



University of Wisconsin-Stevens Point

College of Professional Studies
School of Education

SYLLABUS

Education 769: Curriculum and Instruction for Students with Disabilities II Section 71

Fall 2020, 3 Credits

Online

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Required Textbook/Readings:

No required textbook. Required readings will be posted online, Students are expected to read all required readings prior to the respective activities, Activities will be based in part on the required reading.

Important Note:

This syllabus, along with course assignments and due dates, are subject to change. It is the student’s responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

Purpose and Description of Course:

Education 769: Instructional strategies, behavioral interventions, and curricular adaptations for the elementary and secondary levels in the areas of science, social sciences, and other areas of teaching students with disabilities.

Student Learning Outcomes:

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience. If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in the following outcomes:

- Students will demonstrate their ability to create safe, inclusive, culturally responsive learning environments for students with exceptionalities.
- Students will plan instruction and assessment so that individuals with exceptionalities become active and effective learners.
- Students will design lessons so that individuals with exceptionalities develop emotional well-being, positive social interactions, and self-determination.
- Students will individualize learning for individuals with exceptionalities using knowledge of general and specialized curricula.
- Students will select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Student Rights and Responsibilities:

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. You can learn more about your rights and responsibilities on the [UWSP Student Handbook Page](#) through the Dean of Students Website.

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.

InTASC Model Core Teaching Standards:

The objectives of this course follow the [Council for Exceptional Children Initial Teacher Preparation Standards](#), as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

Council for Exceptional Children Initial Teacher Preparation Standards	Signature Embedded Assessment
CEC Standard 2 - Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	<ul style="list-style-type: none"> ● Comprehensive Instructional Plan ● Learning Strategies Instruction
CEC Standard 3 - Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.	<ul style="list-style-type: none"> ● Comprehensive Instructional Plan ● Learning Strategies Instruction
CEC Standard 5 - Instructional Planning & Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	<ul style="list-style-type: none"> ● Comprehensive Instructional Plan ● Learning Strategies Instruction

Academic Expectations and Standards

Instructors and students should expect that the rigor and workload of an online course will be comparable to that of a face-to-face course. Online course development and instruction also requires a significant time investment by instructors. Online courses often require greater time commitment for independent work from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced [Online Student Orientation](#) tool to prepare for online coursework.

Course Structure:

This course will be delivered in a face-to-face method and through the course management system Canvas. You will use your UWSP account to login to the course from www.uwsp.edu/canvas. If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

Netiquette

- Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit

of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

- Working as a community of learners, we can build a polite and respectful course community.
- The following netiquette tips will enhance the learning experience for everyone in the course:
 - Do not dominate any discussion.
 - Give other students the opportunity to join in the discussion.
 - Do not use offensive language. Present ideas appropriately.
 - Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
 - Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
 - Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
 - Never make fun of someone's ability to read or write.
 - Share tips with other students.
 - Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
 - Think and edit before you push the "Send" button.
 - Do not hesitate to ask for feedback.
 - Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Communicating with your Instructor/Office Hours:

- You can reach me via:
 - Email is the quickest way to reach me at: rfrancsi@uwsp.edu
 - I am available without an appointment on most Tuesdays from 11:00am – 1:00pm. I will let you know via email if my office hours will be cancelled on any day.
 - Call my office at any time (715-346-2820). Leave a voicemail if I do not answer.
 - Individual meetings can be arranged through an email request or phone call.
 - Videoconference is available upon request.
- Communicate clearly. Some faculty receive as many as 100 emails per day. You should be clear, concise and professional so your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other email you have sent. Sign off with your first and last name. I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 72 hours please resend your email.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
- I will attempt to grade written work within 1 week, however longer written assignments may take longer to read and assess.

Building Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that you receive help to find a solution.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (1) documented and significant change in work hours leaving students unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

- Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned at instructor discretion. All incomplete course assignments must be completed within the timeframe outlined by a plan agreed upon by the student and instructor

Technology Guidelines

- **Technology Access:** You will need access to the following tools to participate in this course: webcam, microphone, a stable internet connection (don't rely on cellular).
- **Participation with Online Tools:** 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 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.
- **Technical Assistance:** If you need technical assistance at any time during the course or to report a problem with Canvas you can seek assistance from the
 - [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu
 - UWSP Online Learning Resources: <https://www.uwsp.edu/tlc/online-learning-resources/Pages/default.aspx>

Inclusivity Statement:

- 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 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. Additionally, activities and assignments in this course may ask that you reflect on practicum experiences. When doing so, observe the standards of confidentiality by not using the real names of the individuals you discuss.

Academic Integrity:

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](#).

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.

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.

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](#).

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 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](#)

COVID-19 Policies

- **Face Coverings:** At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. (This policy is not applicable to our online/virtual classroom course.)
- **Other Guidance:**
 - Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
 - Maintain a minimum of 6 feet of physical distance from others whenever possible.
 - Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
 - Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
 - Please maintain these same healthy practices outside the classroom.

School of Education Policies

- Students MUST achieve a grade of “C-” or higher for teacher certification. Any grade lower than a “C-” will require a repeat of the course.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- Credit Hour Expectations: UWSP standards mandate that this course have a minimum requirement of 45 hours outside of class time for **each** one credit awarded.

Course Requirements/Expectations:

- Complete the assigned readings before participating in the activities corresponding to the readings, videos, power points and/or lectures.
- Participate in class discussions and activities. Active engagement in class is an important part of the learning process and development of educational professionalism.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments require this. Be aware that when you use others' work, it must be accurately quoted, cited, or paraphrased. Make sure you give credit where credit is due. Make intellectual integrity a central part of your professional identity. Accidentally or deliberately leaving off credit is professionally and morally wrong. If you are unclear on how to give proper credit, please ask prior to turning in the assignment.
- Conduct yourself as a professional educator should conduct him/herself.
- Use "people first" language in all interactions.
- Apply high levels of scholarship and ethics to explore matters in regard to educating students with special needs.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.
- Make an appointment to discuss questions regarding grades/other concerns privately.
- **Attendance:**
 - The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance refers not only to timely physical presence, but also to active mental engagement, participation and professional demeanor. In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation weekly is essential. Collaboration with your peers outside class is strongly encouraged.
 - Should a situation arise requiring your absence or lack of engagement/participation, please notify the instructor by email as soon as possible. The instructor has the sole discretion to lower a student's final grade in the event of excessive absences/non-participation/lack of engagement. Accommodations can be made at the instructor's discretion for extenuating circumstances.
 - Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation." Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):
 - Attend all your classes regularly. We do not have a system of permitted "cuts."

- If you decide to drop a class, please do so using accessPoint 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. If you are not in attendance, 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.
- **Assignments:**
 - **No Google doc links:** Do not submit Google doc links for your assignments except when the instructor shares an editable Google doc for a particular assignment.
 - **Resubmission:** In general, resubmission of assignments to earn a higher score is not allowed.
 - **Late Work:** Submit all assignments by the posted due date to the appropriate location by 11:59 PM on the due date. An assignment completed on time can receive 100% of the points possible. Under extenuating circumstances, an assignment can be turned in late for full credit if the student has obtained permission from the instructor ahead of the due date and the assignment is turned in on the agreed upon extended due date. Without prior approval, an assignment completed no more than 48 hours late can receive up to 80% of the points possible. An assignment completed no more than 1 week late can receive up to 60% of the points possible. Assignments turned in after one week of the due date will earn zero points. Please ask before the assignment is due if you need an extension; in most cases I will grant one.
 - **Weekly Assignments:** Throughout this course you will be expected to complete learning activities corresponding to weekly readings. Types of tasks may include communicating via email, completing basic internet searches, downloading and

uploading documents to Canvas, reading documents online, viewing online videos, participating in small group or partner synchronous online discussions, completing tests online, and participating in asynchronous online discussions. You will earn points for participating in and submitting various activities. Although the activities are due Sundays, you may work ahead and complete them/turn them in early.

- **Comprehensive Instructional Plan:** The comprehensive instructional plan is a series of assignments designed to provide comprehensive instruction to students with disabilities. It includes IEP PLAAFP & Goals, a Social Skills Lesson Plan, a Functional Academics Lesson Plan, and a Science Lesson Plan.
- **Learning Strategies Presentation:** Students will review and present on a developed and researched-based strategy for aiding students with a specific learning problem. A collection of possible intervention strategies will be explored in class.
- **Comprehensive Portfolio Artifact Reflection:** During the final academic term of their program, master’s degree candidates must submit a comprehensive portfolio. This portfolio will include artifacts and reflections from coursework in the program. It allows students to develop an organized collection of work and thinking that demonstrate content mastery, growth, and evidence that candidates are self-directed and reflective practitioners. (Master of Science in Education Comprehensive Portfolio Guidebook, p. 3) [Master’s of Education Student Resources](#) (Note: If you are currently seeking your first teaching license, you do not need to complete this assignment.)
- **Graduate Student Assignment Professional Interview (to be completed by all students in the course):** Develop a set of questions which you will use to interview an educator with special curriculum planning expertise. Your interview questions should directly correlate with course topics.

Grading Scale:

94-100% = A	77-79% = C+	60-63% = D-
90-93% = A-	74-76% = C	below 60% = F
87-89% = B+	70-73% = C-	
84-86% = B	67-69% = D+	
80-83% = B-	64-66% = D	

Course Requirements

ASSIGNMENT	POINTS POSSIBLE	POINTS EARNED
Weekly Assignments		
Comprehensive Instructional Plan IEP PLAAFP & Goals Social Skills Lesson Plan Functional Academics Lesson Plan Science Lesson Plan		
Learning Strategies Presentation		
Comprehensive Portfolio Artifact Reflection		
Practicum Assignment		

Professional Interview		
Total		

Course Schedule - Tentative Schedule - subject to change

DATES	TOPIC(S) All assignments are due on Sundays by 11:59pm.
Week 1 Due Sept. 6	<p>Introductions and Course Overview</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Syllabus B. "Thinking About Curriculum" II. Activities & Assignments <ul style="list-style-type: none"> A. Student Introduction B. Syllabus Scavenger Hunt C. Reflection on "Thinking About Curriculum"
Week 2 Due Sept. 13	<p>Learning Strategies</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Mercer, C. D., Mercer, A. R., & Pullen, P. C. (2001). Chapter 13. In <i>Teaching students with learning problems</i> (pp. 531-570). Harlow, England: Pearson Education. II. Activities & Assignments <ul style="list-style-type: none"> A. Listen to the Learning Strategies Lecture B. IRIS Center Using Learning Strategies To Enhance Student Learning Module and Assessment Questions C. Learning Strategies Reflection Assignment
Week 3 Due Sept. 20	<p>Learning Strategies</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. A Framework for Implementing Individualized Self-Regulated Learning Strategies in the Classroom II. Activities & Assignments <ul style="list-style-type: none"> A. Learning Strategy Video Presentation & Summary B. Learning Strategy Peer Response
Week 4 Due Sept. 27	<p>Designing Instruction</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Chapter 2: Designing Instructional Programs II. Activities & Assignments <ul style="list-style-type: none"> A. Lesson Plan Critique B. Group Discussion
Week 5 Due Oct. 4	<p>Designing Culturally Responsive Pedagogy</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. What is Disability Culture? II. Activities & Assignments <ul style="list-style-type: none"> A. Watch "Building Culturally Relevant Schools Post-Pandemic with Dr. Gloria Ladson-Billings" B. CRP Google Form C. Disability Culture Reflection

<p>Week 6</p> <p>Due Oct. 11</p>	<p>Designing Safe, Inclusive Learning Environments</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. WI DPI Least Restrictive Environment Information B. IRIS LRE Info Brief C. Classroom Culture Promotes Academic Resiliency D. ADL Websites II. Activities & Assignments <ul style="list-style-type: none"> A. Learning Environment Videos B. LRE Quiz Question C. Safe and Inclusive Learning Environments Discussion Board Assignment D. Ability, Disability, and Ableism Lesson Plans
<p>Week 7</p> <p>Due Oct. 18</p> <p>Due Oct. 18</p>	<p>Strategies for Integrating Social Emotional Supports into Instruction and Assessment</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. WI DPI Social and Emotional Learning Website with special attention to the individual Social and Emotional Learning Curriculum and Alignment Tools descriptions II. Activities & Assignments <ul style="list-style-type: none"> A. Wisconsin SEL Training Module Assignment
<p>Week 8</p> <p>Due Oct. 25</p>	<p>Social Skills</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Chapter 7: Socialization, Peer Relationships, and Self-Esteem B. Social Skills Instruction for Students With Autism Spectrum Disorder Using Video Models and Peer Mentors II. Activities & Assignments <ul style="list-style-type: none"> A. BrainPop Worksheet and Graphic Organizer B. Write a Social Skills Lesson Plan
<p>Week 9</p> <p>Due Nov. 1</p>	<p>Life Skills</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Life Skills Chapter TBD II. Activities & Assignments <ul style="list-style-type: none"> A. Listen to Life Skills Lecture B. Functional Living Skills Website C. Life Skills Compilation D. Life Skills Discussion Board Conversation
<p>Week 10</p> <p>Due Nov. 8</p>	<p>Functional Academic Skills</p> <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Reading_6: Functional Academics B. Common Core Math, ELA, and Science Essential Elements II. Activities & Assignments

	<ul style="list-style-type: none"> A. Watch a video or instructor lecture about formal and informal assessments to inform instruction and determine present level of functional academic skills B. Functional Academic Skills Update C. Write a Functional Academic Skills Lesson Plan
Week 11 Due Nov. 15	Social Studies Instruction <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Chapter 10: Science and Social Studies B. Self-selected peer-reviewed, empirical research article on teaching social studies to students with disabilities II. Activities & Assignments <ul style="list-style-type: none"> A. Watch lecture with tutorial of peer-reviewed empirical research articles and how to find them B. Article Review & Discussion Board Posts
Week 12 Due Nov. 22 Due Nov. 22	Science Instruction <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Self-selected science curriculum B. Students with Disabilities and the Next Generation Science Standards II. Activities & Assignments <ul style="list-style-type: none"> A. Online Video B. Science Curriculum Review Paper C. Science Lesson Plan
Week 13 Due Nov. 30 to accommodate Thanksgiving break	Individualized Education Programs (IEPs)- The PLAAFP Statement <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Back to the Basics: Practical Tips for Writing IEPs B. Twelve Ways to Incorporate Strengths-Based Planning into the IEP Process II. Activities & Assignments <ul style="list-style-type: none"> A. Complete the IEPs: Developing High-Quality Individualized Education Programs IRIS Module B. Listen to the PLAAFP Statement Lecture C. PLAAFP Activity D. Write a PLAAFP Statement
Week 14 Due Dec. 6	Individualized Education Programs (IEPs) - Goals <ul style="list-style-type: none"> I. Readings <ul style="list-style-type: none"> A. Accessing the Common Core Standards for Students With Learning Disabilities: Strategies for Writing Standards-Based IEP Goals B. From Assessment to Annual Goal Engaging a Decision-Making Process in Writing Measurable IEPs C. The Essential and Interrelated Components of Evidenced-Based IEPs: A User's Guide II. Activities & Assignments <ul style="list-style-type: none"> A. Listen to IEP Goals and STOs Lecture B. Goals, Short-Term Objectives, and Benchmarks Practice

