

**CEC Assessment #1**  
**COURSE GRADE COMPETENCE**

**a. Description of the assessment:**

In lieu of a licensure exam, **M.Ed. Special Education Certification: Elementary/Middle** teacher applicants must demonstrate competence in their foundational understanding of special education and the development/characteristics of students with exceptional learning needs. Thus, candidates must either demonstrate competency, as indicated by overall course grade of a B- or better, in our pre-requisite course: *Special Education 300: Introduction to the Characteristics and Education of Children & Youth with Disabilities* or have an acceptable course grade in an equivalent course focused on CEC Standards #1 & 2 at our or another institution. Similar acceptable courses include two offered at Rhode Island College that all general education teacher candidates must take in special education: SPED 433: *Adaptation of Instruction for Inclusive Education* or SPED531: *Universal Design for Educating All Students*. Additionally, courses offered at the University of Rhode Island have also been accepted: EDC 402: *Educating Students with Special Needs in Inclusive Settings* or EDC 453: *Individual Differences*.

**b. Alignment with SPA standards:**

The pre-requisite requirement into the **M.Ed. Special Education Certification: Elementary/Middle** program focuses on two of the Council for Exceptional Children Standards: #1: Foundations & 2: Development & Characteristics of Learners. The primary aim of our introductory SPED 300 course (or equivalent) is to teach candidates about special education foundations: *laws, professional practices, and organizations affecting the lives of children/youth with exceptional learning needs*. This course also aims to inform candidates about the *development and characteristics of all learners' varied strengths and needs* in the context of inclusive settings for students with mild/moderate disabilities through course assignments, readings, and class participation.

<b>Course Name &amp; Number</b>	<b>CEC Standard Addressed</b>	<b>Catalog Description of How the Course Meets Standards</b>
SPED 300: <i>Introduction to the Characteristics and Education of Children &amp; Youth with Disabilities</i>	ICC1K1-5, IGC1K3, IGC1K5, IGC1K8; ICC2K1, ICC2K2, ICC2K5, ICC2K6	The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined.
SPED 433: <i>Adaptation of Instruction for Inclusive Education</i>	ICC1K1-5, IGC1K3, IGC1K5, IGC1K8; ICC2K1, ICC2K2, ICC2K5, ICC2K6	The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials.
SPED 531: <i>Universal Design for Educating All Students</i>	ICC1K1-5, IGC1K3, IGC1K5, IGC1K8; ICC2K1, ICC2K2, ICC2K5, ICC2K6	Principles/practices of universal design for teaching, learning, and assessment are provided.
(URI) EDC 402 or 453: <i>Educating Students with Special Needs in Inclusive Settings or Individual Differences</i>	ICC1K1-5, IGC1K3, IGC1K5, IGC1K8; ICC2K1, ICC2K2, ICC2K5, ICC2K6	Introduction to the history/development of special education, federal mandates, & RI regulations related to the education of students with disabilities. Overview of categories of exceptionality, characteristics, & services are studied.

**c. Grade Policy and Minimum Expectation:**

As indicated in graduate program policy material, prior to formal admission to the **M.Ed. in Special Education Certification (Elementary/Middle)** program all undergraduate coursework must have: "A minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 scale) in all undergraduate course work. Applicants with undergraduate GPAs less than 3.00 may be admitted to degree candidacy upon submission of other evidence of academic potential." Additionally, the Special Education program states that candidates must attain at least a B- or better in individual special education courses. Courses considered for pre-requisite admission must be no more than 5- 7 years old as indicated on official college transcripts.

**Fall 2007 – Fall 2010:** Of the **22 candidates**, 100 percent of students either achieved the minimum “acceptable” standard of at least a B- or better in the pre-requisite course expected prior to admittance into the M.Ed. certification program.

**d. Data Table(s):**

**Candidates Grades in SPED300 OR Equivalent Courses**

<b>Academic Year (n = # of candidates)</b>	<b>Average Course Grade &amp; Range *</b>	<b>% of Candidates meeting at least “minimum” grade expectation</b>
<b>2007-2008 (n = 7)</b>	3.3 (3.1-3.6)	100%
<b>2008-2009 (n = 5)</b>	3.85 (3.6-4.0)	100%
<b>2009-2010 (n = 10)</b>	3.7 (3.4-4.0)	100%

\* A = 4, B = 3, C = 2, D = 1, F = 0

**e. An interpretation of data findings:**

An overall analysis over the past three years identifies that all teacher candidates achieved at least at an acceptable grade as noted on official transcripts. Data has not indicated that any teacher candidate received an unacceptable or developing grade (C+ or lower) in SPED300 or equivalent course when they’ve applied and were accepted into the **M.Ed. in Mild/Moderate Disabilities Elementary/Middle** program. A failing or marginal grade would result in candidates needing to re-take the course before formal admission into the Special Education Certification program. Typically, the program does not keep data on candidates who are asked to repeat or retake the course due to a low or failing grade. The overall grade performance provides strong evidence that teacher candidates are meeting standard on CEC #1 and CEC #2 and thus ready to embark on their M.Ed. program with particular emphasis on teaching/instructing elementary/middle-age students with exceptional learning needs. .

**NOTE: An advising sheet is used to determine alignment with overall course content, minimum course grade and CEC standards when reviewing applicant transcripts beyond SPED 300: Introduction to the Characteristics and Education of Children & Youth with Disabilities.**

**Assessment #1**  
**Course Content and Advising Worksheet**

Graduate Intern \_\_\_\_\_

Date of Advisement \_\_\_\_\_

Course Name	Course Catalog Description or Artifact Completed	Course Grade & Year Completed	CEC Standards Met

Accept Course Equivalent: \_\_\_\_\_ Reject Course Equivalent: \_\_\_\_\_

*Briefly list reason to accept or reject equivalent:*

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