major in Technical and Occupational Education

Karen Juneau, Adviser
Hattiesburg, MS 39406-5036
(601) 266-4446

The major in Technical and Occupational Education was designed for students who possess a previously acquired trade or technical specialty and wish to (1) prepare for a teaching career in vocational-technical education, or (2) build an appropriate academic foundation that will increase their opportunities for professional development and advancement within the field of career and technical education. A minimum of two years’ work experience at or above the journeyman level in a trade or technical area is required for state licensure.

Further, this major is an excellent choice for individuals interested in pursuing a career with industry - especially in the area of training and development.

Degree Plan

Page

Technical and Occupational Education170

Requirements for a Major in Office Administration
(Non-Teaching Degree)

Lajuan Davis, Adviser
Hattiesburg, MS 39406-5036
(601) 266-4446

A major in Office Administration prepares students for a variety of business positions such as office manager, administrative assistant, administrative support specialist, secretary, and word processing specialist. Office Administration equips students for entry-level employment and advancement by providing opportunities to develop skills, knowledge, attitudes, and understandings needed in the automated office.

Degree Plan

Page

Office Administration171

Department of Curriculum, Instruction, and Special Education

Dana G. Thames, Chair

R. Falconer, CIE Undergraduate and Field Placement Coordinator

J. Siders, SPE Undergraduate Coordinator

M. Richmond, CIE Graduate Coordinator

S. Alber, SPE Graduate Coordinator

Hattiesburg, MS 39406-5057

(601) 266-6197

G. Appelt-Slick, G. Beal, S. Bowles, J. Cwikla, J.C. Davis, M.B. Evans, S. Jackson, F. Karnes, E. Luce, N.

Maszal, A. Miller, T. Morse, J. Nelson, J. Palmer, C. Reeves-Kazelskis, J. Richards, B. Richmond, M.

Richmond, D. Walker, J. Whorton

Serving as the coordinating agency within the university for the training and preparation of elementary and secondary teachers, the Department of Curriculum, Instruction, and Special Education provides undergraduate course work for both pre-service and in-service teachers. A description of the undergraduate programs in elementary education follows. For secondary education, consult the college and department of the teaching major. The university also prepares individuals to teach in several areas of exceptionality. The bachelor's degree will lead toward Mild-Moderate Handicapped (K-12) licensure in the State of Mississippi.

Students desiring entry into the teacher education program must successfully complete the admissions requirements according to guidelines established by the Board of Trustees of State Institutions of Higher Learning. See Teacher Education Programs and Requirements section in this *Bulletin* for a complete description of the teacher education admissions requirements. Please consult the *Graduate Bulletin* for the description of programs leading to master's, specialist's, and doctoral degrees.

Students wishing to major in Teacher Education should follow the program references below.

Degree Plan

	Page
Elementary Education (K-4)	175
Elementary Education (K-8)	172
Elementary Education Concentrations	173
Elementary Education (K-8 w/Sped K-8)	174
Special Education (K-12)	176

Elementary Education

Elementary Education (K-4)

Students pursuing an undergraduate degree with a major in Elementary Education (K-4) will attain an elementary teacher's license (kindergarten through grade four). This degree program focuses on emergent literacy and educational methodologies specific to kindergarten students and continuing through the early primary grades.

Degree Plan

	Page
Elementary Education (K-4)	175

Elementary Education (K-8)

Students pursuing an undergraduate degree with a major in Elementary Education (K-8) will attain an elementary teacher's license (kindergarten through grade eight). Areas of concentration (emphasis) for the Elementary (K-8) major are

- English Language (18 hrs.)
- Social Studies (21 hrs.)
- Foreign Language (18 hrs.)
- Mathematics (18 hrs.)
- Reading (19 hrs.)
- Science (18 hrs.)
- Special Education K-8 (21 hrs.)
- Gifted Education K-8 (21 hrs.)

Special Education 7-12 (21 hrs.)

For specifics concerning these concentrations, the student should consult an elementary education adviser.

Degree Plan

	Page
Elementary Education (K-8)	172
Elementary Education (K-8) Concentrations	173

Elementary Education (K-8 with Special Education K-8 Licensure)

Students pursuing an undergraduate degree with a major in Elementary Education (K-8 w/Sped K-8) will attain an elementary teacher's license (kindergarten through grade eight) and a special education teacher's license (mild-moderate handicapped K-8). This program focuses on preparing for meeting the needs of exceptional students in the general education curriculum and classroom.

Degree Plan

Elementary Education (K-8 w/Sped K-8 Licensure)	174
---	-----

Special Education

The University of Southern Mississippi prepares individuals to teach in several areas of exceptionality. The degree will lead toward Mild-Moderate Handicapped (K-12) licensure in the state of Mississippi. All majors are encouraged to seek advice about their program from faculty advisers who must approve all elective courses.

Students desiring entry into teacher education programs must successfully complete the admissions requirements according to guidelines established by the Board of Trustees of State Institutions of Higher Learning.

Students wishing to major in Special Education should follow the program referenced below.

Degree Plan

	Page
Special Education	176

Admission to Elementary Education (K-4, K-8, or K-8 w/Sped K-8) or Special Education (K-12) Teacher Education Programs

Students desiring to major in Elementary Education (K-4, K-8, or K-8 w/Sped K-8) or Special Education (K-12) must meet the following requirements before being admitted to the program.

1. Attain at least a C average for the required 6 hours of English composition.
2. Complete the College of Education and Psychology's General Education Requirements (44 hours of specified courses).
3. Demonstrate basic technology literacy (through course requirements or examination, as determined by the Professional Education Council).
4. Attain a minimum grade point average of 2.65 for Elementary Education or 2.5 for Special Education (on a 4.0 scale) based on the 44 hours of general education identified on page 142. File application for formal admission to the Teacher Education Program.
5. Attain the minimum scores set by the Mississippi State Department of Education on the ACT (Composite 21 with no subscore below 18, prior to enrollment in higher education), SAT (860, verbal plus quantitative, prior to enrollment in higher education), Praxis I subscales or Computerized PPST: Reading (170), Writing (172), and Mathematics (169), or on the Praxis I (CBT): Reading (316), Writing (318), and Mathematics (314).
6. Meet with the assigned adviser and complete a program plan.

Students will not be admitted to the Elementary or Special Education programs while on Probation, Probation Continued, or while Suspended. For a more detailed explanation of the above requirements, Teacher Education Programs and Requirements section in this *Bulletin*. Students should also see their assigned adviser or the coordinator of Undergraduate Elementary or Special Education.

Secondary Teacher Education Programs

(Grades 7-12)

Students seeking an undergraduate degree with licensure to teach at the secondary school level (Grades 7-12) must consult advisers in the college and department of the selected teaching field. Academic majors that provide for licensure in the various teaching fields, grades 7-12 are

Biology	Geology (General Science Licensure)
Business Technology Education	History
Chemistry	Mathematics
English	Physics
Family and Consumer Sciences	Speech Communications
Foreign Language	

Requirements for Supplemental Endorsements

Mississippi's standards for teacher licensure provide for supplemental endorsements to be added to standard teaching licenses. These endorsement areas require less extensive training than that required for standard teaching licenses. Supplemental endorsement areas achieved through a prescribed program include computer applications, computer education, English as a second language, driver education, health education, gifted education, occupational home economics, remedial reading, mild/moderate handicapped K-8, and mild/moderate handicapped 7-12.

Students pursuing undergraduate degrees with secondary teacher licensure are encouraged to take the additional courses necessary to qualify for endorsements in one or more of these areas.

Special Subject Area Teacher Education Programs

(K-12)

Students pursuing undergraduate degrees with special subject area teacher licensure (Grades K-12) must complete the prescribed general education requirements of the appropriate school or college, and the education curriculum.

General Education Requirements

All students seeking undergraduate special area teacher licensure must complete the general education requirements of the College of Education and Psychology. A student receiving an undergraduate degree from a school or college other than the College of Education and Psychology must also satisfy the general education requirements of that school or college and the teacher education curriculum.

Students may not enroll for any of the Professional Teacher Education Curriculum courses until they have met all requirements for and have been admitted to the Teacher Education Program through the College of Education and Psychology Dean's office.

Requirements for a Major in a Special Subject Area

Majors (to include associated emphasis area) offered by the various colleges and schools of the university that provide for licensure in the various special subject area teaching fields are

Art Education	Health Education
Child Development (PreK-K grades only)	Library Science
Dance Education	Music Education
Education of the Deaf	Physical Education
	Special Education

For specific course and related requirements for a major associated with a special subject area of teacher licensure, the student should refer to the appropriate section of this *Bulletin* under the department offering the major.

Requirements for Non-Teaching Degrees

The College of Education and Psychology offers non-teaching major programs in the departments of Psychology and Technology Education. Both majors in the Department of Psychology (psychology and social rehabilitation services) are non-teaching. In the Department of Technology Education, office

administration is also a non-teaching major, leading to the Bachelor of Science degree. Students in psychology may take programs leading to the Bachelor of Arts degree.

Bachelor of Arts (Non-Teaching)

The requirements for the Bachelor of Arts non-teaching degree are the same as those for the Bachelor of Science non-teaching degree with one exception. Students in the Bachelor of Arts program must complete six (6) to nine (9) hours in a foreign language. Those students who have completed two years of the same language in high school and make satisfactory placement test scores may meet the language requirement by completing six (6) semester hours in the same language at the 200 level or above.

Department of Educational Leadership and Research

Ric Keaster, Chair
Hattiesburg, MS 39406-5027
(601) 266-4579

R. Anderson, R. Kazelskis, D. Lee, A. Lucas, K. Luh, W. Maulding, M. McNeese, W. Orloff, W. Pierce, J. Purvis, J. Rachal, T. Roberson, W. Schweinle, C. Smith, M. Smith, R. Styron, J. Williams

The Educational Administration and Supervision component of the Department of Educational Leadership and Research offers programs for the preparation of administrators for the public schools and colleges and for teachers of educational administration. These preparation programs are offered only at the graduate level and lead to the master's degree, the specialist's degree, and the doctoral degree. For a description of these programs, consult the *Graduate Bulletin*.

The Research and Foundations components of the Department of Educational Leadership and Research provide supportive courses for teacher education. At the undergraduate level, these services include Educational Foundations and at the graduate level, Educational Foundations and Research.

The Adult Education component of the Department of Educational Leadership and Research offers graduate programs for persons who work with adult learners in a wide variety of settings. Programs are provided that lead to the master's, specialist's, and doctoral degrees. For descriptions of these programs, please consult the *Graduate Bulletin*.

Some courses are offered at the undergraduate level to support degree programs in other departments and as staff training for agencies that employ persons at the baccalaureate level or below to work with adult learners.

Department of Psychology

Stan Kuczaj, Chair
Hattiesburg, MS 39406-5025
(601) 266-4177

Alford, Arbaugh, Arnau, Berman, Buelow, Christ, Dahlen, Edwards, Fortunato, Goggin, Greer, Hailey, Harsh, Hollandsworth, Holloway, Jones, Koepfel, Kuczaj, Leach, Levy, Lyddon, Mae, Martray, McCoy, Nicholson, Olmi, Paul, Randolph, Range, Siakaluk, Sterling-Turner, Tingstrom, Wagner, Watson, Wesley

The Department of Psychology offers both graduate (MA, MS, PhD) and undergraduate programs (BA or BS). At the master's level, the department offers work leading to the Master of Education degree in Counseling and Personnel Service and the Master of Science degree in Counseling Psychology. The Master of Education program in Counseling and Personnel Services meets Mississippi State Department of Education requirements for AA licensure as a school counselor.

At the doctoral level, there are five emphasis areas: clinical, counseling, experimental, industrial/organizational, and school psychology. The doctoral programs in clinical, counseling, and school psychology are fully accredited by the American Psychological Association. The program in school psychology is also accredited by the National Association of School Psychologists. (For

descriptions of graduate programs, see the *Graduate Bulletin*).

At the undergraduate level, the Department of Psychology offers degrees in Psychology (BS or BA) and in Social and Rehabilitation Services (BS).

The undergraduate degree in Psychology prepares students for entry-level jobs in many areas of the discipline of psychology, or for advanced degrees in other professions. Students preparing for graduate or professional school in other disciplines should consult the appropriate adviser to ensure that the program of study is congruent with the graduate or professional school to which they plan to apply. Students majoring in Psychology must complete a minimum of thirty-three (33) semester hours of course work in the Department of Psychology and earn a grade of C or better in each of these courses. To receive the Bachelor of Arts degree, a student must also complete nine (9) hours of a foreign language.

Degree Plan

	Page
Psychology	178

The undergraduate degree in Social and Rehabilitation Services is designed for the student who anticipates entry-level employment within a range of agency and institutional settings including mental health, rehabilitation, youth services, vocational services, and drug/alcohol prevention programs. This major is also appropriate for the student preparing for graduate study in rehabilitation, counseling, and related fields. The student majoring in Social and Rehabilitation Services must complete thirty-one (31) specified semester hours in psychology and fifteen (15) hours in other psychology elective courses. A grade of C or better is required in each of these courses.

All USM and transfer students who desire to declare Social and Rehabilitation Services as their major must have an overall G.P.A. of at least 2.50, including a minimum 2.50 GPA on all courses taken at USM.

Degree Plan

	Page
Social and Rehabilitation Services	177

Psychology Minor

Students pursuing a minor in psychology must complete PSY 110 and 15 hours of additional courses (300 level and above), with the exception of PSY 301, 462, 463, 492, 493, and 498. A grade of C or better is required in each of these courses.

Social and Rehabilitation Services Minor

Students pursuing a minor in social and rehabilitation services must complete PSY 210, 312 and 423. In addition, it is recommended that the nine remaining course hours be selected from the following courses: PSY 313, 330, 331, 432, or 435. A grade of "C" or better is required in each of these courses.