

Black Hills State Suggested Course Offerings

A special education endorsement requires:

- 1) Teacher certification and three years of general classroom teaching experience, or special education certification and one year of special education teaching experience;
- 2) The passage of the state special education teacher licensing examination; and
- 3) A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement.

CEC Standards	Matching Coursework
<p>Standard 1 - Foundations Knowledge:</p> <ul style="list-style-type: none"> • Models, theories, and philosophies that form the basis for special education practice. • Laws, policies, and ethical principles regarding behavior management planning and implementation. • Relationship of special education to the organization and function of educational agencies. • Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs. • Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. • Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. • Family systems and the role of families in the educational process. • Historical points of view and contribution of culturally diverse groups. • Impact of the dominant culture on shaping schools and the individuals who study and work in them. • Potential impact of differences in values, languages, and customs that can exist between the home and school. • Skill: Articulate personal philosophy of 	<p>SPED 300 Students with Exceptionalities or SPED 405 Educating Students with Disabilities</p> <p>SPED 460 Family Systems and Professional Collaboration</p>

<p>special education.</p> <hr/>	
<p>Standard 2 - Development and Characteristics of Learners Knowledge:</p> <ul style="list-style-type: none"> • Typical and atypical human growth and development. • Educational implications of characteristics of various exceptionalities. • Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development. • Similarities and differences of individuals with and without exceptional learning needs. • Similarities and differences among individuals with exceptional learning needs. • Effects of various medications on individuals with exceptional learning needs. 	<p>SPED 300 Students with Exceptionalities or SPED 405 Educating Students with Disabilities</p> <p>SPED 410 Behavior Management of Exceptional Children</p> <p>SPED 432 Methods and Materials for Learning Disabilities</p> <p>SPED 495 Special Education Practicum</p>
<p>Standard 3 - Individual Learning Differences Knowledge:</p> <ul style="list-style-type: none"> • Effects an exceptional condition(s) can have on an individual's life. • Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development. • Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. • Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. • Differing ways of learning of individuals with exceptional learning 	<p>SPED 420 Curriculum and Instructional Strategies K-12</p> <p>SPED 432 Methods and Materials for Learning Disabilities</p> <p>SPED 495 Special Education Practicum</p>

<p>needs including those from culturally diverse backgrounds and strategies for addressing these differences.</p>	
<p>Standard 4 - Instructional Strategies Skills:</p> <ul style="list-style-type: none"> • Use strategies to facilitate integration into various settings. • Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. • Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs. • Use strategies to facilitate maintenance and generalization of skills across learning environments. • Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. • Use strategies that promote successful transitions for individuals with exceptional learning needs. 	<p>SPED 410 Behavior Management of Exceptional Children</p> <p>SPED 420 Curriculum and Instructional Strategies K-12</p> <p>SPED 432 Methods and Materials for Learning Disabilities</p> <p>SPED 495 Special Education Practicum</p>
<p>Standard 5 - Learning Environments and Social Interactions Knowledge:</p> <ul style="list-style-type: none"> • Demands of learning environments. • Basic classroom management theories and strategies for individuals with exceptional learning needs. • Effective management of teaching and learning. • Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. • Social skills needed for educational and other environments. • Strategies for crisis prevention and intervention. • Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world. 	<p>SPED 410 Behavior Management of Exceptional Children</p> <p>SPED 432 Methods and Materials for Learning Disabilities</p> <p>SPED 495 Special Education Practicum</p>

- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

<ul style="list-style-type: none"> • Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person. • Structure, direct, and support the activities of paraeducators, volunteers, and tutors. Use universal precautions. 	
<p>Standard 6 - Language Knowledge:</p> <ul style="list-style-type: none"> • Effects of cultural and linguistic differences on growth and development. • Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages. • Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. • Augmentative, alternative, and assistive communication strategies. • Skills: • Use strategies to support and enhance communication skills of individuals with exceptional learning needs. • Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language. 	<p>SPED 460 Family Systems and Professional Collaboration</p> <p>SPED 495 Special Education Practicum</p>
<p>Standard 7 - Instructional Planning Knowledge:</p> <ul style="list-style-type: none"> • Theories and research that form the basis of curriculum development and instructional practice. • Scope and sequences of general and special curricula. • National, state or provincial, and local curricula standards. • Technology for planning and managing the teaching and learning environment. • Roles and responsibilities of the 	<p>SPED 410 Behavior Management of Exceptional Children</p> <p>SPED 420 Curriculum and Instructional Strategies K-12</p> <p>SPED 431 Identification and Assessment in Special Education</p> <p>SPED 432 Methods and Materials for Learning Disabilities</p>

<p>paraeducator related to instruction, intervention, and direct service.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs. • Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members. • Involve the individual and family in setting instructional goals and monitoring progress. • Use functional assessments to develop intervention plans. • Use task analysis. • Sequence, implement, and evaluate individualized learning objectives. • Integrate affective, social, and life skills with academic curricula. • Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences. • Incorporate and implement instructional and assistive technology into the educational program. • Prepare lesson plans. • Prepare and organize materials to implement daily lesson plans. • Use instructional time effectively. • Make responsive adjustments to instruction based on continual observations. • Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions. 	<p>SPED 495 Special Education Practicum</p>
<p>Standard 8 - Assessment Knowledge:</p> <ul style="list-style-type: none"> • Basic terminology used in assessment. • Legal provisions and ethical principles regarding assessment of individuals. • Screening, prereferral, referral, and 	<p>SPED 431 Identification and Assessment in Special Education</p> <p>SPED 432 Methods and Materials for</p>

<p>classification procedures.</p> <ul style="list-style-type: none"> • Use and limitations of assessment instruments. • National, state or provincial, and local accommodations and modifications. • Skills: • Gather relevant background information. • Administer nonbiased formal and informal assessments. • Use technology to conduct assessments. • Develop or modify individualized assessment strategies. • Interpret information from formal and informal assessments. • Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. • Report assessment results to all stakeholders using effective communication skills. • Evaluate instruction and monitor progress of individuals with exceptional learning needs. • Develop or modify individualized assessment strategies. • Create and maintain records. 	<p>Learning Disabilities</p> <p>SPED 495 Special Education Practicum</p>
<p>Standard 9 - Professional and Ethical Practice</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Personal cultural biases and differences that affect one's teaching. • Importance of the teacher serving as a model for individuals with exceptional learning needs. • Continuum of lifelong professional development. • Methods to remain current regarding research-validated practice. <p>Skills:</p>	<p>SPED 431 Identification and Assessment in Special Education</p> <p>SPED 432 Methods and Materials for Learning Disabilities</p> <p>SPED 495 Special Education Practicum</p>

<ul style="list-style-type: none"> • Practice within the CEC Code of Ethics and other standards of the profession. • Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. • Act ethically in advocating for appropriate services. • Conduct professional activities in compliance with applicable laws and policies. • Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. • Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals. • Practice within one's skill limit and obtain assistance as needed. • Use verbal, nonverbal, and written language effectively. • Conduct self-evaluation of instruction. • Access information on exceptionalities. • Reflect on one's practice to improve instruction and guide professional growth. • Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues. 	
<p>Standard 10 - Collaboration Knowledge:</p> <ul style="list-style-type: none"> • Models and strategies of consultation and collaboration. • Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. • Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns. • Culturally responsive factors that 	<p>SPED 460 Family Systems and Professional Collaboration</p> <p>SPED 495 Special Education Practicum</p>

<p>promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Maintain confidential communication about individuals with exceptional learning needs. • Collaborate with families and others in assessment of individuals with exceptional learning needs. • Foster respectful and beneficial relationships between families and professionals. • Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. • Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families. • Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings. • Use group problem solving skills to develop, implement and evaluate collaborative activities. • Model techniques and coach others in the use of instructional methods and accommodations. • Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs. • Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds. • Observe, evaluate and provide feedback to paraeducators. 	
<ul style="list-style-type: none"> • K-8 Practicum – 3 hours 	<p>SPED 495 section 001</p>
<ul style="list-style-type: none"> • 7-12 Practicum – 3 hours 	<p>SPED 495 section 002</p>

<ul style="list-style-type: none">• K-12 Practicum – 4 hours (2 hours at each level)	SPED 495 section 003
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