

Education 351:
Educating Students with Special or Other Needs in the General Education Environment
3 credits

University of Wisconsin-Stevens Point
Spring 2020

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Office Hours: Mondays 2:30pm-3:30pm

Lecture: Section 1: Mondays/Wednesdays 9:30am-10:45am, CPS 228
Section 3: Mondays/Wednesdays 12:30pm-1:45pm, CPS 228
Prerequisite: Admission to Professional Education Program

- I. **Purpose and Description of Course:** 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 Programs (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. Successful completion of this course will require a **10 hour practicum** in an inclusive classroom. This course will provide exposure to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness.
- II. **Required Textbook:** Gargiulo, R. (2018). *Special education in contemporary society: An introduction to exceptionality*. (6th ed.). Los Angeles, CA: SAGE Publications
- III. **Student Learning Outcomes**
1. Students will be able to discuss definitions and identify typical characteristics of exceptionalities so that they can help students in the K-12 setting become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
 2. Students will be able to identify a fictional student's strengths and needs and choose appropriate adaptations in order to demonstrate their ability to provide meaningful and challenging learning experiences for students with exceptionalities.

3. Students will be able to describe ways to collaborate and the importance of collaboration between general and special educators as a means to address the needs of individuals with exceptionalities across a range of learning experiences.
4. Students will be able to identify how students with exceptionalities are supported in the general education setting and describe similarities between supports discussed in class, the textbook, and their practicum so that they can create safe, inclusive, culturally responsive learning environments.

IV. Academic Expectations and Standards: Credit Hour Expectations: UWSP standards mandate that this courses have a minimum requirement of 45 hours outside of class time for **each** one credit awarded.

V. Special Notes

- a. 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. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Additional information about the UWSP Community Rights and Responsibilities can be found at: <https://www.uwsp.edu/dos/Documents/CommunityRights.pdf>
- b. 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.

VI. Wisconsin Administrative Code/PI 34

- a. 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.

VII. 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.

VIII. Council for Exceptional Children Standards

- a. CEC Standard 1 - Learner Development and Individual Learner Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
- b. 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.
- c. CEC Standard 7 - Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

IX. Course Structure

- a. 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.

X. Netiquette

- a. 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.
- b. Working as a community of learners, we can build a polite and respectful course community.
 - c. 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/>.

XI. Communicating with your Instructor

- You can reach me via:
 - Email is the quickest way to reach me at: nlogan@uwsp.edu
 - Call my office at any time (715-346-2563). Leave a voicemail if I do not answer.
 - Skype Videoconference 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. 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.

XII. Technology Guidelines:

- a. **Technology Access:** You will need access to the following tools to participate in this course: video recording device, audio recording device, and a stable internet connection (don't rely on cellular).

- b. **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 class; 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.
- c. **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 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.

XIII. Inclusivity Statement

- a. 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.
- b. 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.

XIV. Help Resources

Tutoring	Advising	Safety and General Support	Health
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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
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- a. **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](#).
- b. **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](#).

XV. 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 includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

XVI. 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

XVII. Equal Access for Students with Disabilities

- a. 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.
- b. 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.

XVIII. Academic Integrity

- a. 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.

- b. Student Academic Disciplinary Procedure:

UWSP 14.01 Statement of principles. The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

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](#).

- XIX. 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.
- XX. 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.
- XXI. 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.

XXII. Viewing Grades/Feedback in Canvas: Points you receive for graded activities will be posted to the Canvas Gradebook. Email me if you do not see your assignment grades within 2 weeks of submitting the assignment.

XXIII. 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 I can help you find a solution.

XXIV. 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](#).

XXV. Student Expectations

- a. Complete the assigned readings before the due dates.
- b. Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- c. Email the professor if a life event arises that will cause you to not participate fully and/or submit assignments on time.
- d. Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- e. Use “people first” language in all interactions.
- f. Conduct yourself as a professional educator should conduct him/herself.
- g. Make an appointment to discuss questions regarding grades/other concerns with me privately.
- h. Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- i. You are welcome to take notes on tablets and/or laptops, however, I view usage unrelated to immediate course activities as unprofessional and disrespectful and will deduct attendance/participation points. This means you should abstain from looking up information about the final exam during our third day of class or even teaching-related videos/posters on Facebook, for example, until break time or after our meeting for the day has ended.

XXVI. Late Work Policy: Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within **one week** of the due date will be downgraded 10% from the earned grade. 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.

XXVII. 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.

XXVIII. Course Requirements: The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the above outlined standards and student learning outcomes. *Please note that the following are Signature Embedded Assessments and must be turned in in order to pass this course regardless of your total 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 or Evaluation Form, and Practicum Reflection Paper.* **Do not submit google doc links for your assignments.**

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. On the third absence ("excused" or "unexcused"- I do not differentiate between the two), a student's final grade will be dropped one half letter grade (for example, A- to B+) At every second absence thereafter (on the 5th, 7th, 9th, 11th, etc. total absences) a student's letter grade will be dropped one half letter grade further (for example, on the 5th absence the earlier mentioned A- dropped to B+ will drop to a B. On the 7th absence that B would drop again to a B-. On the 9th absence the original A- will drop to a C+.) Please note that failure to complete the assigned activity for any online class will be counted as an absence and participation points for that session will not be earned. Accommodations can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave). If you will be missing class due to a UWSP-related event, before your absence you must request an alternative assignment you can complete and hand in or your absence will count as one of your four unpenalized ones .
 - a. Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation." Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):
 - i. Attend all your classes regularly. We do not have a system of permitted "cuts."
 - ii. 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.
 - iii. 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.

- iv. 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.
 - v. 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.
 - vi. 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.
 - vii. 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.
 - viii. 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.
2. **Participation:** Students will earn participation points for in-class activities. I will deduct points for cell phone use or inappropriate laptop/tablet use during class time. Communicate with me 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 my 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. There are 10 formative assignments; on some Sundays you will need to choose between two to complete. If you complete more than 10 formative assignments I will count the 10 for which you earned the greatest number of points. You will not receive extra credit for turning in more than 10 formative assignments.
 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.** There are fiction and nonfiction books from which to select.

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. You can utilize practicum sites that you arrange outside of Stevens Point. If you need to use a Stevens Point practicum placement you should attend one of the UWSP Education Practicum Fair sessions.
 - i. The Practicum Fair will be held in CPS 209 on Thursday, January 30, 2020, 4:00 pm – 7:00 pm AND Friday, January 31, 2020, 10:00 am – 2:00 pm.
 - ii. This is a level 1 practicum experience - Practicum I (up to 20 hours): The primary duty is to observe instructional program in progress. These observations may involve limited participation, such as preparing materials or tutoring students. Participation must be under the direct supervision of a host teacher, preferably in a classroom setting. Documentation of hours by the host teacher is required.
 - iii. 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.
 - iv. Your assignment should include: Practicum Hours Log, Practicum Evaluation Form, Practicum Reflection Paper.
6. **Midterm Exam** (Chapters 1-8)
7. **Final Exam** (Chapters 9-15)

IX. Grading

Assignment	Points Possible	Points Earned
Participation	98 (3.5 points each class x 26 face-to-face classes and 2 online classes. No participation points to be earned on exam days.)	
Midterm Exam (Chapters 1-8)	36	
Book Project	100	
Practicum Assignment	100 (Paper = 80 points Evaluation Form = 10 points Hours Log = 10 points)	
Formative Assignments	10 x 10 points each = 100 points	
Final Exam (Chapters 9-15)	44	
Total	478	

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
January 22	Welcome to Educ 351 1. Syllabus Review 2. Creating Class Norms 3. Video Clips 4. Circle of Friends Activity 5. Special Education Jargon Pre-Test	<input type="checkbox"/> Do not need to bring book to class.
January 26		<input type="checkbox"/> None
January 27	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 Videos 5. Universal Design for Learning	<input type="checkbox"/> Read Pages 3-12; 14-18; 22-29, & Figure 1.5 on page 30 <input type="checkbox"/> Some people bring books to class.
January 29	Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs 1. Jigsaw 2. Labels & Differences	<input type="checkbox"/> Read and takes notes on your assigned topic: <input type="checkbox"/> Group 1: Public Law 94-142 (p.45-48) <input type="checkbox"/> Group 2: Inter-and intra individual differences (p.55-56); Norm- and criterion-referenced assessments (p.58-61) <input type="checkbox"/> Group 3: Individuals with Disabilities Education Act 2004 (p.50 & internet)

		<ul style="list-style-type: none"> o Group 4: Every Student Succeeds Act (p.51 & internet) o Group 5: Key Terms: mainstreaming, least restrictive environment, regular education initiative, full inclusion (p. 69-74), individualized education program (IEP), an individualized family service plan (IFSP) (p.62-67), and an individual transition plan (ITP) (p.34) o Group 6: Section 504 of the Rehabilitation Act of 1973 (p.51-54) o Group 7: Americans with Disabilities Act (p.54-55) o Group 8: Referral process for the delivery of special education services (p.56-61) <p><input type="checkbox"/> Everyone bring books to class.</p>
February 2		<input type="checkbox"/> Chapter 1 Formative Assignment due 11:59pm
February 3	<p>Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs</p> <ol style="list-style-type: none"> 1. PL 94-142 Review 2. Special Education Referral Process 3. IEP Meeting Role Play 4. Willowbrook Video 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 45, 56-61 <input type="checkbox"/> Do not need to bring book to class.

February 5	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 Pages 89-101 <input type="checkbox"/> Some people bring books to class.
February 9		<input type="checkbox"/> Chapter 2 or Chapter 3 Formative Assignment due 11:59pm
February 10	Chapter 4 - Foundations of Special Education: Parents, Families, and Exceptionality 1. Changing Families Activity	<input type="checkbox"/> Read Pages 111-table on 115 <input type="checkbox"/> Everyone bring books to class.
February 12	Chapter 5 – Foundations of Special Education: Assistive Technology 1. Assistive Technology Exploration	<input type="checkbox"/> Read Pages 135-141, 150-153 <input type="checkbox"/> Bring a laptop or tablet to class if you can.
February 16		<input type="checkbox"/> Chapter 4 or Chapter 5 Formative Assignment due 11:59pm
February 17	Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability 1. Speed Questioning	<input type="checkbox"/> Read Pages 159-193; 202-203 <input type="checkbox"/> All people bring books to class.
February 19	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.

February 23		<input type="checkbox"/> Chapter 6 Formative Assignment due 11:59pm
February 24	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 pages associated with your assigned number: <ul style="list-style-type: none"> <input type="checkbox"/> Group 1: Pages 209-211; 211-215 <input type="checkbox"/> Group 2: Pages 209-211; 215-217 <input type="checkbox"/> Group 3: Pages 209-211; 218-220 <input type="checkbox"/> Group 4: Pages 209-211; 220-226 <input type="checkbox"/> Group 5: Pages 209-211; 227-230 <input type="checkbox"/> Group 6: Pages 209-211; 232-237 <input type="checkbox"/> Group 7: Pages 209-211; 237-245 <input type="checkbox"/> Group 8: Pages 209-211; 245-247 <input type="checkbox"/> Everyone bring books to class.
February 26	Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities 1. LD Investigation 2. WI RtI vs. IDEA RtI Jigsaw 3. Case Study	<input type="checkbox"/> Pages 227-230 <input type="checkbox"/> Some people bring books to class. <input type="checkbox"/> Bring a laptop or tablet to class if you can.
March 1		<input type="checkbox"/> Chapter 7 or Chapter 8 Formative Assignment due 11:59pm
March 2	Chapter 8, Part 1 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder 1. KWLS Chart 2. True/False Quiz 3. Mini-Case Studies	<input type="checkbox"/> Read Pages 253-265 <input type="checkbox"/> Some people bring books to class.
March 4	Midterm Review <input type="checkbox"/> Draw A Person	<input type="checkbox"/> All people bring books to class.

	<input type="checkbox"/> Midterm Study Guide	
March 8		<input type="checkbox"/> Study for the Midterm
March 9	Chapter 8, Part 2 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder <input type="checkbox"/> KWLS Chart <input type="checkbox"/> Multimodal Intervention/Case Study	<input type="checkbox"/> Read Pages 267 (start with Functional Behavioral Assessment) - 280 <input type="checkbox"/> Some people bring books to class
March 11	Midterm (Chapters 1-8)	<input type="checkbox"/> Do not need to bring books to class.
March 15		<input type="checkbox"/> None
Spring Break		
March 22		<input type="checkbox"/> None
March 23	No In-Person Class <i>How Difficult Can This Be?</i> Online Class (Relates to all course content, specifically Chapter 7: Individuals with Learning Disabilities). The directions can be found on Canvas.	<input type="checkbox"/> <i>How Difficult Can This Be?</i> Online Class due 11:59pm today
March 25	Chapter 9, Part 1 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders 1. Activity 2. Case Study Discussion 3. Book Project Assignment Review 4. Revisit Class Norms	<input type="checkbox"/> Read Pages 285-314 <input type="checkbox"/> Everyone bring books to class.
March 29		<input type="checkbox"/> Chapter 9 Formative Assignment due 11:59pm
March 30	Chapter 9, Part 2 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders 1. Kahoot.It 2. Case Studies	<input type="checkbox"/> Read Pages 301-321 <input type="checkbox"/> Do not need to bring books to class.
April 1	Chapter 10, Part 1 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD) 1. Videos	<input type="checkbox"/> Read Chapter 10 Pages 327-342 <input type="checkbox"/> Do not need to bring books to class

	<ol style="list-style-type: none"> 2. Social Stories 3. Job List 	
April 5		<input type="checkbox"/> Chapter 10 Formative Assignment due 11:59pm
April 6	<p>Chapter 10, Part 2 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD)</p> <ol style="list-style-type: none"> 1. Videos 2. Autism Simulation 3. Book Project Small Group Discussion 	<input type="checkbox"/> Read Pages 342-358 <input type="checkbox"/> Some people bring books to class.
April 8	<p>Chapter 11 - A Study of Individuals With Special Needs: Individuals With Speech and Language Impairments</p> <ol style="list-style-type: none"> 1. 5 Corners 2. AAC Videos 3. Partner-Assisted Scanning 4. T/F Quiz 	<input type="checkbox"/> Read Pages 361-386 <input type="checkbox"/> Some people bring books to class.
April 12		<input type="checkbox"/> Chapter 11 Formative Assignment due 11:59pm
April 13	<p>No In-Person Class <i>When the Chips Are Down</i> Online Class (Relates to all course content, specifically Chapter 9: Individuals with Emotional or Behavioral Disorders). The directions can be found at the bottom of the Discussion Page</p>	<input type="checkbox"/> <i>When the Chips Are Down</i> Online Class due 11:59pm today
April 15	<p>Chapter 12 - A Study of Individuals With Special Needs: Individuals With Hearing Impairments AND Chapter 13 - A Study of Individuals With Special Needs: Individuals With Visual Impairments</p> <ol style="list-style-type: none"> 1. Co-Create Presentation 	<input type="checkbox"/> Read your assigned parts of Chapter 12 or Chapter 13 <input type="checkbox"/> Everyone bring books to class. <input type="checkbox"/> Bring earbuds/headphones to class.

April 19		<input type="checkbox"/> Book Project due 11:59pm
April 20	Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidencies <input type="checkbox"/> Class Lab Activities <input type="checkbox"/> Review Future Summative Assignments	<input type="checkbox"/> Everyone bring books to class. <input type="checkbox"/> Read Pages 487-491; 493-510; 513-525
April 22	IEP Dig & Differentiate Lesson Plan Activity	<input type="checkbox"/> Everyone bring books to class. <input type="checkbox"/> Bring (electronic or paper) a lesson plan for your ideal grade level & content area
April 26		<input type="checkbox"/> Chapter 12 or Chapter 13 Formative Assignment due 11:59pm
April 27	Chapter 15, Part 1 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented 1. Partners Activity 2. Prodigy Videos	<input type="checkbox"/> Read Pages 539-562 <input type="checkbox"/> Do not need to bring books to class.
April 29	Chapter 15, Part 2 - 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 Pages 562-585 <input type="checkbox"/> Do not need to bring books to class.
May 3		<input type="checkbox"/> Chapter 14 or Chapter 15 Formative Assignment due 11:59pm
May 4	Final Exam Review 1. Special Education Jargon Post-Test	<input type="checkbox"/> Everyone bring books to class.

	2. Final Exam Study Guide	
May 6	Final Class 1. Butterfly Circus 2. Who Wants to Be a Millionaire?	<input type="checkbox"/> Everyone bring books to class.
May 10		<input type="checkbox"/> Practicum Assignment (Evaluation Form, Hours Log, Paper) due 11:59pm
Final Exam (Chapter 9-15) 8:00am-10:00am, Wednesday, May 13 OR 12:30-2:30pm, Tuesday, May 12		