

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Field Studies in Education: Theories of Exceptional Children

Course Number:

EDSP 5940-222

Course Description:

This is a graduate level course that examines the nature, characteristics, practices and issues relating to the education of exceptional learners. Course information is designed to introduce you to information and practices traditionally associated with the field of special education. This course is also about persons with disabilities (and abilities) in your school and community settings. It is about gaining insight about characteristics and issues that influence the lives of individuals often referred to as "exceptional learners". Stop and reflect about when you were a student in grade school. How many of your classmates were persons with a disability? Were any of these disabilities obvious, such as blindness or a physical impairment like cerebral palsy? What about those individuals who were really talented in areas like athletics, math, or music - but could not read and/or write like their friends? Depending on how we choose to define "exceptional," it is very likely that close to 8% percent of all students in your school fell into the category of being exceptional. Think of it this way - for every class of 30 students, two were eligible for special education services. More importantly, approximately 90% of students in special education have what are called "mild" or "high incidence" disabilities, where there is no noticeable physical disability. You could not tell who these students were by looking at them. So, how many persons with a disability do you think you really knew in school?

Persons with disabilities occupy a variety of productive roles in society. Some are lawyers, doctors, teachers, laborers, or food-service personnel. They are members of all cultures. Others require life-long support from friends and family members, and will never be able to live independently in our community. On any given day in school or the community, persons with disabilities face a variety of challenges. For example, persons with disabilities are often stereotyped by inappropriate attitudes that create behavioral roles about them that are not accurate. Sometimes we react negatively to a person's label or physical appearance because it is more conspicuous. Some people inappropriately respond with pity, patronization, and fear; while others respond more accordingly, by accepting, understanding, and teaching. In this course, we strive to be the latter person.

It is incumbent upon us to provide a supportive environment for all persons with disabilities in school and community settings. This course helps use do that – by examining the nature, characteristics, practices and issues relating to the education of special populations in our schools and community.

Class Dates, Location and Hours:

Dates: February 7 – 12, 2017

Location: Classes held at Building 2784, Room 301, Kapaun Air Station on Vogelweh Air Base.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: January 9, 2017

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Dr. James Gardner
Mailing Address: 820 Van Vleet Oval
Collings Hall, Room 321

Norman, OK 73019

Telephone Number: (405) 325-1533

E-mail Address: jgardner@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Turnbull, A., Turnbull, H R., Wehmeyer, M. L, & Shogren, K. A. (2016). *Exceptional lives: Special education in today's schools* (8th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 9781269508216.
2. Behan, D. (2016). *Taking sides: Clashing views in special education* (8th ed.). Columbus, OH: McGraw- Hill. ISBN 9781259665950.
3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Recommended:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781433805615.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives

At the conclusion of this course, the student should be able to:

1. Demonstrate an understanding of characteristics of individuals with disabilities - as a general population and with respect to specific categories of exceptionality.
2. Demonstrate an understanding of major educational goals and objectives relative to specific categories of exceptionality and the population of person with disabilities as a whole.
3. Demonstrate and understanding of issues and theoretical considerations that effect the education of exceptional individuals, and understand how they influence the delivery of services in schools and the communities.
4. Demonstrate an understanding of some fundamental special education methods/practices and the efficacy of using these methods/practices with exceptional and at-risk students in school and the community environments.

Course Outline:

Prior to In-Person Class Meetings Activities/Assignment: January 10-February 5, 2017.

Please note the content of these activities/assignments in D2L will become available December 1, 2016.

Week 1, January 10, 2017 - January 16, 2017.

- Familiarize yourself with the D2L site. Submit the “Introduction” essay for the program if you have not done that yet. This should be submitted via the D2L Dropbox.
- Skim the “Identifying Students with…” sections in Chapters 5 – 16 of Turnbull, et al. (2016). This information will introduce you to the different categories of students with disabilities and abilities associated with the field of special education.
- Read Chapters 1 – 4 in Turnbull et al. (2016).
- Download the Week One Activities document in the Prior to In-Person Class Meetings Folder in D2L.
- Upload your responses as a single document to the D2L Dropbox by midnight, Sunday, January 15.
- Review the eResource Collection in the Assignments folder on D2L. You can begin this assignment at any time. Please note you will be presenting on 4 of these resources in class.

Week 2, January 17 - January 23, 2017

- Read Chapters 5 – 8 in Turnbull et al. (2016).
- Download the Week Two Activities document in the Prior to In-Person Class Meeting Folder in D2L.
- Upload your responses as a single document to the D2L Dropbox by midnight, Sunday, January 22.

Week 3, January 24 - January 30, 2017

- Read Chapters 9 – 12 in Turnbull et al. (2016). Download the Week One Activities document in the Prior to In-Person Folder in D2L.
- Download the Week Three Activities document in the Prior to In-Person Folder in D2L.
- Upload your responses as a single document to the D2L Dropbox by midnight, Sunday, January 29.

Week 4, January 31 – February 6, 2017

- Read Chapters 13 – 16 in Turnbull et al. (2016).
- Download the Week Three Activities document in the Prior to In-Person Folder in D2L.
- Upload your responses as a single document to the D2L Dropbox by midnight, Sunday, February 5.

In-Person Class Meetings: February 7 – February 12, 2017 (Subject to Revision)

Day	Topics	Reading/Assignments
Tues. 2/7	Overview of the course disAbilities Legislation/Legal Issues (IDEA) Fundamentals of Special Education Assessment and Eligibility Least Restrictive Environment	Review Turnbull Chapters 1, 2, 3, 4 Identification of Presentation Topics and Behan (2015) Readings.
Wed. 2/8	Learning Disabilities Attention-deficits (ADD/ADHD) Fat City Video	Review Turnbull Chapters 5, 8 Supplemental readings/Activities:

Day	Topics	Reading/Assignments
Thurs. 2/9	Communication Disorders Behavior Disorders Intellectual Disabilities	Review Turnbull Chapters 6, 7, 9 Supplemental Activities
Fri. 2/10	Severe and Multiple Disabilities Physical Disabilities Autism	Review Turnbull Chapters 10, 11, 12 Supplemental Activities
Sat. am 2/11	Traumatic Brain Injury Visual Impairments Hearing Impairments Gifted and talented	Review Turnbull Chapters 13, 14, 15, 16 Supplemental Activities
Sat. pm 2/11	Contemporary Issues: Student led presentations/discussions of current issues and eResources.	Review Behan (2015)
Sun. am 2/12	Contemporary Issues: Student led presentations/discussions of current issues and eResources.	Review Behan (2015)
Sun. pm 2/12	Contemporary Issues: Student led presentations/discussions of current issues and eResources. Review of final assignments and due dates	Review Behan (2015)

Note: If you choose to read the course articles and chapters posted on D2L using an iPad or some other handheld device make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.

Following In-Person Class Meetings: February 13 - March 5, 2017

Weeks 6, 7, & 8: Complete your eResource Collection and final paper your approved topic of choice. Submit paper via the D2L Dropbox no later than midnight on **Sunday, March 5, 2017.**

Assignments, Grading and Due Dates:

Participation (150 points; 15%)

It is expected that each individual will attend class and actively participate in class discussions and in-class activities (typically individual and small group activities). All readings should be completed by their assigned dates, and additional readings not presently listed in the syllabus may be assigned (there will always be advance notice).

Prior to In-Person Class Meetings Reading Activities (200 points; 20%)

Prior to the face-to-face class meetings, you will be reading the primary course text (Turnbull, et al., 2016) and completing a set of weekly assignments related to the information presented in the chapters. Go to the Prior to In-Person Class Meetings Folder in D2L, to obtain the assignments. The assignments are to be uploaded to the D2L Dropbox using the due dates listed in the Prior to In-Person Class Meetings section above.

In-class Presentation/Leading Class Discussion (200 points; 20%)

On the first day of class you will select (or “negotiate,” or use Roshambo <http://en.wikipedia.org/wiki/Rock-paper-scissors> if necessary) one of the topics/issues that interests you in Behan (2015). You will present to your classmates, your perspective on the topic/issue and will lead a class discussion on that topic/issue. You will also share with the class four of the resources from your eResource collection. The plan for presentations and discussions will be reviewed in class and/or posted on D2L. For example, you will be expected to prepare a PowerPoint or Keynote presentation. You will be expected to cross-reference content (verbally and/or on the slides) with elements cited in Turnbull et al. (2016) and content discussed in class. You will lead class discussion regarding the salience of the topic/issue. You will turn in your presentation slides on the day of your presentation. In addition you will complete a 2-3 page summary/reflection on this experience, detailing the main points that you chose to highlight regarding the topic/issue, the relevant points that you think your class members attended to, whether your position on the topic/issue changed as the result of discussion, and why you selected the four resources to share with the class. Upload your paper to the D2L Dropbox, by midnight, Thursday, February 5. Graded assignments will be returned to students via email.

eResource Collection and Application/Reflection Paper (250 points; 25%)

You are to compile an electronic “folder” containing 10 resources on instructional strategies for students with disabilities. The ideal resource folder contains a set of articles/materials/documents that directly enable teachers to perform classroom instruction or manage student behavior more effectively. Please refer to assignment description posted on D2L. Also note that you will present to the class information from four of these resources. Upload your collection and paper to a Google Drive folder, by midnight, Sunday, March 5. Graded assignments will be returned to students via email.

Final Paper (200 points; 20%)

Your paper will cover either (a) the topic you choose for your class presentation/discussion on an issue related to Behan (2015), (b) one of the other topics/issues in Behan (2015), or (c) a topic/issue you negotiate with the instructor during the face-to-face class sessions. Conduct a literature review related to the topic/issue and find at least 8 peer-reviewed sources. You are expected to present a balanced view from the literature covering both sides of the issue, but you will also include a defensible perspective regarding your opinion/judgment regarding the issue. Write an 8-10 page paper integrating and summarizing your review of the literature, which includes a discussion and conclusion section. It should be double-spaced and follow APA guidelines. Upload your paper to the D2L Dropbox, by midnight, Sunday, March 5. Graded papers will be returned to students via email.

Makeup Papers:

Unless otherwise specified, you will be expected to prepare a separate 3-page Makeup Paper for any class discussion topic and/or article missed due to late arrival, early departure, or absence from class. For example, if you miss the entire class scheduled for Thursday, you will be required to prepare three papers (i.e., one each, for communication disorder, behavior disorder, and intellectual disabilities). All Makeup Papers should include: (1) the overall thesis or argument (including the stated or implied problem and solution); (2) significant concepts and illustrative examples provided in the assignments; and (3) the implications of the overall thesis and concepts and examples for special education and general education, as well as your own current or anticipated teaching are. Make-up Papers should be submitted no later than seven days following the missed event/occurrence. Also please note that these Make-up Papers are **not** a substitution for class attendance. They merely provide an indication of your understanding of the materials you were unable to discuss in class.

Alternative Forms of Expression:

Unless otherwise specified, you are expected to turn in assignments using traditional forms of expression (e.g., written assignments). For students with disabilities, please discuss with the instructor your desire to communicate your knowledge/learning via multiple means for expression.

Grading:

This is a letter-graded course: A (900-1000 points); B (800-899); C (700-799); D (650-699; or F (0-649).

Assignment	Due Date	Percent of Grade
Participation/Activities	During all class sessions	150 points (15%)
Reading Responses	Week 1 – January 10 -January 16 Week 2 - January 17-January 23 Week 3 - January 24-January 30 Week 4 - January 31- February 6	50 points (5%) 50 points (5%) 50 points (5%) 50 points (5%)
In-class Presentation Leading Class Discussion Presentation reflection	During day-long class sessions February 11-12, 2017	200 points (20%)
eResource Folder/Paper	March 5, 2017	250 points (25%)
Final Reflection Paper	March 5, 2017	200 points (20%)

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Dr. James Emmett Gardner

Education

- A.B. (1977) Psychology and Anthropology, Kenyon College
- M.Ed. (1980) Special Education, Bowling Green State University
- Ph.D. (1986) Special Education, University of Michigan

Current Positions

Professor of Education, University of Oklahoma

Major Areas of Teaching and Research Interests

- The application of universal design for learning (UDL) and technologies with special needs learners
- Issues in special education
- Grandparental roles and beliefs of individuals with disabilities
- Special education assessment practices and issues

Representative Publications and Presentations

- Lee, M., & Gardner, J. E. (2016). A Qualitative Inquiry of Korean Mothers' Perceptions of Grandparents' Roles and Support for Families of Children with Severe Disabilities. *International Journal of Developmental Disabilities*, 61, 206–221.
- Gardner, J. E. (2015). Deriving issues, examples, and strategies regarding the implementation of universal design for learning. In Gardner, J.E. (Ed.), *Implementing Universal Design for Learning: Selected Papers from the 2014 UDL-IRN Summit* (pp. 1-12). Lawrence, KS: Universal Design for Learning Implementation and Research Network. ISB-13: 978-1-312-96082-4.
- Gardner, J. (September, 2014). *Measuring (and Implementing) Universal Design for Learning: A Magical Mystery Tour?* [Keynote Presentation]. Annual Conference of the Australian Association of Special Education, Manley, New South Wales, Australia.
- Gardner, J., Basham, J, and Smith, S. (2012, November). *Making Universal Design for Learning (UDL) a Reality in Research and Practice*. Annual Conference of the Teacher Education Division of the Council for Exceptional Children, Grand Rapids, MI.
- Wissick, C. A., & Gardner, J. E. (2011). Technology and academic instruction: Considerations for students with high-incidence cognitive disabilities. In Kauffman, J. M., & Hallahan, D.P. (Eds). *Handbook of Special Education* (pp. 484-500). Oxon, United Kingdom: Routledge Publishing.
- Gardner, J. E., & Edyburn, D. L. (Eds). (2009). *Readings in special education technology: Assistive technology applications and literacy*. Arlington, VA: Technology and Media Division (TAM) of the Council for Exceptional Children (CEC).
- Gardner, J. E., Wissick, C. A., & Edyburn, D. L. (2008). Technology enhancement of curriculum, instruction, and assessment. In Lindsey, J. (Ed), *Technology and Exceptional Individuals* (4th ed) (pp. 259-321). Austin, TX: PRO-ED.

Major Professional Affiliations and Leadership Positions

- Editor (2006-2011; 2015), *Journal of Special Education Technology*
- Editorial Boards: *Intervention in School and Clinic*, *The Journal of Special Education Technology*
- Past President (1997-1998), Technology and Media Division (TAM) of the Council for Exceptional Children (CEC)
- Leadership Team, Universal Design for Learning Implementation and Research Network (UDL-IRN).
- Member of Council for Exceptional Children (CEC)