

AUGUSTANA COLLEGE COURSE ALIGNMENT

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. <p>Skill:</p> <p>Articulate personal philosophy of special education.</p>	<ul style="list-style-type: none"> • SPED 110 • SPED 210 • SPED 230 • SPED 250 • SPED 260 • SPED 301 • SPED 310 • SPED 320 • SPED 330 • EDUC 355 • NAST 320
<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. 	<ul style="list-style-type: none"> • SPED 210 • SPED 230 • SPED 250 • SPED 260 • SPED 301 • SPED 306 • SPED 320 • SPED 330 • SPED 350 • SPED 360 • EDUC 245 • EDUC 355 • NAST 320
<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 needs including those from culturally diverse backgrounds and strategies for addressing these differences. 	<ul style="list-style-type: none"> • SPED 110 • SPED 210 • SPED 230 • SPED 250 • SPED 260 • SPED 306 • SPED 320 • SPED 330 • SPED 350 • SPED 360 • NAST 320
<p>Standard 4 - Instructional Strategies Skills:</p> <ul style="list-style-type: none"> • Use strategies to facilitate integration into various settings. 	<ul style="list-style-type: none"> • SPED 230 • SPED 250 • SPED 260 • SPED 306 • SPED 320

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • SPED 330 • SPED 360
<p>Standard 5 - Learning Environments and Social Interactions</p> <p>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. • 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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • SPED 210 • SPED 250 • SPED 310 • SPED 315 • SPED 320 • SPED 350 • SPED 330 • SPED 360 • EDUC 355
<p>Standard 6 - Language</p> <p>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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • SPED 230 • SPED 250 • SPED 310 • SPED 320 • SPED 330 • SPED 350 • SPED 360 • EDUC 355

<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 paraeducator related to instruction, intervention, and direct service. <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. 	<ul style="list-style-type: none"> SPED 230 SPED 260 SPED 301 SPED 320 SPED 330 SPED 360
<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 classification procedures. Use and limitations of assessment instruments. National, state or provincial, and local accommodations and modifications. <p>Skills:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> SPED 110 SPED 250 SPED 260 SPED 301 SPED 310 SPED 320 SPED 330 SPED 360 EDUC 245
<p>Standard 9 - Professional and Ethical Practice 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> <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. 	<ul style="list-style-type: none"> SPED 260 SPED 310 SPED 320 SPED 330 SPED 350 EDUC 355

<ul style="list-style-type: none"> • 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 promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. <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"> • SPED 210 • SPED 230 • SPED 250 • SPED 301 • SPED 310 • SPED 315 • SPED 320 • SPED 330 • SPED 360
<ul style="list-style-type: none"> • K-8 Practicum – 3 hours 	SPED 280
<ul style="list-style-type: none"> • 7-12 Practicum – 3 hours 	SPED 280
<ul style="list-style-type: none"> • K-12 Practicum – 4 hours (2 hours at each level) 	SPED 280