

Mayville State University

EDUC 589 Foundations of Special Education (27800)

Fall 2025
3 Credit Hours

Course and Instructor Information

Instructor Name: Sarah Kallock

Contact Information: Office (116H) (701)788-4832, sarah.kallock@mayvillestate.edu (preferred)

Hours of Availability: By Appointment

Instruction Mode: Online Asynchronous

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

Meeting Times and Location: None, Online Only

Course Materials and Technologies

Required

Turnbull, A. P., Turnbull, H. R., Wehmeyer, M. L., Shogren, K. A., & Burke, M. M. (2023). Exceptional lives: Practice, progress, & dignity in today's schools (10th ed.). Pearson Education.

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

Trade book of choice (see Book Club assignment sheet)

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 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.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the Advanced CEC Standards as adopted by [ND ESPB](#):

- Understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. (INTASC 2, 5) (CEC 1,2,6,7)

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- Recognize how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Understand 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. (INTASC 1, 3, 4, 6, 8) (CEC 1-7)
- Comprehend 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. (INTASC 3, 7, 9 10) (CEC 2,6,7)
- Enrich professional practice through effective use of digital tools and resources (Technology Goal 9)
- Recognize assets and needs of diverse learners (Diversity Goal 1)
- Use knowledge of diversity to ensure learning experiences are differentiated to the needs of the learner (Diversity Goal 3)
- Reflect on context, multiple perspectives, actions and personal decisions as they related to diversity (Diversity Goal 4)
- Exhibit respect, openness and value of diversity across the spectrum of differences (Diversity Goal 6)
- Demonstrate actions consistent with the belief that all students are valued and can learn (Diversity Goal 7)
- Enrich practice through effective use of digital tools & resources (Technology Goal 9) Education

Standards Alignment (Advanced CEC Standards as adopted by NDESPB):

- CEC 2.0: Curricular Content Knowledge-The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- CEC 3.0: Programs, Services, and Outcomes-The program requires special education specialists to facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- CEC 4.0: Research and Inquiry-The program requires special education specialists to conduct, evaluate, and use inquiry to guide professional practice.
- CEC 5.0: Leadership and Policy-The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
- CEC 6.0: Professional and Ethical Practice-The program requires special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
- CEC 7.0: Collaboration-The program requires special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families

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: 701.788.4832. 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

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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.

- 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.

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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 who are in the MEd Program 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.
- **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.**

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- **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.
- **Assessments:** Completion of formative and summative assessments may be a part of this course. If an assessment is required, students will be notified by the instructor and the dates listed on Bb.

Evaluation and Grading

Grading Policies

- Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard by designated due dates. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates.
- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments are submitted is highlighted on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 5 days after the due date, and the assignment will no longer be accepted.
- Please do not email your work. Submit your work in Blackboard. If you have difficulty submitting, please make the instructor aware of this through email or phone.
- 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.
- Students who make arrangements beforehand have one week to make up an assignment, quiz, or test. Skipped quizzes and tests cannot be made up.

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Attendance/Participation Policies

Participation in all course activities, assignments, discussion posts and responses, quizzes, and exams are required to earn a grade of D or above.

Grading Scale

100-94%=A 93-87%=B 86-80%=C 79-70%=D 69-0%=F
A: 220-206 pts. B: 205-191 pts. C: 190-176 pts. D 175-154 pts. F < 153 pts.

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
Class Assignments	8	100	45%
Book Study	1	20	9%
Philosophy Paper	1	50	23%
Final Exam	1	50	23%

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 EDUC 589: Week #1 Introduction Discussion Board
 - Location of Assignment:
 - Weekly Activities < Week #1 Folder < Week #1 Introduction Discussion Board

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Help & Resources for Students 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

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- ✓ 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 Assignments are listed in Blackboard. Assignments are due by Sunday at 11:59 pm unless otherwise posted.

Week	Topics	Due Date
#1	<ul style="list-style-type: none">Final Exam Study Guide13 Disability CategoriesND Department of Public Instruction Guidelines	8.31.25
#2	<ul style="list-style-type: none">Disability & Cultural Justice/Today's Families and Their Partnerships with ProfessionalsEnsuring Educational ProgressSchool-wide Systems of SupportsCross-Cutting Instructional Approaches	9.7.25
#3	<ul style="list-style-type: none">Students with Learning Disabilities/ADHDStudents with Speech and Language Disorders	9.14.25
#4	<ul style="list-style-type: none">Students with Emotional or Behavioral DisordersStudents with Intellectual Disability (ID)	9.21.25
#5	<ul style="list-style-type: none">Students with AutismStudents with Multiple Disabilities and Traumatic Brain Injury (TBI)	9.28.25
#6	<ul style="list-style-type: none">Students with Physical Disabilities and Other Health ImpairmentsStudents with Hearing Impairments	10.5.25
#7	<ul style="list-style-type: none">Students with Visual ImpairmentsStudents Who are Gifted & Talented Review for Final Exam	10.12.25
#8	<ul style="list-style-type: none">Review for Final ExamFinal Exam	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 Standards

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
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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.
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 these aspects of 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.

Table created from InTASC standards retrieved from:

[http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium\(InTASC\).html](http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium(InTASC).html)

Advanced CAEP Standards

A.1.1	Candidate Knowledge, Skills, and Professional Dispositions Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through: • Applications of data literacy; • Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies; • Employment of data analysis and evidence to develop supportive school environments; • Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; • Supporting appropriate applications of technology for their field of specialization; and • Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
A.1.2	Provider Responsibilities Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in

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	approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]
A.2.1	Partnerships for Clinical Preparation Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes
A.2.2	Clinical Experience The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component 1.1

Advanced CEC Standards

CEC 1 Assessment	
ACSI.1.K4	Evaluate an individual's success in the general education curriculum
CEC 3 Curricular Content Knowledge	
ACSI.3.K3	Continuum of program options and services available to individuals with exceptionalities
ACSI.3.K5	Process of developing an individualized education program (IEP)
CEC 5 Leadership and Policy	
ACSI.5.K4	Federal and state or provincial laws and regulations
ACSI.5.K5	Current legal, regulatory, and ethical issues affecting education
ACSI.5.S1	Promote a free appropriate public education in the least restrictive environment
ACSI.5.S2	Promote high expectations for self, staff, and individuals with exceptionalities
CEC 6 Professional and Ethical Practice	
ACSI.6.K1	Legal rights and responsibilities of individuals, their families, and professional educators/school staff members
ACSI.6.K2	Moral and ethical responsibilities of educators
ACSI.6.K3	Human rights of individuals with exceptionalities and their families
ACSI.6.S2	Implement practices that promote success for individuals with exceptionalities
SEAI.6.S3	Promote universal design for learning principles
CEC 7 Collaboration	
ACSI.7.K2	Roles of educators in integrated settings

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: Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.**

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

SLOs/Professional Standards	Key Assessment
1	Final Exam

Track Objectives (TOs) Addressed in This Course

Learners will

1. Apply specialized pedagogical knowledge and skills.
2. Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
3. Design and apply educational research specific to the area of special education
4. Lead and collaborate within professional learning environments.
5. Design learning environments for students with special needs using observation, documentation, and analysis of behaviors.
6. Integrate augmented and alternative tools to enhance the curriculum, learning, and classroom interactions for students with special needs

The following TOs are specific to this course:

Track Objectives for this Course Key Assessment
1. Apply specialized pedagogical knowledge and skills.

Instructional Strategies

Blackboard – MSU's learning management system and virtual class environment

- Yuja – screen and video recording
- PowerPoint or Prezi
- Padlet/Flipgrid may be used for Weekly Discussions and Responses

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.