

Learn. Challenge. Empower. Transform.

EDU 620 Exceptional Children

Doane University Graduate Studies in Education

Instructor

Name: Jill McCaslin-Timmons
Cell Phone : 402-770-2007
Doane email: jill.timmons@doane.edu

Course Information

Class Schedule: Online Course August 26th-November 30th
Credit Hours: 3

Textbook (Resources)

There is no required textbook for this course. Articles and video will be embedded in the course assignments, provided by the instructor.

Course Description

The study of children and youth with exceptionalities, and the implications of serving those students in K-12 schools, are the foci of this course for regular educators. An examination of federal, state, and local policies is completed so that classroom procedures can be developed and implemented in compliance with existing regulations. The course experiences also prepare regular educators for their collaborative roles with mainstreamed students and consultative special educators.

Student Learning Objectives or Outcomes

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

1. Demonstrate knowledge of the relationship between special education and regular education through collaboration with general educators and other colleagues.
2. Demonstrate knowledge of the MTSS process, including creating a safe, responsive learning environment.
3. Demonstrate knowledge of the historical evolution of special education.
4. Identify State and Federal laws concerning individuals with disabilities. Demonstrate knowledge of the role of general education and special education teachers.
5. Demonstrate knowledge of the special education professionals.
6. Define and characterize each of the disability areas identified under IDEA and be able to identify accommodations and modifications that will support the student.
7. Explain the roles of general education and special education teachers in the MDT and IEP process.
8. Explain the components and significance of the written plans for special education (ISFP, IEP).
9. Explain the service delivery models for students with special education services including co-teaching models.

Doane University Education Standards

The Doane University Teacher Education Program believes all educators to be developing professionals who:

1. Understand content
2. Understand development
3. Understand differences
6. Communicate
7. Plan
8. Assess

Learn. Challenge. Empower. Transform.

4. Design instructional strategies
5. Manage and motivate

9. Reflect
10. Participate in professional community

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.

Doane University Education Department Mission Statement

To meet future expectations for our nation's schools as they respond to a changing world, the Doane Education faculty believes the education of teachers and administrators is a developmental and emergent process. For development to occur, the roles of the educational professional are learner, teacher, researcher, and leader. To facilitate this growth, we will: 1) establish collaborative opportunities; 2) promote reflective inquiry tied to coursework, practicum experiences and action research; 3) provide leadership experiences; and 4) facilitate learning in context. We believe these essential elements create practices designed to develop the knowledge, skills, and dispositions for the developing professional. These elements are grounded in reflective and collaborative work, which advocates success for all students.

Course Evaluation

Course evaluation will be a link that is sent to your Doane email. Please complete this evaluation before you leave on the last day of class. This can be completed on your computer, iPad or tablet, or your phone.

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course/schedule but the possibility exists that unforeseen events will make syllabus changes necessary. 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.

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>

Accommodations

Any student who thinks they may need an accommodation based on 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.

Assessment

All work is expected to be completed at the graduate level and be wholly the student's own. This means that final products must be typed and original pieces of work specifically created for this course. **One cannot turn in materials designed for another graduate level course.** All coursework is due on the date stated in the syllabus unless the instructor approves other arrangements. Any work not meeting the standard of professional quality as determined by the instructor will be returned for review and revision. The instructor will make the final determination on the quality of products produced for the class.

Learn. Challenge. Empower. Transform.

Academic Integrity

Fundamental to our mission, core values, and 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. **Utilization of ChatGP is not acceptable for required academic papers.**

Mandatory Reporting Statement

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” As a “Mandatory Reporter,” I am required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell me about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking, and/or other forms of prohibited discrimination, I have to share the information with the University’s Title IX Coordinator. My report does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) on the [Title IX Page](#).

Diversity Statement

Our schools reflect our nation. Our schools and our nation are both becoming more diverse according to issues of gender, race, religion, ethnicity, language, special needs and class. In each literature search, set of guiding questions, and action plan, it is vital to consider and reflect on the impact of your subject on diverse students according to race, ethnicity, exceptionalities, gender, SES, and linguistic experience.

Technical Help

If you are in need of technical assistance please access the [Self Service Portal](#). You may reach the help desk at 402-826-8411 or by email at helpdesk@doane.edu.

Tool Box

Link to Graduate catalog for Education: <https://web.doane.edu/offices-services/registrar/catalog>
 Link to textbooks: <http://www.bkstr.com/doaneuniversitystore/home>.
 To obtain technical support contact: helpdesk@doane.edu
 Link to Education web page: <https://www.doane.edu/college-of-education>

Course Assignments

Content	Points
Introduction Paper	25
Discussion Board Posts	117

Learn. Challenge. Empower. Transform.

Application Activities & Position Papers	100
Independent Book Study Paper	15
Course Resource Document	100
TOTAL COURSE POINTS	357

Course Schedule

Subject to changes, a preliminary overview of class plans and topics (e.g., schedule)			
Week	Dates	Topics	Assignments
1	August 26th	Course Introductions Special Education History Rule 51 Rule 52	Introduction Paper Discussion Board Post
2	September 2nd	Eligibility Documents SAT MDT IEP IFSP	Discussion Board Posts
3	September 9th	MTSS	Discussion Board Post Application Activity
4	September 16th	Verification Process Thru MTSS	Discussion Posts Application Activity
5	September 23rd	Accommodations & Modifications UDL	Discussion Posts Application Activity
6	September 30th	SE Professionals Role of GE & SE Teachers at SE Meetings	Discussion Posts Application Activity
7	October 7th	Parents Perspectives of SE Meetings	Discussion Posts Application Activity
8	October 14th	SE Concepts ESY	Discussion Posts

Learn. Challenge. Empower. Transform.

		FAPE LRE Transition Manifestations	Application Activity
9	October 21st	Service Delivery Models	Discussion Posts
10	October 28th	Introduction of Students with Disabilities SLD & SLI	Discussion Posts Application Activity
11	November 4th	Introduction of Students with Disabilities OHI & ED	Discussion Posts Application Activity
12	November 11th	Introduction of Students with Disabilities AUT	Discussion Posts Application Activity
13	November 18th	Introduction of Students with Disabilities ID & DD	Independent Book Study Paper Discussion Posts Application Activity
14	November 25th	Preventing Burn-out & Self-Care Course Evaluations	Course Resource Document