

**EDUCATION 351:
EDUCATING STUDENTS WITH SPECIAL AND/OR OTHER
NEEDS IN THE GENERAL EDUCATION ENVIRONMENT
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Course Description

- This course is designed to prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities will be examined and explored. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Plans (IEPs), will be covered. Finally, student reading and classroom activities will focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum within the least restrictive environment (LRE). This course will provide exposure to the various areas of exceptionality, including the foundations of special education: individuals with cognitive/intellectual disabilities; learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; and related low incidence disabilities; and giftedness.

Course Learning Outcomes

Wisconsin Administrative Code/PI 34 PI 34.15 Conceptual Framework:

All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:

- (g) Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.
- (h) Modifying the regular education curriculum when instructing pupils with disabilities.

Evaluation/Course Requirements

Personal Grade Tracker

Assignment	Points Possible	Points Earned
Discussions/Reflections	84 (4 & 2 points weekly)	
Weekly Quizzes (10)	150 (15 points weekly)	
Book Project	100	
Pre-Clinical Experience Assignment	100 (Possible points)	
Syllabus Assignment	5 (Possible points)	
Total	439 (Possible points)	

Course requirements:

Standard #1: Pupil Development: The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.

- *Essential Knowledge*
 - The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
 - The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
 - The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction, relevant, accessible, and challenging.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-Clinical Experience

Standard #2: Learning Differences: The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.

- *Essential Knowledge*
 - The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
 - The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
 - The teacher knows about second language acquisition processes and knows to incorporate instructional strategies and resources to support language acquisition.
 - The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.
- *Critical Dispositions*
 - The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.
 - The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-Clinical Experience

Standard #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.

- *Performances*
 - The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
 - The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
 - The teacher communicates verbally and nonverbally in way that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- *Essential Knowledge*
 - The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- *Critical Dispositions*
 - The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
 - The teacher is a thoughtful and responsive listener and observer.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-clinical Experience

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.

- *Essential Knowledge*
 - The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-Clinical Experience

Standard #7: Planning for Instruction: The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.

- *Essential Knowledge*
 - The teacher understands learning theory, human development, cultural diversity, and individual differences and how these variables impact ongoing planning.
 - The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
 - The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
 - The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialist, community organizations).
- *Critical Dispositions*
 - The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
 - The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-Clinical Experience

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

- *Performances*
 - The teacher uses appropriate strategies and resources to adapt instruction to the need of individuals and groups of learners.
- *Essential Knowledge*
 - The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
 - The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
 - The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self expression, and build relationships.
- *Critical Dispositions*
 - The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
 - The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-Clinical Experience

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.

- *Performance*

- The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- *Essential Knowledge*
 - The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- *Critical Dispositions*
 - The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
 - The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
 - The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-Clinical Experience

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

- *Essential Knowledge*
 - The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
 - The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
 - The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
 - The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- *Critical Dispositions*
 - The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
 - The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
 - The teacher takes responsibility for contributing to and advancing the profession.
 - The teacher embraces the challenge of continuous improvement and change.

Assignments: Book Project, Reflections/Discussions, Quizzes, Course Readings, Pre-Clinical Experience

I. Content Guidelines

A. Content Guidelines for Teachers of Students with Learning Disabilities

The teacher of students with learning disabilities will demonstrate knowledge of and skill in:

- The contributions of theories, philosophies and classic studies in the fields of medicine, psychology, and education to current knowledge, legislation, and practice in general and special education specific to individuals with learning disabilities.
 - Evidence: Course Readings; Exams; Course Discussions/Activities; Formative Assignments; Book Project
- The critical analysis of current issues, trends, theories, and practices in light of research and evidence.
- Evidence: Course Readings; Exams; Course Discussions/Activities; Formative Assignments; Book Project

- Major federal and state legislation, regulations, policies and related issues including due process rights and responsibilities of teachers, parents, students, and others related to evaluation, eligibility, program planning and placement of students with disabilities.
- Evidence: Course Readings; Exams; Course Discussions/Activities; Formative Assignments; Book Project
- Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.
- Evidence: Course Readings; Exams; Course Discussions/Activities; Formative Assignments; Book Project
- Learning disabilities as a lifelong disability that may affect cognitive information processing, physical, social, emotional, and vocational as well as academic performance.
- Evidence: Course Readings; Lecture; Exams; Course Discussions/Activities; Formative Assignments; Book Project
- The similarities and differences that exist between and among individuals with and without disabilities across the developmental spectrum and in different learning situations.
- Evidence: Course Readings; Exams; Course Discussions/Activities; Formative Assignments; Book Project
- Methods for arranging, modifying and designing learning environments and instruction that promotes and enhances success for students with learning disabilities in general education curriculum and settings including: The establishment of effective classroom routines, pace of instruction, scheduling and transitions between periods of instruction, size of groupings seating and appropriate noise level; Strategies for facilitating the application and generalization of skills across settings; Directing and guiding paraprofessionals, volunteers, and peer tutors.
- Evidence: Course Readings; Exams; Course Discussions/Activities; Formative Assignments; Book Project
- A commitment of professionalism and ethical practice including: Awareness and sensitivity to culture, religion, gender, sexual orientation, disability and level of technical knowledge among students, family and colleagues; Maintenance of a sense of professional efficacy by developing high expectations for lifespan potential of individuals with disabilities.; Accountability for meeting student's unique needs, supporting students and their families and maintaining a high level of professional knowledge, competence and integrity in the practice of their profession; Professional conduct that protects the confidentiality of students and their families.
 - Evidence: Course Readings; Exams; Course Discussions/Activities; Formative Assignments; Book Project

B. Content Guidelines for Teachers of Students with Emotional Disturbance/Emotional Behavioral Disability

The teacher of students with emotional disturbance/emotional behavioral disability (ED/EBD) will demonstrate knowledge of and skill in:

- The philosophical, historical, and legal foundations of special education – ED/EBD including: Atypical development with the context of typical child and adolescent development; Current educational terminology and definitions of students with ED/EBD including identification criteria and labeling controversies; Differing perceptions of deviance, including mental health, legal-corrections, social welfare and education systems, as they apply to students with ED/EBD; A variety of theoretical approaches as they apply to students with ED/EBD; Current trends and issues in the field of ED/EBD; Legal provisions related to the juvenile justice systems; Concept of least intensive or intrusive behavior management techniques.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- The assessment, identification and evaluation of ED/EBD learners including: Specialized educational terminology used in ED/EBD as well as terminology commonly used in other systems (e.g., DSM-IV). Assessment of social skills, academics, emotional & behavioral functioning, and transitional needs. Functional behavioral assessment/applied behavioral analysis. Interviewing skills, especially

related to documentation of behavioral concerns. Observation and data collection especially related to documentation of behavioral concerns. Evaluation of IEP progress, especially in the areas of behavior and social skills. Evaluation of program effectiveness, especially in non-academic areas.

- Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Planning and managing the teaching and learning environment for ED/EBD learners including: Model programs that have been effective for students with ED/EBD; Issues and techniques related to inclusion of students with ED/EBD in regular education environments; Transition issues for students with ED/EBD: into and out of alternative environments (e.g. hospitals, correctional facilities, other segregated placements); from activity to activity; between educational levels (e.g., elementary to middle, middle to high school, high school to post-secondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self advocacy.; Interpersonal and group dynamics (including active listening).
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Managing student behavior and teaching social interaction skills – ED/EBD including: A continuum of specific management techniques/interventions for students with ED/EBD (including cooperative learning, peer tutoring, life space interviewing, identifying and teaching replacement behaviors, etc.). Interventions for non-dangerous problem behaviors. Individual and group contingency management strategies. A continuum of placement alternatives. Critical variables of behavior (e.g. topography, magnitude, locus, latency, frequency, duration). Problem solving and conflict resolution. Various approaches/theories of behavior management. Crisis management. Physical intervention strategies that are both effective and safe for students and staff. Behavior intervention plans. Prevention of inappropriate behavior. Environmental/contextual issues. Power struggles. Affective education and self-control issues. Generalization to other settings. Interpersonal and group dynamics (including active listening).
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project

C. Content Guidelines for Teachers of Students with Cognitive Disabilities

The teacher of students with cognitive disabilities (CD) teacher shall demonstrate knowledge of and skill in:

- The definition, classification etiology, prevalence, characteristics, culture and social factors, and medical implications of students with CD who may or may not have concomitant physical, behavioral, or sensory disabilities.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Significant historical trends, current issues, and the effect of state and federal laws, regulations and litigation on students with CD.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- The impact of CD on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with CD.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Assessment, diagnosis and evaluation of students with CD including: Student evaluation that includes observations, background information, learning styles, interviews, case studies and anecdotal records. Informal and formal measurements of adaptive skills including selection, administration, interpretation, reporting, and application of assessment data. Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures with students with CD. Adapting and modifying existing assessment tools/methods to accommodate the unique abilities and needs of students including ecological inventories, portfolio assessments, functional assessments and future-based assessments. Decisions about the participation of students with CD in

state, district, and other general education assessments and modification of assessment tools or development of an alternate assessment process to meet the specific needs of the student.

- Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- A variety of curriculum models used in multiple settings with students with CD.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Curricula and methods including: Motor development including sensory motor integration. Use of appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion. Communication including alternative and augmentative methods of communication and assistive technology. Social development including human sexuality, self-advocacy, family and personal relationships. Academic development including functional skills. Daily living skills including self-care, health, safety, home maintenance, transportation, recreation, and leisure activities. Transition skills including career awareness, work-related skills and attitudes, job exploration, job-training skills, work experience and community based instruction.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Managing student behavior including: Various classroom management techniques and effective teaching practices that assist students with CD to develop and maintain appropriate social behavior, social interaction and conflict resolution skills. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student. Functional behavioral assessment and intervention planning using behavior analysis principles. Behavioral principles including positive reinforcement, negative reinforcement, and ignoring, and how the application of these principles affect student behavior and motivation. Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- A commitment to professionalism and ethical practices including: Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities. Accountability for meeting student's unique needs and maintaining a high level of competence and integrity in the practice of their profession. Professional conduct that protects the confidentiality of students and their families.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project

D. Content Guidelines for Cross Categorical Special Education

The teacher Cross-Categorical Special Education teacher shall demonstrate knowledge of and skill in:

- Philosophical, historical and legal foundations of special education including: The historical perspectives, legislative and litigative history, models, theories, and philosophies that form the basis for special education practice; The current legislation, regulations, policies, litigation, and ethical issues related to the provision of special education services (e.g., procedural safeguards, continuum of services, least restrictive environment, assessment, discipline, supplemental services and supports, related services, assistive technology, specialized health care); Current educational terminology and definitions relevant to students with disabilities who would benefit from an individualized general curriculum; The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and school; The issues and trends related to all areas of special education including early childhood special education and the provision of adult services (e.g., family-centered, community-based settings and services, interagency collaboration); The issues related to definitions and identification procedures for students with disabilities including those from culturally and linguistically diverse background; The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

- Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- The characteristics of learners including: The emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of the disability areas; The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities; The similarities and differences among the emotional/behavioral, physical, sensory, communication, learning, social functioning, and lifelong planning needs of students with disabilities and their peers without disabilities and among the various impairments of students with disabilities; The similarities and differences between all categories of disability, the levels of severity and implications for instruction; The effects that various impairments have on the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities; The effects of medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Assessment, diagnosis and evaluation including: The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials; The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities; The appropriate application and interpretation of standardized tests (e.g., age/grade scores, standard scores, percentile ranks, stanines); The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews); A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Instructional content and practice including: Curriculum materials and systematic instructional methods for assisting students in developing appropriate communication, affective and social skills including self awareness, self advocacy, self determination skills and career, and vocational and life skills needed for post school independence; The selection and development of remedial, adaptive and compensatory content, materials, resources and strategies appropriate to student needs in various learning environments; Generalization and maintenance of skills across learning environments; Cultural perspectives regarding effective instruction for students with disabilities; Evaluation of the effectiveness of instruction and making responsive adjustments to strategies based on frequent observation; The development and revision of appropriate Individualized Education Programs (IEP).
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Planning and managing the teaching and learning environment including: Research-based theories, methods and strategies on basic classroom management; Characteristics of environments (e.g., materials, equipment, spatial arrangements) that facilitate development, learning and interaction between and among students; Evaluation, planning and management of procedures that match the learner needs with the instructional environment; Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities; Designing, structuring and managing daily routines; Preparing and implementing appropriate lesson plans; The principles of physical and health management; Instructional programs that enhance a student's social participation in family, school and community activities.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Managing Student Behavior and Social Skills/Interactions including: Problem solving and conflict resolution; classroom routines and rules, and environmental modifications; generalization and maintenance of skills; crisis prevention/intervention; defining target behaviors; teaching replacement behaviors; identifying appropriate consequences on a continuum.

- Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Social skills/interactions that include: Generalization and maintenance to other settings; Areas of education, daily living and transition (e.g., work place, post secondary); Integration into the curriculum; Self-awareness, self-control, and self-monitoring; Alternatives for nonverbal students
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment; Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services; The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services; Family systems and the role of families in supporting child development and educational progress; The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns; The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying, assessing and providing services.
 - Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project
- Professional and ethical practices including: The importance of the teacher servicing as a role model and advocate for students; The Council for Exceptional Children (CEC) and other professional standards and codes of ethics; The rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.
- Evidence: Course Readings; Exams; Class Discussions/Activities; Formative Assignments; Book Project

Required Course Materials

Required Textbook: Gargiulo, R. (2018). *Special education in contemporary society: An introduction to exceptionality*. (6th ed.). Los Angeles, CA: SAGE Publications.

Wisconsin Teaching Standards

These standards have been adopted by the School of Education. The standards have been grouped into four general categories to help users organize their thinking about the standards, found on pages 20-21 in the attached advising guide:

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

1. **Standard #1: Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Standard #2: Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Standard #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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

4. **Standard #4:** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

6. **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

9. **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

Technology Guideline

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during classes; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Online Statement: This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

(Adopted from Lynn Hernandez, Brown University)

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged

and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% =A	77 – 79% = C+	
90 – 93% = A-	74 – 76% =C	< 63% = F
87 – 89% = B+	70 – 73% =C-	
84 – 86% = B	67 – 69% =D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor



Email is the quickest way to reach me at: kgylund@uwsp.edu



Call my office at any time (715-261-6258). Leave a voicemail if I do not answer.



Zoom Video conference is also available by request.

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. **Please indicate your course in the subject line.** Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

Individual meetings can be arranged through an email request or phone call.

Attendance

Attending to readings and course material will likely be the single most important factor in determining your performance and grade in the course.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center.

Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance through completion of assignments. If you are not in attendance (submit assignments), you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

- As this is a professional course, late work will NOT be accepted without an email, **PRIOR TO THE DUE DATE**, asking for an extension. This is the same expectations if you were an employee in a school district. The only other way I will accept late work (without an email) is in an emergency with a Doctor's or Police note. Please don't ask after the fact or you will be told to see the syllabus.

Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone **[list location in room or nearest your classroom]**. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure at **[list primary location for shelter closest to classroom,]**. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

- In the event of a **fire alarm, evacuate the building** in a calm manner. Meet at **[state logical location to meet 200 yards away from building]**. Notify instructor or emergency response personnel of any missing individuals.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.”

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
- Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Course Schedule*

Obtained from Canvas

Professional Education Journals: Current topics in education and information about research in educational psychology:

American Journal of Education
Journal of Education
Childhood Education
Journal of Teacher Education
Contemporary Education Review
Phi Delta Kappan
Educational Leadership
The Review of Education
Educational Researcher
Theory into Practice
Harvard Educational Review
Young Children

Other journals specialize in reports of research studies or reviews of several studies on one topic. Here are some examples:

Adolescence
Journal of Applied Developmental Psychology
American Educational Research Journal
Journal of Educational Computing Research
American Psychologist
Journal of Educational Research
Child Development
Journal of Experimental Child Psychology
Cognition and Instruction
Journal of Experimental Education
Cognitive Psychology
Journal of Learning Disabilities

Computers in Education
Journal of Research and Development
Contemporary Educational Psychology
Journal of School Psychology
Curriculum Review
Learning and Instruction
Educational and Psychological Measurement
Monographs of the Society for Research in Child
Development
Educational Psychology Review
Psychological Bulletin
Elementary School Journal
Psychological Review
Exceptional Children
Psychology in the Schools
Human Development
Review of Educational Research
Instructional Science
School Psychology Review
International Review of Educational Research
Teaching and Teacher Education
Journal of Applied Behavior Analysis