

# Mayville State University

## SPED 586, Learning Disabilities

Fall 2025  
3 Credit Hours

### Course and Instructor Information

**Instructor Name:** Dr. Carly Theis

**Contact Information:**

Office: Online

Email: [carly.theis@mayvillestate.edu](mailto:carly.theis@mayvillestate.edu)

**Hours of Availability:**

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

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

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

**Instructional Mode:** Online asynchronous

**Course Dates:** August 25<sup>th</sup>-October 19<sup>th</sup>, 2025

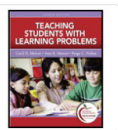
**Time Zone:** All times indicated throughout this syllabus reflect Central Time (CT).

**Zoom or Teams Link**

### Course Materials and Technologies

#### Required

[MSU Technology Requirements](#)



#### REQUIRED

#### TEACHING STUDENTS W/LEARNING PROBLEMS

Author: MERCER  
Published Date: 2011  
ISBN: 9780137033782  
Publisher: PEARSON  
Book Notes:

Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2011). *Teaching students with learning problems*. Pearson.

### 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).

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

## Course Description

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

**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. **Assessment and Evaluation:** Students will design and implement valid and reliable assessment practices to evaluate the effectiveness of instructional strategies and interventions for individuals with learning and related disabilities, minimizing bias and ensuring equitable outcomes. (CEC 1, CAEP A1.1, NDESPRS 3)
2. **Curricular Content Knowledge:** Students will apply their knowledge of general and specialized curricula to create and modify learning environments that provide access to challenging content for individuals with exceptionalities, using instructional technologies and assistive tools (CEC 2, CAEP A1.1, NDESPRS 1,2)
3. **Program Development and Improvement:** Students will develop and implement comprehensive programs and services that address the diverse needs of individuals with exceptionalities, using evidence-based practices and continuous improvement strategies. (CEC 3, CAEP A1.1,)
4. **Research and Inquiry:** Students will conduct research to identify and address areas of professional practice needing improvement, utilizing course concepts and content knowledge to create actionable intervention plans for inclusive educational settings. (CEC 4, CAEP A1.1, NDESPRS 4)
5. **Leadership and Policy:** Students will demonstrate leadership in advocating for and implementing policies and practices that support inclusive education and the use of technology to meet varied learning needs. (CEC 3, CAEP A1.1)
6. **Collaboration and Professional Practice:** Students will engage in collaborative practices with colleagues, families, and other stakeholders to enhance the educational experiences and outcomes for individuals with exceptionalities, adhering to ethical and professional standards. (CEC 3, CAEP A1.1)

## 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.

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- **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.

## North Dakota Education Standards and Practices Reading Standards

**Standard 1: Foundations of Literacy Acquisition**

**Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia**

**Standard 3: Assessment**

**Standard 4: Structured Literacy Instruction**

## Course Expectations

### Instructor/Student Communication

- Email is the preferred method of communication, [carly.theis@mayvillestate.edu](mailto: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](mailto: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 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

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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>.
- **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.

## LD Research Paper (50 points)

Due: October 5<sup>th</sup>

Read two research articles from professional journals on a single topic related to your role working with individuals with learning disabilities (e.g. dyslexia, math, assessment, placement, technology, young children, etiology, etc.). Summarize the findings of each article. Then compare/contrast the findings with information from

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the course and course readings. Describe the relevance of this information to your understanding of LD. 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.

**Curricular Content Knowledge:** Students will apply their knowledge of general and specialized curricula to create and modify learning environments that provide access to challenging content for individuals with exceptionalities, using instructional technologies and assistive tools (CEC 2, CAEP A1.1, NDESPRS 1,2)

**Program Development and Improvement:** Students will develop and implement comprehensive programs and services that address the diverse needs of individuals with exceptionalities, using evidence-based practices and continuous improvement strategies. (CEC 3,6, CAEP A1.1)

**Research and Inquiry:** Students will conduct research to identify and address areas of professional practice needing improvement, utilizing course concepts and content knowledge to create actionable intervention plans for inclusive educational settings. (CEC 4, CAEP A1.1, NDESPRS 4)

## Project LD (50 points)

Due: October 17<sup>th</sup>

**You will begin part one of the Project LD key assessment that will be completed in SPED 586. In order to receive credit for this course, the Key Assessment must be completed and submitted.** Students who do not earn a C or higher for this key assessment cannot pass the SPED 586 course. There is an opportunity to redo the assignment if students communicate their desire to resubmit with the course instructor before finals week.

This project is a compilation of instructional strategies and techniques for students with many types of learning disabilities and will be implemented in the practicum course SPED 587. You will choose a digital presentation style to organize and submit the required components (website, Prezi, narrated PowerPoint, Word or PDF document/report etc..) and keep for use in your future teaching. Strategies will be collected throughout the semester from: readings, articles, recommended websites, outside texts, library materials and catalogues. A detailed assignment sheet will be provided.

**Curricular Content Knowledge:** Students will apply their knowledge of general and specialized curricula to create and modify learning environments that provide access to challenging content for individuals with exceptionalities, using instructional technologies and assistive tools (CEC 2, CAEP A1.1, NDESPRS 1,2)

**Program Development and Improvement:** Students will develop and implement comprehensive programs and services that address the diverse needs of individuals with exceptionalities, using evidence-based practices and continuous improvement strategies. (CEC 3,6, CAEP A1.1)

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**Leadership and Policy:** Students will demonstrate leadership in advocating for and implementing policies and practices that support inclusive education and the use of technology to meet varied learning needs. (CEC 7, CAEP A1.1)

## Class Assignments (100 points)

**Due: Weekly- 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 interpretation and synthesis of materials as well as 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.

**Assessment and Evaluation:** Students will design and implement valid and reliable assessment practices to evaluate the effectiveness of instructional strategies and interventions for individuals with learning and related disabilities, minimizing bias and ensuring equitable outcomes. (CEC 5, CAEP A1.1, NDESPRS 3)

**Curricular Content Knowledge:** Students will apply their knowledge of general and specialized curricula to create and modify learning environments that provide access to challenging content for individuals with exceptionalities, using instructional technologies and assistive tools (CEC 2, CAEP A1.1, NDESPRS 1,2)

**Program Development and Improvement:** Students will develop and implement comprehensive programs and services that address the diverse needs of individuals with exceptionalities, using evidence-based practices and continuous improvement strategies. (CEC 3,6, CAEP A1.1)

**Research and Inquiry:** Students will conduct research to identify and address areas of professional practice needing improvement, utilizing course concepts and content knowledge to create actionable intervention plans for inclusive educational settings. (CEC 4, CAEP A1.1, NDESPRS 4)

**Leadership and Policy:** Students will demonstrate leadership in advocating for and implementing policies and practices that support inclusive education and the use of technology to meet varied learning needs. (CEC 7, CAEP A1.1)

**Collaboration and Professional Practice:** Students will engage in collaborative practices with colleagues, families, and other stakeholders to enhance the educational experiences and outcomes for individuals with exceptionalities, adhering to ethical and professional standards. (CEC 7, CAEP A1.1)

## 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.

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- 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: 200- 188 pts.    B: 187-174 pts.    C: 173-160 pts.    D 159-140 pts.    F 139-0 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
Research Paper	1	50
Project LD Part One	1	50
Weekly Assignments	11	100

## 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

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

## 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)

## 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	Creating Responsive Learning Environments Planning and Organizing Instruction
#2	Assessing Students for Instruction Teaching Students and Managing Instruction
#3	Promoting Social, Emotional, and Behavioral Development Assessing and Teaching Language
#4	Assessing Reading Teaching Reading
#5	Assessing and Teaching Spelling Assessing and Teaching Handwriting and Written Expression
#6	Assessing Math



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	Teaching Math
#7	Teaching Learning Strategies, Content, and Study Skills Promoting Transitions LD IEP Writing
#8	IEP Due Project LD

## References / Bibliography

*Advanced Special Education Preparation Standards*. Council for Exceptional Children. (n.d.).  
<https://exceptionalchildren.org/standards/advanced-special-education-preparation-standards>

Mayville State University (2013). "Student Handbook/Student Code of Conduct". Retrieved from  
<http://www.mayvillestate.edu/about-msu/more-info/reports-policies/>.