



## **Syllabus for SPED 531: Psychoeducational Aspects of Exceptional Children (3 Credits) Online**

**Date: Summer 2017**

<b>Professor/Instructor:</b>	Pamela J. Ondracek, PhD
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<b>Office Hours:</b>	remote

### **Catalog Description:**

This course takes an advanced educational psychology approach designed to examine psychological and sociological factors influencing the development and learning of exceptional children. The goal is to deepen graduate candidates' understanding of matching learner characteristics with support approaches for students with or at risk for disabilities.

### **Instructor Bio:**

Dr. Pamela J. Ondracek holds an undergraduate degree in English and Music Education, a Master's degree in General Psychology with specializations in school psychology and gerontology, and a Doctor of Philosophy degree in Experimental Psychology, with areas of emphasis in cognitive development and reading. She has worked in educational settings for 35 years, including as a preschool director, a private music teacher, a school psychologist, a homeschool teacher, and a university adjunct faculty member in departments of psychology, business, mathematics, and education. She enjoys reading, playing piano, and traveling with her husband and daughter.

**Required Texts:**

Durwin, C. and Reese-Weber, M. (2018). *EdPsych: Modules, 3<sup>rd</sup> edition*. Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1506310756 or ISBN-10: 1506310753

Gargiulo, R. (2015). *Special Education in Contemporary Society, 5<sup>th</sup> edition*. Thousand Oaks, CA: Sage Publications, Inc. ISBN-13: 978-1452216775 or ISBN-10: 1452216770

**Additional Readings:**

See the Resources section page in the syllabus module. There are a few readings besides the text materials.

**Videos:**

There is a series of videos that will serve as a supplement to the text materials. Some modules will not have an assigned video. Links are in the Resources section page in the syllabus module.

**Lectures:**

There will be lectures related to the readings, videos, and assignments.

**CEC & Advanced Standards Addressed:**

Standard 2 Curricular Content Knowledge - Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels. 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities. 2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Standard 3 Programs, Services, and Outcomes - Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities. 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for

individuals with exceptionalities. 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

### **Student Outcomes:**

Students will demonstrate knowledge about the development of children with intellectual disability, learning disabilities, and emotional, social, or behavioral disorders. They will demonstrate understanding of cognitive development theories and learning theories, as well as knowledge of motivation and the cognitive processes of metacognition, transfer of skills, and higher order thinking. They will be able to discuss and write essays based on questions relating to these concepts. They will write a case study synthesizing the application of these concepts to the education of a hypothetical child. The case study will include all levels of development, early childhood through high school levels.

**Course Grade Scale: A = 90%, B = 80%, C = 70%, F = <70%**

### **Course Requirements:**

Class Discussions points	8 x 10 points each = 80
Case Study Reflections & Evaluations points	8 x 30 points each = 240
Final Project (writing a case study) points	= 80
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Total	400 points

A = 360 - 400 pts    B = 320 - 359 pts    C = 280 - 319 pts    F = < 219 pts

### **Course Assignment Guidelines:**

Discussion questions will be awarded points based on initial discussion answer (five points total) and on response to another student's answer (five points total). Your own answer must be complete; if it requires an outside source, you must have one. Text sources and outside sources must be **cited correctly using APA guidelines**. Responses to another student's answer must be substantive in nature. Merely responding that you agree or that you think the student did a good job (as in social media) will not be sufficient.

The first six modules have essay questions based on the case studies from the Durwin/Reese-Weber text. Each answer must fully relate chapter information to the

case study in question. Points will be evenly divided among the questions. The essay question in Module 7 requires an answer based on your readings from that module as well as earlier text readings, and if you wish, outside sources. In Module 8, your answer will be based on the videos and if you wish, your texts. Points for Modules 7 and 8 will be awarded on how thoroughly you examine the issue(s) and how clearly you express your conclusions.

The final project has its own guideline. Points will be awarded for the thorough examination of educational strategies based on four areas: Development (20 points), Learning theories (20 points), Cognitive processes (20 points), and Motivation (20 points). As always, sources must be cited.

## **Course Policies:**

### **Late Paper/Assignment/Discussion Policy**

All assignments are due on the date and time indicated on this syllabus and are non-negotiable. In the case of significant illness (doctor's note required) or major family/life emergency, you are responsible for contacting me as soon as possible to arrange for an extension of this deadline. Retain copies of all materials submitted to the instructor.

### Library

You will be involved in extensive writing and editing processes, and will be required to access many literature resources, both in the MSU library and on the Internet. If you are not familiar with how to do so, please contact the instructor.

### Technology Requirements

To successfully complete this online course, students must have Adobe Reader, and Microsoft Office Word. Assignments will be submitted using the Assignments Tool found in the Lesson pages. Students must submit all assignments using Microsoft Word unless otherwise indicated. Remember, it is the student's responsibility to back-up all assignments on their personal computer. Plug-ins (PDF, PowerPoint Reader, etc.) necessary for the operation of software in this course can be downloaded for free by selecting the Software Downloads link under the Web Links on the Home Page.

### Help Desk

Direct your inquiries about course operations to the instructor. MSU Online students have access to help with their Online technology related questions or problems. The number you call is based on the time of day you need assistance. Use the information below to determine which Help Desk to contact.

MSU Help Desk hours of operation: (All times are CST.)

- Monday - Thursday: 7:30 am to 7:30 pm
- Friday: 7:30 am to 4:30 pm
- Saturday: 10:00 am to 2:00 pm

For assistance during these times, call the MSU Online Help Desk at 858-4444 or 1-800-777-0750 extension 4444 or E-mail us your questions at [helpdesk@minotstateu.edu](mailto:helpdesk@minotstateu.edu) The university switchboard is closed on Saturdays and students must dial 1-701-858-4444 or send an E-mail for assistance.

- For additional help desk coverage call the [North Dakota University System Help Desk](#) at: 1-866-HLP-NDUS (457-6387)
- Available 8 AM to Midnight (CST), 7 days a week

### Academic Honesty

Academic honesty is at the core of pre-professional and professional programs. Any behavior deemed as academically dishonest by the Special Education department will result in disciplinary action including, but not limited to, a failing grade for the assignment and/or course, and/or dismissal from the program. Academic dishonesty includes, but is not limited to, the following types of behaviors:

- A. Misrepresenting another individual's work as one's own, e.g. plagiarism.
- B. Copying from another student during an exam.
- C. Altering one's exam after grading for the purpose of enhancing one's grade.
- D. Submitting the same paper to more than one class.
- E. Use of any material not approved by the instructor during an exam.
- F. Turning in reports intended to be based on field collected data but, in fact, is not.
- G. Failure to respect the confidentiality of students/persons served or studied.
- H. Failure to uphold the professional standards for ethical conduct as set forth by the Council for Exceptional Children.

### ADA Accommodation Statement:

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or [evelyn.klimpel@minotstateu.edu](mailto:evelyn.klimpel@minotstateu.edu).

### Title IX Statement:

Minot State University is committed to a safe and violence free campus. If you experience any form of violence or sexual harassment. Please don't hesitate to reach out or contact one of the resources available at <http://www.minotstateu.edu/keepusafe/> .

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to accountability and support. If you or someone you know has been harassed or assaulted, you can find the appropriate resources off/on Minot State University's campus. These resources include:

Lisa Dooley  
 Title IX Coordinator  
 Memorial Hall, 4th floor, Room 412  
 701-858-3447  
[lisa.dooley@minotstateu.edu](mailto:lisa.dooley@minotstateu.edu)

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352

### **Tentative Course Schedule:**

<b>Module, Date</b>	<b>Topics</b>	<b>Required Reading</b>	<b>Assignment and Due Date</b>
Module 1: May 30- June 5	Fundamentals of Special Ed;  Fundamentals of Educational Psychology  Video #1: Beliefs About Teaching	Lecture  Gargiulo, <u>Part 1 Foundations of Special Education: Chapter 1 Special Education in Context</u>  pp. 3-38  Durwin/Reese-Weber, <u>Unit Two: The Developing Learner</u>  pp. 83-147	Discussion Question  Due June 1 at 11:59 pm  Response to other students' discussions  Due June 2 at 11:59 pm  Essay Questions  Due June 4 at 11:59 pm
Module 2: June 5-12	Intellectual Disability  Learning Theories  Video #2: Mindset, Metacognition, and Trust	Lecture  Gargiulo, <u>Part 2 A Study of Individuals With Special Needs: Chapter 6 Individuals With Intellectual Disability</u>  pp. 155-203  Durwin/Reese-Weber, <u>Unit Three: Learning Theories</u>  pp. 149-201	Discussion Question  Due June 6 at 11:59 pm  Response to other students' discussions  Due June 8 at 11:59 pm  Essay Questions  Due June 11 at 11:59 pm

Module 3: June 12-19	<p>Learning Disabilities</p> <p>Cognitive Processes</p> <p>Video #3: Prior Knowledge, Misconceptions, Ineffectual Learning Strategies, and Transfer</p>	<p>Lecture</p> <p>Gargiulo, <u>Part 2 A Study of Individuals With Special Needs: Chapter 7 Individuals With Learning Disabilities</u></p> <p>pp. 205-246</p> <p>Durwin/Reese-Weber, <u>Unit Four: Cognitive Processes</u></p> <p>pp. 205-265</p>	<p>Discussion Question</p> <p>Due June 13 at 11:59 pm</p> <p>Response to other students' discussions</p> <p>Due June 15 at 11:59 pm</p> <p>Essay Questions</p> <p>Due June 18 at 11:59 pm</p>
Module 4: June 19-26	<p>Emotional and Behavioral Disorders</p> <p>Motivation</p> <p>No Video</p> <p>Final Project Guideline</p>	<p>Lecture</p> <p>Gargiulo, <u>Part 2 A Study of Individuals With Special Needs: Chapter 9 Individuals With Emotional or Behavioral Disorders</u></p> <p>pp. 281-324</p> <p>Durwin/Reese-Weber, <u>Unit Five: Motivation</u></p> <p>pp. 268-333</p>	<p>Discussion Question</p> <p>Due June 20 at 11:59 pm</p> <p>Response to other students' discussions</p> <p>Due June 22 at 11:59 pm</p> <p>Essay Questions</p> <p>Due June 25 at 11:59 pm</p>
Module 5: June 26- July 3	<p>Special Services</p> <p>Learner Differences</p> <p>Video #4: Selective Attention, Mental Effort, Working Memory</p>	<p>Lecture</p> <p>Gargiulo, <u>Part 1 Foundations of Special Education: Chapter 2 Policies, Practices, and Programs</u></p> <p>pp. 55-75</p> <p>Durwin/Reese-Weber, <u>Unit Seven: Learner Differences</u>. Read Case Studies, pp. 404-411. In Chapter 20, <u>Intelligence and Giftedness</u>, <b>read pp. 419-422</b> (Intelligence Measured as IQ; Interpreting IQ Scores) <b>and pp. 424-428</b> (Biological, Social, and Cultural Issues, all sections). <b>Read all of Chapter 21</b>, Cognitive</p>	<p>Discussion Question</p> <p>Due June 27 at 11:59 pm</p> <p>Response to other students' discussions</p> <p>Due June 29 at 11:59 pm</p> <p>Essay Questions</p> <p>Due July 2 at 11:59 pm</p>

		Disabilities pp. 438-458 <b>and all of Chapter 22</b> , Emotional, Social, and Behavioral Disorders pp. 462-478.	
Module 6: July 3-10	Instructional Strategies  Video #5: Teachable Moments, Formative Assessment, Conceptual Change	<p>Lecture</p> <p>Reread last week's Gargiulo assignment.</p> <p>Gargiulo, <u>Part 1 Foundations of Special Education: Chapter 2 Policies, Practices, and Programs</u> pp. 67-75</p> <p>Durwin/Reese-Weber, <u>Unit Six: Classroom Management and Instruction</u>. Read Case Studies, pp. 336-343. Except for the Case Studies, <b>read only Chapter 18: Instruction: Applying Behavioral, Cognitive, and Constructivist Approaches</b>, pp. 366-382.</p>	<p>Discussion Question</p> <p>Due July 5 at 11:59 pm</p> <p>Response to other students' discussions</p> <p>Due July 7 at 11:59 pm</p> <p>Essay Questions</p> <p>Due July 9 at 11:59 pm</p>
Module 7: July 10-17	Examining Caveats to Constructivist Teaching Methods  No Video	<p>Lecture</p> <p>Read the online publications listed in Module 7 page. These concern misguided and inappropriate application of constructivist theory to education practices.</p> <p>There are no new reading assignments from the textbooks.</p>	<p>Discussion Question</p> <p>Due July 11 at 11:59 pm</p> <p>Response to other students' discussions</p> <p>Due July 13 at 11:59 pm</p> <p>Essay Questions</p> <p>Due July 16 at 11:59 pm</p>
Module 8: July 17-26	Putting it all together: Theory and Application  Review videos	<p>Lecture</p> <p>No new reading.</p>	<p>Discussion Question</p> <p>Due July 18 at 11:59 pm</p> <p>Response to other students' discussions</p> <p>Due July 20 at 11:59 pm</p> <p>Essay Questions</p> <p>Due July 23 at 11:59 pm</p>



			<b>Final Project</b> <b>Due July 26 at 11:59 pm</b>
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