

Mayville State University

SPED 289 Foundations of Special Education

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Cortney Shuley

Contact Information:

Office: 116 P

Email: cortney.e.shuley.2@mayvillestate.edu

Work phone: (701) 788-4685

Hours of Availability:

Monday, Wednesday and Friday: Available by email and/or appointment. Happy to Zoom if needed.

Tuesday and Thursday: Available by email and/or appointment. Happy to Zoom if needed.

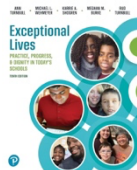
Office Hours Meeting Link: <https://mayvillestate.zoom.us/j/5054126929>

Instructional Mode: On campus face-to-face; Wednesday 2:00 – 4:50 pm

Course Dates: August 25th – October 19th.

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies



Turnbull, A. P. (2019). Exceptional lives: Practice, progress, & dignity in today's schools.
North Dakota Department of Public Instruction. (2007). Guidelines: Evaluation process.

The following will be used: Regarding Henry can be streamed on Amazon for \$3.99.

Trade book of choice (see Book Club assignment sheet)

*NOTE: a variety of other course reading materials will be placed on Blackboard to be downloaded and read for class.

Use of Artificial Intelligence in this Course

You may use AI programs (e.g., ChatGPT) to help generate ideas and brainstorm for certain activities and specific assignments in this course as indicated by the instructor. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Using them may also stifle your own independent thinking and creativity. Material generated by an AI program should be cited like any other reference material (with consideration of the quality of the reference, which may be poor).

Activities and assignments that have been indicated in the course as AI-appropriate will be presented and

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coincide with significant guidelines on their implementation throughout the duration of the course. Instructional Strategies.

Course Description

This course is designed to provide historical and foundational knowledge and understanding of characteristics of the disability experience, a variety of disability types under IDEA law, their implications, associated conditions and the impact of disability on physical, cognitive, and psychosocial development. Effective communication and collaboration between the members of the IEP team are empathized through a culturally responsive lens. The course provides a model for understanding individuals with disabilities, appropriate decision making, facilitating educational programs, accommodations and modifications, and collaboration with families, professional roles, and outside agencies. Students will identify and research one issue in special education and present this issue with a solution to colleagues in the field. A goal of the course is to provide training for education and service providers who serve exceptional children, youth, and adults in a variety of settings.

Pre-/Co-requisites: No Pre-/Co-requisites are required.

Course Objectives

- Students will understand the field of special education is evolving and changing.
- Students will identify and describe the thirteen disability categories as outlined by IDEA.
- Students will identify how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.
- Students will describe the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Use this knowledge as a ground upon which to construct own personal understandings and philosophies of special education.
- Students will exhibit respect, openness, and value of diversity across the spectrum of differences.
- Students will demonstrate actions consistent with the belief that all students are valued and can learn.

See specific standards alignment at the end of the syllabus

Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication. I usually responds within 24-48 hours during weekdays. If you wish to contact the instructor by telephone, please use the office number: 701.788.4685. Emails received on weekends will be responded to on Mondays.
- Reminder that you are able to schedule an appointment with the instructor outside of the listed office hours.
- The instructor will use Blackboard to post messages to all learners if needed. You are required to use your NDUS email address(your.name@mayvillestate.edu) as it is the only way to ensure reliable communication between students and instructors. **Students are accountable for all academic communication sent to their Mayville State University email address.**
- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation.
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.

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- Any student product such as an assignment or assessment that is emailed will NOT receive credit. All assignments or student products are to be uploaded to the appropriate spot in Blackboard in order to receive credit.
- Mayville's LMS Blackboard course site will be used to post messages to all learners as a group mailing whenever necessary.

Instructor:

Instructors have a commitment to the students they teach, much like a student has responsibilities. Students in this course should expect the instructor to:

1. Maintain an active presence in the course both in class and other venues of communication.
2. Make periodic comments to help keep a discussion on track.
3. Facilitate course activities that help support and guide students through the course material and their endeavors to provide an effective learning experience.
4. Whenever possible, the instructor will respond to e-mails by the following morning (M – F). If the email is sent on the weekend, note that the instructor may not respond until Monday morning.
5. Provide constructive feedback (if requested) on all products and drafts within a week of their submission but may be sooner.
6. Correct assignments in a timely manner.
7. Schedule individual meetings to address concerns related to this course.

Student:

Students have made the conscious choice to be a part of the courses. In this course, students are viewed as participants in their learning. Active participation demonstrates your interest, engagement, and willingness to work with other students and instructor in preparation for professional application. Read through the following guidelines to help you throughout this learning experience:

- **Read the syllabus in its entirety.** Knowing what is planned ahead is helpful for time management and allows you time to ask questions if you need any clarification. Check for assignment due dates and other scheduled learning experiences.
- **Actively participate in discussions and activities.** This is required for successfully completing this course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.
- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to be prepared able to 'recall' information from course readings so that concepts can be applied in the online activities and discussions developed by the instructor. Student preparation for class is not only important to meet the learning objectives for the course, but more importantly, for their use of concepts/content in their future professional application.
- **Online Posting:** Some assignments may be in the form of online discussion forums. These discussion boards will have questions stemming from readings, research or other pertinent course information. *Use appropriate citation and reference* formatting when referring to any resources. **Reference to your readings is expected.** Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and possibly connecting to personal experiences. Online discussion forums are reviewed for quality and application of content. Online discussions are a part of the graded work.
- **Students** are held accountable for all academic communications sent to their Mayville State University e-mail address as this is designated as the official communication method for the university.
- **It is the student's responsibility to contact the instructor by email if they have a question about an assignment or exam prior to 24 hours before the exam or assignment due date.** This allows time for the instructor to respond to the question. If the communication is sent after 4 P.M. on Friday, the instructor may not respond before Monday morning.

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- **Adhere to the code of student conduct found in the MaSU Student Handbook:** <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>. Each student is responsible for reading the handbook and following expectations set forth by the University. Citing and referencing other's work is the demonstration of an honest, trustworthy student. Violations of academic honesty to include any copying of another student's assignment, having another person complete the work for you, using an author's ideas or writing without properly giving that author credit either intentionally or unintentionally are examples of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. **Programs to detect plagiarism may be used on submitted assignments. Please note: Papers and presentations submitted where references are used but not cited within the text of the paper or within the slides of the presentation are considered as a form of plagiarism and will be reported in Starfish.**
- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION).** Any papers that include research references must include a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01>.
- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (701-788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.
- **Writing Expectations.** Being able to express one's thoughts in a clear and well thought out manner is held in high regard in this course. It is suggested that students have their work proofread by a reliable person or that they access MaSU Writing Center for assistance with their writing.
- **Expectations/Protocol:** Students are to fulfill all requirements of the course and field experience. Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Students are expected to read course materials, have assignments completed by due dates and participate in all aspects of this course in a professional manner

Assignments and Assessments

- **Articles (Required Readings):** Weekly course preparation and work with assignments may require researching and reading current articles on reading instruction and assessment. Articles referenced for the course may be part of assigned readings and referenced for discussions. Articles students will be required to read for class will be listed on Blackboard.
- **Text (Required Readings):** Weekly course preparation and work with assignments require information from our text readings. Specific readings from our texts will be listed on Blackboard.
- **Weekly Discussion Posts and Responses:** Completion of weekly course discussions with responses are required as part of the reflective learning process and will be an expectation of the course. Specific instructions and due dates for each post will be outlined each week on Blackboard.
- **Assignments:** Completion of weekly course preparation and assignments are an expectation. These will be listed on Blackboard with coordinating due dates.

Assignments and Assessments

Below are the weekly topics, assignments, and due dates. All of this information is also detailed on Blackboard.

Week	Topics
Week 1	Course Foundations and Professional Guidelines
Week 2	Inclusive Education and Collaborative Support Systems
Week 3	Understanding Communications and Learning Differences

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Week 4	Supporting Diverse Cognitive and Emotional Needs
Week 5	Complex Needs and Neurodiversity in Educational Settings
Week 6	Individualized Supports and Assistive Technology
Week 7	Recognizing Exceptionalities: Vision & Advanced Learning Needs
Week 8	Course Reflection and Final Assessment

Evaluation and Grading

The goal for evaluation is to assess if students gained the knowledge, skills, and dispositions that will result in increased competence in special needs in an inclusive environment. At the end of the eight-weeks, do not ask me to “bump” your grade. There are several assignments throughout the eight-weeks. Take your time, ask questions and submit your work.

Grading Policies

- Late work drops 1 point per day after the due date. Late work is determined by the Blackboard Dropbox.
- Please do not email your work; instead, Dropbox it on Blackboard. If you have difficulty submitting it, please let me know by email or phone.
- Please plan and do not wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion, and it is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the course.
- Discussion Boards cannot be made up if missed. Review due dates and make plans accordingly.

Attendance/Participation Policies

- You are expected to review the course in its entirety and make yourself aware of the due dates and assignments. Please always ask if you have questions.
- Starfish is used to flag all assignments that are late or have not been submitted.

Grading Scale

100-94%=A	93-87%=B	86-80%=C	79-70%=D	69-0%=F
	A= 94 – 100%	→		370– 394 points
	B= 87 – 93%	→		343 – 369 points
	C= 80 – 86%	→		316 – 342 points
	D= 70 – 79%	→		276 – 315 points
	F= < 70%	→		0 – 275points

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Breakdown of Grades

Below you will find a breakdown of the assignments required for the semester with the number of occurrences, coordinating points, and percentage of the total grade.

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Quizzes and Weekly Activities	25	225	57.11%
Book Study	1	100	25.38 %
Final Exam	1	69	17.51%
Total Points Possible		394	

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

- Enrollment Verification Assignment for EDUC 289: Week #1 Course Verification Quiz
 - Location of Assignment:
 - Weekly Activities < Week #1 Folder < Week #1 Course Verification Quiz

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz.

Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Late Arrivals

Work with the professor to ensure all information is understood and the student is kept informed about the course's current and past events. All assignments are expected to be completed.

Important Student Information

In the Announcements section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program

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- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Weeks	Topics	Readings	Due
Week 1	<ul style="list-style-type: none"> Syllabus Quiz Intro to Book Club Chapter 1 Quiz Final Exam Study Guide ND Department of Public Instruction Guidelines 	Chapter1 DPI Guidelines	<ul style="list-style-type: none"> Syllabus Quiz Review book titles and obtain book Chapter 1 Quiz Week 1 Assignment F.A.T. City Forum <p>Due: September 3rd by 2:00 pm</p>
Week 2	<ul style="list-style-type: none"> Disability & Cultural Justice/Today's Families and Their Partnerships with Professionals Ensuring Educational Progress School-wide Systems of Supports Cross-Cutting Instructional Approaches 	Chapters 2,3 Chapters 4,5,6	<ul style="list-style-type: none"> Chapters 2&3 Quiz Chapters 4,5,6 Quiz <p>Due: September 10th by 2:00 pm</p>
Week 3	<ul style="list-style-type: none"> Students with Learning Disabilities/ADHD Students with Speech and Language Disorders 	Chapters 7&10 Chapter 8	<ul style="list-style-type: none"> Chapter 7&10 Quiz Continue to work on book club assignment Chapter 8 Quiz Speech Language Simulation 13 Categories Quiz <p>Due: September 17th by 2:00 pm</p>
Week 4	<ul style="list-style-type: none"> Students with Emotional or Behavioral Disorders Students with Intellectual Disability (ID) 	Chapter 9 Chapter 11	<ul style="list-style-type: none"> Chapter 9 Quiz Emotional Disturbance Simulation Continue working on book club Chapter 11 Quiz Intellectual Disability Simulation Spread the Word to End the Word Pledge Book Club Assignment DUE <p>Due: September 24th at 2:00 pm</p>

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Week 5	<ul style="list-style-type: none"> Students with Autism Students with Multiple Disabilities and Traumatic Brain Injury (TBI) 	Chapter 12 Chapter 13	<ul style="list-style-type: none"> Chapter 12 Quiz Sensory Overload Simulation Chapter 13 Quiz TBI Simulation <p>Due: October 1st by 2:00 pm</p>
Week 6	<ul style="list-style-type: none"> Students with Physical Disabilities and Other Health Impairments Students with Hearing Impairments 	Chapter 14 Chapter 15	<ul style="list-style-type: none"> Chapter 14 Quiz Orthopedic Impairment Simulation Chapter 15 Quiz Hearing Impairment Simulation <p>Due: October 8th by 2:00 pm</p>
Week 7	<ul style="list-style-type: none"> Students with Visual Impairments Students Who are Gifted & Talented 	Chapter 16 Chapter 17	<ul style="list-style-type: none"> Chapter 16 Quiz Visual Impairment Simulation Chapter 17 Quiz <p>Due: October 15th by 2:00 pm</p>
Week 8	<ul style="list-style-type: none"> Review for Final Exam 		<p>Due October 15th by 5:00 pm</p>

All Assignments are listed in Blackboard. Assignments are due by Wednesday at 2:00 pm unless otherwise posted. Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Continuity of Academic Instruction for a Pandemic or Emergency

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

If there is a significant health or safety event that necessitates a change in course format, plans for remote options for this course include Zoom meetings held during regular class time.

Conceptual Framework Conceptual Framework (Required for EDUC/EC Block courses and Professional Education Core courses.)

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Interstate Teacher Assessment and Support Consortium (INTASC) Standards – Teacher Education

Standard 1: Learning Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Council for Exceptional Children (CEC) Standards Council for Exception Children (CEC)/ND ESPB Special Education Program Approval Standards

Standard 1: Learner Development & Individual Learning Differences: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

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CECEC Standard

Standard 1: Child Development and Early Learning. Candidates understand the impact of different theories and philosophies of early learning and development on assessment, curriculum, instruction, and intervention decisions. Candidates apply knowledge of normative developmental sequences and variations, individual differences within and across the range of abilities, including developmental delays and disabilities, and other direct and indirect contextual features that support or constrain children's development and learning. These contextual factors as well as social, cultural, and linguistic diversity are considered when facilitating meaningful learning experiences and individualizing intervention and instruction across contexts.

ND Early Childhood Teacher Education Standards

Standard 3: Teaching. The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

NAEYC Standards

Standard 1: Child Development and Learning in Context: Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

Program Student Learning Outcomes (SLOs) Addressed in This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

- **Introduces/Reinforces SLO #1:** Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- **Introduces/Reinforces SLO #4:** Students will take responsibility for student learning collaborative relationships, their own professional growth, and the advancement of the profession.

The following SLOs/Professional Standards will be mastered in this course:

SLOs/Professional Standards	Mastery Assignment
SLO #1	Final Exam
SLO #4	Book Study

Instructional Strategies

- Cooperative Learning
- Independent Study
- Questioning
- Direct Instruction
- Discovery Learning
- Discussion forums
- Exams
- Feedback
- Presentations
- Reflection

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SPED 289 Foundations of Special Education

ESPB Program Approval Standards

SPED 289 – Foundations of Special Education

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Elementary Education and Special Education Program Approval Standards through North Dakota's Education Standards and Practices Board ([ND ESPB](#)):

- Students will understand the field of special education is evolving and changing.
- Students will identify and describe the thirteen disability categories as outlined by IDEA.
- Students will identify how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.
- Students will describe the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Use this knowledge as a ground upon which to construct own personal understandings and philosophies of special education.
- Students will exhibit respect, openness, and value of diversity across the spectrum of differences.
- Students will demonstrate actions consistent with the belief that all students are valued and can learn.

Standards Alignment (Elementary and Special Education Program Approval Standards-ND ESPB):

Elementary Education ESPB Standards:

- 50015.1a–Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.
- 50015.1b–Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.
- 50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.
- 50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.
- 50015.4a– Candidates use a variety of instructional practices that support the learning of every child.

Special Education ESPB Standards:

- Initial Preparation Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.
- Initial Preparation Standard 7: Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.