

Table 5 Summary of Current Student Performance Data: Individualized General Curriculum (IGC)

(Core) = core classes taken by all special education majors  
 (M/M) = specialization classes taken by students seeking mild/moderate endorsement  
 (SEV)= specialization classes taken by students seeking severe endorsement  
 (EC) = specialization classes taken by students seeking early childhood endorsement

IGC Standard	Special Education Course	Type of Data	Program & Assessment Summary	
			Strengths	Needs
<b>1 Knowledge</b>  Philosophical, Historical, Legal Foundations	SPED 4000 (Core) SPED 5070 (Core) SPED 5320 (M/M)	<ul style="list-style-type: none"> <li>Objective Tests</li> <li>Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate knowledge on standards K1-K6 in their core and specialty classes.</li> <li>Objective Tests and Authentic Application assignments are an effective means of measuring these standards.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge in providing services to students with specialized health care (K7) needs to be integrated into the program and assessed.</li> </ul>
<b>1 Skills</b>  Philosophical, Historical, Legal Foundations	SPED 4000 (Core)	<ul style="list-style-type: none"> <li>Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>Objective Tests sufficiently measure students' skills on standards S1-S3 in their core classes.</li> </ul>	None
<b>2 Knowledge</b>  Characteristics of Learners	SPED 4000 (Core)	<ul style="list-style-type: none"> <li>Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>Objective Tests sufficiently measure students' knowledge on standards K1-K5 in their core classes.</li> </ul>	None

<b>2 Skill</b>  <b>Characteristics of Learners</b>	SPED 4000 (Core)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Objective Tests sufficiently measure students' skill of standard S1 in their core classes.</li> </ul>	None
<b>3 Knowledge</b>  <b>Assessment, Diagnosis, &amp; Evaluation</b>	SPED 5040 (Core) SPED 5070 (Core) SPED 5330 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Eligibility Test Report</li> <li>• Developing IEP Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge on standards K1-K3 in their core and specialty classes.</li> <li>• Objective Tests and Authentic Application assignments effectively measure students knowledge.</li> </ul>	None
<b>3 Skill</b>  <b>Assessment, Diagnosis, &amp; Evaluation</b>	SPED 5010 (Core) SPED 5050 (Core) SPED 5060 (Core) SPED 5320 (M/M) SPED 5330 (M/M)	<ul style="list-style-type: none"> <li>• Social/School Survival Skills Assignment</li> <li>• Eligibility Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic Application Assignments effectively measure students' skills on standards S1-S3 in their core and specialty classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill in developing and using technology plans (S4) and assessing students who lack communication skills needs to be integrated into the program and assessed.</li> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>
<b>4 Knowledge</b>  Instructional Content & Practice	SPED 4000 (Core) SPED 5040 (Core) SPED 5310 (M/M) SPED 5320 (M/M) SPED 5340 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Learning Strategies Review Assignment</li> <li>• Management Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge on standards K1-K9 in their core and specialty classes.</li> <li>• Multiple types of performance assessment include Objective Tests, Authentic Application Assignments, and Portfolio.</li> </ul>	None

<b>4 Skill</b>  Instructional Content & Practice	SPED 5010 (Core) SPED 5050 (Core) SPED 5060 (Core) SPED 5200 (Core) SPED 5310 (M/M) SPED 5320 (M/M) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Data Based Decision Records</li> <li>• Design Content Social Skills, Transition Lessons</li> <li>• Evaluate Curriculum Materials</li> <li>• Case Analyses</li> <li>• Teaching Observations</li> <li>• Math Curriculum Notebooks</li> <li>• Student Teaching Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills on standards S1-S23 in their core, specialty classes and practica</li> <li>• Multiple types of performance assessment include Objective Tests, Authentic Application Assignments, Portfolio, and Observation Data.</li> </ul>	<ul style="list-style-type: none"> <li>• .Skill in developing medical self management programs (S24) and participating in the selection and implementation of augmentative communication devices (S25) needs to be integrated into the program and assessed.</li> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>
<b>5 Knowledge</b>  Planning & Managing the teaching & Learning Environment	SPED 4000 (Core) SPED 5320 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Objective Tests sufficiently measure students' knowledge on standards K1 and K4 in their core and specialty classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge about integrating students with disabilities into and out of special centers etc. (K2) and appropriate assistive devices (K3) needs to be integrated into the program and assessed.</li> </ul>
<b>5 Skill</b>  Planning & Managing the teaching & Learning Environment	SPED 5200 (Core) SPED 5060 (Core) SPED 5310 (M/M) SPED 5320 (M/M) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Design Classroom Management Plans</li> <li>• Design Home Communication Packages</li> <li>• Teaching Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills on standards S1-S7 in their core, specialty classes and practica.</li> <li>• Multiple types of data include Objective Tests, Authentic Application Assignments, and Observation Data</li> </ul>	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>

<b>6 Knowledge</b> <b>Managing Student Behavior and Social Interaction Skills</b>	SPED 5010 (Core) SPED 5050 (Core)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Objective Tests sufficiently measure students' knowledge on standards K1-K3 in their core classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge about developing communication and social interaction alternatives (S24) needs to be integrated into the program and assessed.</li> </ul>
<b>6 Skill</b> <b>Managing Student Behavior and Social Interaction Skills</b>	SPED 5200 (Core) SPED 5050 (Core) SPED 5310 (M/M) SPED 5320 (M/M) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Design Social/ Survival Skills</li> <li>• Functional Behavior Assessment Assignment</li> <li>• Teaching Observations</li> <li>• Student Teaching Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills on standards S1-S8 in their core, specialty classes and practica.</li> <li>• Multiple types of data include Application Assignments, Portfolios, and Observation Data.</li> </ul>	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>
<b>7 Knowledge</b> Communication and Collaborative Partnerships	SPED 4000 (Core) SPED 5010 (Core) SPED 5050 (Core) SPED 5060 (Core) SPED 5320 (M/M)	<ul style="list-style-type: none"> <li>• Objective Test</li> <li>• Design a Transition Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge on standards K1-K5 in their core and specialty classes.</li> <li>• Objective Tests and Authentic Application Assignments measure students' performance</li> </ul>	None
<b>7 Skill</b> Communication and Collaborative Partnerships	SPED 5200 (Core) SPED 5060 (Core)	<ul style="list-style-type: none"> <li>• Student Teaching Portfolio</li> </ul>	Portfolio assignments effectively measure students' skills on standards S1 and S2 in their core, specialty classes and practica.	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>

<b>8 Knowledge</b> <b>Professionalism and Ethical Practices</b>	SPED 5050 (Core) SPED 5060 (Core) SPED 5070 (Core) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Cooperating Teacher Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge on standards K1, K2, and K4 in their core and specialty classes.</li> <li>• Objective Tests and Observation Data sufficiently measure students knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge about types of infectious diseases (K3) needs to be integrated into the program and assessed.</li> </ul>
<b>8 Skill</b> <b>Professionalism and Ethical Practices</b>	SPED 5060 (Core) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Student CEC membership</li> <li>Professionalism (Barb) ?</li> </ul>	Students demonstrate skills on standards S1 and S2 in their core classes and practica.	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>

## CEC Task Summary Mild/Moderate

IGC Standard	Special Education Course	Type of Data	Program & Assessment Summary	
			Strengths	Strengths
<b>1 Knowledge</b>  Philosophical, Historical, Legal Foundations	SPED 4000 (Core) SPED 5070 (Core) SPED 5320 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Case Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge on standards K1-K6 in their core and specialty classes.</li> <li>• Objective Tests and Authentic Application assignments are an effective means of measuring these standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge in providing services to students with specialized health care (K7) needs to be integrated into the program and assessed.</li> </ul>
<b>3 Skill</b>  Assessment, Diagnosis, & Evaluation	SPED 5010 (Core) SPED 5050 (Core) SPED 5060 (Core) SPED 5320 (M/M) SPED 5330 (M/M)	<ul style="list-style-type: none"> <li>• Social/School Survival Skills Assignment</li> <li>• Eligibility Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic Application Assignments effectively measure students' skills on standards S1-S3 in their core and specialty classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill in developing and using technology plans (S4) and assessing students who lack communication skills needs to be integrated into the program and assessed.</li> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>
<b>4 Skill</b>  Instructional Content & Practice	SPED 5010 (Core) SPED 5050 (Core) SPED 5060 (Core) SPED 5200 (Core) SPED 5310 (M/M) SPED 5320 (M/M) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Data Based Decision Records</li> <li>• Design Content Social Skills, Transition Lessons</li> <li>• Evaluate Curriculum Materials</li> <li>• Case Analyses</li> <li>• Teaching Observations</li> <li>• Math Curriculum Notebooks</li> <li>• Student Teaching Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills on standards S1-S23 in their core, specialty classes and practica</li> <li>• Multiple types of performance assessment include Objective Tests, Authentic Application Assignments, Portfolio, and Observation Data.</li> </ul>	<ul style="list-style-type: none"> <li>• Skill in developing medical self management programs (S24) and participating in the selection and implementation of augmentative communication devices (S25) needs to be integrated into the program and assessed.</li> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>

<b>5 Knowledge</b>  <b>Planning &amp; Managing the teaching &amp; Learning Environment</b>	SPED 4000 (Core) SPED 5320 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Objective Tests sufficiently measure students' knowledge on standards K1 and K4 in their core and specialty classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge about integrating students with disabilities into and out of special centers etc. (K2) and appropriate assistive devices (K3) needs to be integrated into the program and assessed.</li> </ul>
<b>5 Skill</b>  <b>Planning &amp; Managing the teaching &amp; Learning Environment</b>	SPED 5200 (Core) SPED 5060 (Core) SPED 5310 (M/M) SPED 5320 (M/M) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Design Classroom Management Plans</li> <li>• Design Home Communication Packages</li> <li>• Teaching Observations</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills on standards S1-S7 in their core, specialty classes and practica.</li> <li>• Multiple types of data include Objective Tests, Authentic Application Assignments, and Observation Data</li> </ul>	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>
<b>6 Knowledge</b>  <b>Managing Student Behavior and Social Interaction Skills</b>	SPED 5010 (Core) SPED 5050 (Core)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Objective Tests sufficiently measure students' knowledge on standards K1-K3 in their core classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge about developing communication and social interaction alternatives (S24) needs to be integrated into the program and assessed.</li> </ul>
<b>6 Skill</b>  <b>Managing Student Behavior and Social Interaction Skills</b>	SPED 5200 (Core) SPED 5050 (Core) SPED 5310 (M/M) SPED 5320 (M/M) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Design Social/ Survival Skills</li> <li>• Functional Behavior Assessment Assignment</li> <li>• Teaching Observations</li> <li>• Student Teaching Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills on standards S1-S8 in their core, specialty classes and practica.</li> <li>• Multiple types of data include Application Assignments, Portfolios, and Observation Data.</li> </ul>	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>

<b>7 Skill</b>  Communication and Collaborative Partnerships	SPED 5200 (Core) SPED 5060 (Core)	<ul style="list-style-type: none"> <li>• Student Teaching Portfolio</li> </ul>	Portfolio assignments effectively measure students' skills on standards S1 and S2 in their core, specialty classes and practica.	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>
<b>8 Knowledge</b>  Professionalism and Ethical Practices	SPED 5050 (Core) SPED 5060 (Core) SPED 5070 (Core) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Cooperating Teacher Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge on standards K1, K2, and K4 in their core and specialty classes.</li> <li>• Objective Tests and Observation Data sufficiently measure students knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge about types of infectious diseases (K3) needs to be integrated into the program and assessed.</li> </ul>
<b>8 Skill</b>  Professionalism and Ethical Practices	SPED 5060 (Core) SPED 5410 (M/M) SPED 5420 (M/M)	<ul style="list-style-type: none"> <li>• Student CEC membership</li> <li>Professionalism (Barb) ?</li> </ul>	Students demonstrate skills on standards S1 and S2 in their core classes and practica.	<ul style="list-style-type: none"> <li>• Mild/moderate program needs to collect data on graduates.</li> </ul>