

# Northern Marianas College

## CURRICULUM ACTION REQUEST

Course: ED215 Exceptional Individuals

**Effective Semester / Session:** Fall 2021

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number:** ED215

**Course Title:** Exceptional Individuals

**Reason for initiating, revising, or canceling:**

This course guide is being modified to incorporate the course as a requirement for the Certificate of Completion in Early Childhood Education, as well as update the Catalogue Course Description, Degree or Certificate Requirements met by the Course, Course Prerequisites, Method of Evaluation, Course Outline, Instructional Goals, Student Learning Outcomes, and Assessment Measures of Student Learning Outcomes.

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Melissa Palacios *Melissa Palacios* 06/15/2021

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**Proposer** Date

Roland Merar *Roland Merar* 6/16/21

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**Dept. Chair/Director** Date

Adam Walsh *Adam Walsh* 06.10.21

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**Language & Format Review Specialist** Date

Ajani Burrell *Ajani Burrell* 06.10.2021

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**Academic Council Chair** Date

Lorraine Cabrera Maui *Lorraine Maui* 06.18.2021

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**Interim Dean of Learning & Student Success** Date

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### 1. Department

School of Education

### 2. Purpose

The purpose of this course is to introduce prospective teachers to information that will guide them in identifying issues and challenges that affect the education of all students, and, in particular, those with exceptional learning needs. This course will enable students to describe strategies to implement in order to support student learning and accommodate those with special needs.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required:

*Educating Exceptional Children | 14th Edition*

*Samuel A. Kirk/James J. Gallagher/Mary Ruth Coleman*

*ISBN: 9781285451343 | c2015*

*eBook | Mindtap*

*Exceptional Children and Youth | 5th Edition*

*Nancy Hunt/Kathleen Marshall*

*ISBN: 9780357695203 | c2013*

*eBook*

Recommended: None

#### B. Contact Hours

1. **Lecture:** 3 per week / 45 per semester

2. **Lab:** None

3. **Other:** None

#### C. Credits

1. **Number:** 3

2. **Type:** Regular Degree Credits

#### D. Catalogue Course Description

This course is a requirement for the Certificate of Completion in Early Childhood Education. It aims to provide students with information regarding student learning and the effects of issues, challenges, and possible disabling conditions on learning and performance. It offers strategies to implement in order to ensure accommodation and full inclusion. Prerequisite: EN095 and MA091 (offered Fall and Spring).

#### E. Degree or Certificate Requirements Met by Course

This is a required course for the Certificate of Completion in Early Childhood Education.

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### **F. Course Activities and Design**

This course is designed to incorporate lectures, readings, in-class assignments, demonstrations and teach-back, assigned projects, reflective essays, topic discussions, student participation, collaboration and engagement.

### **4. Course Prerequisite(s); Concurrent Course Enrollment**

Prerequisites: None

Concurrent Course Enrollment: None

### **Required English/Mathematics Proficiency Level(s)**

English Placement Level: EN095

Mathematics Placement Level: MA091

### **5. Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student: Tuition for a 3-credit course, instructional material fees, and textbook.

Cost to the College: Salary of instructor, supplies, materials and internet.

Instructional resources needed for this course include: internet, projector, and whiteboard.

### **6. Method of Evaluation**

Students will be evaluated on the basis of attendance, in-class assignments, demonstrations, a teach-back, assigned projects, reflective essays, topic discussions, participation, collaboration, engagement, midterm and final exams. NMC's grading and attendance policies will be followed.

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**7. Course Outline**

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 Introduction to Inclusive Education
- 2.0 Student Observation
- 3.0 Identification of Student-Specific Needs
- 4.0 Preparing the Environment to Accommodate Student Specific Needs
- 5.0 Classroom Organization and Management
- 6.0 Planning Lessons for Students with Specific Needs
- 7.0 Teaching Students with Specific Needs
- 8.0 Ensuring Full Inclusion
- 9.0 Professional Collaboration
- 10.0 Home-School Collaboration

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**8. Instructional Goals**

The course will introduce students to:

- 1.0 Inclusive Education as Defined in IDEA and Section 504;
- 2.0 Effective Full Inclusion Practices;
- 3.0 Working with Families to Support Students with Special Needs;
- 4.0 Collaborating with Agencies to Support Students with Special Needs;
- 5.0 Strategies for Identifying Student Needs;
- 6.0 Teaching Students with Learning Disabilities; and
- 7.0 Planning for Students with Specific Needs.

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**9. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- 1.0 Describe strategies for identifying student-specific needs;
- 2.0 Identify student specific needs through accurate observations;
- 3.0 Identify strategies for teaching students with specific needs;
- 4.0 Describe a learning environment that ensures student accommodations;
- 5.0 Describe effective inclusive practices;
- 6.0 Develop a plan to ensure full inclusion;
- 7.0 Describe professional collaboration;
- 8.0 Develop a plan for home-school collaboration;
- 9.0 Identify strategies for classroom organization and management; and
- 10.0 Identify strategies for preparing the environment for students with special needs.

**10. Assessment Measures of Student Learning Outcomes**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Oral Presentations;
- 2.0 Midterm; and
- 3.0 Final Exam.