

Course Number: EDS 207

Course Title: Introduction to Teaching Exceptional Students

Term and Year: Fall 2024

I. Course Instructor

- Instructor Name: Trina Pettit
- Contact Information: EA 219
826-8539
trina.pettit@doane.edu
- Office hours or process for a student to ask questions: MWF 10:00-1:50 or by appt

II. Course Details

- Course dates/times: MWF 11:00-11:50
- Course pre/co-requisites: NA
- Course description: EDS 207 is an introductory study of children with exceptional needs for the prospective educator. Students examine the field of special education for an overview of relevant issues including the identification and characteristics of recognized disabilities, the referral process, the least restrictive environment, methods of instruction and curriculum modification. Special emphasis will be placed on learning disabilities, behavioral disorders, mental handicaps and autism spectrum disorders given the prevalence of these areas.
- Student Course learning outcomes:
Upon successful completion of this course, each student will be able to:
 1. Demonstrate an understanding of learning development and individual differences (CEC Standards 1.1 and 1.2)
 2. Demonstrate an understanding of how to adapt different learning environments (CEC Standard 2.2)
 3. Understand and use curricular content knowledge to individualize learning for individuals make curriculum accessible to individuals with exceptionalities (CEC Standards 3.2 and 3.3)
 4. Select, adapt, and use evidence-based instructional strategies and technologies to advance learning of individuals with exceptionalities (CEC Standard 5.1 and 5.2)
 5. Understand how foundational knowledge and current issues influence professional practice (CEC Standard 6.2)
 6. Demonstrate the understanding of the theory and elements of effective collaboration and collaborative strategies (CEC Standards 7.1 and 7.2)
- Course credit hours: 3 credit hours
- **Required Text:** Haddon, Mark (2004). *The Curious Incident of the Dog in the Nighttime*. Published by Double Day. ISBN: 1400032717
- Additional resources required by the student: As assigned

III. Instructional Details

Instructional Approach:

In Class – Class activities will include: focused large and small group discussions, readings, research analysis, and practice activities.

Online Activities – online asynchronous discussions and reflections will provide opportunities for collaboration, questioning, and checks for understanding. Websites will also be used as supplemental readings, simulations, and learning modules.

Individual Study - Outside of class you will need to read, consider, and individually synthesize the information gathered related to your own area of interest and potential project.

- Learning Management System: Canvas <https://doane.instructure.com>

IV. Course Evaluation

- Grading Process/Scale: In order to meet the course objectives, students must successfully complete several activities, assignments, and quizzes. Detailed assignment descriptions will be distributed. It is to your benefit to closely read and follow the directions given for each specific assignment. Assignments will be graded on an A-F basis.

Grading Scale:

A+	=	97-100%
A	=	93-96%
A-	=	90-92%
B+	=	87-89%
B	=	83-86%
B-	=	80-82%
C+	=	77-79%
C	=	73-76%
C-	=	70-72%
D+	=	67-69%
D	=	63-66%
D-	=	60-62%
F	=	<59.9%

- Participation policy: Prompt and regular attendance is expected at all classes. With prior notice, students may be excused for university activities, religious observances, medical, and family emergencies. Your engagement in class activities is an important element of this course and your presence is a necessity. Each student's learning is enhanced by the ideas, humor, energy, enthusiasm, curiosity and encouragement of others. These are communicated through both your verbal language and your non-verbal body language. Students are expected to exhibit dispositions aligned with a future professional educator including but not limited to: pursuing excellence, demonstrating tolerance, showing initiative, demonstrating self-discipline and responsiveness under pressure.

Students are expected to be well-prepared for class sessions, including on-line class discussions and postings. This includes reading assigned materials **prior** to class, coming to class sessions, and being prepared to make valuable contributions to class discussions and activities. Students are expected to

come to class having read the assigned reading(s) in a critical and reflective fashion and ready to participate in an active class discussion.

Be an active participant in your own learning experience. You will get out of this course only as much as you are willing to invest in it. Developing individualized strategies for students with disabilities is a complex topic and presents many challenges and rewards. You are expected to ask questions to clarify your understanding, work with your peers collaboratively, and utilize the instructor as a resource for your learning.

- **Late Work policy:** To meet the course objectives, students must successfully complete several activities and assignments. Detailed assignment descriptions and rubrics will be distributed. It is to your benefit to closely read and follow the directions given for each specific assignment. All assignments submitted must be typed and edited. Assignments will be submitted on or before the due date to the instructor. The goal of this class is learning for the profession; therefore, I consider your completed work better late than never. However, any work that is turned in late will be dropped by one letter grade.

Because the goal of online discussion posts is to initiate peer interaction, late points will be administered differently for these. Each discussion post is worth 10 points. You will receive a maximum of 6 points for the initial post and 2 points each for responses to peers. If you do not create an initial post ON TIME, you will receive a maximum of 3 points as the goal of the post is to initiate discussion. If you create an initial post on time but do not respond to your peers before the deadline, you will be able to receive a maximum of 1 point for each late response.

You should work on assignments ahead of the due dates and seek help from the instructor as needed.

- **Retake policy:** My goal for you is to continue to enhance your learning and improve your knowledge and skills. Therefore, I have a retake policy that allows any work (including quizzes and tests) submitted on time to be redone for up to full credit. Assignments submitted late can also be redone for the highest possible score. The instructor has the discretion to deny retakes that are past three weeks late.
- **Assessment Submission process:** All assignments submitted must be typed and edited. Assignments will be submitted in Canvas on or before the due date to the instructor.
- **Attendance Policy:** You are expected to attend all sessions unless excused, be prompt, and be prepared to take an active part in class discussions, presentations and activities. Excused absences include university activities, religious observances, family or medical emergencies. Documentation must be provided for it to be excused. Each class session will be worth 2 points. Each student will be given two free absences (no questions asked) in which points will not be docked, beyond those that are already excused. *One point will be deducted for unexcused tardies.*

V. Preliminary Class Plans and Topics

Course Schedule/Information – Subject to Change:

[Tentative Course Schedule](#)

NOTE: There may be some minor schedule modifications (due to length of in-class activities) that cannot be precisely planned at this time.

- **Individual Assignments**

There are a variety of assignments that you will be asked to complete individually. The bigger assignments include:

- o Interview (25 points)

This assignment requires you to set up an interview with a professional in special education or a parent of a child with a disability. You will complete a reflective paper describing the interview and your personal reactions.

- o Brochure of Special Education Professionals (25 points)

In this assignment you will demonstrate your understanding of the roles of a variety of professionals that work in the special education field.

- o UDL Tiered Lesson (50 points)

You will develop a 60-minute lesson for a target group of students in your content area. You will develop an appropriate UDL lesson design and adaptations for several students with exceptionalities.

- o Resource Notebook (25 points x 2 = 50 points)

Create a virtual notebook of resources that demonstrates your mastery understanding of the content discussed this semester that will be a standing resource for you in your future as an educator.

- o Field Experience (50 points)

This assignment requires you to identify and interact with an individual with exceptionality. You will write a reflective summary and gather documentation of your experience that will be shared with your peers.

- o Online Discussions (70 points)

Your task in this assignment is to engage in 7 on-line discussions during the course. The topics will focus on key issues regarding the education and teaching of students with disabilities.

- **Group Assignment**

- Getting Inside the Disability Project (GIDP) (50 points)

With a team of peers, you will prepare a professional brochure and 6-minute video regarding a specific disability area. The project will address several areas including: description of the disability, evaluation methods, teaching considerations, issues, and other pertinent information. The instructor will assign topics and due dates.

- **Quizzes and Exams**

There will be a total of 2 quizzes (each worth 15 points) and 2 exams (each worth 25 points). These will assess your learning over the previous material taught in class.

VI. Standard Syllabus Information

Technical Support Contact Information:

If you are in need of technical assistance, please access the Self Service Portal. You may reach the Service Center at 402-826-8411 or by email at help@doane.edu.

Academic Integrity:

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate [catalogs](#).

Accommodations:

Any student who thinks they may need accommodations based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Course Participation:

Doane University expects active participation by a student in a course, whether the course is on-ground or online. A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for online courses.

Grade Appeal Process:

Students who believe that their grade was miscalculated due to a mathematical error should contact the instructor within ten (10) days of the grade posting. A student is encouraged to talk with their advisor to offer an assessment of the concern and to clarify the steps of the appeal process. More information is published in the undergraduate and graduate [catalogs](#).

Anti-Harassment Policy:

Doane University, referred to as the "University", is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community. This policy addresses the University's responsibilities under Title IX, the Violence Against Women Reauthorization Act of 2013, and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("Clery Act"). More information is published in the student [handbooks](#).

Syllabus Changes:

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

Doane Syllabus Addendum:

Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at: <https://www.doane.edu/Syllabus>