

College of Education and Psychology

Academic Offerings

2009-2010

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.

School/Department	Program (Emphasis) (Degree)	Hours to Degree
Child and Family Studies, Department of		
	Child and Family Studies (Child Development) (BS)	124
	Child and Family Studies (Child Life) (BS)	124
	Child and Family Studies (Family Relations) (BS)	124
Curriculum, Instruction and Special Education, Department of		
	Elementary Education/Special Education (Dual Licensure) (BS)	133
	Elementary Education (BS)	124
	Special Education (BS)	124
Library and Information Science, School of		
	Library and Information Science (BA)	124
	Library and Information Science (Licensure) (BA)	124
Psychology, Department of		
	Psychology (BA, BS)	124
Technology Education, Department of		
	Business Technology Education (Licensure) (BS)	124
	Office Administration (BS)	124
	Technical and Occupational Education (BS)	124

College of Education and Psychology

Wanda Maulding, Interim Dean
Ron Styron, Associate Dean
Casey Turnage, NCATE Director
118 College Drive #5023
Hattiesburg, MS 39406-0001
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 Southern Miss. To request a copy of this report, contact Dean's Office, College of Education and Psychology, #5023, Hattiesburg, MS 39406, phone 601.266.4568. For details of graduate teacher education programs, consult the *Graduate Bulletin*. For undergraduate 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 College of Education and Psychology's purpose is to provide quality programs in the areas of professional education, psychology, educational technology, library and information science, and child and family studies. These efforts take the form of degree programs at the undergraduate and graduate (master's, specialist, and doctoral) levels, basic and applied research, and service. The College of Education and Psychology addresses the mission of The University of Southern Mississippi through research, teaching and service in professional education, the behavioral sciences, human development and adjustment, and the flow and management of information necessary for scholarship and education.

On-going Goals and Objectives of the College

Outstanding education is inextricably intertwined both with our scholarly and creative activities and our contributions to the human and economic development of our community. Our instructional corps will produce highly influential original empirical and theoretical scholarship in collaboration with our undergraduate and graduate students. Scholarship will be focused and programmatic. The outstanding quality of this research will be known by publication in top-tier journals and books, financial support from government and foundation sources, an interdisciplinary and inter-institutional focus, and, most important, the outstanding students produced at the undergraduate and graduate levels. We will provide leadership in the preparation of professionals and programs that support an appreciation for life-long learning and development. These objectives will be realized within a technologically advanced, diverse learning community focusing on

Teaching excellence and professionalism in the classroom

Basic and applied research in education, human behavior, learning and information exchange

Innovation by improving and developing new models and programs for education, human behavioral change, learning and information exchange

Diffusion of these models into existing and new programs supporting education, human behavior change, learning and information exchange

Development of the college and university by reaching out to our colleagues in other disciplines and institutions and community constituents in order to establish mutually beneficial relationships

NCATE Accreditation

Professional education programs are nationally accredited through NCATE and their appropriate Specialized Professional Association accreditation bodies. All professional education programs within the university undergo periodic review to ensure appropriate national and state standards are being met and student outcomes are appropriate. Each professional education program adheres to a conceptual framework developed to ensure all educational leaders graduating from Southern Miss possess the knowledge, skills, dispositions, and diversity outcomes developed by the faculty and community. These shared values provide a vision from which all university education programs can impact collaborative efforts with local school partners and the community as a whole.

Conceptual Framework

The overarching theme of the College of Education and Psychology, as well as the NCATE Unit, is "Freeing the Power of the Individual." This conceptual framework is by design aligned with the university's vision and mission and consistent with the university's historical roots as a normal college. Within this theme is embedded the knowledge, skills and dispositions to prepare effective educational leaders for a variety of roles in the Pre K-12 majors. Graduates from Southern Miss possess the power of knowledge to inform; inspire; transform lives; and the ability to empower a community of learners.

Admission Requirements

Admission to the College of Education and Psychology does not constitute admission to a teacher education program or to a nonteaching major program. Program planning and proper advisement must be completed to gain admission to both teacher education programs and nonteaching 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.

University Core for College of Education and Psychology

The core of the College of Education and Psychology builds on the university core.

I. Written and Oral Communication (6 hours)

1. ENG 101 (Composition One)
2. ENG 102 (Composition Two)

II. Global History and Culture (12 hours)

1. Social Science (ANT 101, GHY 101, or SOC 101)
2. ENG 203

3. 6 hours of Cultural Studies:

* **Teacher Ed majors choose:** HIS 101, 102, and GHY 101

* **Nonteaching majors choose:** HIS 101 or 102 and an additional 3 hrs from HIS 101, 102, PHI 151 or REL 131 (for a total of 6 hours)

III. Aesthetic Values (3 hours)

ART 130, DAN 130, MUS 365 or THE 100

IV. Basic Science and Mathematics (11 hours)

1. 2 Sciences with Lab **
2. MAT 101 or higher

V. Decision Making and Responsibility (3 hours)

1. PSY 110

Total: 35 hours

An additional senior-level capstone course is required as part of the university core; see department requirements.

See the appropriate Degree Plan sheet for your specific requirements.

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

Teacher Education Programs and Requirements

The College of Education and Psychology offers several programs leading to licensure at the K-6, K-12, or secondary level.

Before applying for admission to a professional education program, the following requirements must be met: (1) 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 acceptable scores on the Praxis I subscales computerized PPST: Reading (170), Writing (172), and Mathematics (169), or on the Praxis I (CBT): Reading (316), Writing (318), and Mathematics (314); (2) a minimum grade point average on the 44 semester-hour general education core curriculum of 2.65; (3) a C average in freshman English Composition; (4) successful completion of the Basic Technology Literacy Exam (BTLE) or IC3 certification; (5) good academic standing at Southern Miss. A student on probation, probation continued, or suspension status will not be admitted to teacher education until such a time when the transcript reflects good academic standing.

After admission to a professional education program, the following requirements must be met to continue in the program: (1) All candidates must subscribe to the Tk20 Assessment System. Tk20 provides an electronic portfolio and storage system for students as well as tracks, stores, retrieves, and analyzes data for accreditation purposes. (2) A grade of C or better in all content courses in the academic major as well as all professional education courses with an overall grade point average of 2.50; (3) fulfillment of major requirements in subject area; (4) completion of professional education courses required by the major; (5) take Praxis II content and PLT tests and have scores reported to Southern Miss (code #1479) prior to graduation.

A minimum of 30 clock hours of clinical experience is required prior to teacher candidacy (15 hours of observation and 15 hours of practicum). Specific programs may require more practicum hours.

Clinical and field experiences may require a criminal background check. A felony conviction may disqualify a candidate from participating in the experience, thereby making the candidate unable to obtain a teaching license. For additional information, contact the academic unit that houses the program. Any fees incurred are the responsibility of the candidate.

Requirements for professional education programs are subject to modification. For current program information, students should contact the University's Educator Licensure Office, 121-B Owings-McQuagge Hall; 601.266-5522.

Mississippi Department of Education licensure requirements supersede the program requirements listed in the Bulletin. Mandated changes in program requirements will be communicated through the candidate's department.

College of Education and Psychology Overload Hour Policy

For an undergraduate student to request a course overload, he/she must adhere to the following:

- 1) The student must have a 3.25 GPA on all hours at Southern Miss (min. of 24 hours).
- 2) The student must provide a compelling reason for the overload.
- 3) The overload request must be approved by both the student's adviser and chair before it will be considered in the dean's office.

Services and Centers in the College

Center for Child Development

Laura Dickson, Director
118 College Drive #10012
Hattiesburg, MS 39406-0001
601.266-5294

The Center for Child Development (CCD) is a full-day laboratory school operated through the Department of Child and Family Studies. The primary purpose of the CCD is to serve as an academic/teaching and research facility for faculty and students across the university. A secondary purpose of the CCD is to serve children birth to five and their families in a quality childcare environment.

The programs for child participants are designed to enhance the development of the whole child through the implementation of an experiential, child-oriented curriculum. Quality programming is achieved through developmentally effective activities and positive child guidance techniques. Tuition is based on a sliding-fee scale determined by child's age and family income. The CCD operates on the university calendar, 7:30 a.m. to 5:30 p.m., Monday through Friday. Application can be made by contacting the CCD at 601.266.5294 or by mail at 118 College Drive #10012, Hattiesburg, MS 39406.

Educational Field Experiences (EFE)

Anne Sylvest, Co-Director (K-6 and Special Ed)
Marsha Walters, Co-Director (7-12)
118 College Drive #5028
Hattiesburg, MS 39406-0001
601.266.4571/ 601.266.4572

ALL STUDENTS MUST REGISTER FOR TEACHER CANDIDACY THROUGH THE EFE.

The Educational Field Experiences (EFE) has been directed by the Professional Education Council of The University of Southern Mississippi to act as the central clearinghouse for the pre-candidacy and teacher candidacy (formerly called student teaching) placements. Although specific requirements vary from department to department, 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 teacher education program. This semester provides all teacher education students the opportunity to apply best professional practices in two separate and diverse experiences in state accredited P-12 schools or in designated international and national sites of diverse placement.

All field experiences are completed in accredited, off-campus host schools designated by the EFE director(s). Guidance and evaluation are provided by cooperating host school mentors and supervisory faculty mentors from Southern Miss.

THE TEACHER CANDIDACY SEMESTER: Registration for the final semester of field work is restricted to 12 semester hours of teacher candidacy. It is a Southern Miss policy that no other course work be taken during teacher candidacy and that all course work be completed before the final semester of field work.

Requirements for Teacher Candidacy

All teacher candidates:

1. Need to have completed **all course work**: 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 Educational Field Experience to the associate dean of the College of Education and Psychology. Policy exception forms must be generated from the Teacher Licensure Office.
2. Need to have at least a 2.65 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 issues 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 EFE prior to registering for candidacy on Tk20. All candidacy registration forms are submitted to Educational Field Experiences at the beginning of the semester prior to the teacher candidacy for timely placement in area schools. Registration deadlines on Tk20 are September 15 for spring candidacy and February 15 for the following fall semester, respectively.

Mathematics Education Services Center

Marilyn Larmon, Director
118 College Drive #5057
Hattiesburg, MS 39406-5057
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 costs 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
118 College Drive #5026
Hattiesburg, MS 39406-5026
601.266.5732

The primary responsibility of the Center for Literacy and Assessment is the promotion of effective teacher education for elementary and secondary students with regard to 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 individualized instruction. 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 individualized instruction, provided by graduate or undergraduate students on a limited basis, is \$75 per semester. This center operates in conjunction with the Department of Curriculum, Instruction, and Special Education.

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.

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 (CIR 491/CIE 791/CIS 791).

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

Curriculum Materials Center

601.266.4561

The Curriculum Materials Center, located in Cook Library, contains the principal collection of books and other printed materials, audiovisuals and computer software that directly support the teacher education programs. There is a computer lab with 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 a.m. - 6:30 p.m.; Friday, 8 a.m. - 4 p.m.

Education Service Center

Dewey Blackledge, 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 Regional Service Center (RSC), and the Mississippi Safe School Center (MSSC).

The Frances A. Karnes Center for Gifted Studies

Frances A. Karnes, Director
118 College Drive #8207
Hattiesburg, MS 39406-0001
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 as part of the Department of Curriculum, Instruction, and Special 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 youths 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.

Clinics

Department of Child and Family Studies

The University Clinic for Family Therapy (Marriage and Family Therapy)

Heath Grames, Director
Hattiesburg, MS 39406
601.266.5475

The Department of Child and Family Studies operates a training clinic that is associated with the Marriage and Family Therapy master's degree program accredited through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). The University Clinic for Family Therapy provides assistance to individuals, couples, and families experiencing a wide range of personal or relationship problems. Services are available to faculty, staff and students of the university as well as to the community at large. Graduate students receiving training in marriage and family therapy provide services under the direct supervision of program faculty. The University Clinic for Family Therapy is committed to a treatment approach in which individual growth and development is best understood and promoted within the context of family and community relationships. Fees for services are based on a sliding scale determined by family size and income level. While Clinic operating hours vary slightly by semester, evening appointments are available several days each week. Written inquiries may be sent to the Department of Child and Family Studies, 118 College Drive #5035, Hattiesburg, MS 39406-0001.

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, 118 College Drive #5025, Hattiesburg, MS 39406-0001.

Psychology Clinic (Clinical Psychology)

Randolph Arnau, Director
601.266.4588

Services include individual therapy, family and marital therapy, and psychological assessment (e.g., intelligence, learning and attention). Clients include children and families, adolescents and adults. Clinic hours are 8 a.m. until 5 p.m., Monday through Friday; the facility is also open two evenings each week.

Community Counseling and Assessment Clinic (Counseling Psychology)

Eric R. Dahlen, Director
601.266.4601
<http://www.usm.edu/counselingpsy/clinic.html>

Services include individual counseling (for adults, adolescents, and children) anger management, parenting, psychological assessment (e.g., diagnostic and personality testing, vocational interest testing, substance use evaluations, adult ADHD, etc.), career counseling, couples and family counseling therapy, and psychoeducational workshops/outreach. Clinic hours are 8 a.m. until 5 p.m. most days, and evening appointments are often available. All services are provided by appointment only.

School Psychology Service Center

D. Joe Olmi, Director
601.266.5255

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 to 6 p.m., Monday through Thursday; and 8 to 11 a.m., Friday. Appointments outside these hours may be arranged.

Department of Technology Education

Edward C. Mann, Chair
118 College Drive #5036
Hattiesburg, MS 39406-0001
601.266.4446

Beedle, Davis, Fisher, Hartsell, Juneau, Rouse, Wang, 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 a Master of Science in Technology Education with emphases in both business technology education and technical and occupational education, a Master of Science in Instructional Technology, and a Ph.D. in Instructional Technology and Design. For a description of these graduate level programs, please consult the *Graduate Bulletin*.

Attendance/Closed Class Policy

The Department of Technology Education makes every attempt possible to provide students with access to classes offered through the department. For this reason, the following policy has been adopted for classes offered through the department.

Students must attend the first class meeting. If a student does not attend the first class meeting of the semester, if the class is “closed” and if another student(s) is requesting enrollment in that section of the class, then the student not attending the first class meeting will forfeit his or her seat in the class, and the seat will be given to the student(s) requesting enrollment. The student(s) requesting enrollment must be present at the beginning of the first class meeting.

The student who forfeited his or her seat will be responsible for completing the official procedures to “drop” the class. The department will not automatically drop the student from the class. If the student fails to drop the class, and his/her name is on the final grade roster, the student will receive an **F** for the course.

The student awarded the seat in the class will be responsible for completing the official procedures to “add” the class. The department will not automatically add the student to the class.

Priority for requesting enrollment in the class will be given to graduating seniors, then to other students on a first-come, first-served basis.

Requirements for a Major in Business Technology Education

Diane Fisher, Adviser
Hattiesburg, MS 39406-0001
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 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.

***Requires additional course work beyond the 124 hours required for the business education (105) license**

Requirements for a Major in Technical and Occupational Education

Karen Juneau, Adviser
Hattiesburg, MS 39406-0001
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 career and 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.

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

Lajuan Davis, Adviser
Hattiesburg, MS 39406-0001
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.

Requirements for a Minor in Office Administration

Students pursuing a minor in Office Administration must complete 15 semester hours of required coursework (BTE 361, 363, 380, 410 and 485). Additionally, nine semester hours may be selected from the following electives (BTE 200, BTE 332, ACC 200, BA 200, MGT 300, MKT 300).

Requirements for a Minor in Instructional Technology

Students pursuing a minor in Instructional Technology must complete 15 semester hours of required coursework (IT 375, 395, 467, 468 and 469). Additionally, 3 semester hours may be selected from the following electives (IT 201, 365, or 492).

Department of Curriculum, Instruction and Special Education

David Daves, Chair
Beth A. Richmond, Interim Associate Chair for Accreditation
118 College Drive #5057
Hattiesburg, MS 39406-0001
601.266.5247

J. Bishop, S. Bowles, M. Crowe, M.B. Evans, H. Filce, M. Foxworth, T. Hanna, E. Hillman, H. Hulbert, R. Jones, S. Karagoz, F. Karnes, P. Lowrey, M. Larmon, S. Manning, L. McDowell, H. Morgan, T. Morse, J. Nelson, E. Ramp, S. Reeves, B. Richmond, K. Samblis, A. Sylvest, D. Thames, A. Trest, D. Walker, K. Walker

Serving as the coordinating agency within the university for the preparation and development of elementary and special education teachers, the Department of Curriculum, Instruction and Special Education provides undergraduate course work for both preservice and in-service teachers. A description of the undergraduate programs in elementary education and special education follows. For secondary education, consult the college and department of the teaching major. The university also prepares individuals to teach in several areas in special education. The bachelor's degree will lead toward Mild-Moderate Disability licensure in the state of Mississippi. Additionally, students may select to double major in special education and elementary education.

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 the 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.

Admission to Elementary Education or Special Education Teacher Education Programs

Students desiring to major in Elementary Education K-6 or Special Education (K-12) must meet the following requirements before being admitted to the program.

1. Attain a C or better grade for the required six hours of English composition, world literature and college algebra.
2. Complete the College of Education and Psychology's Department of CISE's General Education Core requirements (44 hours of specified courses).
3. Demonstrate basic technology literacy by passing the Basic Technology Literacy Examination (BTLE).
4. Attain a minimum grade point average of 2.65 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 Department of Education on one of the following 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).
6. Meet with a departmental assigned adviser and complete a program plan.
7. Meet with the Certification Officers to obtain Gold Card.

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, see the Teacher Education Programs and Requirements section in this *Bulletin*. Students should also see their assigned adviser, the coordinator, or the undergraduate academic adviser for the CISE department (Ms. Jennifer Ducksworth, Hattiesburg; Ms. Mary Funk, Jackson County; Ms. Patricia Williams, Gulf Coast).

Elementary Education

Students pursuing an undergraduate degree with a major in elementary education will attain an elementary teacher's license (certification for grades kindergarten through grade six) and an endorsement in one content area and a supplemental reading endorsement. Areas of endorsement include 21 hours in one of the following areas:

- English
- Social Studies
- Foreign Language
- Mathematics
- Science
- Special Education (Mild/Moderate)

For specifics concerning these endorsements, students should consult their individual adviser or the department's academic adviser; Dr. Jennifer Ducksworth, Hattiesburg; Ms. Mary Funk, Jackson County; Ms. Patricia Williams, Gulfport.

Elementary Education and Special Education Licensure (Dual Licensure)

Students pursuing an undergraduate degree with a major in elementary education will attain an elementary teacher's license (kindergarten through grade six) and a special education teacher's license (Mild-Moderate disabilities K-6). This program focuses on preparing teachers for meeting the needs of exceptional students in the general education curriculum and classroom.

K-6 Endorsements for Elementary Majors

K-6 elementary education majors are required to complete a minimum of one highly qualified area beyond the required course work. These courses are called "highly qualified courses." K-6 elementary education majors requiring one highly qualified area beyond the required course work are encouraged to carefully consider options, discussing them with an adviser. A supplemental reading endorsement is built into the program. It is important to think about the future teaching settings in which you wish to work when selecting courses.

Please note that the University awards your degree while the Mississippi Department of Education awards your licenses and endorsements. To be eligible for licenses and endorsements, you must complete the applicable course work and, often, be recommended by the University for the license or endorsement. Licenses are most often granted by completing an "approved program" such as elementary education, special education, etc. Supplemental endorsements may only be added to licenses; that is, you must have an original license and then add this onto it.

Special Education

The University of Southern Mississippi prepares individuals to teach in several areas of exceptionality. At the undergraduate level, the degree program leads to licensure in mild/moderate disabilities (K-12) in the state of Mississippi. The special education undergraduate program requires preparation in mild/moderate disabilities as well as study in two additional areas of emphasis, called "clusters". Special education majors are strongly encouraged to select clusters that lead to supplemental endorsement (licensure) in areas which will enable them to meet Mississippi's requirements for Highly Qualified Teachers. All special education majors should seek advice from a special education advisor in order to select clusters which will help them meet their teaching goals. Other programmatic information can be attained from departmental academic advisers: Dr. Jennifer Ducksworth, Hattiesburg; Ms. Mary Funk, Jackson County; Ms. Patricia Williams, Gulfport.

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 | History |
| Business Technology Education | Mathematics |
| Chemistry | Physics |
| English | |
| 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, library science, remedial reading, mild/moderate handicapped K-6 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

- Dance
- Education of the Deaf
- Library Science
- Music Education
- Physical 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 6 to 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 6 semester hours in the same language at the 200 level or above.

Department of Educational Leadership and Research

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*D. Gentry, C. Giroir, S. Jacob, L. Hill, P. Hull, D. Lee, T. Lipscomb, S. Liu, A. Lucas, W. Maulding,
M. McNeese, R. McNeese, R. Mohn, G. Parker, G. Peters, W. Pierce, J. Rachal, T. Roberson, K. Shelley,
R. Styron, A. Townsend, M. Ward, U. Whitehead*

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

Joe Olmi, Interim Chair
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Agler, Alford, Arnau, Aten, C. Barry, T. Barry, Berman, Bullock, Choi, Dahlen, Dufrene, Echevarria, Goggin, Green, Greer, Hajnal, Harsh, Holloway, Jordan, Koepfel, Kuczaj, Leach, Madson, Marcus, Mercer, Mong, Nicholson, Noguchi, Olmi, Sterling-Turner, Stretch, Tingstrom, Vonk, Watson, Wesley, Zeigler-Hill

The Department of Psychology offers both graduate (M.A., M.S., Ph.D.) and undergraduate programs (B.A. or B.S.). At the master's level, the department offers the Master of Science in Counseling Psychology.

At the doctoral level, there are four emphasis areas: clinical, counseling, experimental 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 a degree in psychology (B.S. or B.A.)

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 39 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 hours of a foreign language.

Psychology Minor

Students pursuing a minor in psychology must complete PSY 110 and 15 hours of additional courses (chosen from PSY 270, PSY 275, or any 300 level and above), with the exception of PSY 462, 463, 491, 492, 493, and 498. A grade of "C" or better is required in each of these courses.

Department of Child and Family Studies

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Adams, Blackwell, Brookes, Burgess, Grames, Hinton, Lewis, Parker, Pickering, West

Child and Family Studies

In addition to the general education core, course work in Child and Family Studies has a family systems perspective and focuses on developmental observations. A broad knowledge of the child and family is acquired through courses in family dynamics, communication, psychology, developmental disabilities, and contemporary issues affecting quality of life. Students take courses in infant and child development, curriculum activities, behavior and guidance of children, parenthood, and supervised work through practicum or internship experiences. Graduates who complete the course requirements for a child and family studies degree with an emphasis in family relations may be eligible for provisional membership in the National Council on Family Relations' Certified Family Life Education Program. Child Life graduates are eligible to apply for certification by the National Child Life Council. Students majoring in Child and Family Studies specialize in one of the following areas: child development, child life, or family relations.

The undergraduate programs in Child and Family Studies are accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences.

Child development graduates work as teachers and administrators of child care and preschool programs or as child development specialists who plan and implement developmentally effective activities with children in other settings. Child development students may also pursue certification to teach pre-kindergarten through kindergarten in the public school system. Students wishing to pursue this certification are strongly urged to complete Praxis I prior to their supervised practicum. Before the Mississippi State Department of Education will license teachers, the Praxis I and Praxis II must be successfully completed.

Graduates in the child life specialization work with children and families in health care settings. Family relations graduates work in human service organizations such as child abuse prevention agencies, parent and family resource centers, departments of Human Services, justice courts, family development centers, and agencies on aging. Graduates are also prepared to work with the Cooperative Extension Service.

Offerings for Nonmajors

A number of courses offered within the Department of Child and Family Studies do not have prerequisites and are excellent choices for electives. A minor is also available in child and family studies.

- FAM 101 (Introduction to Professional Studies)
- FAM 150 (Social and Professional Development)
- FAM 151 (Personal Development and Interpersonal Relationships)
- FAM 351 (Marital and Family Relationships)
- FAM 352 (Families and Adolescents)
- FAM 442 (Personal and Family Financial Management)
- FAM 450 (Sexuality in the Family System)
- FAM 452 (Parenthood)
- FCS 401 (Family Life Education)

Laboratory and Field Experiences

Laboratory and field experiences, as well as academic work, are integral to students' preparation. The Center for Child Development offers all students opportunities to observe and participate in directed experiences with infants, toddlers, and preschoolers. Students with a specialization in child development must complete one semester of supervised teaching in the center.

Students interested in careers as child life specialists are offered a variety of opportunities to work with children and families in health care environments. Through volunteer experiences and a structured, clinical practicum, students are prepared to seek a 500-hour clinical internship in hospitals with Child Life programs.

Students with an emphasis in family relations gain valuable knowledge through field experiences in human services or community agencies. This emphasis may lead to American Humanics Certification in nonprofit management. See adviser for guidelines.

Special Program Requirements

Students must work closely with an academic adviser in selecting an emphasis and elective courses best suited to their interests and career goals.

Students must earn a grade of C or better in all courses required for the major area of study, specialization area and any courses substituted for major and specialization area courses in order to graduate.

Students must have a cumulative GPA of 2.5 to transfer into Child and Family Studies.

In cases where students claim to have mastered the concepts covered in courses for which no College Level Examination Program (CLEP) equivalent exists, faculty will design examinations covering content in those courses to provide a venue for students to prove mastery.

Laboratory experiences are required in most circumstances, even if a student is able to pass a challenge examination over the lecture material. Faculty designing challenge examinations can require students to produce additional evidence of mastery, including projects that were a part of previous course work or additional documentation that provides a more complete assessment of the student's experience.

Requirements for Child Life Specialization

Before enrolling in CD 400: Students must have a GPA of 3.0 or better in CD 378.

Students must complete a background check prior to enrolling in CD 400 (See adviser for guidelines).

Before enrolling in CD 456:

Have a GPA of 3.0 in the major area of study

Have a GPA of 3.5 in CD 378, CD 400, CD 452/L and NSG 406 or SW 492 (Death and Bereavement)

Complete 50 volunteer hours (see adviser for guidelines)

Requirements for a Minor in Child and Family Studies

All students pursuing a minor in Child and Family Studies must complete nine semester hours in the following courses: CD 350 and CD 350L, FAM 351, and FAM 452. An additional 9 semester hours may be selected from the following electives: CD 351, CD 351L, CD 352, CD 352L, CD 451, CD 451L, CD 452, CD 452L, FAM 352, FAM 442, FAM 450, FAM 453.

School of Library and Information Science

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Bomhold, Bossaller, Haynes, Higgins, Klingler, Li, Welsh, Yu

The purpose of the School of Library and Information Science is to educate students for careers in the information professions. Covering all types of media formats, the curriculum prepares future information professionals to create, develop, organize, access and evaluate print and nonprint resources in a variety of settings.

The Bachelor of Arts in Library and Information Science may be used to satisfy the requirements for licensure as a school library media specialist. The baccalaureate degree in library and information science with a teacher licensure emphasis is approved by the National Council for Accreditation of Teacher Education. The graduate program in library and information science is the only master's program in Mississippi accredited by the American Library Association (see the *Graduate Bulletin*). The school cooperates with the university placement service in assisting its graduates in finding positions. Students are encouraged to join and support the activities of the Library and Information Science Student Association, the American Library Association, the Special Libraries Association, and the Mississippi Library Association. Often these professional organizations provide job placement services.

Academic Standards for a Major in Library and Information Science

Any student who satisfies admission requirements to the university through the Office of Admissions is eligible for admission to the School of Library and Information Science. All students majoring in library and information science must have their major program approved by the director of the school and have a completed program plan on file in the director's office.

During the first two years at the university, the library and information science major should acquire a broad general education in the liberal arts and sciences. Library and information science courses for the undergraduate major or minor are begun in the junior year and completed in the senior year. Library and information science majors are advised to concentrate elective hours in one subject field, professional area or language in order to qualify for better library positions. The student's choice of a degree program should be determined by his or her career goals, licensure requirements and in consultation with a faculty adviser or the director of the school.

Students desiring to prepare for positions in public, academic or corporate libraries or information centers or other information professions should follow the general Bachelor of Arts degree program described below; this program requires 39 credit hours. General library and information science majors must also complete the requirements for a minor or a dual major in another field, a senior capstone course for their major, and sufficient elective hours from any departments of the university to complete the 124 semester hours required for a degree. Students must earn a grade C or higher in all Library Science courses and all required courses in the minor. Students should consult their advisers when planning their minors or dual majors.

Students are advised that in order to qualify for many professional positions in the library field, especially those in public, college and special library fields, a Master of Library and Information Science degree is required. See the *Graduate Bulletin* for information on the graduate program in Library and Information Science.

Licensure as a School Library Media Specialist

Students desiring to become public elementary or secondary school library-media specialists should follow the applicable teacher licensure degree program. Licensure as a school library-media specialist in the state of Mississippi requires a library and information science major of 30 hours plus 34 hours of specified professional education courses. Students must earn a grade of C or higher in all library science courses and in all required professional education courses. Existing teacher education programs as presented in this *Bulletin* are subject to change contingent on formal university approval. Out-of-state students should consult with their respective state agencies regarding licensure requirements. For more information about the Teacher Licensure Program, contact the School of Library and Information Science.

Admission to the Teacher Education Program for licensure in Library and Information Science requires the following:

- (1) Attain at least a C in 6 hours of English 101, 102;
- (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 and examination, as determined by the Professional Educational Council);
- (4) Attain a minimum grade point average of 2.65 (on a 4.0 scale) based on the 44 hours of general education identified under the University Core for Teacher Education admission;
- (5) Attain an ACT composite of 21 or higher, with no scale score below 18, or an SAT of 860 (verbal and quantitative) upon entrance into college, 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);
- (6) Meet with assigned adviser and complete a program plan;
- (7) Pass Basic Technology Literacy Exam; and
- (8) Attain an overall GPA of at least 2.65.

The Basic Technology Literacy Exam must be **passed prior to** applying for admission to the Teacher Education Program.

Students will not be admitted to the Library Sciences Licensure program while on probation, probation continued, or while suspended.

Admission to the Teacher Education Program is required for the following courses: CIS 302, CIS 313, REF 400, REF 469, SPE 400, LIS 491, LIS 491L, LIS 494, LIS 495 (Teacher Candidacy). See requirements for Teacher Candidacy on page 200 for additional information.

Supplemental School Library Media Endorsement

The school offers a 21 credit hour supplemental school library media endorsement. The endorsement may be added to an existing teaching credential or used as an endorsement area in the Teacher Education programs. The supplement consists of the following: LIS 401, LIS 405, LIS 408, LIS 411, LIS 445, and one course from LIS 417 or LIS 418 and one course from LIS 416 or LIS 440.

If a student is interested in an LIS endorsement, he or she should contact an LIS adviser. Most of the endorsement courses require department consent for enrollment.