

Mayville State University

SPED 582, Intellectual Disabilities

Fall 2025

3 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Carly Theis

Contact Information:

Office: Online

Email: carly.theis@mayvillestate.edu

Hours of Availability:

Monday, Wednesday and Friday: 4:00pm -7:00 pm

Tuesday and Thursday: 4:00pm- 7:00 pm

Also available for meetings on other days and times by appointment.

Instructional Mode: Online asynchronous

Course Dates: August 25-October 19th 2025

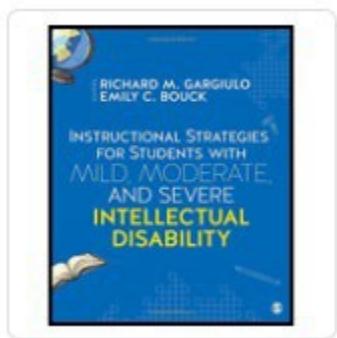
Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Zoom or Teams Link

Course Materials and Technologies

Required

[MSU Technology Requirements](#)



Gargiulo, R. M., & Bouck, E. C. (2018). *Instructional strategies for students with mild, moderate, and severe intellectual disability*. SAGE Publications, Inc

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Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Any plagiarism or other form of cheating will be dealt with severely under relevant Mayville State policies.

Course Description

This course is designed to focus on the characteristics of and researched strategies for teaching children, youth, and young adults with intellectual disabilities (also known as developmental or cognitive disabilities). Areas of study include terminology and etiological factors, legal parameters, assessment techniques, influence of cultural variables, current issues, and effective methods and materials of instruction. Students will learn to accommodate and modify curriculum to meet the needs of the students in their classroom. Through this course students will identify and research an area of professional practice they would like to improve and use course concepts, content knowledge, and research practices to create an action intervention plan for use in the associated practicum.

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

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](#):

- 1. Understand and Apply Terminology and Etiological Factors:** Students will be able to accurately define key terms related to intellectual disabilities and explain the etiological factors contributing to these conditions. (CEC 2, CAEP1)
- 2. Analyze Legal Parameters:** Students will critically analyze the legal frameworks and policies that govern the education of individuals with intellectual disabilities, including IDEA and ADA. (CEC 6, CAEP 1)
- 3. Implement Assessment Techniques:** Students will demonstrate proficiency in various assessment techniques used to evaluate the abilities and needs of children, youth, and young adults with intellectual disabilities. (CEC 1, CAEP 1)
- 4. Evaluate the Influence of Cultural Variables:** Students will assess how cultural variables impact the education and development of individuals with intellectual disabilities and propose culturally responsive teaching strategies. (CEC 3, CAEP 1)
- 5. Develop and Modify Curriculum:** Students will design and modify curriculum plans to accommodate and meet the diverse needs of students with intellectual disabilities, ensuring inclusive and effective instruction. (CEC 2, CAEP 1)
- 6. Create an Action Intervention Plan:** Students will identify a specific area of professional practice for improvement, conduct research, and develop an action intervention plan that integrates course concepts, content knowledge, and research practices for implementation in their practicum. (CEC 4,5, CAEP 5)

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Standards Addressed in This Course

Advanced Council for Exceptional Children (CEC) Standards:

- **Standard 1: Assessment:** Special Education specialists use valid and reliable assessment practices to minimize bias.
- **Standard 2: Curricular Content Knowledge:** Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- **Standard 3: Programs, Services, and Outcomes:** Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- **Standard 4: Research and Inquiry:** Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Advanced Council for Accreditation of Educator Preparation (CAEP) Standards:

Standard 1: Content and Pedagogical Knowledge: The provider ensures that candidates for professional specialties develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard 5: Quality Assurance System and Continuous Improvement: The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

Course Expectations

Instructor/Student Communication

- Email is the preferred method of communication, carly.theis@mayvillestate.edu. I usually responds within 24-48 hours during weekdays. If you wish to contact me by telephone, please use the office number: (701)788-4821. Emails received on weekends will be responded to on Monday mornings.
- Reminder that you are able to schedule an appointment with me outside of the listed office hours.
- I 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.**

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- It is the student's responsibility to contact the instructor with any questions they may have about course content in a timely manner. Contacting the instructor with questions about an assignment the day before or the day it is due is not appropriate demonstrating lack of planning and preparation.
- Feedback: You can expect to hear feedback regarding weekly assignments within 10-14 days of submission. Larger projects can take longer to review so expect feedback within 2 weeks of submission. Students are responsible for accessing the information and assignments as they are presented in Blackboard and the syllabus. It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is the best way to make sure that assignments have been submitted.
- 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.

Assignments and Assessments

- **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.
- **Be prepared and complete assignments.** To successfully complete this course, all students are required to read and view all videos and complete assignments pertaining to each of the weekly modules. The entire course is available to you day one, but all weekly assignments are due by the following Sunday by midnight. The responsibility for your learning is shared by both student and instructor. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly. Assignments are to be submitted electronically using Blackboard since the assignments route directly to the Gradebook. Always follow the submission guidelines. If assignments are not submitted by due dates and the instructor is not notified, a Starfish flag will be raised to alert you of your missing assignment.
- **Participate.** To be successful in this online course, your participation is required. Participation in an online learning environment includes taking part in class discussions as well as turning assignments in on time. Participation will result in stronger connections to theory and practice, adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
- **Software Requirements:** Updated versions of Chrome, Flash Player, Adobe Reader, Quicktime, and Java. Students need MS Office or Viewers for PowerPoint and Word or Google Docs to view and create documents. All assignment documents need to be submitted as either a Word document or a PDF.
- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.
- **Adhere to the code of student conduct** found in the MSU 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.
- **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>.

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- **Disability Support Services.** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Support Services (788-4675) as soon as possible to ensure that accommodations are implemented in a timely fashion.

Class Assignments (60 points)

Due: Various Due Dates

There will be a number of reading guides, graphic organizers, instructional examples, and study guides to complete. The focus of our assignments is the interpretation and synthesis of materials as well as the completion of an IEP. We will explore different dimensions of issues and ideas. These assignments will be checked for completion at the end of each week. All assignments build on each other and work towards the end of the semester IEP that will be written. It is critical that students take the time to understand the material and interact with the discussion boards.

Understand and Apply Terminology and Etiological Factors: Students will be able to accurately define key terms related to intellectual disabilities and explain the etiological factors contributing to these conditions. (CEC 2, CAEP1)

Analyze Legal Parameters: Students will critically analyze the legal frameworks and policies that govern the education of individuals with intellectual disabilities, including IDEA and ADA. (CEC 6, CAEP 1)

Implement Assessment Techniques: Students will demonstrate proficiency in various assessment techniques used to evaluate the abilities and needs of children, youth, and young adults with intellectual disabilities. (CEC 1, CAEP 1)

Evaluate the Influence of Cultural Variables: Students will assess how cultural variables impact the education and development of individuals with intellectual disabilities and propose culturally responsive teaching strategies. (CEC 3, CAEP 1)

Develop and Modify Curriculum: Students will design and modify curriculum plans to accommodate and meet the diverse needs of students with intellectual disabilities, ensuring inclusive and effective instruction. (CEC 2, CAEP 1)

Create an Action Intervention Plan: Students will identify a specific area of professional practice for improvement, conduct research, and develop an action intervention plan that integrates course concepts, content knowledge, and research practices for implementation in their practicum. (CEC 4,5, CAEP 5)

Intellectual Disabilities Program Plan (50 points)

Due: October 17th

This is a problem-based learning assignment. Based on the student with whom you are working during your SPED 583 Field Experience with an ID diagnosis, you will develop a quality program that addresses the student's specific needs. A detailed assignment sheet and template will be provided.

Implement Assessment Techniques: Students will demonstrate proficiency in various assessment techniques used to evaluate the abilities and needs of children, youth, and young adults with intellectual disabilities. (CEC 1, CAEP 1)

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Evaluate the Influence of Cultural Variables: Students will assess how cultural variables impact the education and development of individuals with intellectual disabilities and propose culturally responsive teaching strategies. (CEC 3, CAEP 1)

Develop and Modify Curriculum: Students will design and modify curriculum plans to accommodate and meet the diverse needs of students with intellectual disabilities, ensuring inclusive and effective instruction. (CEC 2, CAEP 1)

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ID Mini Lesson Plan (50 points)

Due: October 17th

You will teach 1 special education mini-lesson to a small group of students. You will select evidence-based instructional strategies/interventions from course resources. The lesson will demonstrate student learning and the application of appropriate ID teaching methods. A mini-lesson focuses on 1 very specific teaching point, is based on IEP goals, and lasts approximately 15-20 minutes. The MSU special education lesson plan format will be followed. The written lesson plan will be turned in to the instructor prior to teaching the lesson. You will upload your lesson to Yuja for your peers to evaluate. (Remember that we only need to see you and not your students. You need to keep confidentiality in mind.) Peer evaluation and self-reflection will be included.

Implement Assessment Techniques: Students will demonstrate proficiency in various assessment techniques used to evaluate the abilities and needs of children, youth, and young adults with intellectual disabilities. (CEC 1, CAEP 1)

Develop and Modify Curriculum: Students will design and modify curriculum plans to accommodate and meet the diverse needs of students with intellectual disabilities, ensuring inclusive and effective instruction. (CEC 2, CAEP 1)

ID Research Paper (35 points)

Due: October 5th

Read two research articles from professional journals on a single topic related to your role working with individuals with intellectual disabilities. Summarize the findings of each article. Then compare/contrast the findings with information from the course and course readings. Describe the relevance of this information to your understanding of ID. You must include a title page, reference page, and complete the paper using APA format. This paper should be 5-8 pages including the cover and reference pages. A detailed assignment sheet will be provided.

Understand and Apply Terminology and Etiological Factors: Students will be able to accurately define key terms related to intellectual disabilities and explain the etiological factors contributing to these conditions. (CEC 2, CAEP1)

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Evaluation and Grading

Grading Policies

- Late work drops 1 point per day after the due date. The Blackboard Dropbox determines late work. The date assignments/quiz are submitted is bolded on the dropbox, and is the method used to determine if an assignment is late. The dropboxes close 10 days after the due date, and the assignment/quiz is no longer accepted.
- Please do not email your work, dropbox your work on Blackboard. If you have difficulty submitting, please make me 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.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.

Attendance/Participation Policies

Students are expected to attend and participate in class. Consistent engagement ensures that you stay up-to-date with announcements, discussions, and assignments. Your active participation in discussion forums is crucial. It allows you to share insights, learn from others, and deepen your understanding of the material. Students are expected to submit all assignments by the specified deadlines to help reinforce your learning and demonstrate your understanding of the material.

Grading Scale

100-94%=A 93-87%=B 86-80%=C 79-70%=D 69-0%=F
A: 195-184 pts. B: 183-170 pts. C: 169-156 pts. D 155-137 pts. F < 136pts.

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
Class Assignments	10	60
Intellectual Disabilities Program Plan	1	50
ID Mini Lesson Plan	1	50
ID Research Paper	1	35

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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.

Instructional Strategies

- Cooperative Learning
- Independent Study
- Questioning
- Direct instruction
- Discovery Learning
- Reflection
- Discussion Forums
- Voice Threads

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
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

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Course Timeline/Schedule

Course Timeline/Schedule

Course Timeline and Schedule are subject to change as deemed necessary by the instructor." Due Dates can be found in the "What to Expect This Week" item in each lesson.

Week	Topics
#1	Understanding Intellectual Disability Foundational Concepts: Etiology of Intellectual Disability and Characteristics of Students with Intellectual Disability
#2	Educational Issues Affecting Students with Intellectual Disability Assessing and Evaluating Students with Intellectual Disability
#3	Behavioral Interventions for Students with Intellectual Disability Assistive Technology for Students with Intellectual Disability
#4	Teaching Academic Skills to Preschool Students with Intellectual Disability Life Skills for Preschool Students with Intellectual Disability
#5	Teaching Academic Skills to Elementary-Age Students with Intellectual Disability Life Skills for Elementary-Age Students with Intellectual Disability
#6	Teaching Academic Skills to Secondary Students with Intellectual Disability Life Skills for Secondary Students with Intellectual Disability
#7	Transition Planning for Secondary Students with Intellectual Disability
#8	ID Program Plan & Mini Lesson

References / Bibliography

Mayville State University (2013). "Student Handbook/Student Code of Conduct".

Retrieved from <http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>.

DiLeo, D. (2007). *Raymond's room: Ending the segregation of people with disabilities*.

St. Augustine, FL: Training Resource Network.

Grandin, T., & Attwood, T. (2012). *Different--not less: Inspiring stories of achievement and successful employment from adults with autism, Asperger's, and ADHD*. Arlington, TX: Future Horizons Inc

Johnson, M. (2006). *Disability awareness - do it right!: Your all-in-one how-to guide: Tips, techniques, & handouts for a successful awareness day from the Ragged edge online community*. Louisville, KY: Advocado Press.

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Leicester, M. (2007). *Special stories for disability awareness: Stories and activities for teachers, parents, and professionals*. Philadelphia, PA: Jessica Kingsley Publishers.

Mooney, J. (2007). *The short bus: A journey beyond normal*. New York: Henry Holt

Moore, G., Littlewood, K., & Wilson, J. (2012). *Catherine's story*. London: Frances Lincoln Children's Books

Robertson, D. (1992). Portraying persons with disabilities. An annotated bibliography of fiction for children and teenagers. New Providence, NJ: R.R. Bowker

Shakespeare, T. (2006). *Disability rights and wrongs*. New York: Routledge