

BACHELOR OF SCIENCE SPECIAL EDUCATION

Mild/Moderate Disabilities

Special Education prepares future educators to instruct students with intellectual disabilities, language impairment, attention deficits, autism, physical disabilities, and other challenges. Special Education also prepares pre-service teachers to engage with intellectually gifted and talented students. Many special education teachers specialize in specific types of special education: learning disabilities (such as ADHD); assistive technology; behavior management; community transitions, intellectual disabilities (moderate to severe disabilities).

Special Education graduates often seek employment in education institutions (K-16) as teachers and/or research scholars, program directors for exceptional children. Graduates also seek employment in private learning centers, mental health facilities, state or private schools for students with disabilities, such as the Mississippi School for the Blind and the School for the Deaf, correctional facilities, or residential therapeutic camps - just to name a few.

Starting salaries for Special Educators vary based on a number of factors: geographical location (urban educators earn more than those in rural areas), years of experience in the field, level of educational attainment. The average salary is \$53,000/year (\$39K-78K Salary Range).

*College of
Education
and Human
Development*



COURSE TYPE DESCRIPTIONS

| | | |
|-----------------------------|------------|--|
| General Education Core | GEC | General Education Core (GEC) courses are courses that every student must take in order to obtain a degree from Jackson State University. GEC courses are essential to every undergraduate degree at Jackson State University. Collectively, there are 30 credit hours of GEC course requirements. |
| General Education Pathway | PATH | General Education Pathway (PATH) courses are courses that are connected through interdisciplinary themes and are selected at the student's discretion to fulfill the general education curriculum. Through experiential learning and reflective writing, students will have the opportunity to integrate knowledge across courses, develop their skills and an enhanced sense of civic responsibility. Students select nine (9) hours from the pathway of choice. Each pathway concludes with a related one (1) credit hour a University Required (UR) course. |
| University Required | UR | University Required (UR) courses are courses that are specific to Jackson State University and are designed to integrate students within the Jackson State University community by promoting student success resources, strategies and high impact practices. |
| Degree Program Requirement | DPR | Degree Program Required (DPR) courses are courses that are required for completion of a degree program within the specified major. |
| Electives | DPE or GEL | Electives are courses selected at a student's discretion and provide opportunities for students to pursue their academic interests. There are two types of electives. Degree Program Elective (DPE) courses are elective courses that are partially restricted such that students select courses from a specified group of identified courses (e.g., departmental elective courses) to fulfill a particular requirement. General Elective (GEL) courses are courses that may be selected from any program for which the student has fulfilled the proper prerequisites. |
| Professional Concentrations | PC | Professional Concentration (PC) courses complement Degree Program Required courses and allow students to have a concentrated area of study within the major. |



COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Secondary Curriculum Form—Admission to Teacher Education

SPECIAL EDUCATION (MILD –MODERATE DISABILITIES)

Student Applicant: _____ J Number: _____ Major: _____

| COURSE | COURSE TITLE | CREDITS | GRADE | POINTS |
|-------------------------------|--|---------|-----------------------|--------|
| *EDCI 100 | Introduction to Education | 3 | | |
| *ENG 104 | Composition & Literature | 3 | | |
| *ENG 105 | Composition & Literature | 3 | | |
| *MATH | College Algebra | 3 | | |
| *Natural Science | Introduction to Biology (w/ Lab) | 3 | | |
| *Natural Science | Natural Science Option (w/Lab) | 3 | | |
| *GEC (HUM) | HIST 101 – History of Civilization | 3 | | |
| *GEC (HUM) | HIST 102 – History of Civilization | 3 | | |
| *GEC (HUM) | ENG 218 – Advanced Composition | 3 | | |
| *RE 310 | Teaching Reading in the Content Area | 3 | | |
| *SPED 311 | Survey of Exceptional Children and Youth | 3 | | |
| *Classroom Management | SPED 422 Teaching Children with Mild/Moderate Disabilities | 3 | | |
| *Data Analysis/ Evaluation | ETEC 367 Assessment, Measurement, and Evaluation | 3 | | |
| GEC | Social and Behavioral Science Option | 3 | | |
| GEC | Social and Behavioral Science Option | 3 | | |
| PATH | Select a Pathway | 3 | | |
| PATH | Select a Pathway | 3 | | |
| PATH | Select a Pathway | 3 | | |
| UR | UNIV 100 | 2 | | |
| UR | UNIV 200 | 1 | | |
| DR | Art 301 or Mus 203 -- Art or Music for Children | 3 | | |
| Total Teacher Education Hours | | | Teacher Education GPA | |

Student Name: _____

J-Number: _____

Advisor: _____

**COLLEGE OF EDUCATION AND HUMAN
DEVELOPMENT
SPECIAL EDUCATION
CONCENTRATION: MILD/MODERATE**

Entering Term: _____

Expected Graduation Date: _____

Pathway: _____

FRESHMAN YEAR FALL 1ST SEMESTER

| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
|-------------------------|--|--------------|------------------|-------|---------------------|
| UNIV 100 | University Success | 2 | UR | | |
| ENG 104 | Composition I | 3 | GEC | | |
| MATH 114 or STAT 115 | College Algebra or Introductory Statistics | 3 | GEC | | |
| | Natural Science Option | 3 | GEC | | |
| | Social & Behavioral Science Option | 3 | GEC | | |
| | TOTAL CREDIT HOURS | 14 | TERM GPA: | | |

Comments: _____

FRESHMAN YEAR SPRING 2ND SEMESTER

| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
|----------|-------------------------------|--------------|------------------|-------|---------------------|
| ENG 105 | Composition II | 3 | GEC | | |
| EDCI 100 | Introduction to Education | 3 | DPR | | |
| | Humanities & Fine Arts Option | 3 | GEC | | |
| | Natural Science Option | 3 | GEC | | |
| | Pathway Option | 3 | PATH | | |
| | TOTAL CREDIT HOURS | 15 | TERM GPA: | | |

ACT: 21 or higher _____; GPA 3.0 or higher in 60-hours of core curriculum _____ or

Passing PRAXIS I Score _____ Reading (5712) _____ Math (5732) _____ Writing(5722) _____

Comments: _____

SOPHOMORE YEAR FALL 1ST SEMESTER

| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
|-----------------------|---|--------------|------------------|-------|---------------------|
| EDCI 100 | Introduction to Education | 3 | DPR | | |
| ART 301 or MUS 203 | Art or Music Appreciation Art for Children or Music for Children | 3 | GEC | | |
| | Social & Behavioral Science Option | 3 | GEC | | |
| | Humanities & Fine Arts Option | 3 | GEC | | |
| | Pathway Option | 3 | PATH | | |
| | TOTAL CREDIT HOURS | 15 | TERM GPA: | | |

Comments: _____

SOPHOMORE YEAR SPRING 2ND SEMESTER

| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
|----------|--|--------------|------------------|-------|------------------------|
| SS 203 | Historical & Cultural Foundations of Education | 3 | DPR | | |
| ENG 218 | Advanced Composition | 3 | DPR | | |
| MATH 226 | Concepts and Structures of Mathematics | 3 | DPR | | (MDE Teacher Edu Core) |
| COUN 315 | Human Development and Learning | 3 | DPR | | |
| UNIV 200 | Civic Engagement | 1 | UR | | |
| | Pathway Option | 3 | PATH | | |
| | TOTAL CREDIT HOURS | 16 | TERM GPA: | | |

Comments: _____

| JUNIOR YEAR FALL 1ST SEMESTER | | | | | |
|-------------------------------|--|--------------|-------------|-------|---------------------|
| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
| ETEC 367 | Assessment, Measurement, and Evaluation | 3 | DPR | | |
| SPED 304 | Organizational Procedures in Special Education | 3 | DPR | | |
| SPED 311 | Survey of Exceptional Children and Youth | 3 | DPR | | |
| SPED 339 | Vocational & Career Planning for Exceptional Adolescents | 3 | DPR | | |
| SS 401 | Social Science Methods | 3 | DPR | | |
| | TOTAL CREDIT HOURS | 15 | TERM GPA: | | |

Comments:

| JUNIOR YEAR SPRING 2ND SEMESTER | | | | | |
|---------------------------------|---|--------------|-------------|-------|---------------------|
| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
| RE 310 | Teaching Reading in the Content Area | 3 | DPR | | |
| RE 311 | Strategies and Techniques for Teaching Reading in Elem School | 3 | DPR | | |
| SPED 420 | Introduction to Assistive Technology & Devices | 3 | DPR | | |
| SPED 422 | Teaching Children with Mild/Moderate Disability | 3 | DPR | | |
| SPED 428 | Educational Assessment | 3 | DPR | | |
| | TOTAL CREDIT HOURS | 15 | TERM GPA: | | |

Student was advised to apply for student teaching _____

Comments:

| SENIOR YEAR FALL 1ST SEMESTER | | | | | |
|-------------------------------|---|--------------|-------------|-------|---------------------|
| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
| EDCI 401 ® | Research, Classroom Management and Clinical Practice | 3 | DPR | | |
| SPED 430 | Teaching Children with Intellectual Disabilities | 3 | DPR | | |
| SPED 432 | Teaching Children with Learning Disabilities | 3 | DPR | | |
| SPED 450 | Teaching Children with Emotional and Behavioral Disorders | 3 | DPR | | |
| SPED 499 | Seminar & Methods in Mild/Moderate Disabilities | 3 | DPR | | |
| | TOTAL CREDIT HOURS | 15 | TERM GPA: | | |

Comments:

| SENIOR YEAR SPRING 2ND SEMESTER | | | | | |
|---------------------------------|--|--------------|-------------|-------|---------------------|
| COURSE | COURSE TITLE | CREDIT HOURS | COURSE TYPE | GRADE | SUCCESS MARKER/NOTE |
| EDCI 402 ® | Clinical Internship in Student Teaching | 12 | DPR | | |
| SPED 307 | Behavioral Management for Exceptional Children | 3 | DPR | | |
| | TOTAL CREDIT HOURS | 15 | TERM GPA: | | |

Comments:

TOTAL HOURS: 120 REQUIRED

*Candidates that transfer 12 or more hours of college credit are exempt from UNIV 100: University Success: however, the student must take 2 hours of general electives to replace the UNIV course.

® Restricted course that requires full admission to Teacher Education before enrollment.

Student Signature: _____

Advisor Signature: _____