

EARLY CHILDHOOD EDUCATION (ED.D.)

Dr. Stephanie. Davidson-Herndon, Interim Chair and Associate Professor
 P.O. Box 18380
 Telephone: (601) 979-2341
 Fax: (601) 979-2178
 e-mail: stephanie.r.davidson@jsums.edu

Faculty

Dr. K. Bennett, Assistant Professor
 Dr. K. Bryant, Associate Professor
 Dr. S. Davidson-Herndon, Associate Professor
 Dr. T. Dixon, Assistant Professor
 Dr. T. Latiker, Associate Professor
 Dr. L. Opara-Nadi, Assistant Professor
 Dr. J. Yin, Professor

The Department of Elementary and Early Childhood Education offers graduate programs leading to the Master of Science in Education Degree in Early Childhood Education, Literacy and Elementary Education; the Specialist in Education Degree in Elementary Education; and the Doctor of Education Degree in Early Childhood Education.

Departmental Objectives

The department and its programs exist to prepare professional instructional personnel at levels appropriate to the degrees offered, and to meet certification requirements at AA, AAA, and AAAA levels for the State of Mississippi in the various fields. The department's intention is to prepare candidates who:

1. Demonstrate sensitivity to the emerging knowledge bases and understand how they impact education and the need for change;
2. Adjust methods, curriculum and service approaches to meet the needs of diverse learners;
3. Demonstrate a repertoire of educational related strategies and skills which enable them to share knowledge effectively;
4. Demonstrate critical thinking competence and effective communication skills in various forms and media;
5. Ensure that established standards for successful learner outcomes are met;
6. Possess the ability to work successfully with learners, teachers, college faculty, and others;
7. Demonstrate knowledge of and skill in applying basic principles undergirding the selection and utilization of methods, techniques and devices which facilitate effective program development using various educational models;
8. Can locate, interpret and apply research pertinent to educational problems;
9. Exhibit competency in doing independent, original research;
10. Are able to identify, interpret and promote the functions of education in a democracy;
11. Are skilled in the techniques of instruction and ensure that pupils will derive the greatest benefits from classroom experiences;
12. Serve as facilitators for the total process of growth and learning;

13. Develop competencies and professional leadership skills through the advancement of knowledge and research that will enable them to assume major leadership roles in diverse communities.

Accreditation

The required concentration curriculum is based on the NASDTEC (National Association of State Directors of Teacher Education and Certification) standards and professional accreditation recommendations of the Council for the Accreditation of Educator Preparation (CAEP), Southern Accreditation Colleges and Schools Commission on Colleges (SACSCOC), the National Association for Education of Young Children (NAEYC), and Association for Childhood Education International (ACEI).

Students complete the following course of study in consultation with their faculty advisors.

Program Objectives

The focus of the doctoral program is on the study of early childhood education and its practice, including aspects of child development, pedagogy, curriculum, policy analysis, history and philosophy, and basic and applied research. The primary outcome for the doctoral candidate is to become a leader for the field who influences the practice of early childhood education through the generation of knowledge; the education of early childhood professionals; the conduct of research on young children's development and learning; the development implementation, and evaluation of curriculum; administration of early childhood programs and services at the local, state, and national levels; and the analysis and generation of public policy related to early childhood education.

Doctoral candidates are expected to demonstrate the following competencies:

1. Knowledge and understanding of the dominant theories of human and sociocultural development and learning through the life span; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight (8) including children with special developmental and learning needs and their families; and an understanding of the child in the family and cultural context.
2. Knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.
3. Knowledge of the alternative perspectives regarding central issues in the field (for example, child development, programs for young children and their families, research priorities, or implications for teacher education and staff development).
4. Knowledge and ability to use and develop a variety of procedures for assessment of child development and learning, child care and early education environments, and early childhood education curricula; and understanding of types, purposes and appropriateness of various assessment procedures and instruments.
5. Knowledge of developing and evaluating programs for children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels, including children with disabilities, children with developmental delays, children who are at risk for developmental delays, and children with special abilities.
6. Apply interdisciplinary knowledge from such fields as sociology, psychology, health services, special education, history, philosophy, and to practice in early childhood.

7. Knowledge in reflective inquiry and demonstrate professional self-knowledge, for example by collecting data about one's own practice and articulating a personal code of professional ethics.
8. Knowledge of the ability to work collaboratively as a member of a team with colleagues and other professionals to achieve goals for children and families.
9. Knowledge and skills required to serve as a mentor to others and a model of professional behavior for volunteers and other staff members.
10. Knowledge of understanding the socio-cultural, historical, and political forces that influence the diverse delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise).
11. Collection of and interpretation of research, translate research findings into practice, demonstrate personal research skills, and implement applied research.
12. Knowledge of deeper understanding of a particular area of specialization related to an intended career role (for example, administration and supervision of early childhood programs; family support programs; primary grade teaching or administration; early childhood special education/early intervention; or infant/toddler programming).
13. Knowledge of applying theoretical and research knowledge to practice in early childhood settings (their own classroom or other field assignments). For example, applications of theory to practice may be demonstrated during field study projects, action research, curriculum projects, or observed clinical practice.
14. Knowledge to enable reflective professionals to take leadership roles in schools or programs, mentor novice teachers, and act as advocates for children at local, state, and national levels.
15. Knowledge of the diversity of delivery systems through which programs are offered for young children and their families (for example, social service agencies, public schools, private enterprise) and become advocates for providing families with coordinated, quality services that are accessible and affordable. Doctoral candidates demonstrate understanding of the implications of contrasting missions, mores, resources, constraints and potential of each system for preparing personnel to work in those settings.
16. Knowledge of research methods and findings, and the ability to translate research findings into practice, demonstrate personal research skills and the ability to develop and implement applied research, and the disposition to create and disseminate new knowledge.
17. Deeper knowledge and exemplary practice in at least one area of specialization (for example, Teacher education, assessment and evaluation, early childhood special education/ early intervention literacy, bilingual education, or curriculum theory and development).
18. Experience in several types of leadership roles depending on their prior presentation and experience and career objectives. Leadership capabilities may be demonstrated in the areas of: observation and supervision of student teachers and interns; teaching of undergraduate college students; administration of early childhood programs; advocacy and public policy activity; and/or basic or applied research in early childhood education.
19. Theoretical knowledge in education and allied disciplines.
20. Knowledge to interpret and expand the knowledge base by completing a dissertation that involves basic or applied research and study.