

EDUCATION 351/551: Section 3

EDUCATING STUDENTS WITH SPECIAL AND/OR OTHER NEEDS IN THE GENERAL EDUCATION ENVIRONMENT

3 credits

Syllabus

Spring 2020

Monday/Wednesday 11:00 am – 12:15 pm, CPS 209

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Office Hours: Mon/Wed 2:00 pm – 3:00 pm, or by appointment

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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 with learning disabilities, 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 with learning disabilities, including collaboration for the successful development and implementation of Individualized Educational Plans (IEPs), will be covered. Finally, student reading and classroom activities will focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. 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 cognitive/intellectual disabilities; learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; and related low incidence disabilities; and giftedness.

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.

Connects to: *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.

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.

Connects to: *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.

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.

Connects to: *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.

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.

Connects to: *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.

Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Formative Assignments	Written submissions or discussion board prompts corresponding to the weekly topic/chapter	110/22.5%	1, 2, 3, 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.	100/20.5%	2
Practicum Assignment	Complete a 10-hour practicum in a <u>general education</u> classroom setting with children with disabilities included. After completing your practicum, write the Practicum Reflection Paper.	100/20.5%	1, 3, 4
Midterm		36/7%	1, 3, 4
Final		44/9%	1, 3, 4
Attendance/ Participation	Attend class regularly and be on time. Students will earn participation points for in-class activities. These points cannot be made up.	100/20.5%	1, 3, 4
Total points		490/100%	

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 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.

- 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.

Required Course Materials

Required Textbook: Gargiulo, R. (2017). *Special education in contemporary society: An introduction to exceptionality*. (6th ed.). Los Angeles, CA: SAGE Publications. Can be found in Text Rental.

Book Project Novel: Students must pick ONE book from the list provided by the instructor. There are fiction and nonfiction books from which to select. A detailed description for the assignment with book list is posted on Canvas under the Assignments Tab. Can be acquired any way you see fit (borrow from friend or library, rent or purchase as audio or physical book, etc.)

Technology Guidelines

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. Unless we are using cell phones for a class activity, 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.

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

Inclusivity Statement

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

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

Confidentiality

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

Grading Scale

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

Communicating with your Instructor



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

Office hours

I am available without an appointment on most Mondays and Wednesdays from 2:00 – 3:00 pm. I will let you know during class or via email if my office hours will be cancelled that day. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

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.**

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

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extenuating circumstances, an assignment can be turned late**

for full credit if the student has obtained permission from me ahead of time and the assignment is turned in on the agreed upon due date. Without prior agreement, an assignment completed no more than 48 hours late can receive up to 80% of the points possible. An assignment completed no more than 1 week late can receive up to 60% of the points possible. **I will not accept an assignment 1 week after the due date.**

Absences due to Military Service

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

Religious Beliefs Accommodation

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

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

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

Equal Access for Students with Disabilities*

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

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

Help Resources

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

UWSP Service Desk

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

Care Team

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

Academic Honesty

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

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;

- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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

Other Campus Policies

FERPA

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

Title IX

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

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

Clery Act

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

Drug Free Schools and Communities Act

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

Copyright infringement

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

Graduate Students

This course will have a total of 660 points for students enrolled for graduate credit. In addition to the assignments listed above, students taking the course for graduate credit will be required to complete the following tasks:

1. **Midterm Exam (10 points)**

- a. Graduate students will be required to answer 2 additional questions (short answer) on the midterm exam.

2. **Research Article Summary and Reflection (80 points)** – due _____

From a high quality research/scholarly journal, select a peer-reviewed research article that focuses on inclusive education practices. Submit to Canvas an attachment of the article, a summary, and a reflection

The summary should include: title of the article, journal and date of publication, purpose of the study, research question, summary of the research methods, summary of the results, and summary of the authors' conclusions. The reflection should answer the following questions:

What do you see as the strengths and weaknesses in the article (could be the writing, study design, conclusions, etc.) How will you be able to use/apply the information in future settings? What future research do you suggest as a result of the authors' findings?

3. **Final Exam (10 points)**

- a. Graduate students will be required to answer 2 additional questions (short answer) on the final exam.

Course Schedule*

Tentative Schedule

Date	Text Topic	Assignments Due
January 22	Welcome to Educ 351 1. Syllabus Review 2. Video Clips 3. Circle of Friends Activity 4. Special Education Jargon	<input type="checkbox"/> Do not need to bring book to class.
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: Group 1: Public Law 94-142 (p.45-48) Group 2: Inter-and intra individual differences (p.55-56); Norm- and criterion-referenced assessments (p.58-61) Group 3: Individuals with Disabilities Education Act 2004 (p.50 & internet) Group 4: Every Student Succeeds Act (p.51 & internet) 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) Group 6: Section 504 of the Rehabilitation Act of 1973 (p.51-54) Group 7: Americans with Disabilities Act (p.54-55) Group 8: Referral process for the delivery of special education services (p.56-61) <input type="checkbox"/> Everyone bring books to class.
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	<p>Chapter 3 - Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality</p> <ol style="list-style-type: none"> 1. Cultural and Linguistic Diversity Quiz 2. Cultural Taboos 3. Our Micro Cultures 4. WISEdash 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 89-101 <input type="checkbox"/> Some people bring books to class.
February 9		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 2 or Chapter 3 Formative Assignment due 11:59pm
February 10	<p>Chapter 4 - Foundations of Special Education: Parents, Families, and Exceptionality</p> <ol style="list-style-type: none"> 1. Changing Families Activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 111-table on 115 <input type="checkbox"/> Everyone bring books to class.
February 12	<p>Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability</p> <ol style="list-style-type: none"> 1. Speed Questioning 	<ul style="list-style-type: none"> • Read Pages 159-193; 202-203 • All people bring books to class.
February 16		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 4 Formative Assignment due 11:59pm
February 17	<p>Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability</p> <ol style="list-style-type: none"> 1. Discussion 2. Review ID 3. Accommodations vs. Modifications 4. Coat Flip 5. Task Analysis 6. Case Studies 	<ul style="list-style-type: none"> • Some people bring books to class.
February 19	No In-Person Class	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 135-141, 150-153

	Chapter 5 – Foundations of Special Education: Assistive Technology	<input type="checkbox"/> IRIS Module
February 23		<input type="checkbox"/> Chapter 5 OR 6 Formative Assignment due 11:59pm
February 24	<p>No In-Person Class</p> <p>Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities</p> <ol style="list-style-type: none"> 1. LD Investigation 2. WI RtI vs. IDEA RtI Jigsaw 3. Case Study 	<ul style="list-style-type: none"> • Pages 227-230
February 26	<p>No In-Person Class</p> <p><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.</p>	<i>How Difficult Can This Be? Online Class due 11:59pm today</i>
March 1		
March 2	<p>Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities</p> <ol style="list-style-type: none"> 1. Marsden Giberter 2. Jigsaw 3. Partner Discussion 4. Believe It or Not 5. Look at Book Project Books 	<ol style="list-style-type: none"> 6. Read the pages associated with your assigned number: <ol style="list-style-type: none"> a. Group 1: Pages 209-211; 211-215 b. Group 2: Pages 209-211; 215-217 c. Group 3: Pages 209-211; 218-220 d. Group 4: Pages 209-211; 220-226 e. Group 5: Pages 209-211; 227-230 f. Group 6: Pages 209-211; 232-237 g. Group 7: Pages 209-211; 237-245 h. Group 8: Pages 209-211; 245-247 7. Everyone bring books to class.
March 4	<p>Chapter 8, Part 1 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder</p> <ul style="list-style-type: none"> <input type="checkbox"/> KWLS Chart <input type="checkbox"/> True/False Quiz <input type="checkbox"/> Mini-Case Studies 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 253-265 <input type="checkbox"/> Some people 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)
March 8		<input type="checkbox"/> Chapter 7 Formative Assignment due 11:59pm

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 Review Midterm Study Guide	<input type="checkbox"/> All people bring books to class.
March 17-22	Spring Break	
March 22		<input type="checkbox"/> Chapter 8 Formative Assignment due 11:59pm • Study for Midterm
March 23	Midterm (Chapters 1-8)	<input type="checkbox"/> Do not need to bring books to class.
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	<input type="checkbox"/> Read Pages 285-314 <input type="checkbox"/> Everyone bring books to class.
March 29		<input type="checkbox"/> Book Project 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 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
April 5		<input type="checkbox"/> Chapter 9 Formative Assignment due 11:59pm
April 6	Chapter 10, Part 2 - A Study of Individuals With Special Needs:	<input type="checkbox"/> Read Pages 342-358 <input type="checkbox"/> Some people bring books to class.

	<p>Individuals With Autism Spectrum Disorders (ASD)</p> <ol style="list-style-type: none"> 1. Videos 2. Autism Simulation 3. Book Project Small Group Discussion 	
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 Questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 361-386 <input type="checkbox"/> Some people bring books to class.
April 12		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 10 or 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>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>When the Chips Are Down Online Class due 11:59pm today</i>
April 15	<p>Chapter 12 - A Study of Individuals With Special Needs: Individuals With Hearing Impairments</p> <ol style="list-style-type: none"> 1. Co-Create Presentation 	<ul style="list-style-type: none"> <input type="checkbox"/> Read your assigned parts of Chapter 12: <ol style="list-style-type: none"> 1. Definitions and Concepts in the Field of Hearing Impairment 2. A Brief History of Hearing Impairment; Prevalence of Hearing Impairment; Etiology of Hearing Impairment 3. Characteristics of Individuals with Hearing Impairments; Assessment of Individuals with Hearing Impairments; Educational Considerations 4. Services for Young Children with Hearing Impairments; Transition and Individuals with Hearing Impairments; Services for Adults with Hearing Impairments; Family Issues 5. Issues of Diversity; Technology and Individuals with Hearing Impairments; Trends, Issues, and Controversies 6. Strategies for Effective Teaching and Learning <input type="checkbox"/> Everyone bring books to class. <input type="checkbox"/> Bring earbuds/headphones to class.

April 19		<input type="checkbox"/> Chapter 12 Formative Assignment due 11:59pm
April 20	Chapter 13 - A Study of Individuals With Special Needs: Individuals With Visual Impairments 1. Mingle Activity Review Future Summative Assignments	<input type="checkbox"/> Read the part assigned to you: <ul style="list-style-type: none"> <input type="radio"/> Gold: 447-463 <input type="radio"/> Green: 463-481 <input type="checkbox"/> Everyone bring books to class.
April 22	1. Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities	<input type="checkbox"/> Everyone bring books to class. <input type="checkbox"/> Read Pages 487-491; 493-510; 513-525
April 26		<input type="checkbox"/> Chapter 13 or Chapter 14 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. <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.
May 3		<input type="checkbox"/> Chapter 15 Formative Assignment due 11:59pm
May 4	Final Exam Review 1. Special Education Jargon 2. Final Exam Study Guide	<input type="checkbox"/> Everyone bring books to class.
May 6	Final Class 1. Butterfly Circus 2. Who Wants to Be a Millionaire?	<input type="checkbox"/> Everyone bring books to class.

May 11

Practicum Assignment (Evaluation Form, Hours Log, Paper) due 11:59pm

Final Exam (Chapter 9-15)

May 11, 8:00 am – 10:00