

Multicategorical Special Education Program

Program Learning Outcomes	EDGSP 520	EDGSP 521	EDGSP 522	EDGSP 523	EDGSP 524	EDGSP 525	EDGSP 526/ EDGSP 530
CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences							
1.0 Beginning special education professionals connect how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	X		X			X	X
CEC Initial Preparation Standard 2: Learning Environments							
2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.		X	X	X		X	X
CEC Initial Preparation Standard 3: Curricular Content Knowledge							
3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	X		X			X	X
CEC Initial Preparation Standard 4: Assessment							
4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.			X		X	X	X
CEC Initial Preparation Standard 5: Instructional Planning and Strategies							
5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	X		X			X	X

CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice							
6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	X	X	X	X	X	X	X
CEC Initial Preparation Standard 7: Collaboration							
7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	X	X	X	X	X	X	X

X denotes covered in the course

X denotes attached to academic program assessment