

Table 7 Summary of Current Student Performance Data: Individualized Independence Curriculum Standards

(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

IC Standard	Special Education Course	Type of Data	Program & Assessment Summary	
			Strengths	Needs
<b>1 Knowledge</b>  <b>Philosophical, Historical, Legal Foundations</b>	SpEd 4000 (Core) SpEd 5510 (SEV) SpEd 5520 (SEV)	<ul style="list-style-type: none"> <li>Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>Students continually achieve more depth in this area over time as they progress through these courses</li> <li>Objective tests adequately measure this knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>1 Skills</b>  <b>Philosophical, Historical, Legal Foundations</b>	SpEd 5510 (SEV)	<ul style="list-style-type: none"> <li>Objective Tests</li> <li>Curriculum Notebooks</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate skills in applied settings by designing programs that allow children with disabilities to receive education in the least restrictive environment.</li> </ul>	<ul style="list-style-type: none"> <li>Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>
<b>2 Knowledge</b>  <b>Characteristics of Learners</b>	SpEd 5520 (SEV) SpEd 5530 (SEV/EC)	<ul style="list-style-type: none"> <li>Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>Students receive in-depth knowledge of physical and health needs through specialty course.</li> </ul>	<ul style="list-style-type: none"> <li>Students in severe program need more in-depth knowledge of medical etiologies of their conditions</li> </ul>
<b>2 Skill</b>  <b>Characteristics of Learners</b>	SpEd 5510 (SEV) SpEd 5520 (SEV) SpEd 5530 (SEV/EC)	<ul style="list-style-type: none"> <li>Objective Tests</li> <li>Assessment/IEP Development Assignment</li> <li>Portfolio - Assessment/Eligibility</li> <li>Assistive Technology Case Study</li> </ul>	<ul style="list-style-type: none"> <li>Students receive multiple opportunities to evaluate student needs and summarize them through applied projects.</li> </ul>	<ul style="list-style-type: none"> <li>Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>

<b>3 Knowledge</b>  <b>Assessment, Diagnosis, &amp; Evaluation</b>	SpEd 5510 (SEV) SpEd 4000 (Core) SpEd 5070 (Core)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of K1-K3 standards across multiple courses, both core and specialty.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>3 Skill</b>  <b>Assessment, Diagnosis, &amp; Evaluation</b>	SpEd 5010 (Core) SpEd 5050 (Core) SpEd 5510 (SEV) SpEd 5520 (SEV) SpEd 5530 (SEV/EC)	<ul style="list-style-type: none"> <li>• Assessment/IEP Development Assignment</li> <li>• Portfolio - Assessment</li> <li>• <b>Assistive Technology Case Study</b></li> <li>• <b>Assistive Technology Goals and Objectives</b></li> <li>• <b>Design and Fabrication of Assistive Technology Devices</b></li> <li>• Defining Target Behaviors Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive multiple opportunities to evaluate student needs and develop and implement instructional programs through applied projects.</li> <li>• Students apply S1-S5 in multiple courses</li> </ul>	<ul style="list-style-type: none"> <li>• Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>
<b>4 Knowledge</b>  Instructional Content & Practice	SpEd 5510 (SEV) SpEd 5520 (SEV) SpEd 5530 (SEV/EC)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• <b>Assistive Technology Resource Guide</b></li> <li>• <b>Curriculum Review Assignment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of K1-K4 in multiple courses.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>4 Skill</b>  Instructional Content & Practice	SpEd 5600 (SEV) SpEd 5610 (SEV) SpEd 5010 (Core) SpEd 5050 (Core) SpEd 5510 (SEV) SpEd 5520 (SEV) SpEd 5530 (SEV/EC)	<ul style="list-style-type: none"> <li>• Curriculum Notebooks</li> <li>• Assistive Technology Case Study/Goals and Objectives</li> <li>• OT/PT Observation</li> <li>• Augmentative/ Alternative Communication Notebook</li> <li>• Self-care Skills Task Analysis Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Core course content is tightly interwoven with specialty course content to provide seamless integration and practice of S1-S22.</li> <li>• Students demonstrate knowledge in S1-S22 across many different courses, including practica.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>

<b>5 Knowledge</b> <b>Planning &amp; Managing the teaching &amp; Learning Environment</b>	SpEd 5510 (SEV) SpEd 5520 (SEV)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Health Plan Development Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive in-depth knowledge of physical and health needs through specialty courses.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>5 Skill</b> <b>Planning &amp; Managing the teaching &amp; Learning Environment</b>	SpEd 5600 (SEV) SpEd 5610 (SEV) SpEd 5010 (Core) SpEd 5050 (Core) SpEd 5510 (SEV) SpEd 5520 (SEV)	<ul style="list-style-type: none"> <li>• Behavior Change Project</li> <li>• Curriculum Notebooks</li> <li>• IEP Observation Assignment</li> <li>• Portfolio - Behavior Change, Instructional Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Core course content is tightly interwoven with specialty course content to provide seamless integration and practice of S1-S11.</li> <li>• Students demonstrate knowledge in S1-S11 across many different courses, including practica.</li> <li>• Students demonstrate knowledge through extended applied projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>
<b>6 Knowledge</b> <b>Managing Student Behavior and Social Interaction Skills</b>	SpEd 5010 (Core) SpEd 5050 (Core) SpEd 5510 (SEV)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of K1-K6 in multiple courses.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>6 Skill</b>  <b>Managing Student Behavior and Social Interaction Skills</b>	SpEd 5600 (SEV) SpEd 5610 (SEV) SpEd 5010 (Core) SpEd 5050 (Core)	<ul style="list-style-type: none"> <li>• Behavior Change Project</li> <li>• Functional Behavior Assessment Project</li> <li>• Augmentative and Alternative Communication Notebooks</li> <li>• Portfolio - Functional Behavior Assessment, Behavior Change</li> </ul>	<ul style="list-style-type: none"> <li>• Core course content is tightly interwoven with specialty course content to provide seamless integration and practice of S1-S11.</li> <li>• Students demonstrate knowledge in S1-S11 across many different courses, including practica.</li> <li>• Students demonstrate knowledge through extended applied projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>
<b>7 Knowledge</b>  Communication and Collaborative Partnerships	SpEd 5510 (SEV) SpEd 5520 (SEV)	<ul style="list-style-type: none"> <li>• Objective Tests</li> <li>• Peer Observations and Feedback Assignments</li> <li>• Portfolio - Training Others</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive multiple opportunities to demonstrate their collaboration and communication skills with peers and other educators via applied assignments.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>7 Skill</b>  Communication and Collaborative Partnerships	SpEd 5520 (SEV)	<ul style="list-style-type: none"> <li>• Transition Plan Assignment</li> <li>• Leisure and Interest Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate knowledge of S1-S2 in applied practica.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>
<b>8 Knowledge</b>  <b>Professionalism and Ethical Practices</b>	SpEd 5010 (Core) SpEd 5050 (Core) SpEd 5510 (SEV) SpEd 5520 (SEV)	<ul style="list-style-type: none"> <li>• Objective Tests</li> </ul>	<ul style="list-style-type: none"> <li>• Students receive multiple opportunities to locate, identify, and read professional journals and articles across both core and specialty courses.</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<p><b>8 Skill</b></p> <p><b>Professionalism and Ethical Practices</b></p>	<p>SpEd 5010 (Core)          SpEd 5050 (Core)          SpEd 5510 (SEV)          SpEd 5520 (SEV)          SpEd 5600 (SEV)          SpEd 5610 (SEV)</p>	<ul style="list-style-type: none"> <li>• Portfolio - Obtaining Informed Consent, IEP Meetings (Providing policies and guidelines)</li> <li>• Obtaining Informed Consent Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Students have applied opportunities to practice obtaining informed consent to demonstrate knowledge of S4 via practicum experiences.</li> <li>• Some students participate in national conference to present data on research projects completed as part of their program.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to collect data on graduates to obtain information on their skill levels after graduation.</li> </ul>
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