

EDUCATION 397, SECTION 1: THE COMPETENT SPECIAL EDUCATOR: COURSE CONTENT INTO PRACTICE

3 credits

University of Wisconsin – Stevens Point
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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 8:00am-9:15am, Virtual Classroom
Prerequisite: Educ 351 or Instructor Consent and Admission to Professional Education

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:

- Education 397 students will engage in activities to connect content from other special education courses into comprehensive special education practice. Students will review the administration, scoring, and interpretation of tools used in individualized assessment. They will use information from an IEP meeting to develop a full annual IEP. In addition, students will develop skills in conducting IEP meetings. Students will also participate in activities and assignments to further their skills in the instructional process culminating in a comprehensive learning map for one specific skill for one specific student. All written work and oral communication in Education 397 fits the backbone of the special education profession.

II. Student Learning Outcomes:

- Students will write an IEP according to state requirements.
- Students will use the concept of backwards design to plan assessments and activities leading so that the student with an IEP will meet the IEP goal.
- Students will deepen their understanding of the field of special education by attending and reflecting on a professional development offering.
- Students will select and adapt evidence-based instructional strategies to individualize learning for students with exceptionalities.
- Students will demonstrate strategies for engagement with those who support students with disabilities, including families, other educators, related service providers, and community agencies.

III. Required Textbook:

- Billingsley, B. S., Brownell, M. T., Israel, M., & Kamman, M. L. (2013). A survival

guide for new special educators. San Francisco: Jossey-Bass.

- Gibb, G. S., & Dyches, T. T. (2016). *IEPs: Writing quality individualized education programs*. Boston: Pearson.

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. Communication in the Major: This class is a Communication in the Major (CM) course. Both the content and the writing required to demonstrate understanding of that content will be part of the overall course grade. This course complies with and fulfills all School of Education guidelines for CM courses.

VI. 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.

VII. 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.

VIII. InTASC Model Core Teaching Standards Addressed in this Course

- The objectives of this course follow the [Council for Exceptional Children Initial Teacher Preparation Standards](#), 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. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

Council for Exceptional Children Initial Teacher Preparation Standards	Signature Embedded Assessment
CEC Standard 5 -Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Learning Map

CEC Standard 6 - Professional Learning & Practice. Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.	Professional Engagement Activities
CEC Standard 7 - Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	IEP Assignment

IX. Academic Expectations and Standards

- Instructors and students should expect that the rigor and workload of an online course will be comparable to that of a face-to-face course. Online course development and instruction also requires a significant time investment by instructors. Online 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 this course have a minimum requirement of 45 hours outside of class time for each one credit awarded.

X. Course Structure

- This course will be delivered entirely online 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.

XI. 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/>.

XII. 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.

XIII. 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

XIV. 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.

XV. 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

XVI. 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>

XVII. 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.

XVIII. 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](#).

XIX. 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.

XX. 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.

XXI. 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.

XXII. 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.

XXIII. Building Rapport:

- If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let me know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that I can help you find a solution.

XXIV. Other Campus Policies

- FERPA: The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.
- Title IX: UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).
- Clery Act: The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.
- Drug Free Schools and Communities Act: The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address

unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

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

XXV. 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.

XXVI. 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.
- Practicum must be successfully completed to pass this class.

XXVII. 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.

XXVIII.Late Work Policy

- Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Late assignments will only be accepted within one week of the posted due date. I will deduct 10% off of the earned score of all assignments turned in within one week of the deadline. Late work turned in after one week, without prior arrangements, will receive a score of a zero. Email me before an assignment is due if you need an extension on an assignment.

XXIX.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.

XXX.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 Practicum assignment, IEP Assignment, Learning Map, and Professional Engagement Activities with Reflections are Signature Embedded Assessments and must be turned in in order to pass this course regardless of your total points earned or final percentages. In other words, failure to complete them will result in course failure. Do not submit google doc links for your assignments.** More detailed assignment descriptions can be found in Canvas.
 - **Attendance:**
 - In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside class is strongly encouraged. All students are

expected to read the assigned material before each class session. Students will frequently be asked to discuss textbook and lecture material in small groups.

- Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.
- 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 you must request an alternative assignment you can complete and hand in or your absence will count as one of your four unpenalized ones.
- 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.
- **Participation:** Students will earn participation points for in-class activities. I will deduct points for cell phone use or inappropriate laptop/tablet use during class time. Communicate with me before class if there is a reason that you will need to have your cellphone visible during class. Accommodations allowing students to earn participation points during absences can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave).
- **Annual IEP:** You will develop an annual IEP. This assignment requires specific forms and peer feedback.
- **Learning Map:** You will complete a comprehensive learning map designed for the instruction of one specific IEP goal including all steps of shaping toward the final desired criteria.
- **Student Presentations:** In groups, students will make a 25 minute presentation to the class about a topic they sign up for. Students are required to email the professor a reading assignment for the class a minimum of a week before their presentation, include learning outcomes in their presentation, and elicit active engagement from their peers during their presentation.
- **Professional Engagement Activities:** Attend two Professional Engagement Activities. Upon completion, obtain the event organizer's signature, summarize the event, and answer additional reflection questions.
- **Practicum Assignment:** This course requires a 30 hour practicum with a special education teacher providing instruction to a student with an IEP. You may observe in person or via remote methods, co-teach, or view videos provided to you. Upon the completion of your practicum hours, you will write a paper, reflecting on the practicum experience and connecting it to the course topics.

- **Final Exam:** You will research a topic in the field of special education and write a paper synthesizing your findings.
- **Other Assignments:** The following assignments are also due at various times throughout the semester.
 - Self-Reflection
 - DPI Website Exploration
 - Cooperating Teacher Interview

XXXI.Course Requirements

ASSIGNMENT	POINTS POSSIBLE	SCORE
Participation	30 points (30 classes x 1 point each)	
Self-Reflection	5	
DPI Website Exploration	10	
IEP At a Glance	10	
Annual IEP	50	
IEP Peer Feedback	15 points (7.5 points each x 2 peers)	
Learning Map	75	
Student Presentation	15	
Cooperating Teacher Interview	5	
Practicum Evaluation Form	10	
Practicum Time Log	10	
Practicum Reflection Paper	40	
Professional Engagement Activities	20 (2 x 10 points each)	
Final Exam	20	
Total	315	

XXXII.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+		

XXXIII.Course Schedule

DATE	TOPICS	READINGS/ASSIGNMENTS
January 25	<ul style="list-style-type: none"> ● Syllabus ● Introductions ● Reflection 	<ul style="list-style-type: none"> ● The Syllabus
January 27	<ul style="list-style-type: none"> ● Billingsley Chapter 2: Great Beginnings ● CEC Initial Preparation Standards 	<ul style="list-style-type: none"> ● Billingsley Chapter 2: Great Beginnings
January 31		<ul style="list-style-type: none"> ● Self-Reflection
February 1	<ul style="list-style-type: none"> ● Billingsley Chapter 3: Working with Others <ul style="list-style-type: none"> ○ Colleagues ○ Administrators ○ Mentors ○ Paraeducators ○ Tutors ○ Volunteers 	<ul style="list-style-type: none"> ● Billingsley Chapter 3: Working with Others
February 3	<ul style="list-style-type: none"> ● Billingsley Chapter 8: Collaboration and Co-Teaching ● Student Presentation: How Special Educators Can Mentor Others 	<ul style="list-style-type: none"> ● Billingsley Chapter 8 ● Readings TBD one week ahead of time by student presenters
February 7		<ul style="list-style-type: none"> ● DPI Website Exploration
February 8	<ul style="list-style-type: none"> ● Wisconsin Special Education <ul style="list-style-type: none"> ○ WI DPI Website ○ State Performance Plan Indicators 	<ul style="list-style-type: none"> ● Watch Workshop on Friendly & Productive IEP Meetings ● CCR IEP Five Beliefs ● The CCR IEP Five Step Process
February 10	<ul style="list-style-type: none"> ● Billingsley Chapter 5: Developing Quality IEPs <ul style="list-style-type: none"> ○ Required Components ○ Planning for & Conducting IEP Meetings ○ IEPs at-a-glance 	<ul style="list-style-type: none"> ● Billingsley Chapter 5: Developing Quality IEPs
February 14		<ul style="list-style-type: none"> ● IEP at a glance due

February 15	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-1 ○ I-3 	<ul style="list-style-type: none"> ● Gibb Introduction, pages 1-14
February 17	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: PLAAFP Statements <ul style="list-style-type: none"> ■ What to Include 	<ul style="list-style-type: none"> ● Gibb Step 1, pages 47-58
February 21		<ul style="list-style-type: none"> ● Draft your I1 and I3
February 22	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: PLAAFP Statements <ul style="list-style-type: none"> ■ Critique 	<ul style="list-style-type: none"> ● Gibb Meet Our Students, pages 15-26
February 24	<ul style="list-style-type: none"> ● Student Presentation: Addressing Teacher Burnout ● IEP Workday 	<ul style="list-style-type: none"> ● Readings TBD one week ahead of time by student presenters
February 28		<ul style="list-style-type: none"> ● Draft your I4 through your PLAAFP Statement
March 1	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Special Factors, Disability-Related Needs, Family Engagement 	<ul style="list-style-type: none"> ● Gibb Meet Our Students, pages 27-46
March 3	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Goals <ul style="list-style-type: none"> ■ Goals, Short-Term Objectives, Benchmarks Packet 	<ul style="list-style-type: none"> ● Gibb Step 2, pages 59-74
March 7		<ul style="list-style-type: none"> ● Draft your I4 through the Family Engagement part
March 8	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Goals <ul style="list-style-type: none"> ■ Goals, Short-Term Objectives, Benchmarks Packet ■ Critique ■ Practice 	<ul style="list-style-type: none"> ● Gibb Step 3, pages 75-80
March 10	<ul style="list-style-type: none"> ● Student Presentation: Making Teaching Sustainable ● IEP Workday 	<ul style="list-style-type: none"> ● Readings TBD one week ahead of time by student presenters

March 14		<ul style="list-style-type: none"> ● Draft the I4 through the goals
March 15	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Program Summary 	<ul style="list-style-type: none"> ● Gibb Step 4, pages 81-92 ● Gibb Step 5, pages 93-96
March 17	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-7 ○ P-2 	<ul style="list-style-type: none"> ● Gibb Step 6, pages 97-106
March 21		<ul style="list-style-type: none"> ● IEP Draft due to your peers
Spring Break		
March 28		<ul style="list-style-type: none"> ● IEP Peer Feedback due
March 29	<ul style="list-style-type: none"> ● Billingsley Chapter 4: Special Education Law <ul style="list-style-type: none"> ○ Special Education Law Timeline ○ Following Special Education Law 	<ul style="list-style-type: none"> ● Billingsley Chapter 4: Special Education Law
March 31	<ul style="list-style-type: none"> ● Billingsley Chapter 4: Special Education Law <ul style="list-style-type: none"> ○ IDEA ○ Section 504 ○ ESSA 	
April 4		<ul style="list-style-type: none"> ● IEP Assignment due
April 5	<ul style="list-style-type: none"> ● Billingsley Chapter 12: Effective Instructional Practices and Lesson Planning 	<ul style="list-style-type: none"> ● Billingsley Chapter 12
April 7	<ul style="list-style-type: none"> ● Billingsley Chapter 12: Effective Instructional Practices and Lesson Planning ● Intro Learning Map Parts 1-4 	
April 11		<ul style="list-style-type: none"> ● Draft Learning Map Parts 1-4
April 12	<ul style="list-style-type: none"> ● Billingsley Chapter 10: Assessment and Knowing Your Students ● Intro Learning Map Part 5 	<ul style="list-style-type: none"> ● Billingsley Chapter 10
April 14	<ul style="list-style-type: none"> ● Student Presentation: What are Ethical Principles and How They Guide our Professional Practice ● Learning Map Workday 	<ul style="list-style-type: none"> ● Readings TBD one week ahead of time by student presenters

April 18		<ul style="list-style-type: none"> ● Draft Learning Map Part 5
April 19	<ul style="list-style-type: none"> ● Intro Learning Map Parts 6 and 7 ● Billingsley Chapter 11: Universal Design for Learning and Technology 	<ul style="list-style-type: none"> ● Billingsley Chapter 11
April 21	<ul style="list-style-type: none"> ● Augmentative and Alternative Communication and Assistive Technology 	<ul style="list-style-type: none"> ● TBA
April 25		<ul style="list-style-type: none"> ● Draft Learning Map Parts 6 and 7
April 26	<ul style="list-style-type: none"> ● Billingsley Chapter 9: Supporting Your Students ● Student Presentation: The Teacher as an Advocate 	<ul style="list-style-type: none"> ● Billingsley Chapter 9 ● Readings TBD one week ahead of time by student presenters
April 28	<ul style="list-style-type: none"> ● Student Presentation: How Human Diversity Can Influence Families, Cultures, and Schools ● Delivering Special Education Services 	<ul style="list-style-type: none"> ● Billingsley Chapter 18: Managing Student Health Needs ● Billingsley Chapter 17: Teaching Students with Limited to Pervasive Intellectual Disability
May 2		<ul style="list-style-type: none"> ● Learning Map due
May 3	<ul style="list-style-type: none"> ● Student Presentation: How Foundational Knowledge and Current Issues Influence Professional Practice ● Generalization and Maintenance of Skills ● Grants & Partnering With Businesses 	<ul style="list-style-type: none"> ● Readings TBD one week ahead of time by student presenters
May 5	<ul style="list-style-type: none"> ● Billingsley Chapter 6: Organizing and Managing Your Work <ul style="list-style-type: none"> ○ Cooperating Teacher Interview ● Student Presentation: Improving Teachers' Mental Health 	<ul style="list-style-type: none"> ● Billingsley Chapter 6 ● Readings TBD one week ahead of time by student presenters
May 9		<ul style="list-style-type: none"> ● Professional Engagement Activities due

May 10	<ul style="list-style-type: none"> ● 1:1 Meetings with Dr. Logan (no whole class meeting) 	
May 12	<ul style="list-style-type: none"> ● 1:1 Meetings with Dr. Logan ● Online Class: Billingsley Chapter 1: Getting the Right Job (no zoom meeting) 	<ul style="list-style-type: none"> ● Billingsley Chapter 1
May 16		<ul style="list-style-type: none"> ● Practicum Assignment due
Final Exam due Thursday, May 20 by 11:59pm		

*This course was developed in part using resources, activities, assignments, and guidance from Prof. Rosemary Francis and Dr. Lisa Bardon.