

SPECIAL EDUCATION

Mission

Chadron State College offers a cross-categorical special education program, providing teaching endorsement programs with current information, skills, and methods regarding program planning, implementation, and assessment for learners with mild/moderate disabilities. Endorsements in Special Education have been selected for their broad scope to effectively meet the special educational needs of teachers who will serve students in a variety of teaching/learning and inclusive environments.

The undergraduate special education curriculum provides the following options:

- Special Education endorsement (K-12) and
- Early Childhood Inclusive endorsement (Birth-grade 3).

Student Learning Outcomes

CSC Education Unit Intended Program Outcomes

The intended program outcomes are as follows:

1. CSC/InTASC Standard #1: Learner Development. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. (Methodology)
2. CSC/InTASC Standard #2: Learning Differences. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Inclusive Learning Environments)
3. CSC/InTASC Standard #3: Learning Environments. The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Communication)
4. CSC/InTASC Standard #4: Content Knowledge. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. (Specialty Studies)
5. CSC/InTASC Standard #5: Application of Content. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (Thinking Skills)
6. CSC/InTASC Standard #6: Assessment. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Assessment)
7. CSC/InTASC Standard #7: Planning for Instruction. The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy, as well as knowledge of learners and the community context. (Methodology)

8. CSC/InTASC Standard #8: Instructional Strategies. The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Methodology)
9. CSC/InTASC Standard #9: Professional Learning and Ethical Practice. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. (Professionalism)
10. CSC/InTASC Standard #10: Leadership and Collaboration. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. (Leadership)
11. CSC Standard #11: Impact on Student Learning and Development. The teacher candidate works to positively impact the learning and development for all students. (Professionalism)
12. CSC Standard #12: Professional Dispositions. The teacher candidate demonstrates passion, self-awareness, initiative and enthusiasm; and demonstrates skills in interpersonal relationship, reflective response to feedback, and displays evidence of appropriate social awareness; and practices good judgment, flexibility, problem-solving skill, professional communication and organization; and maintains a professional demeanor and appearance, and displays dependability, punctuality and perseverance. (Communication, Professionalism)

CCSSO's Interstate Teacher Assessment and Support Consortium (InTASC). (2013). *InTASC model core teaching standards and learning progressions for teachers 1.0*. Washington, DC: Council of Chief State School Officers.

- Bachelor of Science – Education – Field Endorsement in Special Education Generalist (Grades K-12) (<http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-field-endorsement-special-education-k-12/>)
- Bachelor of Science – Education – Early Childhood Inclusive Field Endorsement (Birth through Grade 3) (<http://catalog.csc.edu/undergraduate/programs/special-education/bs-education-early-childhood-inclusive-field-endorsement-birth-through-grade-3/>)

SPED 216 PRE-REFERRAL CLINICAL EXPERIENCE1 Credit

This course promotes learning opportunities to develop the understanding of how assessment instruments and equipment are used in the screening of students. The screening can be used for academic achievement, program development, pre-referral for evaluation, or assistive technology. Student will complete professional clinical experience (20 clock hours) in a general education setting to develop an understanding of how pre-referral assessment instruments and Multi-Tiered Systems of Support (MTSS) strategies are used in the screening of students. These hours may be completed working in a Title I, MTSS, TAT, Head Start or other school pre-referral program.

Prerequisites: SPED 230

SPED 230 INTRODUCTION TO THE EXCEPTIONAL LEARNER3 Credits

Provides an overview of the exceptionalities, their definitions, prevalence, etiology, characteristics and related instructional needs and accommodations for students with special needs and exceptional populations including gifted/talented students. Emphasis is on current educational methods and placements to understanding the impact of teaching practices and curriculum, considerations.

Prerequisites: EDUC 131

Requirements: Required of all Education Majors.

SPED 231 SURVEY/EFFECTS OF DISABILITIES3 Credits

Examines the academic, social, vocational, adaptive and behavioral characteristics and related needs of persons with mild/moderate levels of exceptionalities (including gifted and talented). Emphasis is on the identification, diagnosis and instructional needs of learners with exceptionalities.

Prerequisites: SPED 230

SPED 232 INTERPERSONAL COMMUNICATION SKILLS FOR SPECIAL EDUCATORS3 Credits

Involves the study and application of communication skills special education teachers may utilize in conferencing with parents, staff members and other professionals concerning planning and implementing special education programs for infants, preschool and school-age learners and adults with mild/moderate disabilities.

Prerequisites: SPED 230

SPED 316 MICROTEACHING PRESCHOOL/ELEMENTARY/MIDDLE SCHOOL SPECIAL EDUCATION1 Credit

Application of instructional techniques in a resource or inclusive classroom setting is emphasized. Various techniques of instruction are included in the design and implementation of individual and small group programs.

Prerequisites: Sophomore or above status

SPED 316E MICROTEACHING IN PRESCHOOL/ELEMENTARY/MIDDLE SCHOOL SPECIAL EDUCATION1 Credit

Promotes the hands-on application of methods learned in accordance with teaching students with special needs at the preschool, elementary or middle grades level. Various techniques of instruction are emphasized in the design and implementation of individual and small group programs including 50 hours of clinical practice.

Prerequisites: Sophomore or above status

SPED 316S MICROTEACHING IN SECONDARY SPECIAL EDUCATION1 Credit

Promotes the hands-on application of methods learned in accordance with teaching students with special needs at the secondary level (7-12). Various techniques of instruction are emphasized in the design and implementation of individual and small group programs including 50 hours of clinical practice.

Prerequisites: Sophomore or above status

SPED 317 MICROTEACHING IN EARLY CHILDHOOD EDUCATION/ ELEMENTARY/MIDDLE SCHOOL/SECONDARY SPECIAL EDUCATION2 Credits

This course is a field experience and requires a background check. This course promotes the hands-on application of methods learned by teaching students with special needs at the preschool through the secondary levels. Various techniques of instruction are emphasized in the design and implementation of individual and small-group programs. This course requires 30 clock hours of clinical practice; Early Childhood Inclusive must get their hours in PK-3 experiences and Special Education (K-12) must get their hours split between elementary and secondary.

SPED 331 BEHAVIOR MODIFICATION AND MANAGEMENT3 Credits

This course promotes the understanding of behavior management theories and best practices for students with disabilities. The focus is on identifying behavior strategies based upon data collection, functional, and formal assessment from preschool through adolescence. Emphasis will be placed upon positive behavioral intervention strategies and best practice for promoting behavioral change among students. Topics include: legal considerations; manifestation determination; and the impact of cultural diversity, family dynamics and economic stressors on school behavior.

Prerequisites: SPED 230 and Junior or above status

SPED 334 DIFFERENTIATED INSTRUCTION FOR DIVERSE CLASSROOMS3 Credits

This course covers teaching strategies, laws, and procedures for working with students with special needs within diverse and inclusive classroom environments. Students will participate in hands-on activities, identify key instructional strategies and accommodations for students with special needs including gifted/talented and ELL students and become familiar with laws and policies governing special education practices in today's schools.

Prerequisites: PSYC 231, SPED 230, and Sophomore or above status

Requirements: This course is a required education course for all students wishing to be teachers, and should be taken as part of the student's junior year, prior to the Professional Year.

SPED 390 INTERNSHIP IN SPECIAL EDUCATION1-3 Credits

Provides practical experience in an agency related to education/special education.

Prerequisites: Sophomore or above status

Add Consent: Department Consent

Notes: Interested students should contact the Internship and Career Services Office to secure application materials; application should be made prior to the semester the internship will be conducted; the amount of credit will be based on the availability of a suitable work position, the qualifications of the applicant and the work hours; the internship will not replace any Special Education or Education observation and/or field experience requirements or any required courses and should not be done while

SPED 400 INDEPENDENT STUDY OR RESEARCH1-3 Credits

Study or research in an area of special interest.

Prerequisites: Junior or above status

Add Consent: Instructor Consent

Notes: The number of credit hours is determined by the topic and the amount of work required.

Requirements: Approval of instructor, Academic Dean and Academic Vice President required.

SPED 432 ELEMENTARY/MIDDLE SCHOOL/SECONDARY METHODS AND MATERIALS FOR MILD/MODERATE DISABILITIES3 Credits

This course covers instructional, curricular, and adaptive or assistive technological approaches to accommodate the academic, social, emotional, cognitive, linguistic, and physical needs of learners with mild/moderate disabilities. Based on best practice learning theories for students with special needs, information obtained from this course will center on the use of methods and materials to facilitate learning of elementary/middle grades/secondary students with mild/moderate disabilities.

Prerequisites: Junior or above status

SPED 433 PROGRAM DEVELOPMENT, IMPLEMENTATION, AND MANAGEMENT3 Credits

This course teaches development, implementation, and management of special education programs, which include individual education plans (IEP), individual family service plan (IFSP), and transition plans. This course will include (a) a background of laws leading up to IDEA, (b) a working knowledge of IDEA and related amendments, (c) hands-on experience in the formulation and development of IEP's, IFSP's, transition plans, and (d) techniques/strategies in adapting curriculum for students with special needs (e) identification of community resources and support for families of students with disabilities.

Prerequisites: Junior or above status

SPED 435 ASSESSING INDIVIDUALS WITH MILD/MODERATE DISABILITIES3 Credits

Provides opportunities to learn assessment procedures and practices used to obtain information about the learning and development of students with mild/moderate needs, including administering, interpreting, and reporting test results and formulating instructional objectives and subsequent learning programs. Understanding how information obtained from quantitative/qualitative measures and teachers' experiences influence their abilities to interpret strengths and needs, formulate instructional objectives, develop curriculum, and select appropriate teaching strategies.

Prerequisites: Junior or above status

SPED 437 SPECIAL TOPICS IN SPECIAL EDUCATION1-3 Credits

Development, implementation, and management of Inclusive Classrooms in the K-12 school environment. This course will include (a) intervention [RTI]; (b) inclusive classroom environments; (c) federal laws including IDEA; (d) classroom management and inclusive classroom behavior interventions; (e) curriculum adaptation; and (f) providing supportive services for all children including those who are at risk.

Prerequisites: Junior or above status

SPED 438 CONSULTATION/COLLABORATION3 Credits

Consulting and collaborating skills will be developed for special educators working with parents, para-educators, and other professionals working with students with special needs. Emphasis will be given to formal and informal meetings and conferences in planning, developing, and implementing special education programs. This course will cover consultation/collaboration theory, group dynamics, the special educator as a consultant, the importance of consultation/collaboration in an inclusive setting, needs assessment research and staff development, and dealing with conflict.

Prerequisites: Junior or above status

SPED 439 LANGUAGE AND LEARNING DISORDERS3 Credits

This course is an introductory course for undergraduate students on the subject of language and associated learning disorders. It provides students with an opportunity for integrating information from several content areas (i.e., language development, learning disorders, and anatomy) and applying that knowledge to children presenting language-based learning disorders.

Prerequisites: Junior or above status

SPED 444 SPECIAL EDUCATION PRACTICES AND STRATEGIES1 Credit

This course covers teaching strategies, development of curriculum units and lesson planning, questioning skills and motivation techniques for teachers teaching within inclusive classroom environments.

Prerequisites: Junior or above status

Add Consent: Department Consent

Drop Consent: Department Consent

Notes: This course is taken as part of the professional year.

SPED 455 CHARACTERISTICS OF LEARNING DISABILITIES3 Credits

Social, emotional, physical, and cognitive characteristics of learning disabilities, identification, diagnosis, learning characteristics, and behavioral problems presented by learners with learning disabilities in the general education classroom.

Prerequisites: Junior or above status