



## **Council for Exceptional Children Policy on Academic Subject Matter Content of the General Curriculum<sup>1</sup> And Special Educators**

It is CEC policy that:

1. In all situations, special educators must work within the limits of their professional knowledge and skill. They must know when to request the consultation and support of colleagues with additional expertise in a specific content area.
2. All special educators should have a solid grounding in the liberal arts curriculum ensuring proficiency in reading, written and oral communications, calculating, problem solving, and thinking.
3. All Special educators should also possess a solid base of understanding of the general content area curricula. i.e., math, reading, English/language arts, science, social studies, and the arts, sufficient to collaborate with general educators in:
  - Teaching or co-teaching academic subject matter content of the general curriculum to students with exceptional learning needs across a wide range of performance levels.
  - Designing appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum.
4. Because of the significant role that content specific subject matter knowledge plays at the secondary level, special education teachers should routinely teach secondary level academic subject matter content classes in collaboration with one or more general education teachers appropriately licensed in the respective content area. When a special education teacher assumes sole responsibility for teaching an academic subject matter class at the secondary level, the special educator should have a solid subject matter content knowledge base sufficient to assure the students can meet state curriculum standards.

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<sup>1</sup> As used the phrase, “academic subject matter content of the general curriculum”, means the content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts. It does not per se include the additional specialized knowledge and skill that special educators must possess in areas such as reading, writing, and math.