

in education desiring enrichment activities in Secondary Education. Students taking this course will be engaged in activities directed toward planning, developing, and evaluating curricular materials that may be used for teaching K-12 grades.

SS 587 Independent Study (3 Hours) This course is one which enables graduate students to develop and carry a research project on their own under the supervision of one of the graduate faculty members in the department.

SS 590 Social Science Seminar (3 Hours) This seminar is an interdisciplinary forum in the social sciences that brings together students who have cooperatively studied a social problem or issue from different perspectives.

SS 591 Models of Teaching (3 Hours) Exploration of problems and procedures important to student teaching and directed teaching itself in social studies.

SS 595W The New Social Studies Workshop (3 Hours) The workshop is multifaceted, providing an intensive survey of new projects, techniques and topics in the Social Studies, especially as they relate to teaching on the secondary level.

SS 601 Training, Supervising, and Evaluating Social Studies Teachers (3 Hours) Discussion of the content and procedures for the training of prospective teachers, the supervising of student teachers and the evaluation of inservice teachers in social studies.

SS 602 Selecting and Evaluating Reading, Audio, Visual, and Graphic Social Studies Material. (3 Hours)

SS 603 Black Studies Curriculum Development and Evaluation. (3 Hours) An examination of the structure, content and problems of current black studies program; and discussion of the objectives, procedures, and content essential to successful Black Studies programs.

DEPARTMENT OF SPECIAL EDUCATION

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Faculty

Dr. M. Anderson, Associate Professor

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Dr. R. Gentry, Professor

Dr. G. Johnson, Professor

Dr. G. Windfield, Assistant Professor

Mission

The Department of Special Education (SPED) is located in the School of Instructional Leadership and the College of Education and Human Development. The SPED offers the Master of Science in Special Education (M.S.Ed.) with a concentration in Mild/Moderate Disabilities. This program is designed to prepare personnel to work with individuals identified as having exceptionalities and professionals, in school settings and other service provider agencies. Typically, graduates of this program select careers as special education teachers, administrators, and special education supervisors.

Accreditation

The Special Education Master's Program at Jackson State University (JSU) is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Southern Association of Colleges and Schools (SACS). Additionally, program standards are in compliance with the International Council for Exceptional Children (CEC).

Department of Special Education Goals and Objectives

The mission of the Department of Special Education supports the broad mission of the University. The University's mission involves utilization of its human, cultural and physical resources to enhance the surrounding metropolitan community and urban areas of the state of Mississippi, the nation and the world. The goals of SPED are to develop persons who will be able to assume roles in the growth and change in society. SPED seeks to encourage and facilitate the efforts of candidates to acquire knowledge, skills, understandings, appreciations and attitudes necessary for effective interaction and performance in society. The instructional curriculum and learning experiences provide opportunities for candidates to develop competencies and attitudes that promote and actualize excellence in teaching and learning and learning outcomes.

The objectives of the SPED are:

1. To prepare personnel for staffing special education positions in schools and other related human resource agencies.
2. To offer candidates a comprehensive curriculum that incorporates a variety of experiences including: campus-based experiences (e.g. microteaching clinics, case studies, computer-assisted instruction) as well as field-based experiences (i.e. internships and tutoring).
3. To facilitate candidates' professional development by broadening the knowledge base as set forth in the curriculum by attending conferences, workshops, seminars and participating in collaborative activities with other community agencies (e.g. public schools, human resource agencies, and so forth).
4. To enhance candidates' ability to work with culturally, linguistically, and exceptionally distinctive populations through selected research, teaching, and field-based experiences.
5. To accommodate candidates from various ethnic backgrounds and exceptionalities through an open, multicultural approach to special education personnel preparation.

Master's Program

Admission Requirements

Applicants for the master's degree must hold an undergraduate degree from a regionally accredited college or university, and must be admitted to Jackson State University's Division of Graduate Studies. A copy of the Graduate catalog can be acquired from the Division of Graduate Studies and online at:

<http://ccaix.jsums.edu/~gadmappl/Catalog/Gradcatalog.html>.

Additional DSE requirements for **full** admission to the program include:

Submission of an application packet which includes letters of recommendation from former collegiate faculty who taught the applicant, a current or former supervisor/administrator, and/or co-worker.

Submission of a recent official transcript.

A GPA of 3.00*.

Successful completion of an entrance examination.

Successful completion of an oral interview with graduate faculty.

Submission of an entry professional portfolio.

*Conditional admission would include the aforementioned but a GPA of 2.50 will be required. A checklist to assist you in this process will be provided.

Admissions Status

Candidates can be admitted as follows:

1. Applicants successfully meeting the admissions criteria with an undergraduate cumulative grade-

point average (GPA) of 3.00 or higher on a 4.00 scale may be admitted with a status determination of Full/Good Standing.

2. Applicants successfully meeting the admissions criteria with an undergraduate cumulative grade-point average (GPA) of 2.50 to 2.99 may be admitted with a status of Provisional/Conditional Standing. Applicants are required to submit GRE scores on or before the end of the second semester of provisional admittance or risk Program Dismissal.
3. Applicants NOT meeting the admissions criteria will not be admitted.

Admission Requirements

University Requirements

All applicants for a Master of Education (M.Ed) degree program in Special Education must first be admitted to the University by the Division of Graduate Studies. Applicants must:

1. Secure an admission packet from the Division of Graduate Studies.
2. Submit two official copies of transcripts from all colleges and universities attended.

Departmental Requirements

The DSE of Special Education will review the transmittal packet from the Graduate School. Proof of the following additional information must be submitted to the DSE concurrent with the Graduate School application:

Admissions Criteria

1. A letter of application to the M.Ed. Special Education Teaching Program faculty that includes an acceptable personal statement of goals for professional development.
2. A copy of baccalaureate degree from accredited college or university.
3. An "A" teaching certificate. Applicants who do not hold the appropriate credentials or who are not eligible for the appropriate certification must complete the prerequisite teacher certification requirements before continuance of application consideration.
4. Three (3) letters of recommendation written by those familiar with applicant's academic achievement and potential.
5. Verbal and Quantitative Scores earned on the Graduate Record Examination (GRE) (Scores earned within two (2) years of the application are acceptable)
6. All required immunizations, specifically, candidate has had two (2) MMRs (Mumps, Measles, Rubella) in his or her lifetime and a Tetanus/Diphtheria immunization within the past two years. For more Information, contact Student Health Services at (601) 979-2260.
7. Satisfactory completion of a DSE interview with DSE faculty. Interviews will be held for Fall admission during Spring Semester and Spring semester interviews will be held during Fall Semesters.

8. An acceptable “in-house” writing sample that provides evidence of acquired writing competencies.

Course Requirements

The curriculum course offerings in the current catalog are being revised to meet the new standards required by our accrediting agencies. This new curriculum will be effective by Fall 2006.

Degree Requirements

Core Courses		Semester Hours
Course	Title	Hours
EDFL 514	Elementary Statistics	3
EDFL 515	Methods of Educational Research, <i>or</i>	
EDFL 511	History and Philosophy of Education	3
EDFL 568	Curriculum Methods	3
PSY 566	Advanced Educational Psychology	3
<i>Hours</i>		<u>12</u>

Required Concentration Courses

SPED 500	Survey of Exceptional Children	3
SPED 504	Administration and Organization Procedures for Special Education	3
SPED 507	Advanced Methods in Behavior Management	3
SPED 520	Assistive Technology for Individuals with Disabilities	3
SPED 528	Educational Assessment	3
SPED 530	Education and Psychology of the Mentally Retarded	3
SPED 532	Education and Psychology of the Learning Disabled	3
SPED 550	Education and Psychology of Children with Behavioral Disorders	3
SPED 586	Practicum: Mildly/Moderately Handicapped	3
SPED 599	Seminar: Mildly/Moderately Handicapped	3
<i>Hours</i>		<u>30</u>

Recommended Electives

(Six Hours in Consultation with Advisor)

SPED 503	Teaching the Severely/ Profoundly Handicapped	3
SPED 569	Strategies for Managing Violent and aggressive Behavior	3
SPED 579	Research and Independent Study	3
SPED 580	Education and Psychology for the Physically Handicapped	3
SPED 509	Diagnostic - Prescriptive Teaching	3
SPED 516	Career Education for Exceptional Children	3

Notes:

- Forms I, II, III, and IV must be developed in consultation with the designated department advisor.
- All students must be approved by the department advisor to take the Comprehensive Examination.

Mississippi Add-On Endorsement

Area: Mild/Moderate (Code 224)

Mild/Moderate K-12

Course	Title	Semester Hours
SPED 500	Survey of Exceptional Children and Youths	3
SPED 504	Organizational Procedures in Special Education	3
SPED 507	Advanced Behavioral Management	3
SPED 528	Educational Assessment	3
SPED 572	Learning Theories for Special Educators	3
SPED 599	Seminar: Mildly/Moderately Handicapped	3
<i>Total Hours</i>		<u>18</u>

Mississippi Add-On Endorsement

Masters' Level Only

Area: Emotional Disabilities (Code 206)

Prerequisite

Must have current Code 221, Mild/Moderate Disability K012 - Level AA

AA - Emotional Disability

Course	Title	Semester Hours
SPED 504	Organizational Procedures in Special Education	3
SPED 507	Advanced Behavioral Management	3
SPED 552	Personality Development of Exceptional Children	3
SPED 569	Strategies for Managing Violent and Aggressive Behavior	3
SPED 572	Learning Theories	3
<i>Total Hours</i>		<u>15</u>

Mississippi 'A' Add-On Endorsement

Area: Gifted [K-12] (Code 207)

Visually Impaired

Course	Title	Semester Hours
SPED 508	Educational Management of Physical and Multi-Disabilities	3
SPED 529	Assessment Procedures for Visually Impaired and Multi-Disabilities	3
SPED 540	Introduction to Visually Impaired	3
SPED 541	Methods and Materials in Teaching the Visually Impaired	3
SPED 542	Medical and Educational Implications of the Structure and Function of the Eye	3
SPED 543	Introduction to Braille and Other Technology	3
SPED 544	Introduction to Orientation and Mobility	3
<i>Total Hours</i>		<u>21</u>

Mississippi “AA” Add-On Endorsement Area: Gifted [K-12] (Code 207)

Gifted K-12

Course Title	Semester Hours
SPED 504 Organizational Procedures in Special Education	3
SPED 528 Educational Assessment	3
SPED 570 Education and Psychology of Gifted and Talented	3
SPED 571 Methods and Materials in Teaching the Gifted and Talented	3
SPED 572 Learning Theories for Special Educators	3
<i>Total Hours</i>	15

Specialist in Education- Special Education

The Special Education Specialist Program is a 36 semester hour program which includes the development of a thesis or project. All candidates for this degree must have an AA certificate from an accredited institution of higher learning. Approval for a thesis or a project must be granted by a Department Thesis Advisor or a Project Advisor. The Specialist Program is accredited by the National Council for Accreditation of Teacher Education (NCATE). This degree program qualifies a graduate to receive Mississippi AAA Certification (Graduates are capable of leadership roles in school and non-school settings for exceptional learners K-12).

Course Requirements

The curriculum course offerings in the current catalog are being revised to meet the new standards required by our accrediting agencies. This new curriculum will be effective by Fall 2006.

Core Courses Course Title	Semester Hours
EDFL 601 Advanced Research and Statistics	3
EDFL 602 Comparative Education	3
EDFL 610 School and Community Relations	3
<i>Hours</i>	9

Specialization

SPED 600 Guidance for Exceptional Children and Youth	3
SPED 602 Cognitive Processes and Exceptional Children	3
SPED 604 Administration and Supervision in Special Education	3
SPED 605 Psychological Aspects of Exceptional Children	3
SPED 607 Research in Exceptional Children	3
SPED 686 Practicum in Special Education	3
SPED 679 Individual Research	3
SPED 699 Seminar in Special Education	3
<i>Hours</i>	24

Recommend Electives

(other courses with advisor’s approval)

SPED 520 Assistive Technology for Individuals with Disabilities	3
SPED 601 Behavioral Management Approaches with Exceptional Children	3
SPED 603 Psychological Evaluation of Exceptional Children	3
SPED 606 Consulting/Interant and Resources Teaching	3
<i>Total Hours</i>	36

Notes

1. Required Forms I, II, III, IV, A and B must be developed in consultation with the designated department advisor.
2. All students must be approved by the department advisor to take the Graduate English Competency Examination and Graduate Area Comprehensive Examination.

DESCRIPTION OF COURSES

SPED 500 Survey of Exceptional Children and Youth. (3 Hours) A study of definitions, characteristics, educational programs and problems of exceptional individuals. (Prerequisite: SPED 503)

SPED 503 Teaching the Severely and Profoundly Handicapped. (3 Hours) Provides students with the skills and understanding needed to teach severely/profoundly handicapped students; program needs, services, and an overview of the role of S/P handicapped persons within society are studied. (Prerequisite: SPED 500)

SPED 504 Administrative and Organizational Procedures for Special Education. (3 Hours) A study of administrative and organizational structures, programmatic procedures, policies, resources, and guidelines essential to the delivery of educational services for exceptional learners. (Prerequisites: SPED 500, 530, 532, 550, 599, 528, 507, and 586)

SPED 507 Advanced Methods in Behavioral Management. (3 Hours) Emphasis will be placed on current techniques, educational strategies and tools that will aid the teacher in understanding and handling behavior problems in the classroom. (Prerequisites: SPED 500, 530, 532, 550, 599, and 528)

SPED 508 Educational Management of Students with Visual and Multiple Disabilities (3) Emphasis will be placed upon techniques, educational strategies, and tools that will aid the teacher in 1) understanding and addressing behavior and related problems of students with visual and multiple disabilities and 2) understanding issues related to the influences of additional disabilities on students who are visually impaired. (Prerequisites: SPED 543, 540, 542, 540, 541)

SPED 516 Career Education for Exceptional Children. (3 Hours) Dissemination of information

about daily living skills, personal social skills, and occupational guidance and preparation in the career development of exceptional individuals.

SPED 520 Assistive Technology For Individuals With Disabilities. (3 Hours). A survey of assistive technology/devices, legislation and issues related to assistive technology. Hands-on demonstration experiences of technology and software that facilitate new ways of teaching individuals with disabilities is provided. (Prerequisite: SPED 500)

SPED 528 Advanced Educational Assessment and Prescriptive Planning In Special Education. (3 Hours) Prerequisite: SPED 311/500. Special diagnostic procedures with exceptional learners with implications for prescriptive planning. (Prerequisites: SPED 500, 530, 532, 550, and 599)

SPED 529 Assessment Procedures for Visually Impaired and Multi-Disabilities (3) Introduction to the concepts, issues, instruments and procedures involved in assessment of visually impaired children and adolescents. (Prerequisites: SPED 543, 540, 542)

SPED 530 Education and Psychology of the Mentally Retarded. (3 Hours) Deals with the medical and behavioral classifications, characteristics, interaction of biological, emotional and social factors, educational philosophy, objectives and programs for the mentally retarded. (Prerequisite: SPED 500)

SPED 532 Education and Psychology of the Learning Disabled. (3 Hours) Survey of the historical development of learning disabilities, problems of definition and classification, screening and diagnosis, and instructional systems. (Prerequisites: SPED 500 and 530)

SPED 540 Introduction to Visually Impaired (3) An introductory course providing a comprehensive, life-span overview of the field of visual impairments. Examines the legal, demographic, historical, and psychosocial perspectives, as well as the various services and programs available. Through demonstration, simulation, and practical experiences, students will be exposed to a variety of adaptive skills, techniques, and devices used by persons with visual impairments. (Prerequisites: SPED 500)

SPED 541 Methods and Materials in Teaching the Visually Impaired (3) The students will design appropriate educational environments, plan instructional programs for low vision students, which will include: functional vision assessment, Braille literacy, learning media assessments, instructional strategies for activities of daily living, concept development, social skills, and subject content. (Prerequisites: SPED 543, 540, 542, 529)

SPED 542 Medical and Educational Implications of the Structure and Function of the Eye (3) This course provides an overview of normal and abnormal development of the human eye. Included are topics of ocular anatomy and physiology; pathological conditions affecting the human eye, and clinical and functional vision assessments. A strong component of low vision is provided within this course,

which includes functional vision assessments, environmental vision assessments, optics, the use of optical devices, and the principles of optimizing visual efficiency. (Prerequisites: SPED 543, 540)

SPED 543 Introduction to Braille and Other Technology (3) Emphasis will be placed on technologies, educational strategies, and tools that will aid the teaching in 1) understanding and addressing behavior and related problems of students with visual and multiple disabilities and 2) understanding issues related to the influence of additional disabilities of students who are visually impaired. (Prerequisites: SPED 500)

SPED 544 Introduction to Orientation and Mobility (3) This course is designed to give practical applications of orientation and mobility techniques to be used by teachers of students that are blind and visually impaired. This class will offer instruction and experiences through supervised blindfold activities in indoor and commercial environments; includes special travel situations, shopping malls, and in store travel. (Prerequisites: SPED 543, 540, 542, 529, 541, 508)

SPED 550 Education and Psychology of Children with Behavioral Disorders. (3 Hours) Characteristics, causes and problems of emotional disturbance in children and youth; diagnosis, and placement and in-depth study of educational programs. (Prerequisites: SPED 500, 530, and 532)

SPED 552 Personality Development of Exceptional Children. (3 Hours) Is designed to enhance knowledge related to personality development of exceptional children various theories of personality problems related to personality.

SPED 569 Strategies For Managing Violent and Aggressive Behaviors. (3 Hours). Emphasizes prevention and crisis management models, verbal intervention and personal safety skills applicable with verbal aggressive and physically violent behavior. (Prerequisites: SPED 550, 530, and 532).

SPED 570 Education and Psychology of the Gifted and Talented. (3 Hours) Characteristics of youth with potential superior performance in areas of academics, creativity, and talent. Emphasis on recent trends of school, home and community planning and on the culturally diverse gifted. (Prerequisites: SPED 500)

SPED 571 Methods and Materials in Teaching the Gifted and Talented. (3 Hours) Emphasis is given to innovative techniques and models appropriate for teaching the gifted and talented. Curricular development for the culturally diverse gifted receive special treatment. (Prerequisite: SPED 500)

SPED 572 Learning Theories for Special Educators. (3 Hours) This course is designed to provide students with basic understanding of selected theories of learning and to enable an analysis of curriculum strategies and materials to facilitate learning. (Prerequisite: SPED 500)

SPED 579 Research and Independent Study. (1-3 Hours) Prerequisite: Adviser permission. Implementation of individual student research project under guidance of an adviser. (Prerequisites: Must have advisor approval.)

SPED 586 Practicum in Special Education. (3 Hours) Supervised practicum; application of methods and techniques appropriate to various exceptionalities. SPED 587 Practicum: Mildly Moderately Handicapped, SPED 588: Practicum: Visually Handicapped, SPED 589 Practicum: Behavior Disorders, Practicum: Gifted and Talented. (Prerequisites: SPED 500, 530, 532, 550, 599, 528, and 507)

SPED 599 Seminar in Special Education. (3 Hours) Currents problems, issues, and trends in the field of special education. (Assignments are made according to area(s) of specialization - SPED 521 Seminar: Mildly/Moderately Handicapped, SPED 523 Seminar: Visually Impaired, SPED 524 Seminar: Behavior Disorders, SPED 526 Seminar: Gifted and Talented. (Prerequisites: SPED 500, 530, 532, and 550)

SPED 600 Guidance for Exceptional Children and Youth. (3 Hours) Study of the problems of personal, social, educational, and vocational adjustment of exceptional children and youth.

SPED 601 Behavior Management Approaches with Exceptional Children and Youth. (3 Hours) Classroom application of strategies for managing behavioral problems in the school, emphasis on research in classroom behavior modification. (Prerequisites: SPED 600, 607, 605, 699, and 606)

SPED 602 Cognitive Processes and Exceptional Children. (3 Hours) Study of cognitive development of exceptional children with emphasis on the impact of exceptionality on cognition.

SPED 603 Psychoeducational Evaluation of Exceptional Children. (3 Hours) Procedures in assessing exceptional children and youth with special attention given to interpretation and application of diagnostic instruments for the purpose of planning prescriptive programs.

SPED 604 Administration and Supervision in Special Education. (3 Hours) Analysis of organizational and administrative principles and practices for diverse programs in special education. (Prerequisites: SPED 600, 607, 605, 686, and 679)

SPED 605 Psychological Aspects of Exceptionality. (3 Hours) Intensive study of research findings relevant to differences in exceptional children; the psychological, social, and vocational aspects of successful adjustment will be stressed.

SPED 606 Consulting/Itinerant, and Resource Teaching In Special Education. (3 Hours) Role responsibilities, and problems of consulting, itinerant, and resource teachers in special education. (Prerequisites: SPED 600, 607, 605, 699)

SPED 607 Research in Exceptional Child Education (3 Hours) Study, analysis, and evaluation of selected research and other literature reflecting various areas of exceptionality. (Prerequisite: SPED 605)

SPED 679 Individual Research. (1-3 Hours) Prerequisite: Permission of Advisor. Special attention given to design, application, and evaluation of student research projects (to be conducted under the supervision of an adviser). (Prerequisites: Pass English Competency, Pass Area Comprehensive Examination; SPED 600, 607, 605, and 686)

SPED 686 Practicum in Special Education. (3-6 Hours) Supervised practicum; application of methods and techniques appropriate to various exceptionalities. (Assignments are made according to area (s) of specialization SPED 670 Practicum: Mildly/Moderately Handicapped, SPED 671 Practicum: Visually Handicapped, SPED 672 Practicum SPED 674 Practicum: Gifted and Talented. (Prerequisite: SPED 605)

SPED 699 Seminar in Special Education. (3 Hours) Intensive study and analysis of contemporary issues and trends in the area of special education with implications for curriculum planning and teaching methodology. (Assignments are made according to area (s) of specialization SPED 608 Seminar: Mildly Moderately Handicapped, SPED 609 Visually Handicapped, SPED 610 Seminar, SPED 612 Seminar: Gifted and Talented. (Prerequisite: SPED 600, 607, and 605)

SPED 701 Assessment of Special Populations. (3 Hours) Interpretation of test data to be used in remedial planning for individuals in special education programs.

SPED 706 Medical Aspects of Developmental Disabilities. (3 Hours) A study of definitions, classifications, characteristics, evaluations, diagnosis, and treatments of medical conditions of individuals with exceptionalities.