

Mayville State University

SPED 386 Learning Disabilities (27784)

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Samantha Delong

Contact Information:

Email: samantha.j.delong@mayvillestate.edu

Hours of Availability:

Available by appointment.

Office Hours Meeting Link: <https://mayvillestate.zoom.us/j/3915203187>

Instructional Mode: Online asynchronous

Course Dates: August 25 – October 19

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

Course Materials and Technologies

Required

Aceves, T. C., & Kennedy, M. J. (2024). *High-leverage practices for students with disabilities*. Council for Exceptional Children.

Mooney, J. (2023). *Normal sucks: How to live, learn, and thrive outside the lines*. Henry Holt and Company

[MSU Technology Requirements](#)

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 (considering 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 coincide with significant guidelines on their implementation throughout the duration of the course.

Course Description

This course will include identification and characteristics of children, youth, and other individuals with learning and related disabilities. A heavy emphasis will be placed on creating and modifying learning environments, and adapting instructional strategies to meet the needs of students in inclusive early childhood, elementary, and secondary settings. Students will focus on best practices and methods related to computer-assisted instruction and technological equipment appropriate to varied learning needs.

Pre-/Co-requisites: Pre-requisite SPED 289, co-requisite SPED 387 (for special education majors only)

Course Objectives

Objective 1: Understanding Learning Disabilities (CEC 1, InTASC 1, NDESPRS 1,2):

- Students will demonstrate an understanding of the **identification** and **characteristics** of various learning disabilities, including dyslexia, dysgraphia, dyscalculia, and auditory processing disorder.

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Objective 2: Creating Inclusive Learning Environments (CEC 2, INTASC 2):

- Students will learn strategies to **modify** and **create inclusive learning environments** that accommodate diverse learners with learning disabilities. This includes addressing physical, sensory, and cognitive needs.

Objective 3: Adapting Instructional Strategies (CEC 3, INTASC 1,2, NDESPRS 1,2):

- Students will explore evidence-based **instructional methods** tailored to students with learning disabilities. They will learn to adapt teaching techniques, differentiate instruction, and provide appropriate scaffolding.

Objective 4: Supporting Early Childhood, Elementary, and Secondary Settings (CEC Standard 4):

- Students will analyze the unique needs of learners across different educational levels (early childhood, elementary, and secondary). They will develop strategies to support students with learning disabilities in these settings.

Objective 5: Integrating Technology (CEC Standard 5):

- Students will explore **computer-assisted instruction** and **technological tools** that enhance learning experiences for students with learning disabilities. They will evaluate and select appropriate assistive technologies.

Objective 6: Promoting Best Practices (INTASC Standard 1,9, NDESPRS 2):

- Students will demonstrate knowledge of **best practices** in special education. They will critically evaluate research, policies, and ethical guidelines related to learning disabilities.

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section daily.
- When I need to communicate with students individually, I will do so through an email. Students are accountable for all academic communications sent to their MSU email address.
- I will check my email and Blackboard Monday-Friday. If an email is sent during working hours, I will respond within 24-48 hours. I try to not respond to emails over weekends.

Assignments and Assessments

Activity	No. of Occurrences	Points Possible	Percent of Total Grade
Weekly Assignments	8	160	48%
Normal Sucks: Book Club Matrix	1	50	14%
Project LD	1	50	14%
Read Aloud	1	10	2%
Reader's Theatre	1	10	2%
LD Mini Lesson	1	50	14%
Miscue Analysis Video Dropbox	1	10	2%
Total Points		340	

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Evaluation and Grading

Grading Policies

- **Feedback:** Assignments are due on their due date. Dropbox your assignments in Blackboard. Assignment feedback is typically given within 7 days of assignment submission via Blackboard. Larger projects can take longer to review so expect feedback within 10 days of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus.
- After feedback has been provided on an assignment, students have 5 days, from the date the feedback was given, to ask questions on the feedback provided.
- Due dates for everything from discussion forums to assignments are critical in this course as my input or assignments are often required for others to complete their work. I know that timeliness is an attribute that is measured in the InTASC standards and disposition evaluations in teacher education.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the semester.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and in the Syllabus.
- Students are required to complete ALL weekly assignments, discussion forums and graded assignments in order to earn a passing grade in this course and it is the student's responsibility to keep track that all assignments and discussion forms have been completed by their due date.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is often the best way to make sure that assignments have been submitted.
- Late work is determined by the Blackboard Dropbox. There is a 1-point loss per day after the due date. **Late work is not accepted 5 days after the due date.**
- Please do not email your work. Dropbox your work on Blackboard. If you have difficulty submitting, please contact the MSU Help Desk or Blackboard support services.

Attendance/Participation Policies

- **Attendance and participate.** At Mayville State University, student attendance and participation are very important elements of university success. This is required for successfully completing this course and prescribes to the attendance policy for required courses in your major. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for all components of the course. To successfully complete this course, your attendance and active participation is required. Participation will result in solidifying the readings, activities, and research you have done adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
 - Students are to fulfill all requirements of the course.
 - Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Candidates are expected to read course materials, have assignments completed prior to class, and participate in all aspects of this course in a professional manner.

Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

A= 94 – 100% → 320 – 340 points

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B= 87 – 93%	→	296 – 319 points
C= 80 – 86%	→	272 – 295 points
D= 70 – 79%	→	238 – 271 points
F= < 70%	→	0 – 237 points

Enrollment Verification

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.

- Enrollment Verification Assignment for SPED 386: Lesson #1 Enrollment Verification Discussion Board

Proctor Notification

No proctors are required for this course.

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
- ✓ 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

All information is laid out in detail on Blackboard in each weekly folder.

Week	Topics & Assignments	Due Date
Week 1	Discussion/Course Verification Assignment - enrollment verification assignment	8.28.25
	Lesson 1 Assignment	8.31.25
	Placement Survey	8.31.25
Week 2	Lesson 2 Assignment	9.7.25

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Week 3	Lesson 3 Assignment Read Aloud Reader's Theater	9.14.25
Week 4	Lesson 4 Assignment Normal Sucks: Book Matrix	9.21.25
Week 5	Lesson 5 Assignment Miscue Analysis Video	9.28.25
Week 6	Lesson 6 Assignment LD Mini Lesson	10.5.25
Week 7	Project LD Lesson 7 Assignment	10.10.35 10.12.25
Week 8	Lesson 8 Assignment	10.17.25

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 a significant health or safety event necessitates a change in course format, plans for remote options for this course include continuing the course as planned in Blackboard.

Conceptual Framework

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

INTASC

Standard 1: Learner 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.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Council for Exceptional Children (CEC) 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.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs: Candidates use their understanding of human growth and development, the multiple influences of 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.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge: Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

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Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making:

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Standard 5: Supporting Learning Using Effective Instruction: Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

North Dakota Education Standards and Practices Reading Standards

Standard 1: Foundations of Literacy Acquisition

- 1.2 Understand that learning to read, for most people, requires explicit instruction
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development
- 1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement

Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia

- 2.1 Recognize the tenants of the (2003) IDEA definition of dyslexia, or any accepted revisions thereof.
- 2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
- 2.3 Identify the distinguishing characteristics of dyslexia
- 2.4 Understand how reading disabilities vary in presentation and degree

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:

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

Instructional Strategies

The content of SPED 386 will be delivered by:

- Direct Video Instruction
- Modeling
- Interactive – discussion
- Indirect – Inquiry
- Use of Technology
- Case Scenarios

Late Arrivals

Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Materials and Technologies

All written work will use:

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- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- **Writing Expectations:** Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.

References / Bibliography