

EDSP 5370
Learning Theory as Applied to Individuals with Disabilities
University of Texas at Tyler School of Education

Course: EDSP 5370
Semester & Year Summer 2025
Time & Days: Online
Location: Online

Last Day to Withdraw from Course: Long Summer: July 10

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It is my desire that each of you profit from this course. Please contact me via e-mail or phone or meet with me during office hours if you need any assistance. Appointments are NOT required, but are appreciated, preferred and given priority.

Course Catalog Description

This course investigates the major learning/cognitive theories applied to programs for individuals with disabilities.

Student Learning Outcomes

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Specialty Set: Educational Diagnostician Specialist Standards.

Objectives/Learning Outcomes	Standards: <u>SBEC</u> CEC
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<p>1. To demonstrate knowledge of the cognitive theories that influence student learning and the assessment process. a. origin of intellectual assessment b. contemporary theoretical perspectives</p>	<p><u>Domain I-Standard I, IV, V</u> SEDS.4.K1 SEDS.5.K4</p>
<p>2. To demonstrate skills in applying the concepts of the major cognitive theories for the purpose of writing full individual evaluations and to design curriculum and instructional objectives/recommendations specifically for students with disabilities.</p> <p>3. To demonstrate knowledge of the educational implications and complexities of teaching in a multicultural classroom of students with diverse cognitive and learning styles.</p>	<p><u>Domain I, II-Standard I, IV, V</u> SEDS.3.K1 SEDS.3.S2</p> <p><u>Domain II-Standard VII</u> SEDS.3.K2 SEDS.4.K1</p>

Evaluation and Grading

1. **Exams:** Exams are intended to measure student comprehension of course material (lectures, handouts, class discussions, and assigned readings). There will a midterm and final exam. (50 points each.)
2. **Module Quizzes:** Items and learning activities contained in the module are potential questions for quizzes. For example -- chapter readings, outside reading assignments, articles, video clips, video lectures, assignments/activities, etc. (10 points)
3. **Article Review:** Research articles will be provided for you to read and critique. A template for the article review and scoring rubric will be posted on Canvas. (20 points)
4. **Real Time Group Meetings (RTGM):** RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics (40 points).
5. **IQ Testing Controversy:** IQ testing has it advocates and its critics. This assignment is designed for you to deeply reflect on the controversy. Further, you will be expected to engage in scholarly discourse about the issues with IQ testing and its impact on placement and programming of children with disabilities in public education. (25 points).

6. **Library Tutorials:** These quizzes and activities will help you prepare for (1) academic writing, (2) navigating scholarly databases and search engines, and (3) citing sources according to APA guidelines. (Points to be determined).
7. **Research Project:** You will complete a research project on an aspect of cognitive/intellectual theories. You will have your choice from the following list below (100 Points). The rubrics for the project are in Canvas.
 - a Research Paper
 - b Podcast or Video Series
 - c Narrated Presentation
 - d Blog
8. **Informal Writing Opportunities:** Reflecting upon the assigned readings is one way to connect deeply with the key ideas and main concepts in the module. During the semester, you will reflect upon the assigned readings through informal writing assignments & discussion board posts (10 points).
9. **Zoom Video-Conferences:** Each student will participate in Zoom Conferences throughout the semester. The primary purpose of these video-conferences is to facilitate conversations about assessment, report writing, and course assignments/activities. The secondary purpose is to build an on-line community of learners (75 points)

Percentage of Weight by Assignment

1. Exams & Quizzes	10%
2. Online Meetings	25%
3. Research Project Module Quizzes and Activities	5%
4. Research Project	30%
5. Article Reviews	10%
6. IQ Controversy	10%
7. Informal Assignments	10%

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

A = 90-100%

B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

There are three specific grading policies that you need to be aware of.

1. It is my policy not to round grades at the end of the semester. The percentage you earn is the letter grade that will be recorded. For example, a percentage of 89.5 to 89.9 will be recorded as a B and a percentage of 79.5 to 79.9 will be recorded as a C.
2. It is also my policy not to extend extra credit or additional assignments/activities at the end of the semester.
3. Finally, it is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Teaching Strategies

The following instructional strategies will be employed during this class: video lectures, YouTube video clips/lectures, Canvas activities, multimedia and simulations.

Required Text and Related Readings

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.).

Flanagan, D. P., & McDonough, E. M. (Eds.). (2018) *Contemporary intellectual assessment: Theories, tests, and issues*. (4th ed.). Guilford Press.

1. Students will access class notes, assignments, grades and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas. Students are expected to regularly access Canvas.
2. Other readings as assigned in class

Code of Conduct

Please see section 209 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct.

Course Policies

- **People First Language/Class Etiquette:** Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” not “an autistic child.
- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.
- **Communication:** You’ll need to log in to Canvas regularly (at least once a week) to view that week’s assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. I will check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

Also, it is my policy to discuss grades in a live, face-to-face meeting so that we can clearly communicate and I can hear your perspective and you can hear mine as this promotes open dialogue. If you have questions about grades or your performance in this class, I’m happy to meet with you in a Zoom conference.

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.
- **Late assignments:** Because this is an online class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week. You will need to be proactive and plan ahead to submit assignments on time even if you are temporarily unavailable (i.e. illness, vacations, family emergency, weddings, funerals, etc.).

Assignments are due Sundays at 11:59 p.m. as determined by the course schedule. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. ***Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.***

Assignments and due dates are noted on the course schedule located in the syllabus.

There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

- **Assignment Submissions:** Assignments will only be accepted via the designated submission links/sites that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired you have lost the opportunity to submit your assignment.
- **Resubmissions:** It is my policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, I do not allow for assignments to be resubmitted even when you do not obtain a passing grade.
- **UniCheck:** All written assignments will be submitted via the Canvas submission link that utilizes UniCheck. UniCheck is a plagiarism detection device. A similarity match of 25% or greater indicates that you engaged in unethical behavior. Any written assignment with a 25% or greater match will receive a grade of zero.
- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you are expected to be in attendance for the duration of the meeting and actively contribute to the conversation.

Zoom Attendance Guidelines

1. **All Zoom meetings that are scheduled are required.** You must be logged in within 1 to 3 minutes of the start time of the meeting you signed up for.
2. **You must attend the meeting you signed up for on the Google Doc.** Once the schedule is set, you cannot change your meeting time and date and you are obligated to attend the meeting you selected. We work very hard to keep our groups small. As teachers, you should appreciate the time it takes to organize meetings and to keep small groups balanced.
3. If you do not attend the Zoom you selected on the Google Doc or you are not on time to your meeting, **you will receive no credit even if you attend another meeting.**

Zoom Participation Guidelines:

- a. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home or school or your kitchen table as long as it is distraction free. Participating in Zoom conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
- b. Please make sure that you have access to a web-cam. We want to see your bright smiling face. 😊
- c. Make plans to sign in early and have your technology working before the start of the meeting.
- d. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.
- e. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.

You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you attend a different meeting than the one you signed up for on the Google Doc, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

- **Written assignments:** Possessing the ability to clearly communicate in writing is an essential skill in our jobs as educational diagnosticians for the children and families we serve. Therefore, written assignments must be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. **All written assignments must be submitted via Word – (NO PDFs).**
- **Canvas:** You will access class lectures, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas.
- **Technology:** Because this is an online course, you are expected to possess basic technology skills. However, if you are struggling with technology, please post your questions on coffee and conversations, or in many cases you can find answers to your question on Google or other search engines. For issues related to Canvas, please contact IT Support.

Tentative Schedule/Topical Outline

Be sure to check Canvas frequently for any changes to the schedule.

Module	Date	Topic	What's Due
Module 1:	May 12 – May 18	Course Orientation/Syllabus Overview A History of Intelligence Assessment	Classmate Introduction Handbook Discussion Board Informal Writing Activity #1
Module 2:	May 19 – May 25	A History of Intelligence Test Interpretations	Historical Perspectives Quiz RTGM – Testing Psychologist Podcast
Module 3:	May 26 – June 8	The Cattell-Horn Carroll Model of Intelligence	CHC Theory Quiz Article Review #1
Module 4:	June 9 – June 15	Redefining Intelligence with the Planning, Attention, Simultaneous, and Successive Theory of Neurocognitive Processes	Luria/PASS Theory Quiz RTGM – CHC, PASS & Luria Cog Theories
Module 5:	June 16 – June 22		IQ Testing Controversy Reflection
Module 6:	June 23 – June 29		Exam #1

Module 7:	June 30 – July 6	Assessment from the Perspective of Multiple- Intelligences Theory: Principles, Practices, and Values (Chpt. 4 The Triarchic Theory of Successful Intelligence (Chpt. 5)	Multiple Intelligences/Triarchic Theory Quiz Article Review #2 Schedule Zoom Meeting
Module 8:	July 7 to July 13	Scholarly sources	Library Tutorials, quizzes, etc. Zoom Conf – Research Paper
Module 9:	July 14 to July 20 July 21 – July 27	Final project drafts due to group discussion board page.	RTGM Final project due
Module 10:	July 28 to Aug 3	Course Wrap-Up	Informal Writing Activity #2
Module 9:	Aug 4 – Aug 9		FINAL EXAM – Due Friday August 9^h at 8:00 a.m.

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS

Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate

for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.