

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

University of Wisconsin – Stevens Point
Spring 2021

Instructor: Nikki Logan, Ph.D.
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Office Hours: 5:15pm-7:45pm Tuesdays and Thursdays and by appointment (Zoom link [HERE](#). Meeting ID: 548 757 8503 Passcode: LOGAN)
Lecture: Mondays and Wednesdays 9:30-10:45am, Virtual Classroom
Prerequisite: Admission to Professional Education Program

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

I.Purpose and Description of Course:

- Educ 351 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.Student Learning Outcomes:

- 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.
- 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 individualized learning experiences for students with exceptionalities.

- 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.
- 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.

III. Required Textbook:

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

IV. Required Readings:

- Required readings that supplement the textbook will be posted online. Students are expected to read all required readings prior to the respective activities. Activities will be based in part on the required reading.

V. Special Notes

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

VI. 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.

VII. Standards Addressed in this Course

- The objectives of this course follow the
 - [Wisconsin Administrative Code for Teacher Education Program Approval and Licensing](#)
 - [Council for Exceptional Children Initial Teacher Preparation Standard](#)
 - [Council for the Accreditation of Educator Preparation Standards](#)
 - [National Science Teaching Association Standards \(NSTA\) for Science Teacher Preparation](#)
 - [National Council for the Social Studies \(NCSS\) National Standards for the Preparation of Social Studies Teachers](#)

as required for licensure by the Wisconsin Department of Public Instruction. Each standard this course meets is aligned to a minimum of one Signature Embedded Assessment.

Wisconsin Administrative Code for Teacher Education Program Approval and Licensing	Signature Embedded Assessment
<p>PI.34.002(7) Children with disabilities. Procedures used for identifying, assessing, and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications.</p>	<p>Various Formative Assignments</p>
Council for Exceptional Children Initial Teacher Preparation Standards	Signature Embedded Assessment
<p><i>CEC Standard 1 - Learner Development and Individual Learner Differences.</i> 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.</p>	<p>Book Project *must earn 4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p> <p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p><i>CEC Standard 2 - Learning Environments.</i> 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.</p>	<p>Book Project *must earn 4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p> <p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p><i>CEC Standard 7 - Collaboration.</i></p>	<p>Book Project *must earn</p>

<p>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.</p>	<p>4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p> <p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p>Council for the Accreditation of Educator Preparation Standards</p>	<p>Signature Embedded Assessment</p>
<p><i>CAEP Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs</i> 1.a - Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. 1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. 1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.</p>	<p>Book Project *must earn 4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p>
<p><i>CAEP Standard 4: Supporting Each Child's Learning Using Effective Instruction</i> 4.a – Candidates use a variety of instructional practices that support the learning of every child. 4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. 4.c – Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. 4.d – Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement. 4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. 4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and</p>	<p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>

<p>differentiate teaching to meet the learning needs of each child. 4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child’s learning</p>	
<p>National Science Teaching Association Standards (NSTA) for Science Teacher Preparation</p>	<p>Signature Embedded Assessment</p>
<p><i>Standard 2: Content Pedagogy</i> Effective teachers of science plan learning units of study and equitable, culturally-responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning.</p>	<p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p><i>Standard 3: Learning Environments</i> Effective teachers of science are able to plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create an anti-bias, multicultural, and social justice learning environment to achieve these goals.</p>	<p>Book Project *must earn 4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p> <p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p>National Council for the Social Studies (NCSS) National Standards for the Preparation of Social Studies Teachers</p>	<p>Signature Embedded Assessment</p>
<p><i>NCSS Standard 4, Element 4a</i> Candidates use knowledge of learners’ socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.</p>	<p>Book Project *must earn 4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p>

	<p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p><i>NCSS Standard 5, Element 5a</i> Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner, same assignment.</p>	<p>Book Project *must earn 4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p> <p>Practicum Assignment *must submit documentation of 10 hours in order to pass the course</p>

VIII. Academic Expectations and Standards

- Instructors and students should expect that the rigor and workload of a course held in the virtual classroom will be comparable to that of a face-to-face course. Virtual classroom course development and instruction also requires a significant time investment by instructors. Such courses often require greater time commitment for independent work from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced [Online Student Orientation](#) tool to prepare for online coursework.
- Credit Hour Expectations: UWSP standards mandate that courses have a minimum requirement of 45 hours outside of class time for **each** one credit awarded.

IX. Course Structure

- This course will be delivered 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

- Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

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

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

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.
 - Videoconference is also available by request.
- Office Hours: I am available without an appointment on the days/times listed on the first page of the syllabus. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Fall Break, Spring Break, Winter Break, Summer Break, and finals weeks.)
- 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.
- I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 72 hours please resend your email.
- If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post

answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.

- I will attempt to grade written work within 1 week, however longer written assignments may take me longer to read and assess.

XII. Technology Guidelines

- **Technology Access:** You will need access to the following tools to participate in this course: webcam, microphone, a stable internet connection (don't rely on cellular).
- **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.
- **Participation with Online Tools:** This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.
- **Technical Assistance:** If you need technical assistance at any time during the course or to report a problem with Canvas you can seek assistance from the
 - [IT Service Desk](#) (Formerly HELP Desk)
 - IT Service Desk Phone: 715-346-4357 (HELP)
 - IT Service Desk Email: techhelp@uwsp.edu

Understand When You May Drop This Course

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

XIII. 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

XIV. Equal Access for Students with Disabilities

- UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against 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.
- The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.
- If you have a documented disability and verification from the Disability and Assistive Technology Center and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.
- If you suspect you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible to complete an Accommodations Request form. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.
- For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/default.aspx>

XV. 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.

XVI. 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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- **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](#).

XVII. Academic Integrity

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

- UWSP Academic Honesty Policy & Procedures
Student Academic Disciplinary Procedures

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.

XVIII. 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.

XIX. Religious Observances

- **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.

XX.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

XXI.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 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](#).

XXII. COVID-19 Policies

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

XXIII.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.

XXIV. Student Expectations

- Complete the assigned readings before participating in the activities corresponding to the chapters.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- Email the professor if a life event arises that will cause you to not participate and/or submit assignments on time.
- 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 me privately.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- 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.

XXV. 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.

XXVI. Viewing Grades/Feedback in Canvas

- Points you receive for graded activities will be posted to the Canvas Grade page. Email me if you do not see your assignment grades within 2 weeks of submitting the assignment.

XXVII. Assignments:

- 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 Book Project and Practicum Assignment are Signature Embedded Assessments and must be turned in in order to pass this course regardless of your total points earned or final percentages.* Do not submit google doc links for your assignments.
 - **“Zoom” 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 may 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 fifth 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- 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 B-.) 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 request an alternative assignment you can complete and hand in or your absence will count as one of your 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](#):
 - Attend all your classes regularly. We do not have a system of permitted "cuts."
 - If you decide to drop a class, please do so using accessPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.
 - During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
 - If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu.
 - If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
 - If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.
- **“Zoom” Participation:** Students will earn participation points for Zoom in-class participation. 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. Most of the time, participation cannot be made up; accommodations allowing students to earn participation points during absences can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave).
- **Formative Assignments:** Students will be required to complete an activity that corresponds to various course learning topics. Types of tasks may include communicating via email, completing basic internet searches, downloading and uploading documents to Canvas, reading documents online, viewing online videos, participating in online discussions, completing tests online, participating in asynchronous online discussions. You will earn points for participating in and submitting various activities. Although most activities are due on Sunday, you may work ahead and complete them/turn them in early.
- **Summative Assignments:**
 - **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. Book Project *must earn 4/5 on Classroom Expectations/Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course
 - **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. *must submit documentation of 10 hours in order to pass the course
 - a. 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. 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.
 - **Midterm Exam** (Chapters 1-8)

- **Final Exam** (Chapters 9-15)

XXVIII.Course Requirements

Assignment	Points Possible	Points Earned
“Zoom” Participation	98 (3.5 points each class x 28 Zoom classes. No participation points to be earned on exam days.)	
Midterm Exam (Chapters 1-8)	33	
Book Project *must earn 4/5 on Classroom Expectations/Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course	100	
Practicum Assignment *must submit documentation of 10 hours in order to pass the course	90 (Paper = 80 points Hours Log = 10 points)	
Formative Assignments	11 x 10 points each = 110 points	
Final Exam (Chapter 9-15)	45	
Total	476	

XXIX.Grading Scale

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+
86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

XXX.Course Schedule

Date	Text Topic	Assignments Due
January 25	Welcome to Educ 351 1. Sometimes You’re a Caterpillar 2. Syllabus 3. Circle of Friends Activity 4. Special Education Jargon Pre-Test	
January 27	Chapter 1 - Foundations of Special Education: Special Education in	<input type="checkbox"/> Read Pages 3-12; 14-18; 22-29, & Figure 1.5 on page 30

	Context: People, Concepts, and Perspectives 1. Person First Language Practice 2. Matching Activity 3. 13 Disability Categories 4. Cooperative Teaching Videos 5. Universal Design for Learning	
January 31		<input type="checkbox"/> Chapter 1 Formative Assignment due 11:59pm
February 1	Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs 1. Jigsaw 2. Labels & Differences	<input type="checkbox"/> Read Chapter 2
February 3	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"/> None
February 7		<input type="checkbox"/> Chapter 2 Formative Assignment due 11:59pm
February 8	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
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
February 14		<input type="checkbox"/> Chapter 3 or Chapter 4 Formative Assignment due 11:59pm
February 15	Chapter 5 – Foundations of Special Education: Assistive Technology 1. Assistive Technology Exploration	<input type="checkbox"/> Read Pages 135-141, 150-153
February 17	1:1 Meetings with Dr. Logan	
February 21		<input type="checkbox"/> Chapter 5 Formative Assignment due 11:59pm

February 22	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
February 24	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"/> None
February 28		<input type="checkbox"/> Chapter 6 Formative Assignment due 11:59pm
March 1	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	<input type="checkbox"/> Read Pages 208-228
March 3	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"/> Read Pages 229-249
March 7		<input type="checkbox"/> Chapter 7 Formative Assignment or How Difficult Can This Be? video response due 11:59pm
March 8	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
March 10	Chapter 8, Part 2 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder	<input type="checkbox"/> Read Pages 267 (start with Functional Behavioral Assessment) - 280

	<input type="checkbox"/> KWLS Chart <input type="checkbox"/> Multimodal Intervention/Case Study	
March 14		<input type="checkbox"/> Chapter 8 Formative Assignment due 11:59pm
March 15	Midterm Review <input type="checkbox"/> Midterm Study Guide	<input type="checkbox"/> None
March 17	1:1 Meetings with Dr. Logan	<input type="checkbox"/> None
March 21		<input type="checkbox"/> Midterm (Chapters 1-8)
Spring Break		
March 28		<input type="checkbox"/> None
March 29	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
March 31	Chapter 9, Part 2 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders <input type="checkbox"/> Kahoot.It <input type="checkbox"/> Case Studies	<input type="checkbox"/> Read Pages 301-321
April 4		<input type="checkbox"/> Chapter 9 Formative Assignment or When the Chips Are Down video response due 11:59pm
April 5	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 Pages 327-342
April 7	Chapter 10, Part 2 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD) 1. Videos 2. Autism Simulation	<input type="checkbox"/> Read Pages 342-358
April 11		<input type="checkbox"/> Chapter 10 Formative Assignment due 11:59pm

April 12	Chapter 11 - A Study of Individuals With Special Needs: Individuals With Speech and Language Impairments <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
April 14	Chapter 12 - A Study of Individuals With Special Needs: Individuals With Hearing Impairments <input type="checkbox"/> Bitmoji Classroom	<input type="checkbox"/> Read Pages 412-420
April 18		<input type="checkbox"/> Chapter 11 or Chapter 12 Formative Assignment due 11:59pm
April 19	Chapter 13 - A Study of Individuals With Special Needs: Individuals With Visual Impairments	<input type="checkbox"/> TBA on April 14
April 21	Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities <input type="checkbox"/> Class Lab Activities	<input type="checkbox"/> Read Pages 487-491; 493-510; 513-525
April 25		<input type="checkbox"/> Chapter 13 or Chapter 14 Formative Assignment due 11:59pm
April 26	Book Project/Practicum Discussion	<input type="checkbox"/> None
April 28	Culminating Activities <input type="checkbox"/> Butterfly Circus <input type="checkbox"/> Who Wants to Be a Millionaire? <input type="checkbox"/> Special Education Jargon Post-Test	
May 2		<input type="checkbox"/> Book Project due 11:59pm
May 3	Chapter 15, Part 1 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented <ol style="list-style-type: none"> 1. Partners Activity 2. Prodigy Videos 	<input type="checkbox"/> Read Pages 539-562
May 5	Chapter 15, Part 2 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented <ol style="list-style-type: none"> 1. Genius 2. Genius Update 3. Case Study Discussion 	<input type="checkbox"/> Read Pages 562-585

	4. Indigo Child 5. Case Studies 6. Differentiate Lesson Plans	
May 9		<input type="checkbox"/> Practicum Assignment (Hours Log, Paper) due 11:59pm
May 10	Final Exam Review 1. Special Education Jargon Post-Test 2. Final Exam Study Guide	<input type="checkbox"/> None
May 12	1:1 Meetings with Dr. Logan	<input type="checkbox"/> None
May 16		<input type="checkbox"/> Final Exam (Chapter 9-15)
You do not need to be present anywhere during our scheduled Final Exam (Chapter 9-15) time: Thursday, May 17, 2021, 12:30pm-2:30pm		

*This course and syllabus was developed using the UWSP Online Instructor Guidebook. Retrieved from: <https://www.uwsp.edu/online/Pages/UWSP-Online-Instructor-Guidebook.aspx>. and developed in part using resources, activities, assignments, and guidance from Prof. Cathleen Olds, Prof. Rosemary Francis, Dr. Sydney Bueno, and Dr. Lisa Bardon