COURSE OUTLINE

<u>Mainstreaming Exceptional Individuals</u>
Course Title

ED215 Dept. & Course No.

I. COURSE DESCRIPTION:

This course investigates exceptionalities, including gifted as well as disabling conditions. It focuses on types of exceptionalities, etiologic factors, dynamics, and the social and psychological, as well as legal implications on teachers and families, and the social environment.

.II. SEMESTER CREDITS:

3

3

Lecture

III. CONTACT HOURS PER WEEK:

<u>0</u> Lab

<u>3</u> Total

IV PREREQUISITE: ED110

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:	
Upon completion of this course, the student will be able with 65% accuracy to:		
1. Discuss the historical foundation of special	A. Key Federal Legislation	
education evidenced through laws, regulations,	1. Laws	
and practices impacting individuals with	2. Regulations	
disabilities and their families.	3. Practices	
2. Discuss four purposes of IDEA-97 to carry	B. IDEA's Purposes	
out its rights-assurance and school-	Employment and independent living	
improvement policy that support "free	2. Protect Students' Rights	
appropriate public education 9FAPE) for	3. Implementation of the Act	
disabled individual from ages 0-21.	4. Implement system - general and special	
	education	
3. Define fourteen IDEA-97 categories of	C. 14 Categories of Exceptionalities	
exceptionalities with unique characteristics.		
4. State the principle upon which IDEA-97	H. IDEA-97 & RPPL 3-9	
and RPPL 3-9 are grounded upon; discuss the	1. Principle	
seven key elements, implementation process,	2. Key Elements/Provisions	
and implications.	3. Implications	
5. Describe special education concepts,	D. Common Terms and Acronyms	
terminologies, and acronyms that are used in	1. Concepts/Terms	
discussions of students with disabilities.	2. Acronyms	
6. Identify needs and required services for	E. Unique Needs & Services	
exceptional children.	1. Needs	
	2. Services	
	F. Other Categories of Children	
	1. Characteristics	
	2. Needs	
	3. Services	
7. Discuss major causes of disabilities and	G. Major Causes/Etiology of Disabilities &	
learning problems in children with specific	Learning Problems	
examples and their effects, prevention	1. Heredity	
strategies, and counseling tips.	2. Environmental Factors	

	3. Effects of Disabilities4. Prevention Strategies
2	5. Counseling Tips
8. State the principle upon which IDEA-97	H. IDEA-97 & RPPL 3-9
and RPPL 3-9 are grounded upon; discuss the	1. Principle
seven key elements, implementation process,	2. Key Elements/Provisions
and implications.	3. Implications

VII. EQUIPMENT AND MATERIALS: May vary depending on the instructor.

- A. Routine Classroom Materials
- B. TV, VCR & Videos
- C. Laptop, In-Focus Projector, CDs
- D. Supplemental Materials

VIII. TEXT(S):

Text: Sands, Deanna J., Kozleski, Elizabeth B., French, Nancy K., *Inclusive Education for the 21st Century: A New Introduction to Special Education.* 10 Davis Drive Blemont, CA: Wadsworth Thomson Learning, 2000.

IX. METHOD OF INSTRUCTION: May vary depending on the instructor.

- A. Lecture
- B. Discussion
- C. Guest Speakers
- D. Presentations

X. METHOD OF EVALUATION

A. Computation of Grade

1. Class Participation	-	15%
2. At least 2 summative assessments	-	30%
3. At least 2 formative assessments	-	30%
4. At least 1 authentic assessment	-	25%
		100%

B. Transmutation of percent to letter grade

90-100	-	A
80-89	-	В
70-79	-	C
65-69	-	D
00-64	_	F

Palau Community College ED215 Mainstreaming Exceptional Individuals Course Learning Outcomes

During the course experience, the *course learning outcomes* (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

Rating Scale: 4 - Outstanding

3 - Proficient2 - Developing1 - Emerging

CLO 1:	Students will be able to define and explain the provisions of Individual with Disability
Y Commence	Education Act (IDEA) - 97.
4	Clearly and accurately defines and explains the provisions of Individual with Disability
	Education Act (IDEA) - 97.
3	Defines and explains the provisions of Individual with Disability Education Act (IDEA) -
	97, however minor evidence of unclear and inaccurate interpretations is shown.
2	Defines and explains the provisions of Individual with Disability Education Act (IDEA) -
	97, making numerous errors and eliminating most important facts.
1	Unable to define and explain the provisions of Individual with Disability Education Act
	(IDEA) - 97.

CLO 2:	Students will be able to distinguish and explain specific roles and responsibilities of federal, state, and local government to implement all provisions of the IDEA-97 to provide appropriate services to children with disabilities.
4	Clearly and accurately distinguishes and explains specific roles and responsibilities of federal, state, and local government to implement all provisions of the IDEA-97 to provide appropriate services to children with disabilities.
3	Distinguishes and explains specific roles and responsibilities of federal, state, and local government to implement all provisions of the IDEA-97 to provide appropriate services to children with disabilities, however, minor evidence of unclear and inaccurate interpretations is shown.
2	Distinguishes and explains specific roles and responsibilities of federal, state, and local government to implement all provisions of the IDEA-97 to provide appropriate services to children with disabilities making numerous errors and eliminating most important facts.
1	Unable to distinguish and explain specific roles and responsibilities of federal, state, and local government to implement all provisions of the IDEA-97 to provide appropriate services to children with disabilities.