



more information:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

- Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here:  
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, visit:  
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.
- Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.
- Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember your safety comes first.
- EdTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

#### **IV. 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.

#### **V. InTASC Model Core Teaching Standards**

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

- *Essential Knowledge*

- 1d. The teacher understand 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.
- 1e. 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.
- 1g. 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.

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

- *Essential Knowledge*
  - 2g. 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.
  - 2h. 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.
  - 2i. The teacher knows about second language acquisition processes and knows to incorporate instructional strategies and resources to support language acquisition.
  - 2j. 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*
  - 2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.
  - 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

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*
  - 3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
  - 3e. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
  - 3f. 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*
  - 3l. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- *Critical Dispositions*
  - 3o. 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.
  - 3r. The teacher is a thoughtful and responsive listener and observer.

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

- *Essential Knowledge*
  - 6p. 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.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- *Essential Knowledge*
  - 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
  - 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
  - 7k. 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.
  - 7m. 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*
  - 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
  - 7q. The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

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

- *Performances*

- 8a. The teacher uses appropriate strategies and resources to adapt instruction to the need of individuals and groups of learners.
- *Essential Knowledge*
  - 8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
  - 8l. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
  - 8m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self expression, and build relationships.
- *Critical Dispositions*
  - 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
  - 8q. The teacher values the variety of ways people communication and encourages learners to develop and use multiple forms of communication.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- *Performance*
  - 9e. 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*
  - 9j. 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*
  - 9m. 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.
  - 9n. 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.
  - 9o. The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- *Essential Knowledge*
  - 10l. 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.
  - 10m. 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.
  - 10n. 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.
  - 10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- *Critical Dispositions*
  - 10p. 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.
  - 10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
  - 10s. The teacher takes responsibility for contributing to and advancing the profession.
  - 10t. The teacher embraces the challenge of continuous improvement and change.

## **VI. 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.
- The critical analysis of current issues, trends, theories, and practices in light of research and evidence.
- 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.
- Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.
- Learning disabilities as a lifelong disability that may affect cognitive information processing, physical, social, emotional, and vocational as well as academic performance.

- The similarities and differences that exist between and among individuals with and without disabilities across the developmental spectrum and in different learning situations.
- 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.
- 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.

#### 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.
- 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.
- 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).
- 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).

### C. Content Guidelines for Teachers of Students with Intellectual Disabilities

*The teacher of students with intellectual disabilities (ID) teacher shall demonstrate knowledge of and skill in:*

- The definition, classification etiology, prevalence, characteristics, culture and social factors, and medical implications of students with ID who may or may not have concomitant physical, behavioral, or sensory disabilities.
- Significant historical trends, current issues, and the effect of state and federal laws, regulations and litigation on students with ID.
- The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with ID.
- Assessment, diagnosis and evaluation of students with ID 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 ID. 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 ID 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.
- A variety of curriculum models used in multiple settings with students with ID.



- 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.
- Managing student behavior including: Various classroom management techniques and effective teaching practices that assist students with ID 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.
- 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.

#### 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.

- 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.
- 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.
- 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).
- 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.

- 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.
- 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
- 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.
- 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.

## **VII. Course Expectations**

All students should

- Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within 1 week of the due date will be downgraded 10% from the earned grade. Assignments turned in after 1 week of the due date will earn zero points.
- Complete the assigned readings before coming to class.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Attend class regularly and be on time.
- Email professor if missing a class.

- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- 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.
- Make an appointment to discuss questions regarding grades/other concerns with the instructor privately.
- Understand and display growth and development of the UWSP “Teacher Dispositions.”

## VIII. Assignments

The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the InTASC Model Core Teaching Standards at the “Introducing” level of this course content.

*Please note that satisfactory completion of all summative course assignments (Signature Embedded Assessments) are required to pass this course regardless of points earned or final percentages. In other words, failure to complete any of the following assignments will result in course failure: Book Project, Practicum Hours Log/Evaluation Form, Practicum Reflection Paper, School of Education ePortfolio, Midterm Exam, and Final Exam.*

1. Attendance: 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 is essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students will frequently be asked to discuss textbook and lecture material in small groups. Students’ final grade will be dropped in the event of excessive absences. **For every fourth absence, students’ final grade will be dropped one letter grade (ie: every 4<sup>th</sup>, 8<sup>th</sup>, 12<sup>th</sup>, etc. absence).** Accommodations can be made at instructor discretion for extenuating circumstances (ie: maternity/paternity leave).
2. Participation: Students will earn participation points for in-class activities. **These points cannot be made up.** The instructor will deduct points for cellphone use during class time. Communicate with the instructor before class if there is a reason that you will need to have your cellphone visible during class. Accommodations allowing students to earn participation points during absences can be made at instructor discretion for extenuating circumstances (ie: maternity/paternity leave).
3. Formative Assignments: Students will be required to complete an activity that corresponds to various course learning topics. These assignment descriptions can be found under the Content tab on D2L.
4. Book Project: Each student will read a book about an individual with disabilities and then use the book as the springboard for an assignment about inclusion. **Students must pick a book from the list provided by the instructor.** There are fiction and nonfiction books from which to select. A detailed description for the assignment is posted on D2L under the Content tab, as is the book list.

5. Practicum Assignment: **Complete a 10-hour practicum in a general education classroom setting with children with exceptionalities (settings can include Physical Education, Spanish, Third Grade, English, etc classrooms; but not Special Education classrooms).** After completing your practicum, write the Practicum Reflection Paper.
  - a. Try to utilize practicum sites outside of Stevens Point, if possible. If you need to use a Stevens Point practicum placement you should attend one of the UWSP Education Practicum Fair sessions:
    - i. January 31 , 10:00am-2:00pm, 378 DUC
    - ii. February 1, 10:00am-2:00pm, 378 DUC
  - b. The intent of this practicum experience is for you to observe how the general education teacher adapts for and supports the students with special needs who are included in a general classroom setting.
  - c. Your assignment should include: Practicum Hours Log, Practicum Evaluation Form, Practicum Reflection Paper. These assignment descriptions can be found on D2L.
6. School of Education ePortfolio: Develop the appropriate sections of your School of Education ePortfolio (description, analysis, and reflection of a standard; credentials). Follow the directions posted on D2L for how to DropBox your eportfolio.
7. Midterm Exam
8. Final Exam

### IX. Grading

Assignment	Points Possible	Points Earned
Participation	90 (3 points each class)	
Midterm Exam	50	
Book Project	100	
Practicum Assignment	100 (Paper = 80 points Evaluation Form = 10 points Hours Log = 10 points)	
School of Education ePortfolio	20	
Formative Assignments	150 (10 points each)	
Final Exam	50	
<b>Total</b>	<b>560</b>	

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

### X. Tentative Schedule

Date	Text Topic	Assignments Due (Readings are to be done by the date of the class, other assignment due dates are as otherwise noted.)
January 23	<p><b>No In-Person Class</b>  <i>Willowbrook &amp; Willowbrook Revisited</i>            Online Assignment (Relates to Chapters 1, 2, and 4) (due January 29)            The assignment directions can be found at the bottom of the Discussion page on D2L.</p>	
January 25	<p><b>No In-Person Class</b>  <i>How Difficult Can This Be?</i> Online Assignment (Relates to Chapter 7 &amp; all course content) (due January 29)            The assignment directions can be found at the bottom of the Discussion page on D2L.</p>	
		<p>□ <i>Willowbrook &amp; Willowbrook Revisited</i> Online Assignment due January 29, 11:59pm (Counts for attendance and participation for January 23 class) The assignment directions can be found at the bottom of the Discussion page on D2L.</p> <p>□ <i>How Difficult Can This Be?</i> Online Assignment due January 29, 11:59pm (Counts for attendance and participation for January 25 class) The assignment directions can be found at the bottom of the Discussion page on D2L.</p>
January 30	<p><b>No In-Person Class</b>            Chapter 5 – Foundations of Special Education: Assistive Technology            1. A.T. Online Module (due February 5) The assignment directions can be found on the</p>	<p>□ Read Chapter 5 (Pages 131-133; 137-146; 147-148)</p>

	Content page of D2L, under General Information - "Chapter 5 - Online Assignment."	
<b>February 1</b>	Welcome to Educ 351 1. Syllabus Review 2. Introductions 3. Video Clip 4. Circle of Friends Activity 5. Special Education Jargon Pre-Test	<input type="checkbox"/> Do not need to bring book to class.
		<input type="checkbox"/> A.T. Online Module due February 5, 11:59pm (Counts for attendance and participation for January 30 class) <input type="checkbox"/> Chapter 5 Formative Assignment due February 5, 11:59pm
<b>February 6</b>	Chapter 1 - Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives 1. R u Sayin' it Rt? 2. Matching Activity 3. 13 Disability Categories 4. Cooperative Teaching Charades/Videos 5. Universal Design for Learning Discussion/Video	<input type="checkbox"/> Read Chapter 1 (Pages 3-12; 14-18; 21-30, & Figure 1.5 on page 31) <input type="checkbox"/> Some people bring books to class.
<b>February 8</b>	Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs 1. Jigsaw 2. Labels & Differences	<input type="checkbox"/> Read the pages assigned to you last class. <input type="checkbox"/> Everyone bring books to class.
		<input type="checkbox"/> Chapter 1 Formative Assignment due February 12, 11:59pm
<b>February 13</b>	Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs 1. PL 94-142 Review 2. Special Education Referral Process 3. IEP Meeting Role Play 4. Willowbrook Video	<input type="checkbox"/> Read Chapter 2 (Pages 45-46) <input type="checkbox"/> Do not need to bring book to class.

<b>February 15</b>	Chapter 3 - Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality 1. Cultural and Linguistic Diversity Quiz 2. Cultural Taboos 3. Our Micro Cultures 4. WISEdash	<input type="checkbox"/> Read Chapter 3 (Pages 79-84; 90-94; 99-100) <input type="checkbox"/> Some people bring books to class.
		<input type="checkbox"/> Chapter 2 Formative Assignment due February 14, 11:59pm <input type="checkbox"/> Chapter 3 Formative Assignment due February 14, 11:59pm
<b>February 20</b>	Chapter 4 - Foundations of Special Education: Parents, Families, and Exceptionality 1. Changing Families Activity	<input type="checkbox"/> Read Chapter 4 (Pages 105; 119; 121; 124) <input type="checkbox"/> Everyone bring books to class.
<b>February 22</b>	Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability 1. Speed Questioning	<input type="checkbox"/> Read Chapter 6 (Pages 155-189; 198-199) All people bring books to class.
		<input type="checkbox"/> Chapter 4 Formative Assignment due February 26, 11:59pm
<b>February 27</b>	Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability 1. Discussion 2. Review ID 3. Accommodations vs. Modifications 4. Coat Flip 5. Task Analysis 6. Case Study 7. E60 Video	<input type="checkbox"/> Some people bring books to class.
<b>March 1</b>	Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities 1. Marsden Giberter 2. Jigsaw 3. Partner Discussion 4. Believe It or Not 5. Look at Book Project Books	<input type="checkbox"/> Read the part associated with your assigned number. 1. Pages 205-207; 207-210 2. Pages 205-207; 210-213 3. Pages 205-207; 214-216 4. Pages 205-207; 216-222 5. Pages 205-207; 223-226 6. Pages 205-207; 228-233



		<p>7. Pages 205-207; 233-240</p> <p>8. Pages 205-207; 240-242</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Everyone bring books to class.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 6 Formative Assignment due March 5, 11:59pm</li> </ul>
<b>March 6</b>	<p>Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities</p> <ol style="list-style-type: none"> <li>1. WI RtI vs. IDEA RtI Jigsaw</li> <li>2. Case Study</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some people bring books to class.</li> <li><input type="checkbox"/> Some people bring laptops/tablets to class.</li> </ul>
<b>March 8</b>	<p>Chapter 8 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder</p> <ol style="list-style-type: none"> <li>1. KWLS Chart</li> <li>2. True/False Quiz</li> <li>3. Mini-Case Studies</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapter 8 (Pages 249-262)</li> <li><input type="checkbox"/> Some people bring books to class.</li> <li><input type="checkbox"/> Bring a paper or electronic copy of a lesson plan you would teach in your dream job. (can be a copy from the internet)</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 7 Formative Assignment due March 12, 11:59pm</li> </ul>
<b>March 13</b>	<p>Chapter 8 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder</p> <ol style="list-style-type: none"> <li>1. KWLS Chart</li> <li>2. Multimodal Intervention/Case Study</li> <li>3. Article Discussion</li> <li>4. Book Project Discussion</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapter 8 (Pages 262-279)</li> <li><input type="checkbox"/> Some people bring books to class.</li> </ul>
<b>March 15</b>	<p>Midterm Review</p> <ol style="list-style-type: none"> <li>1. Midterm Study Guide</li> <li>2. Group Activity</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All people bring books to class.</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Chapter 8 Formative Assignment due March 19, 11:59pm</li> </ul>
<b>Spring Break</b>		
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Study for Midterm Exam (Chapters 1-8)</li> </ul>
<b>March 27</b>	Midterm (Chapter 1-8)	

<b>March 29</b>	Chapter 9 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders 1. Poster Activity 2. Case Study Discussion	<input type="checkbox"/> Read Chapter 9 Pages 281-300 <input type="checkbox"/> Everyone bring books to class.
<b>April 3</b>	Chapter 9 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders 1. Kahoot.It 2. Case Studies	<input type="checkbox"/> Read Chapter 9 Pages 300-324 <input type="checkbox"/> Do not need to bring books to class.
<b>April 5</b>	Chapter 10 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD) 1. Children's Books 2. Social Stories 3. Job List	<input type="checkbox"/> Read Chapter 10 Pages 327-342 <input type="checkbox"/> Do not need to bring books to class.
		<input type="checkbox"/> Chapter 9 Formative Assignment due April 9, 11:59pm
<b>April 10</b>	Chapter 10 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD) 1. Case Study 2. Autism Simulation 3. Top 10 Research Stories	<input type="checkbox"/> Read Chapter 10 Pages 342-356 <input type="checkbox"/> Some people bring books to class.
<b>April 12</b>	Chapter 11 - A Study of Individuals With Special Needs: Individuals With Speech and Language Impairments 1. 5 Corners 2. AAC Videos 3. Partner-Assisted Scanning 4. T/F Quiz	<input type="checkbox"/> Read Chapter 11 Pages 361-380 <input type="checkbox"/> Some people bring books to class.
		<input type="checkbox"/> Chapter 10 Formative Assignment due April 16, 11:59pm <input type="checkbox"/> Chapter 11 Formative Assignment due April 16, 11:59pm
<b>April 17</b>	No In-Person Class <i>When the Chips are Down</i> Online Assignment (Relates to Chapter 9 & all course content) (due April 23) The assignment	

	directions can be found at the bottom of the Discussion page on D2L.	
<b>April 19</b>	<p>Chapter 12 - A Study of Individuals With Special Needs: Individuals With Hearing Impairments</p> <ol style="list-style-type: none"> <li>1. DPAN Video</li> <li>2. Google Presentation with Partners</li> <li>3. Cochlear Implants Video</li> </ol>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read your assigned parts of Chapter 12</li> <li>1. Definitions and Concepts in the Field of Hearing Impairment</li> <li>2. A Brief History of Hearing Impairment; Prevalence of Hearing Impairment; Etiology of Hearing Impairment</li> <li>3. Characteristics of Individuals with Hearing Impairments; Assessment of Individuals with Hearing Impairments; Educational Considerations</li> <li>4. Services for Young Children with Hearing Impairments; Transition and Individuals with Hearing Impairments; Services for Adults with Hearing Impairments; Family Issues</li> <li>5. Issues of Diversity; Technology and Individuals with Hearing Impairments; Trends, Issues, and Controversies</li> <li>6. Suggestions for the Classroom; Effective Instructional Practices</li> <li><input type="checkbox"/> Everyone bring books to class.</li> <li><input type="checkbox"/> Bring ear buds/headphones to class.</li> </ul> <p>Meet in the computer lab.</p>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Book Project due April 23, 11:59pm <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>When the Chips are Down</i> Online Assignment due April 23, 11:59pm</li> </ul> </li> </ul>

		(Counts for attendance and participation for April 17 class) The assignment directions can be found at the bottom of the Discussion page on D2L.
<b>April 24</b>	Chapter 13 - A Study of Individuals With Special Needs: Individuals With Visual Impairments 1. Mingle Activity 2. Review Future Summative Assignments	<input type="checkbox"/> Green Group: Chapter 13 Pages 446-465 <input type="checkbox"/> Gold Group: Chapter 13 Pages 465-480 <input type="checkbox"/> Everyone bring books to class.
<b>April 26</b>	Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities 1. Cloze Handout	<input type="checkbox"/> Read Chapter 14 Pages 485-491; 520-530 <input type="checkbox"/> Some people bring books to class.
		<input type="checkbox"/> Chapter 12 Formative Assignment due April 30, 11:59pm <input type="checkbox"/> Chapter 13 Formative Assignment due April 30, 11:59pm
<b>May 1</b>	Chapter 15 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented 1. Partners Activity 2. Prodigy Videos	<input type="checkbox"/> Read Chapter 15 Pages 537-562 <input type="checkbox"/> Do not need to bring books to class.
<b>May 3</b>	Chapter 15 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented 1. Genius 2. Genius Update 3. Case Study Discussion 4. Indigo Child 5. Case Studies 6. Differentiate Lesson Plans	<input type="checkbox"/> Read Chapter 15 Pages 562-586 <input type="checkbox"/> Do not need to bring books to class. <input type="checkbox"/> Bring a paper or electronic copy of a lesson plan you would teach in your dream job. (can be a copy from the internet)-Try to use the same lesson plan you brought earlier in the semester.
		<input type="checkbox"/> Chapter 14 Formative Assignment due May 7, 11:59pm

		<input type="checkbox"/> Chapter 15 Formative Assignment due May 7, 11:59pm
<b>May 8</b>	Final Exam Review	<input type="checkbox"/> Everyone bring books to class.
<b>May 10</b>	Final Class 1. Special Education Jargon Pre-Test 2. Draw a Person 3. Who Wants to be a Millionaire 4. Butterfly Circus 5. Evaluations	<input type="checkbox"/> Everyone bring books to class.
		<input type="checkbox"/> ePortfolio due May 14, 11:59pm <input type="checkbox"/> Practicum Assignment (Evaluation form, practicum paper, practicum log) due May 14, 11:59pm
<b>Final Exam for Section 1 (9:35-10:50 class) Tuesday, May 16, 2:45-4:45pm  (Classroom CCC 111)</b> <b>Final Exam for Section 3 (12:35-1:50 class) Monday, May 15, 10:15am-12:15pm  (CCC 224)</b>		