

## **Special Education/Exceptional Child Standards CEC Standards 2009**

Included in Special Education are standards for the following areas meeting the Council for Exceptional Children Standards, 2009:

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<b>CC</b>	<b>Common Core</b>
19020	<b>Deaf or Hard of Hearing</b>
19037	<b>Early Childhood Special Education</b>
19040	<b>Emotional and Behavioral Disorders</b>
19060	<b>Gifts and Talents</b>
19025	<b>Learning Disabilities</b>
19005	<b>Intellectual Disabilities/Developmental Disabilities) excluding autism</b>
19065	<b>Physical and Health Disabilities</b>
19045	<b>Blind/Visual Impaired</b>
19055	<b>Special Education Strategist (MR, ED, SLD)</b>
19070	<b>Individualized Independence Curriculum</b>

(Graduate level programs also refer to 19015 Advanced Programs in Special Education-Special Education Administrators, Early Childhood Special Education, and Deaf and Hard of Hearing.) CEC Standards, 2009.

Programs that prepare teachers of exceptional children must meet the Common Core standards (CC) and the standards for the applicable special education area being addressed (i.e. Deaf and Hard of Hearing, Visual Impairment, Mental Retardation, or Early Childhood Special Education, etc.). The CC standards apply to all special education program categories and special education programs for teachers of students with disabilities in general and individualized curriculums. Programs delivered at the graduate level must, in addition to addressing the CC and specialization area standards, meet the requirements in Advanced Programs in Special Education.

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the P-12 school setting.