



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

EDSP 5940-491: Theories-Exceptional Children

Course Description:

(3 credit hours) This graduate-level course provides an overview and study of the characteristics of individuals with exceptionalities. This course focuses on special education service mandates, procedures for providing special education services, understanding responsibilities of educators and related personnel working with individuals with exceptionalities, and emerging skills needed to ensure successful educational experiences for students with exceptionalities.

Course Dates:

May 1 – August 31, 2020

Last day to enroll or drop without penalty: April 2, 2020

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Tracy E. Sinclair, M.Ed.; BCBA, LBA
Mailing Address: Department of Educational Psychology
Zarrow Center for Learning Enrichment
Cate Center 4 Room 190
338 Cate Center Drive
Norman, OK 73019
Telephone Number: (405) 325-8951 or (931) 210-0621
Email Address: tsinclair@ou.edu
Virtual Office Hours: Online via Zoom. Email professor to schedule a meeting time
Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2019). *Exceptional Learners: An introduction to special education* (14th ed.). New York: Pearson.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Course Objectives:

- To understand the most current definition, prevalence, and historical context of educational disabilities.
- To recognize the psychological and behavioral characteristics of these disabilities.
- To learn about the educational considerations for supporting students with disabilities.

Learning Objectives:

Students will obtain skills/knowledge in the following areas:

- Special education legislation.
- Problems in labeling and classifying disabilities.
- Planning and providing special education services.
- Collaboration with other professionals.
- Cultural and linguistically diverse societal influences in special education.
- Various exceptionality categories including intellectual disability, learning disability, emotional/behavioral disorder, communication disorder, Deaf/hard of hearing, blind/low vision, physical/health impairment, ADHD, and gifted/talented.
- Working with parents and families.
- Early childhood special education.
- Transition to adulthood in special education.

Course Outline:

This outline and schedule of activities is subject to change at the discretion of the professor.

Week	Readings, Assignments, Activities
Week 1: May 18 – 24	Read Hallahan et al. Chapters 1-3 Discussion Board Posts Chapter 1 Quiz Chapter 2 Quiz Chapter 3 Quiz
Week 2: May 25 – 31	Read Hallahan et al. Chapters 4-6 Discussion Board Posts Chapter 4 Quiz Chapter 5 Quiz Chapter 6 Quiz
Week 3: June 1 – 7	Read Hallahan et al. Chapters 7-9 Discussion Board Posts Chapter 7 Quiz Chapter 8 Quiz Chapter 9 Quiz MIDTERM Assignment: Research-based Presentation
Week 4: June 8 – 14	Read Hallahan et al. Chapters 10-12 Discussion Board Posts Chapter 10 Quiz Chapter 11 Quiz Chapter 12 Quiz

Week	Readings, Assignments, Activities
Week 5: June 15 – June 22	Read Hallahan et al. Chapter 13-15 Discussion Board Posts Chapter 13 Quiz Chapter 14 Quiz Chapter 15 Quiz FINAL Assignment: Philosophy of Inclusion Paper

Learning Activities, Assignments, and Assessments:

All formal assignments should be formatted using current APA guidelines (7th ed.).

Online Participation (50 points)

The nature of this course is asynchronous online which means we will never “meet” at the same time online. Due to this, it is imperative that you interact with the course online via Canvas regularly (at least 5/7 days Sunday – Saturday; ideally daily).

Regular online interaction involves:

- Logging into the Canvas online system.
- Checking course for any announcements posted.
- Interacting with peers via the discussion board.
- Completing quizzes, tests, or assignments and submitting via Canvas by posted due dates.

Online discussion/email interaction looks like:

- Grammatically correct posts.
- If the discussion prompts you to upload a video of yourself, appropriate attire is expected, and background noise should be kept to a minimum.
- Correctly cited posts if you are using the book to support your thoughts, etc.
 - Plagiarism is not acceptable; cite others if you are using their ideas/words (this includes anything taken from the internet).
- Respectful interactions with peers.
 - ALL CAPS should be avoided (it implies yelling).
 - If you disagree with a peer’s post; avoid aggressive or combative language (i.e. don’t start your post with: “Well, Sarah, you are wrong!!”). Rather use “Well, Sarah, from my perspective I see things a little differently. For example...”
 - I encourage you to compliment and praise your peers for great posts; but know that “fluff” posts will not be counted toward your discussion participation grade (i.e. “Great post Sarah!”). If you couple a compliment with a further expansion on the original post that will be considered for your grade (i.e. “Great post Sarah. I also found in my experience that...”).

Chapter Quizzes (150 points)

There will be 15 quizzes (10 points each) for each chapter. Quizzes are administered through Canvas. Quiz questions will be directly relate to readings (primarily the assigned text, unless otherwise noted). Each quiz will be timed—12 minutes (1 minute 12 seconds/question). You may use any notes/text for the quizzes; however, you should have completed the readings prior to the quiz. Spending your quiz time looking up every answer will result in you running out of time. It is important that you are familiar with the text prior to taking your quiz.

Midterm Assignment (100 points)

You will develop a research-focused slide presentation, record, and share with the class. You will have a choice of topic from course text/materials. The required number is slides is 12 (excluding cover slide and

reference pages). A minimum of 8 reputable sources (i.e. refereed/scholarly journal articles, US Federal Government websites/documents, National organizations ([CEC, etc.] published within the last 15 years is required for this project. Citations should be noted on appropriate slides, and a full reference provided within a reference slide at the end of the presentation. The textbook for this class can be used to help inform your presentation; however it will not count as one of the 8 sources. More information will be provided via Canvas. A rubric will be provided for the research project, along with an example presentation.

Final Assignment (100 points)

You will write an academic paper constructing your philosophy on the inclusion of individuals with disabilities—either within school or community/job settings—whichever setting is most applicable to your current role and/or future professional aspirations. The page requirement for this academic paper is no less than 5, but no more than 7 pages (excluding title page & references). Your philosophy itself is not evaluated, but you will need to justify your philosophy with research on your views. A minimum of 5 reputable sources (i.e. refereed/scholarly journal articles, US Federal Government websites/documents, National organizations ([CEC, etc.] published within the last 15 years is required for this project. APA 7th edition formatting will be used for citations, references, and general formatting (i.e. font, page numbers, etc.). More information will be provided via Canvas. A rubric will be provided for the philosophy of inclusion academic paper, along with an example paper.

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades are based on total points: A=90%+; B=80%-89%; C=70%-79%; D=60-69%; F=59% or below.

All finished assignments will be submitted via Canvas and are subject to all deadlines listed in Canvas **unless other arrangements are made directly with me PRIOR to assignment due date(s).

The final grade will be determined on the basis of the following:

Assignment	Percent of Grade
Online Participation	12%
Chapter Quizzes	38%
Midterm Assignment	25%
Final Assignment	25%

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.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

As this is an online course, participation in all interactive, learning activities are required. Failure to regularly (at least 5/7 days/week) check the Canvas site for updates, information, and notices may adversely affect grades for participation.

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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 making 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.

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

Tracy E. Sinclair, M.Ed, BCBA, LBA

Education

- Finishing May 2020 - Ph.D. Philosophy with a concentration in Special Education, University of Oklahoma
- May 2015 – Master’s in Curriculum Tennessee Technological University
- May 2002 – Bachelor’s in Education with Distinction University of Michigan – Ann Arbor

Current Positions

- Adjunct professor, Department of Educational Psychology, University of Oklahoma

Major Areas of Teaching and Research Interest

- Applied behavior analysis in school settings
- Transition planning for students with disabilities
- Self-management strategies
- Teacher preparation

Recent Publications and Presentations

- Lingo, M. E., Sinclair, T. E., & Martin, J. E. (2020). Increasing active student engagement in secondary transition IEP meetings: Barriers, evidence, and impact. Manuscript accepted for publication with minor revisions.
- Rodriguez, A. M., Taub, D., Scott, L., Copeland, S., Williams-Diehm, K. L., Landmark, L. J., Sinclair, T. E., Black, R. S., Palmer, S., & Thoma, C. (2020). Reflecting on the education statement of AAIDD and the Arc. Inclusion. Advance online publication. <http://aaid.org/publications/journals/articles-accepted-for-publication>
- Martella, R. C., Nelson, J. R., Marchand-Martella, N. E., & Sinclair, T. E. (2019). The quality of single-case evaluation studies of curricular programs for students with disabilities. *International Journal of Special Education*, 34(1), 1-17.
- Sinclair, T. E. (February, 2020). Student and Early-Career Forum. Presentation at the CEC National Conference. Portland, OR.
- Williams-Diehm, K. L., Sanford, C., & Sinclair, T. E. (February, 2020). TAGG-A: Developing a transition assessment for students with significant disabilities. Presentation at the CEC National Conference. Portland, OR.
- Sinclair, T. E. (January, 2020). TAGG-A: Developing a transition assessment for students with significant disabilities. Presentation at the DADD National Conference. Sarasota, FL.