

Mayville State University

SPED 383 Intellectual Disabilities Practicum

Fall 2025
2 Credit Hours

Course and Instructor Information

Instructor Name: Sarah Hovde

Contact Information:

Email: sarah.hovde@mayvillestate.edu

Hours of Availability:

Available by Appointment

Instructional Mode: Online asynchronous

Course Dates: October 20 – December 14

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

Course Materials and Technologies

No required texts.

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 clinical course is designed for students who are earning a degree in special education and complement coursework on individuals with intellectual disabilities. The course is a 30–60-hour field experience in a regional school or outside agency that serves individuals with intellectual disabilities. Students will apply concepts and methods in a special education setting from the accompanying methods course. The student performs other assignments as outlined through their accompanying method course.

Pre-/Co-requisites: SPED 289. Corequisite: SPED 382 (for special education majors only).

Course Objectives

- Demonstrate an understanding of the current educational definitions, terminology, identification criteria, issues and trends of learners with intellectual disabilities (ID). (SLO 2; INTASC 1,9; CEC 1-7)
- Review the historical foundations and classic studies, including the major contributors that provide the foundation for the growth and improvement of knowledge and practices in the field. (SLO 2; INTASC 1,2,9; CEC 3,5,6,7)
- Cite the factors that influence the over representation of culturally/linguistically diverse students enrolled in programs for individuals with ID. (SLO 1,2; INTASC 1,2,3,4,5,6,9; CEC 1,2,4,7)
- Compare and contrast methodology and assessment instruments used to teach students with ID. (SLO 1,2; INTASC 1,2,3,4,7,8,9,10; CEC 3,4,5)

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- Examine the medical aspects, complications, and implications for students' learning and support needs. (SLO 1,2; INTASC 1,2,9,10; CEC 1,2,5,7)
- Describe the psychological and social/emotional aspects of students with ID. (SLO 1,2; INTASC 1,2,8,9,10; CEC 1,2,3)
- Discuss specialized materials and assistive devices. (SLO 3; INTASC 1,2,3,4,6,7,8,10; CEC 3,4,5,7)
- Utilize research supported instructional strategies and practices to design and implement sensory stimulation programs for individuals with extensive needs. (SLO 1,2,4; INTASC 1- 10); CEC 1,2,3,5,7)
- Effects of various medications on individuals with exceptionalities (CEC 6; INTASC 1&2; SLO 2)
- Etiology and diagnosis related to various theoretical approaches (CEC 1; INTASC 1&2; SLO 1&2)
- Etiologies and medical aspects of conditions affecting individuals with exceptionalities (CEC 6; INTASC 1&2; SLO 2&4)
- Communication and social interaction alternatives for individuals who are nonspeaking (CEC 5,6; INTASC 1&2; SLO 1-3)
- Advantages and disadvantages of placement options and programs on the continuum of services for individuals with exceptionalities (CEC 1,4,5; INTASC 3; SLO 1-4)
- National, state or provincial, and local accommodations and modifications (CEC 3; INTASC 6; SLO 1)
- Augmentative and assistive communication strategies (CEC 2,3,5; INTASC 7&8; SLO 1-3)
- Sources of specialized materials, curricula, and resources for individuals with ID (CEC 3; INTASC 7&8; SLO 1&4)
- Strategies to prepare for and take tests (CEC 5; INTASC 7&8; SLO 1-4)
- Models and strategies of consultation and collaboration (CEC 1,7; INTASC 10; SLO 4)
- Roles of individuals with exceptionalities, families, and school and community personnel in planning of an individualized program (CEC 7; INTASC 10; SLO 1-4)
- Concerns of families of individuals with exceptionalities and strategies to help address these concerns (CEC 6,7; INTASC 10; SLO 2-4)
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptionalities, families, school personnel, and community members (CEC 7; INTASC 10; SLO 2-4)
- Impact of sensory impairments, physical and health exceptionalities on individuals, families, and society (CEC 6,7; INTASC 1&2; SLO 1&2)
- Common etiologies and the impact of sensory exceptionalities on learning and experience (CEC 2,3; INTASC 1&2; SLO 2)
- Design learning environments that are multisensory and that facilitate active participation self-advocacy, and independence of individuals with exceptionalities in a variety of group and individual learning activities (CEC 2; INTASC 3; SLO 1&2)
- Design and implement sensory stimulation programs (CEC 2; INTASC 3; SLO 1-4)
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans (CEC 4,6,7; INTASC 7&8; SLO 1&2)

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
Contact Log	7	30	12%
Task Analysis Lesson Plan & Implementation	1	30	12%
Reflective Journaling	1	175	71%
Thank You Letter	1	10	4%
Total Points		245	

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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% → 231 - 245 points

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B= 87 – 93%	→	214 - 230 points
C= 80 – 86%	→	196 - 213 points
D= 70 – 79%	→	177 - 195 points
F= < 70%	→	0 – 176 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.

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.

Course Timeline and Schedule are subject to change as deemed necessary by the instructor

Components	Comments	Due Date
Contact Log	All 60 hours are documented, appropriate signatures obtained, and is scanned & submitted in Blackboard by the due date	12.12.25
Task Analysis Lesson Plan & Implementation	Task analysis-based lesson from the Intellectual Disabilities Program Plan that you prepared in SPED 382 <ul style="list-style-type: none">• Base on the student's need• Submit the lesson plan	12.12.25

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	<ul style="list-style-type: none"> Cooperating teacher's written feedback 1 page reflection on the lesson Use MSU Division of Education approved lesson planning template 	
Reflective Journaling Due: in hourly increments as described above	<ul style="list-style-type: none"> Journal reflection after each school visit Referenced the following topics at some point within journaling: <ul style="list-style-type: none"> Methods of instruction & management used by cooperating teacher Supports needed for the student to be integrated into various program placements Techniques of physical positioning techniques and management and/or appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating Sensory stimulation Followed the four-step reflection writing format 	12.12.25
Thank You Letter	<ul style="list-style-type: none"> Well written letter to client/student with proper format Thank them for allowing you to work with them Address the progress toward attainment of the goals and objectives What you have learned for your future teaching Is submitted to cooperating teacher and on Blackboard by due date 	12.12.25

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

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	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.

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2	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
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9	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.
10	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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.

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.

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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.

Standard 6: Supporting Social, Emotional, and Behavioral Growth: Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Standard 7: Collaborating with Team Members: Candidates apply team processes and communication strategies to collaborate in culturally responsive manner with families, paraprofessionals, and other professionals within the school, other education settings, and the community to play programs and access services for individuals with exceptionalities and their families.

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 383 will be delivered by:

- Cooperative Learning
- Independent Study
- Questioning
- Reflection

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:

- **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.