

Mayville State University

EDUC 593 Special Needs in an Inclusive Environment

Summer 2025

2 Credits

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: Online asynchronous.

Grade Requirements, As stated in the Mayville State University Catalog, EDUC 593 requires a minimum grade of “A or B”; this is required for teacher education

Course Dates: May 27th – July 21st.

Important Dates: July 5th, Last day to withdraw from course.

Please review and reflect: Summer is an excellent option for completing coursework towards earning your degree. Summer also comes with many plans, distractions, and job responsibilities. You have chosen to take a summer course and are expected to plan your daily work and adhere to timelines despite the “summer distractions”. If you are aware that you will be taking a vacation, plan accordingly.

Teacher Disposition: In this course you will complete the self-evaluation of teaching skills and dispositions in the Taskstream system designated for the [EDUC 593] education program. The course instructor will complete evaluations on each student and the student will complete a self-evaluation towards the end of the semester. Specific instructions for completion will be provided by the instructor. Task Stream is required to complete this process, if you do not have Task Stream at this point, please make myself aware immediately. This process will be completed at the end of the summer semester.

Course Materials and Technologies

Required Course Texts

Benson, J. (2014). *Hanging in: Strategies for teaching the students who challenge us most*. ASCD Alexandria, Virginia.

Caruana, V. (2017). *Success with IEPS: Solving Five Common Implementation Challenges in the Classroom*. ASCD Alexandria, Virginia

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Schwarz, Patrick (2006). *From disability to possibility, The power of inclusive classrooms.* Portsmouth, NH: HEINEMANN.

Searle, M. (2013). *Causes & Cures in the Classroom Getting to the Root of Academic and Behavior Problems.* ASCD Alexandria, Virginia.

Required Technologies:

- This course requires Taskstream. You will upload your EDUC 390 Key Assessment to Taskstream.
- Blackboard – MSU’s learning Management system and virtual class environment
- Yuja – screen video recording option
- YouTube – Video
- Websites – <https://iris.peabody.vanderbilt.edu/module/rti01/>, www.understood.org, www.ldonline.org

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

Instructional Strategies.

Course Description

This is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical impairments, other health impairments, sensory impairments, communication disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis will be placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, individual education plans, and the use of modifications and adaptations within an inclusive environment in general education classrooms.

Pre-/Co-requisites: Full Admission to Teacher Education, Junior standing.

Purpose of the Course: Attitude-Awareness-Application

The past three decades have been representative of a great interest in exceptional children and the belief that they should be afforded a public education which is free and appropriate. A strong feeling exists in our society that all citizens, whatever their special conditions, deserve the opportunity to fully develop their capabilities. Practically all teachers can expect to encounter students with specific needs in their classrooms; hence, pre-service teachers must be prepared to examine their own personal **attitudes** toward students with varying abilities. Second, they must develop an awareness of the various diagnosis including etiology, characteristics, and implications for the quality of life (e.g., academic, recreation, social pursuits). Third, pre-service teachers must

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apply this knowledge by cultivating their ability to assess the individual differences of the student's IEP and willingly modify the curriculum to ensure that all individuals are given ample opportunity to excel depending on their capabilities and personal desires.

Course Objectives

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

INTASC Standards

Standard #1: Learner Development.
Standard #2: Learning Differences.
Standard #3: Learning Environment.
Standard #4: Content Knowledge.
Standard #5: Application of Content.
Standard #6: Assessment.
Standard #7: Planning for Instruction.
Standard #8: Instructional Strategies.
Standard #9: Professional Learning and Ethical Practice.
Standard #10: Leadership Collaboration.

***See specific standards alignment at the end of the syllabus.**

Introduction to Inclusive Teaching (INTASC 2, 3, 9, 10)

- Summarize legal foundations, litigation, and legislation regarding services to special needs populations.
- Apply and use “people-first” language.
- Identify the 13 categories listed in IDEA.
- Explain the basic components of IDEA – zero reject, nondiscriminatory evaluation, appropriate education, least restrictive environment, procedural due process and parent-student participation.

Collaboration: Partnerships & Procedures (INTASC 1-5, 9, 10)

- Reflect on how the use of a universally designed learning experience can support students with exceptionalities and contribute to the overall quality of curriculum and instruction.
- Differentiate among various placement options.
- Recall key characteristics of inclusion.
- Discuss the importance of establishing partnerships among special and general educators, paraprofessionals, the student, and families.
- Describe the process involved in creating collaborative teams.
- Describe how collaboration can enable students with an IEP reach goals and expectations within the general curriculum.
- Identify effective approaches to collaboration.

Teaching Students with Higher-Incidence Disabilities (INTASC 2- 10)

- Describe and discuss the prevalence and characteristics of students with communication disorders, learning disabilities, Intellectual Disabilities, behavioral disorders and emotional disturbance.

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- List, describe and recommend adaptations and modifications to promote inclusion of students with higher-incidence disabilities.
- List, describe and be able to recommend adaptations and modifications to promote inclusion of students with other diverse learning needs.

Effective Instruction for All Students (INTASC 1, 2, 4, 7 & 8)

- Describe effective teaching variables, including planning for content coverage & delivering instruction.
- Identify types and levels of learning occurring across content areas.
- Identify strategies for maximizing academic engagement.
- Describe the use of formative and summative evaluation.

Promoting Inclusion with Classroom Peers (INTASC 2, 5)

- Describe how classroom peers can promote social acceptance and serve as peer assistants.
- Describe the procedures for creating a peer tutoring program.
- Evaluate the benefits of tutors and tutees.
- Identify effective classroom management strategies.
- Identify various methods of assessing social skills.
- Describe interventions to improve social skills.
- Identify ways to develop independent learners and personal organization skills.
- Identify ways to clearly state class expectations for successful completion of homework, including use of research techniques, and note-taking.

Enhancing Motivation and Affect (INTASC 5)

- Identify techniques for improving and enhancing student motivation and affect.
- Describe strategies for increasing self-efficacy.
- Describe the use of positive and negative reinforcement to reinforce students' success in the classroom.

Diversity Objectives

- Recognize assets and needs of diverse learners.
- Understand cultural self-awareness and worldviews as they relate to teaching and learning decisions.
- Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner.
- Reflect on context, multiple perspectives, actions, and personal decisions as they relate to diversity.
- Pursue information, resources, and supports to meet the needs of diverse learners.
- Exhibit respect, openness, and value of diversity across the spectrum of differences.
- Demonstrate actions consistent with the belief that all students are valued and can learn.

MAT: Leadership

- Relationships (4) A leader is a socially responsible teacher who focuses on the importance of understanding patterns of relationships and knowing that they form the primary bases for human growth and development. The foci of community are relationships and the patterns of relationships that lead to strong schools. The connection between leaders and viable learning communities comes in the form of strong relationships which can very well be the most important factor in our past, present, and future endeavors. (EDUC 581, EDUC 593).
- Diversity (5) and learning brings upon a bold, socially responsible leader who focuses on teaching and learning for equity and high achievement. Desired impact of the leadership work shows that race, class, language, culture, income, gender, and sexual identity are no predictors of academic success (or failure). All students can produce high-quality work and achieving at high levels regardless of internal or external factors. (EDUC 581&EDUC 593).

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Course Expectations

All written work will use:

- APA Format (American Psychological Association). Any papers that include 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>. Students are accountable for all academic communications sent to their Mayville State University email address. Add text here.
- 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. Individuals considering positions in 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.

Instructor/Student Communication:

- I expect full communication between students and myself; all email communication will happen via your Mayville State University email.
- I answer all emails and phone calls within 48 hours of receiving them.

Assignments and Assessments

I have the course laid out in detail on Blackboard; you have access to the entire course starting day one. This is done intentionally so that you can plan accordingly for summer vacations and work schedules. Having access to the course is also done intentionally so that you work ahead versus working to "catch up." If you choose to complete a forum post ahead of the week, it will be discussed be sure to revisit the forum so that you are able to read and respond accordingly.

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

Week	Topics
Week 1	<ul style="list-style-type: none">• Introductions• People First Language• Introduction to Inclusive Teaching
Week 2	The Power of Inclusive Environments
Week 3	Response to Intervention
Week 4	Response to Intervention/Differentiated Instruction/Five-Step Problem Solving Process
Week 5	Response to Intervention/Differentiated Instruction/Five-Step Problem Solving Process
Week 6	The Referral Process
Week 7	High Incidence Disabilities
Week 8	High Incidence Disabilities

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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

94-100 = A, 87- 93 = B, 80-86 = C, 72-79 = D, < 72 = F

Breakdown of Grades

Assignments & Assessments- All directions are listed within Blackboard under the Documents and Information Panel.	
Assignment	Points
Introductions (Enrollment Verification Assignment)	5
A Teacher’s Guide to Special Education	20
Inclusive Teaching - Quiz	29
Disability to Possibility	36
Response to Intervention	20
Five-Step Problem-Solving Process, Chapter 3	20
Summarization of Chapters 2 and 3	28
Summarization of Causes and Cures Chapters 4 through 6	42
Causes and Cures Chapter 4, 5 or 6 Five-Step Problem Solving Process	20
The Referral Process	45
Hanging In Chapter 3 or 5 – Key Assessment	30
Teaching Students with Higher Incidence Disabilities - Quiz	32
Total	327

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Enrollment Verification

Discussion Introduction (Attendance Verification Assignment) due Friday, May 30th at 4:00pm.

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

Assignments & Assessments- All directions are listed within Blackboard under the Documents and Information Panel.		
Week	Assignment	Due Date
Week 1	Introductions (Enrollment Verification Assignment)	5/30/25
	A Teacher's Guide to Special Education	6/1/25
	Inclusive Teaching - Quiz	6/1/25
Week 2	Disability to Possibility	6/8/25

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Week 3	Response to Intervention	6/15/25
Week 4	Five-Step Problem-Solving Process, Chapter 3 Summarization of Chapters 2 and 3	6/22/25 6/22/25
Week 5	Summarization of Causes and Cures Chapters 4 through 6 Causes and Cures Chapter 4, 5 or 6 Five-Step Problem Solving Process	6/29/25 6/29/25
Week 6	The Referral Process	7/6/25
Week 7	Hanging In Chapter 3 or 5 – Key Assessment	7/13/25
Week 8	Teaching Students with Higher Incidence Disabilities - Quiz	7/20/25

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 Zoom meetings for class, and courses will continue as planned in Blackboard.

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. You will find the Conceptual Framework at <https://mayvillestate.edu/academics/teacher-education/>. Click on Teacher Handbook and search Conceptual Framework.

INTASC – Teacher Education

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.
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.
3. Learning Environments. 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. Content Knowledge. 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. Application of Content. The teacher understands how to connect concepts and use differing

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perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment.** 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. **Planning for Instruction.** 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. **Instructional Strategies.** 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. **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.
10. **Leadership and Collaboration.** 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.

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.

Instructional Strategies

Instructional Strategies used in this course include:

- Active Learning
- Discussion Forums
- Exams
- Graphic Organizers
- Papers
- Reflective Writing

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.

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References / Bibliography

- Ford, A., Davern, L. & Schnorr, R. (2001). Learners with significant disabilities: Curricular relevance in an era of standards-based reform. *Remedial and Special Education*, 22 (4), 214-222.
- Fuchs, L.S., & Fuchs, D. (2001). Principles for prevention and intervention of mathematics difficulties. *Learning Disabilities Research and Practice*, 16(2), 85-95.
- Hindin, A., Morocco, C.C., & Aguilar, C.M. (2001). "This book lives in our school;" Teaching middle school students to understand literature. *Remedial and Special Education*, 22(4), 204-213.
- Klingner, J.K., Vaughn, S., Hughes, M.T., Schumm, J.S., & Elbaum, B. (1998). Outcomes for students with and without learning disabilities in inclusive classrooms. *Learning Disabilities Research and Practice*, 13(3), 153-161.
- Montague, M., & Rinaldi, C. (2001). Classroom dynamics and children at risk: A follow up. *Learning Disabilities Quarterly*, 24(2), 75-83.
- Stanovich, P.J., & Jordan, A. (2002). Preparing general educators to teach in inclusive classrooms: Some food for thought. *Teacher Educator*, 37(3), 173-185.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Turnbull, A.H., Edmonson, H., Griggs, P., Wickham, D., Sailor, W., Freeman, R., Guess, D., Lassen, S., Mccart, A., Park, J., Riffel, L., Turnbull, R., & Warren, J. (2002). A blueprint for school wide positive behavior support: Implementation of three components. *Exceptional Children*, 68(3), 377-402.

EDUC 593 Special Needs in an Inclusive Environment

ESPB Program Approval Standards

EDUC 593 – Special Needs in an Inclusive Environment

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

InTASC Standards

- Standard #1: Learner Development.
- Standard #2: Learning Differences.
- Standard #3: Learning Environment.
- Standard #4: Content Knowledge.
- Standard #5: Application of Content.

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Standard #6: Assessment.

Standard #7: Planning for Instruction.

Standard #8: Instructional Strategies.

Standard #9: Professional Learning and Ethical Practice.

Standard #10: Leadership Collaboration.

Standards Alignment (InTASC Program Approval Standards-ND ESPB):

- Standard #1: Learner Development-The program requires an understanding of 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 program requires candidates use their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.
- Standard #3 Learning Environments-The program requires candidates to work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #9: Profession Learning and Ethical Practice-The program requires candidates engage in ongoing professional learning and use 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.