



	3. Effects of Disabilities 4. Prevention Strategies 5. Counseling Tips
8. State the principle upon which IDEA-97 and RPPL 3-9 are grounded upon; discuss the seven key elements, implementation process, and implications.	H. IDEA-97 & RPPL 3-9 1. Principle 2. Key Elements/Provisions 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 21<sup>st</sup> 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	-	<u>25%</u>
		100%

B. Transmutation of percent to letter grade

90-100	-	A
80-89	-	B
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 - Proficient  
 2 - Developing  
 1 - Emerging

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

<b>CLO 2:</b>	<b>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.</b>
<b>4</b>	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.
<b>3</b>	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.
<b>2</b>	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.
<b>1</b>	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.