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 introductory course addresses legislation, policies and procedures for educating children and youth with exceptionalities. Course content, assignments, and activities focus on describing the primary recipients of special education services, explaining procedures for providing special education to children and youth with educationally-related problems, understanding responsibilities associated with the implementation of special education programs and services, and developing specific skills needed to help ensure successful educational experiences for children and youth with exceptionalities during their school years and beyond.

Class Dates, Location and Hours  
Dates: January 6-11, 2015  
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: December 8, 2014

Site Director  
Tiffany Winfield. Assistant: Taylor Austin. Phone: DSN 480-6807, Civilian 06371-47-6807; Fax: 06371-479839; E-mail: apramstein@ou.edu

Professor Contact Information  
Course professor: Dr. Joyce A. Brandes  
Mailing address: 820 Van Vleet Oval, Room 302  
Norman, OK 73019  
Telephone number: (405) 325-7936  
Fax number: (405) 325-6655  
E-mail address: jbrandes@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 www.oklahoma.bkstr.com 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.

2. 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.

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 Website

Students are accountable for all information provided through the text, lecture, handouts, D2L, and assignments identified by the instructor. Unless otherwise noted, all material required for this course will be assigned and/or provided on Desire to Learn (D2L) or through internet access.

Course Objectives

Specific strands incorporated into each topic presented in this course throughout the semester include students who are English language learners, parental and community involvement, multiculturalism, general and special education classroom management, learning differences and disabilities, and poverty (urban and rural). To this end, students learn to

- explain the relationship between special and general education in teaching children and youth with and without exceptionalities;
- describe the roles of other disciplines in the identification, classification, and treatment of individuals with exceptionalities;
- describe the procedure for developing appropriate special education programs for students;
- explain the impact that legislation, court decisions, and professional and parent organizations have on the development of special education programs;
- describe issues regarding overrepresentation of culturally and linguistically diverse individuals in special education programs;
- describe the areas of exceptionality addressed by IDEA, their characteristics, etiologies, and effective treatments;
- describe the physical, psychological, and educational challenges of families and children and youth with exceptionalities who live in poverty and urban, suburban and rural environments;
- describe the effects of abuse and neglect on children, their development and school performance;
- describe specific techniques for successfully teaching and managing children and youth with and without exceptionalities in the general education classroom;
- demonstrate communication skills needed to participate in collaborative intervention and instructional programs (e.g., pre-assessment teams, co-teaching, IEP meetings, etc.); and
- demonstrate an ethical, professional approach to issues relevant to individuals with disabilities.

Course Format

In an effort to accommodate the varied background experiences of the students enrolled in this class, a variety of approaches will be utilized. These will include but not be limited to lecture, group discussion, role playing, presentations and case study analysis and application. The two-fold expectation is that (1) students will have ample opportunity to express themselves and learn through their strengths while recognizing their needs and that (2) they will experience the hallmark of special education in that instruction will be individualized as much as possible and as necessary.
Class Attendance and Participation

Regular attendance to all sessions is crucial to ensure progress and understanding of the course curriculum. Students are to arrive on time prepared to actively participate in class discussions and activities. Students joining class late, when an activity or quiz is already in progress, will complete the task within the time remaining in order to have it graded. If an impromptu quiz or activity is given at the end of class, only those present at the time it is initiated will be allowed to participate.

As a professional courtesy to other students and the instructors, cell phones, newspapers, homework, and other distractions must be used/addressed outside of class time. Failure to abide by this policy could result in a grade penalty.

Course Face-to-Face Schedule (Schedule subject to change with notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic (Chapter in parentheses)</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>Introductions (background &amp; future) Syllabus-course expectations and assignments</td>
<td>N/A</td>
</tr>
<tr>
<td>1/6/2015</td>
<td>Misunderstood Minds</td>
<td></td>
</tr>
<tr>
<td>Day 1</td>
<td>People first language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IDEA/ESEA (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Sean’s Story</em></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Legislation (1-4)</td>
<td>Co-teaching-partner &amp;</td>
</tr>
<tr>
<td>1/7/15</td>
<td>Least restrictive environment vs. inclusion (2)</td>
<td>presentation selection</td>
</tr>
<tr>
<td>Day 2</td>
<td>Co-teaching Adaptations</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Adaptations</td>
<td>F.A.T. City-in class with partner</td>
</tr>
<tr>
<td>1/8/15</td>
<td>- Goal: define and practice</td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>Eligibility (EI, EC, 9-22 years)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eligibility/RTI</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IEP overview (D2L materials)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>F.A.T. City</em> <em>(video)</em></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Learning Disabilities (5)</td>
<td>UDP and UDL-per</td>
</tr>
<tr>
<td>1/9/15</td>
<td>IEP-in class completion (D2L materials)</td>
<td>certification area; samples</td>
</tr>
<tr>
<td>Day 4</td>
<td>UDL; UDP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field trip-small group in class; then 7-minute presentation</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>ASD/AS (11)</td>
<td>N/A</td>
</tr>
<tr>
<td>1/10/11</td>
<td>ADD/ADHD (8)</td>
<td></td>
</tr>
<tr>
<td>Day 5</td>
<td>Prepare co-teaching presentations for 1/11/15 (in class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ED/BD (7)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ID (9)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop final project rubric as class</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Without Pity</em></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Co-teaching presentations with peer evaluation</td>
<td>Co-teaching presentations</td>
</tr>
<tr>
<td>1/11/15</td>
<td>TBI (OHI-12)</td>
<td>IEP transition page</td>
</tr>
<tr>
<td>Day 6</td>
<td>IEP transition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of final project-rubric refinement in class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrap up</td>
<td></td>
</tr>
</tbody>
</table>
Assignments, Grading and Due Dates

Formatting and saving all assignments unless otherwise instructed by Dr. Brandes

All assignments should be single spaced, use 12-point font in Times New Roman or Arial, and have 1” margins.

Student’s name, certification area, and due date in the header on each page. If students are unfamiliar with how to set up a header, they are to contact Dr. Brandes so she can show them how to do so.

Example:
Joyce Brandes
Special Education
12/28/14

All assignments to be saved and posted need to be saved with the file name in the following format: LAST NAME_assignment Example: BRANDES_OutChap

Submission of all assignments unless otherwise instructed by Dr. Brandes

Students are responsible for posting all assignments by the due date and time to the designated dropbox on D2L. When an assignment is posted to an incorrect dropbox, it cannot be graded; therefore, late penalties apply until the assignment is submitted to the appropriate D2L dropbox.

Return of assignments by Dr. Brandes

Unless otherwise determined necessary, Dr. Brandes will post all graded assignments to the associated dropbox on D2L. Students will be able to retrieve their graded papers from the D2L website at their convenience.

Pre-course Assignments (30% of course grade)

Outstanding Chapters Review paper (10% of final course grade)

Students select eight of the chapters (5-16) from their text that they regard as being the most illuminating, informative, or interesting. They write a 1-page description of each of the 8 chapters they select and explain why they feel this way about each chapter (past experiences, acquaintances, etc.) and how they will most likely use some of the information presented in it.

Universal Design for Progress (UDP) paper (Each scenario is worth 5%; therefore, this assignment represents 20% of the final course grade)

Students develop a 1-page scenario that could occur in their classroom, home or work environment that could put individuals/students with disabilities in an awkward or difficult position that inhibits their learning, comfort and/or sense of belonging. (Students must use enough detail that the reader understands where they are coming from.) Then, students develop a 1-page explanation where they explain how they could implement a specific universal design so that individuals with and without disabilities could be served included. Students are welcome to use any resources they want including some of the options noted in the “Special Features: Universal Design for Progress” section of their text.

To complete this entire assignment, students develop and submit four different scenarios and the possible UDP strategies they would suggest.

Note: Any UDP strategy recommended for implementation can be used only once for this assignment.

Face-to-Face Class Meeting Assignments (35% of final course grade)

Co-teaching (15% of final course grade)

Students select co-teaching partners and develop a co-teaching lesson plan that they co-teach to their peers who actively participate in the presentation. Students must implement at least two of the six co-teaching models during their 20 minute lesson. Students are graded on the appropriateness of the models
selected, their fidelity of implementation of the co-teaching model (per the co-teaching model information provided through the course) and leading class discussion following their presentation.

Adaptations (10% of final course grade)

Students learn to discriminate between types of adaptations and their application to various situations of students with and without disabilities. Based on given scenarios, students determine specific adaptations, then justify the need for accommodations and/or modifications.

Individualized Education Program (IEP) (10% of final course grade)

An important element in students’ successful learning is educators developing and implementing a meaningful plan and process for delivering effective instruction and support based on a realistic and optimistic future of all students – with or without disabilities. By studying the supportive materials posted on D2L prior to the January 8th class meeting and through guided instruction, students complete an in-class IEP that serves as a resource for them in their future endeavors.

Post-course Assignment (35% of course grade)

Professional Development Presentation and Supporting Materials

The culminating assignment for this course is development of a professional development powerpoint presentation that addresses specific topics explored through this course. Students are to plan this as a half-day (3-hour) workshop they present to their colleagues. This presentation is based on pre-course and in-class information and materials as well as other resources students may find helpful. The audience and specific topics are determined through class discussions and consultation with Dr. Brandes. A rubric is provided that is to be used as a minimum criteria guide such as purpose and topic(s) of the professional presentation, audience, supporting materials and websites, etc.

This assignment has four stages that are meant to support the students as they develop their presentations:

1. Students participate in an in-class discussion on January 10th. This discussion helps set the standards for the rubric to be implemented for design and assessment of this assignment. Dr. Brandes will provide a template to start the development of the rubric. Based on the students’ input, Dr. Brandes will refine the rubric to accommodate course and special education guidelines then send it to the students via email so they have time to apply the rubric as they develop their professional development presentation, powerpoint and supporting materials.

2. Presentation outlines and supporting materials must be posted to the designated dropbox by no later than 11:45 p.m. on 1/20/15 so that Dr. Brandes can provide timely feedback.

3. Based on Dr. Brandes’ feedback, students further develop their presentations and supporting materials and post them to the designated dropbox by no later than 11:45 p.m. on 1/27/15 so that their peers can provide timely feedback.

4. Based on feedback from Dr. Brandes and their peers, students finish developing their presentations and post them in their entirety (including all supporting materials) to the designated dropbox by no later than 11:45 p.m. on 2/1/15 so that Dr. Brandes can grade their assignments and final grades can be determined and posted.

Grading

This is a letter-graded course: A, B, C, D, or F. Students are responsible for monitoring their grades throughout the entire course and completing and submitting all coursework to qualify for receiving a passing grade for the course. If extenuating circumstances occur, the students need to contact Dr. Brandes ahead of time to make arrangements. Regular attendance and active participation are crucial and taken into account when assigning the final grade. All assignments are due by the date delineated in the syllabus or announced by the instructor. Grades are determined using the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60 – 69%
- F = 59% or below

All assignments are due on the designated due date per directions accompanying each assignment (i.e., posted to D2L Dropbox, hard copy, professor announcement, etc.). Students are asked to retain all returned/graded assignments until final grades are posted. Late assignments are assessed a penalty using the following scale:

- Late beyond due date and time = 5% penalty per day through 6 calendar days
- 7-13 calendar days late = 50%
- 14 or more calendar days late = 100%

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Chapters Review paper (8 reviews)</td>
<td>10%</td>
<td>12/28/14</td>
</tr>
<tr>
<td>Universal Design for Progress #1</td>
<td>5%</td>
<td>12/28/14</td>
</tr>
<tr>
<td>Universal Design for Progress #2</td>
<td>5%</td>
<td>12/28/14</td>
</tr>
<tr>
<td>Universal Design for Progress #3</td>
<td>5%</td>
<td>12/28/14</td>
</tr>
<tr>
<td>Universal Design for Progress #4</td>
<td>5%</td>
<td>12/28/14</td>
</tr>
<tr>
<td>Co-teaching lesson plan, materials &amp; presentation</td>
<td>15%</td>
<td>1/11/15-in class</td>
</tr>
<tr>
<td>Adaptations</td>
<td>10%</td>
<td>In class</td>
</tr>
<tr>
<td>IEP</td>
<td>10%</td>
<td>In class</td>
</tr>
<tr>
<td>Professional Development Presentation &amp; Materials Dropbox posting for Dr. Brandes’ feedback</td>
<td>5%</td>
<td>1/20/15</td>
</tr>
<tr>
<td>Professional Development Presentation &amp; Materials Dropbox posting for peer feedback</td>
<td>5%</td>
<td>1/27/15</td>
</tr>
<tr>
<td>Professional Development Presentation &amp; Materials Final dropbox posting for Dr. Brandes’ review</td>
<td>25%</td>
<td>2/1/15</td>
</tr>
</tbody>
</table>

“I” is a neutral grade and means “Incomplete.” It is not an alternative to a grade of “F” and no student may be failing at the time an “I” grade is awarded. To receive an “I” grade, the student must have satisfactorily (C or above) completed at least 70% of the required coursework before the day of the final and contacted Dr. Brandes to discuss the possibility of receiving an “I.” Awarding an “I” is at the discretion of the Dr. Brandes.

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.

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
Joyce A. Brandes, Ph.D.

Education
  - Dissertation: Literacy instruction for students with autism spectrum disorders (ASD): A national survey of special educators.
- B.S. Special Education, University of Oklahoma, Norman, OK, 1972.

Certification through Oklahoma State Department of Education
- Mental Retardation until June 2019
- Autism, Registry until June 2019
- Other Health Impairment, Registry until June 2019

Current Positions
- Associate Professor in the Department of Educational Psychology, Special Education, The University of Oklahoma

Major Areas of Teaching and Research Interest
- Preservice preparation as it relates to
  - Attitudes toward teaching students with disabilities in inclusive settings
  - Unique strengths and needs of students with and without disabilities in rural settings
  - Influence of ideological beliefs on attitudes toward inclusion
  - Attitudes toward students with cultural and linguistic diversity
  - Evidence-based reading and writing strategies for students with disabilities

Representative Publications and Presentations

Keynote and Invited Speaker

• Keynote

• Invited

National and International Presentations – Peer Reviewed


Representative Honors and Awards Received

• Leadership/Citizenship Award, presented by the Jeannine Rainbolt College of Education, 2014.
• University of Oklahoma Student Athlete’s Campus-wide “Most Inspiring Professor,” 2011-2012.
• Preservice Educators’ Perceptions of Inclusion. ($6,000, University of Oklahoma College of Education Summer Research Grant 2008, funded)
• Outstanding Faculty Member at The University of Oklahoma—Norman campus, presented by the students of the University of Oklahoma Students Association, 2006.
• Maurice P. Walraven Award, presented by the Oklahoma Federation of the Council for Exceptional Children, 2008.

Major Professional Affiliations

National

• Council for Exceptional Children (CEC)
  o Division of Teacher Education (TED)
  o Division of Early Childhood (DEC)
  o Division on Developmental Disabilities (DDD)
• National Rural Education Association (NREA)
- American Council for Rural Education (ACRES)
- Learning Disabilities Association (LDA)

Statewide
- Oklahoma Council for Exceptional Children (OKCEC), 2000-present.
  - Executive Board of Directors
  - State Faculty Sponsor for the State Student CEC
- Learning Disabilities Association of Oklahoma (LDAO)