

Education 351:
Educating Students With Special Or Other Needs In The General Education Environment
3 credits

SYLLABUS

University of Wisconsin-Stevens Point
Fall 2022

Lecture: Section 03: Tuesdays & Thursdays 2:00PM - 3:15PM, CPS 230

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<http://meet-with-dr-bueno.appointlet.com>

Prerequisite: Admission to Professional Education Program

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

Purpose and Description of Course: 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 pre-service clinical experience (practicum)** in an inclusive classroom (includes a student with a current IEP). 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.

Required Course Materials:

Textbook: Gargiulo, R. & Bouck, E. (2020). *Special education in contemporary society: An introduction to exceptionality.* (7th ed.). Los Angeles, CA: SAGE Publications.

Book Project: Students must pick and procure 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. A copy of your selected book can be acquired any way you see fit (borrow from friend or library, rent or purchase as audio or physical book, etc.).

Other 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.

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.

Course/Student Learning Outcomes:

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

- 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 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 pre-clinical experience (practicum) so that they can create safe, inclusive, culturally responsive learning environments.

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.

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
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.	Various Formative Assignments
Council for Exceptional Children Initial Teacher Preparation Standards	Signature Embedded Assessment
<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.	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 Pre-clinical experience (practicum) Assignment *must submit documentation of 10 hours in order to pass the course
<i>CEC Standard 2 - Learning Environments.</i>	Book Project *must

<p>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>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>Pre-clinical experience (practicum) Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p><i>CEC Standard 7 - Collaboration.</i> 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>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>Pre-clinical experience (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</p>	<p>Book Project *must earn 4/5 on Classroom Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30</p>

<p>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>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 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>Pre-clinical experience (practicum) Assignment *must submit documentation of 10 hours in order to pass the course</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>Pre-clinical experience (practicum) Assignment *must submit documentation of 10 hours in order to pass the course</p>
<p><i>Standard 3: Learning Environments</i></p>	<p>Book Project *must earn 4/5 on Classroom</p>

<p>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>Expectations/ Procedures and 24/30 on Description of Adaptations and 24/30 on Rationale for Adaptations in order to pass the course</p> <p>Pre-clinical experience (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>Pre-clinical experience (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</p>

	<p>Adaptations in order to pass the course</p> <p>Pre-clinical experience (practicum) Assignment *must submit documentation of 10 hours in order to pass the course</p>
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Dispositions:

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Communicating with your Instructor



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

Office hours

You can make an appointment with me using the following link:
<http://meet-with-dr-bueno.appointlet.com>.

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.

Addressing Offensive or Archaic Language in Class

Throughout this class, some of our readings and examples are historical and may use archaic offensive language. I will refrain from replicating offensive language in my lectures, class discussions, and written course materials. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. Ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

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

96 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 95% = A-	74 – 76% = C	< 60% = F
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 : sbueno@uwsp.edu

Office hours

You can make an appointment with me using the following link:

<http://meet-with-dr-bueno.appointlet.com>.

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. 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.***

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. **It is expected that you come to class prepared - you've completed the reading/assignment for the day, and taken notes to remind yourself of the salient points of the reading when necessary.**

If you need to miss class due to COVID-19 exposure or an illness - please email me two hours prior to class and I will provide a zoom link for you to attend class. Points for in-class activities that cannot be completed on zoom will need separate arrangement with me. Please use this accommodation as needed, but do not abuse it. It is expected that you are doing your best to limit your exposure.

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. If you cannot make it to class due to weather, you can email me two hours prior to class for a zoom link.**

If you need to miss class for any reason and you want to make-up the points, please contact me at least two hours BEFORE the absence and we will arrange a make-up assignment. Please use this accommodation as needed, but do not abuse it. It is expected that your priority is to attend classes in person.

If there is an **emergency** and you cannot notify me of your absence ahead of time, please let me know as soon as possible and we will make arrangements to cover the information you missed. Please use this accommodation as needed, but do not abuse it. It is expected that an emergency can happen, but they do not happen often.

Partial class attendance will result in partial participation points. It is expected that your priority is to attend classes in person.

Absences without prior notification will result in zero participation/activity points without opportunity for make-up.

Additionally, follow the link to review attendance guidelines as outlined by the [UWSP registrar](#).

Quality Participation

As in all university courses, attendance and participation are important measures of student success. In this course, your participation is recorded as a grade that will be factored into your final point value. Class participation is a very important part of the learning process in this course. I encourage you to be active in every class session. This participation grade serves as a way to credit you with the effort and work you are putting into the class in and out of the classroom. However, I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing in-class activities. If you are fully engaged in at least two of those three activities, you will earn full points. If you are not participating at any of those levels you will not earn points.

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extreme circumstances (i.e an emergency), an assignment can be turned in late for full credit if the student has obtained permission from me and the assignment is turned in on the agreed upon due date.**

To prepare you for the realities of teaching, IEP compliance, reporting periods, etc, **I will not accept an assignment after the due date if the circumstances are 1) not extreme or 2) not agreed upon ahead of time.**

Basic Needs Policy

Your safety and well-being are important, and even though I ask you to make this course and your learning a priority, I understand when there are times that you cannot. Anyone can find themselves facing mental health, financial, or safety issues at any time. If you experience obstacles this semester that prevent your attendance or learning, feel free to reach out to me if you are comfortable. I will provide the support and resources that I can. If you experience issues with food, housing, or personal safety, I urge you to contact the Office of the Dean of Students for support. <https://www.uwsp.edu/dos/Pages/virtual-dos.aspx>

Emergency Procedures

In the event of a medical emergency call 9-1-1 or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at [list primary location for shelter closest to classroom,]. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
- In the event of a fire alarm, evacuate the building in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.
- Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

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](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at www.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov

Assignments

- **Chapter 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, and participating in asynchronous online discussions. You will earn points for participating in and submitting various activities.
- **Summative Assignments:**
 - ***Please note that the Book Project and Pre-Clinical Experience (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.***
 - **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. If you do not earn the minimum required points in these areas, you may resubmit parts of the assignment, but I will not increase the points you earn on the assignment.

- **Pre-clinical Experience (Practicum) Assignment: Complete a 10-hour pre-clinical experience (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 pre-clinical experience (practicum), write the pre-clinical experience (practicum) Reflection Paper. **must submit documentation of 10 hours in order to pass the course.
 - a. This is a level 1 pre-clinical experience (practicum) experience - Pre-Clinical Experience 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 pre-clinical experience (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 1-5)
- **Final Exam** (Chapters 6-15)

Course Requirements - Evaluation

Assignment	Points Possible	Points Earned
Participation	87 (3 points each class x 29 class sessions.)	
Midterm Exam (Chapters 1-5)	32	
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	
Pre-Clinical Experience (practicum) Assignment *must	100 (Paper = 80 points)	

submit documentation of 10 hours in order to pass the course	Hours Log = 10 points Evaluation Form = 10 points)	
Chapter/Asynchronous class Assignments	9 x 10 points each = 90 points	
Final Exam (Chapter 6-15)	68	
Total	477	

Grading Scale:

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

Course Schedule

Date	Text Topic	Assignments Due (textbook readings should be completed before class)
September 6	Welcome and Introduction to Educ 351	<input type="checkbox"/> Review the syllabus <input type="checkbox"/> Acquire textbook
September 8	Welcome and Introduction to Educ 351 Part 2	<input type="checkbox"/> Review the syllabus <input type="checkbox"/> Look over Book Project and Pre-Clinical Experience Assignments
September		
September 13	Chapter 1 - Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives	<input type="checkbox"/> Read Chapter 1 <input type="checkbox"/> Choose and order/obtain book project book
September 15	Chapter 1 - Part 2	
September 18		<input type="checkbox"/> Chapter 1 Assignment due 11:59pm
September 20	No Class - Chapter 3 - Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality	<input type="checkbox"/> Read Chapter 3 <input type="checkbox"/> Chapter 3 Assignment due by 11:59 pm
September 22	No class - Chapter 5 – Foundations of Special Education: Assistive Technology	<input type="checkbox"/> Read Chapter 5 <input type="checkbox"/> Chapter 5 Assignment due by 11:59 pm

September 25		
September 27	2 - Foundations of Special Education: Policies, Practices, and Programs	<input type="checkbox"/> Read Chapter 2
September 29	Chapter 2 - Part 2	
October 2		<input type="checkbox"/> Chapter 2 Assignment due 11:59pm
October 4	Chapter 4 - Foundations of Special Education: Parents, Families, and Exceptionality	<input type="checkbox"/> Read Chapter 4
October 6	Midterm Review	
October 9		<input type="checkbox"/> Midterm (Chapters 1-5) due 11:59pm
October 11	Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability	<input type="checkbox"/> Read Chapter 6
October 13	Chapter 6 - Part 2	
October 16		<input type="checkbox"/> Chapter 6 Assignment due 11:59pm
October 18	Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities	<input type="checkbox"/> Read Chapter 7
October 20	Chapter 7 - Part 2	
October 23		<input type="checkbox"/> Chapter 7 Assignment due 11:59pm
October 25	Chapter 8 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder	<input type="checkbox"/> Read Chapter 8
October 27	Chapter 8 - Part 2	
-October 30		<input type="checkbox"/> Chapter 8 Assignment due 11:59pm
November 1	Chapter 9 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders	<input type="checkbox"/> Read Chapter 9
November 3	Chapter 9 - Part 2	

November 6		<input type="checkbox"/> Chapter 9 Formative Assignment due 11:59pm
November 8	Chapter 11 - A Study of Individuals With Special Needs: Individuals With Speech and Language Impairments	<input type="checkbox"/> Read Chapter 11
November 10	Chapter 11 - Part 2	
November 13		<input type="checkbox"/> Chapter 11 Assignment due 11:59pm
November 15	Book Project Focus Day	<input type="checkbox"/> Read book project book
November 17	Chapter 10 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders	<input type="checkbox"/> Read Chapter 10
November 20		
November 22	Chapter 10 - Part 2	
November 27		<input type="checkbox"/> Book Project due at 11:59pm
November 29	Chapter 12 - A Study of Individuals With Special Needs: Individuals With Hearing Impairments	<input type="checkbox"/> Read Chapter 12
December 1	Chapter 13 - A Study of Individuals With Special Needs: Individuals With Visual Impairments	<input type="checkbox"/> Read Chapter 13
December 4		
December 6	Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities	<input type="checkbox"/> Read Chapter 14
December 8	Chapter 15 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented	<input type="checkbox"/> Read Chapter 15
December 11	(Hours Log, Reflection Paper, Evaluation Form) ⇨⇨⇨⇨⇨⇨⇨⇨⇨	<input type="checkbox"/> Pre-Clinical Experience (Practicum) Assignment - all parts due 11:59pm
December 13	Educ 351 Wrap Up	<input type="checkbox"/> None
December 15	Final Exam Review	<input type="checkbox"/> None

ONLINE Final Exam (Chapter 6-15) The exam will open at 4pm on _____ and is due by _____ 11:59pm

Access closes at that time whether or not you are finished with your exam. Plan accordingly.

[Our class final exam is scheduled in accessPoint for _____. However, there will be no in-person meeting during our final exam period.)

*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, Prof. Mariah Pfundheller, Dr. Sydney Bueno, Dr. Nikki Logan and Dr. Lisa Bardon