Term Information

Effective Term: Spring 2015

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7075
Course Title: Disabilities in Education
Transcript Abbreviation: Disabilities in Ed
Course Description:
This three-credit graduate course for both MA and Ph.D. students will examine the historical nature of disabilities in society and in particular in the education system, the foundation of public laws to benefit persons with disabilities, the family-community connection for students with disabilities, and current critical issues for students with disabilities in classrooms.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: None
Exclusions: None

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units.

Course Details

**Course goals or learning objectives/outcomes**

1. Examine the history of persons with disabilities.
2. Examine the history of inclusion, mainstreaming, and residential experiences of students with disabilities in education.
3. Examine the historical foundation of public laws.
4. Examine the impact of having a child with a disability in the family.
5. Examine critical issues for students with disabilities in contemporary society.

**Content Topic List**

- Historical Foundations of Disability
- Historical and Sociological Analysis of Disability Issues
- Historical Reflections of Disability in the Classroom
- Power, Race, and Re/Presentation of Disability in the Classroom
- Special Education Research and Thought
- Inclusion vs. Exclusion
- Relationships Between Schools and Parents, Families, and Communities
- Instructional Practices in Special Education
- The Disability Movement: Oppression and Everyday Life
- The Disability Movement: Empowerment and Organization
- Inclusion and Globalization
- Shared Legacies: Brown and Inclusion

**Attachments**

- Disabilities in Education_Final.docx: Syllabus
  (Syllabus. Owner: Wild,Tiffany Ann)
- Disabilities in Education With Course Number.docx: Added Course Number
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

**Comments**

- Approved by GSC 12/12/13  (by Mercerhill,Jessica Leigh on 12/13/2013 12:09 PM)
- This course would run as an elective in the MESE AOS.  (by Wild,Tiffany Ann on 10/17/2013 10:31 AM)

**Workflow Information**

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<td>Achterberg,Cheryl L Warnick,Bryan R. Odum,Sarah A. Zircher,Andrew Paul</td>
<td>12/13/2013 12:10 PM</td>
<td>College Approval</td>
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</table>
Instructor: Dr. Tiffany Wild  
Office: Ramseyer 222A  
E-Mail: wild.13@osu.edu  
Office: 222 Ramseyer

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Course Objectives:  
1. Examine the history of persons with disabilities.  
2. Examine the history of inclusion, mainstreaming, and residential experiences of students with disabilities in education.  
3. Examine the historical foundation of public laws written for persons with disabilities.  
4. Examine the impact of having a child with a disability in the family.  
5. Examine critical issues for students with disabilities in contemporary society.

Textbooks:  
**Additional Recommended Readings:**


**Course Schedule**

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<tr>
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<td>Historical Foundations of Disability</td>
<td>Ferri &amp; Connor 1-3, Reflective Entry, Disability Autobiography</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>Historical and Sociological Analysis of Disability Issues</td>
<td>Danforth and Taff – Section 1, Reflective Entry</td>
</tr>
<tr>
<td>4</td>
<td>Historical Reflections of Disability in the Classroom</td>
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<td>Power, Race, and Re/Presentation of Disability in the Classroom</td>
<td>Ferri &amp; Connor – 4 &amp; 5, Reflective Entry</td>
</tr>
<tr>
<td>6</td>
<td>Special Education Research and Thought</td>
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</tr>
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<td>Inclusion vs. Exclusion</td>
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### Course Assignments:

**Reflective Entry:**
Each week you are asked to write a reflective entry into a notebook that you will keep throughout the semester. The notebook will inform your final project. You will be asked to find 5-7 quotes from your course readings that impacted your thoughts and reflections around disability in education. You will write a 2-3 paragraph entry to explain...
why those quotes were chosen. The quotes will guide our discussion of the topic each night and will inform your thinking about disabilities in education. Please bring a hard copy of each journal entry to class. (12 entries x 10 points each = 120 points)

Disability Autobiography:
You are asked to reflect on your experiences in your educational career regarding students with disabilities. Include specific memories and how they have influenced your reflections on the topic. This is not a timeline, but a reflection. 5 pages max. (10 pts.)

Final Project:
You have two options for the final project:
1. Looking back on your reflective entries, answer the following question: What does the term “Disability” mean in an educational context? You can answer this question as creatively as you want – you can create a colleague, video, cartoon, art piece, etc. Provide a written explanation of the creative piece by including both your own reflections and references to selected course readings.
2. Examine one critical issue for students with disabilities in education in-depth. Write a 5-10 page paper on the topic. Course materials should be used to support arguments presented in the paper.
50 points

Attendance:

Regular on-time attendance to all class meetings is required. Classroom discussion cannot be “made up” by copying another student’s notes. Therefore, class attendance and participation are mandatory. Documentation is expected for absences (e.g., doctor’s note). The instructor will determine if the documentation merits a valid reason for missing class. Note a policy: More than one unexcused absence from class will result in automatic deduction of the equivalent of half a letter grade from the student’s final grade. Lateness will result in one-half point deduction.

In addition students will be required to present the issue to the class and lead a discussion on the topic.

Grading Scale:
A 93-100%
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 60-66
E 59% or less

**Policy Regarding Late Papers:**
Late papers will NOT be accepted. Students will receive a zero for the assignment. *In case of an emergency*, contact your instructor and an alternative deadline will be established.

**Student Conduct:**
Students are expected to fully participate in all class assignments and papers.

**Academic Misconduct** – The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

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**Technology** – This course requires students to have access to Carmen and a suitable computer for this purpose. All documents created in this course can be used in the student’s electronic portfolio.
The Ohio State University  
College of Education and Human Ecology  
Department of Teaching and Learning  
EDUTL 7075  
Disabilities in Education

**Instructor:** Dr. Tiffany Wild  
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