



**COLLEGE OF MICRONESIA-FSM
EDUCATION DIVISION**



INTRO TO EXCEPTIONAL CHILDREN
(COURSE TITLE)

ED 215 (Revised)
(DEPT. & NO.)

COURSE DESCRIPTION:

This course is to familiarize students with exceptional children; characteristics; causes; prevalence; key terms; and forces/issues that direct policy making and practice.

	HOURS PER WEEK		NO. OF WEEKS	TOTAL HOURS	SEMESTER CREDITS
LECTURE	<u> 3 </u> X		<u> 0/16 </u> =	<u> 48/16 </u> =	<u> 3 </u>
LAB	<u> 0 </u> X		<u> 0 </u> =	<u> 0/44 </u> =	<u> 0 </u>
WORKSHOP	<u> 0 </u> X		<u> 0 </u> =	<u> 0 </u> =	<u> 0 </u>
			TOTAL SEMESTER CREDITS		<u> 3 </u>

PURPOSE OF COURSE:

Degree Requirements	<u> X </u>
Third year Cert.	<u> X </u>
Degree Elective	<u> </u>
Independent Study	<u> </u>
Remedial	<u> </u>
Certificate	<u> X </u>
Other	<u> </u>

PREREQUISITE COURSES:

COURSE PREPARED BY:

Division Staff

Signature, Chairman Curriculum Committee

Date Passed Committee

President, College of Micronesia-FSM

Date Approved



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I. COURSE OBJECTIVES;

A. General:

The student will:

1. Demonstrate a basic understanding of the history of special education and underlying issues affecting public policy, community values, and trends in providing special education programs.
2. Demonstrate a basic understanding of laws and regulations effecting special education and children with disabilities.
3. Become knowledgeable of common key term and concepts that are used in special education.
4. Identify and describe disabling conditions, causes, characteristics, and prevalences within the FSM and other areas.
5. Demonstrate a basic understanding of educational implications of disabilities for students and teachers.
6. Become knowledgeable of the special education process.
7. The student will demonstrate a basic understanding of the roles of the IEP team and IEP development.
8. The student will demonstrate a basic understanding of the placement options for students with disabilities.
9. The student will become knowledgeable of the usage of a MAP to help with the process of developing goals for an IEP.

II. TEXT AND MATERIALS:

Heward, William L. Exceptional Children: An Introduction to Special Education; Seventh Ed., Merrill Prentice Hall. , Columbus, Ohio, 2003.

III. REFERENCE MATERIALS:

Federated States of Micronesia Department of Health, Education and Social Affairs, National Division of Education. (2000). Handbook of Special Education Procedures, Guidelines and Forms (Revised.).



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B. Specific Outcomes:

1. The student will demonstrate a basic understanding of the history of special education and underlying issues affecting public policy, community values, and trends in providing special education programs.

Student Learning Outcomes

Suggested Assessment Strategies

<ol style="list-style-type: none"> 1.a. Compare past and current special education practices in Micronesia. 1.b. Explain the reasons for the changes of practices in special education. 1.c. Relate the history of special education to current practice. 	<p>Student interviews at least 3 people and writes and presents to the class a paper comparing the past practices with the current practices.</p> <p>Student explains on a written checkout about causes of the changes in special education practices.</p>
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2. The student will demonstrate a basic understanding of laws and regulations effecting special education and children with disabilities.

<ol style="list-style-type: none"> 2.a. Explain verbally and in writing the 6 principles of IDEA with an activity. <ul style="list-style-type: none"> ▪ FAPE ▪ LRE ▪ IEP ▪ Approp. Evaluation ▪ Parent & Student Participation in Decision Making ▪ Procedural Safeguards 2.b. Identify verbally and in writing the groups of exceptional children that are protected by the law. 2.c. Explain verbally and in writing the group of students that are not protected by the law for children with disabilities and how they are eligible for special education services. 2.d. Explain verbally and in writing the legal rights of parents and students with disabilities. 	<p>Student presents the purposes/intentions of each of the principles verbally and in writing. Scoring rubric will be used.</p> <p>The student lists the groups of students that are protected by the law as part of a written checkout.</p> <p>Student explains about the group of students that are not protected by the law as part of a written checkout.</p> <p>The student discusses the rights of parents and children with disabilities as part of group presentation and written checkout.</p>
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3. The student will become knowledgeable of common key term and concepts that are used in special education.

<p>3.a. Define these terms:</p> <ul style="list-style-type: none"> ✧ Exceptional children ✧ Special education ✧ Special needs ✧ Disability ✧ Handicap ✧ Impairment ✧ Mainstreaming, inclusion, and full inclusion ✧ IEP ✧ Labeling ✧ Least Restrictive Environment and others 	<p>The student defines terms as part of a written checkout.</p>
<p>3.b Explain the possible benefits and disadvantages of labeling.</p>	<p>The student explains verbally and on a written checkout the benefits and disadvantages of labeling.</p>

4. The student will identify and describe disabling conditions, causes, characteristics, and prevalences within the FSM and other areas.

<p>4.a. Identify verbally and in writing the characteristics, causes and prevalence of learning disabilities, mental retardation, emotional and behavioral disorder, communication disorder, hearing impairments, visual impairments especially achromatopsia, physical and health impairments, traumatic brain injury, severe and multiple disabilities, and autism.</p>	<p>The student writes and presents a term paper about a disability explaining the characteristics, causes, prevalence, etc. A scoring rubric will be used.</p>
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5. The student will demonstrate a basic understanding of educational implications of disabilities for students and teachers.

<p>5.a. Discuss in writing instructional strategies for individuals with disabilities in inclusive classrooms.</p> <p>5.b. List and discuss in writing tips for interacting with individuals who have:</p> <ul style="list-style-type: none"> • Learning Disabilities • Mental Retardation • Hearing Impairment/Deaf • Visually Impairment/Blind • Communication Disorders • Physical/Health Impairments • Traumatic Brain Injury • Autism • Severe/Multiple Disabilities • Behavioral Disorders 	<p>Student discusses in writing instructional strategies for individuals with disabilities in inclusive classrooms.</p> <p>Student lists and discusses in writing tips for interacting with individuals who have:</p> <ul style="list-style-type: none"> • Learning Disabilities • Mental Retardation • Hearing Impairment/Deaf • Visually Impairment/Blind • Communication Disorders • Physical/Health Impairments • Traumatic Brain Injury • Autism • Severe/Multiple Disabilities • Behavioral Disorders
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6. The student will become knowledgeable of the special education process.

<p>6.a. Summarize in writing the identification procedures of individuals with disabilities.</p> <p>6.b. Discuss in writing the prereferral intervention strategies.</p> <p>6.d. Explain in writing how a student is eligible for receiving special education services.</p>	<p>The student summarizes in writing the identification procedures as part of a written checkout.</p> <p>The student discusses in writing the prereferral intervention strategies.</p> <p>The student explains in writing how a student is considered eligible for sped services.</p>
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7. The student will demonstrate a basic understanding of the roles of the IEP team and IEP development.

<p>7.a. List members of an IEP team.</p> <p>7.b. Summarize in writing the components of the IEP.</p> <p>7.c. Explain in writing the procedures for IEP development.</p> <p>7.d. Explain in writing the roles of the IEP team.</p>	<p>The student lists in a written checkout the members of an IEP team.</p> <p>The student summarizes the components of the IEP as part of a written checkout.</p> <p>The student explains the procedures for IEP development as part of written checkout.</p> <p>The student explains the roles of the IEP team</p>
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<p>7.e. The student will be able to perform the role of a member of an IEP team in a group role-play.</p>	<p>as part of a written checkout.</p> <p>The student, as a member of a group, creates and performs a role play of the IEP team</p>
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8. The student will demonstrate a basic understanding of the placement options for students with disabilities.

<p>8.a. Organize the placement options for students with special needs from the least restrictive to the most restrictive.</p>	<p>The student organizes the placement options from the least restrictive to the most restrictive as part of a written checkout.</p>
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9. The student will become knowledgeable of the usage of a MAP to help with the process of developing goals for and IEP.

<p>9.a. Write results of an interview with a family of a child with a disability using the MAP.</p> <p>9.b. Write/Develop an intervention plan/plan of action using the results of the interview.</p>	<p>The student will be able to interview and write results of the interview with a family of a child with a disability using the questionnaires in the MAP.</p> <p>The student writes a plan of action for the child with the disability using a format that will be given.</p>
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Task: Review the course outline for ED 215 Introduction to Exceptional Children and make recommendations, as the outline is outdated.

Methodology:

1. The ED 215 course outline was reviewed to examine learning outcomes that need to be revised/updated.
2. Copies of Introduction to Exceptional Children course outlines were downloaded from the www to review what was being taught in other institutions.
3. The course content for other institutions were compared with the current COM- FSM course content to examine what needs to be implemented in the new course outline.
4. Books were also examined for the same purpose that was to be used in the course ED 215.

Findings:

1. The course outline was revised and approved in the year 1989.
2. Texts and materials used for the course were from the year 1974 and 1988.
3. The course objectives need to be revised, as they are outdated. For example, specific objective # 4 which was about PL 94-142 needs to be changed to the current update to PL 94-142 known as PL 105-17 IDEA.
4. There were six specific learning outcomes and five general outcomes for the course.
5. FSM special education policy and procedures were not addressed in the course.

Recommendations:

1. The content of ED 215 should be revised and updated.
2. Link the specific learning outcomes with the general outcomes using the new format.
3. Search for a text (updated/latest) that is appropriate and in line with the learning outcomes.
4. Use the FSM procedures as another source for the course.
5. Content should include the FSM special education policy and procedures.
6. More specific learning outcomes could be addressed in the course content.