

EDUC-2545 EXCEPTIONALITIES & PLACEMENT 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

Focuses on the meanings and concepts of disabilities that affect learning. Students gain an understanding of each of the exceptionalities and the developmental stages involved in motor, language, social-emotional, sensory and cognitive domains. Students learn components of identification, assessment, educational planning and implementation of instruction for students with disabilities within the context of public schools. This course includes a structured 10-hour field component.

Formerly EDUC-208

Prerequisites: EDUC 2105, EDUC 2365

Co requisites: EDUC 2415 OR EDUC 2460

Semester Offered: Summer Every Year

Faculty Permission Required

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

1. Describe disabilities as recognized under the Illinois School Code.
2. Outline issues that contribute to controversy surrounding disabilities within the broader context of public schooling.
3. Describe the historical perspective of schooling for students with disabilities.
4. Outline key principles associated with major legislation related to educational services for students with disabilities, specifically IDEA (and its precursor, PL94-142) and the IEP process.
5. Describe and critique (possible advantages and disadvantages) the different service delivery models available for students with disabilities.
6. Describe current issues and trends in the education of students with disabilities, specifically assessment, labeling, and inclusion.
7. Explore your own experiences and beliefs about disability and public schooling.
8. Access additional resources that describe ways in which classroom environments and curricula can be adapted to better meet the needs of students with disabilities.