

Education 397: Professional Practices and Current Issues in Special Education
3 credits

University of Wisconsin – Stevens Point
Spring 2024

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Office Hours: Mondays 9:30 am-10:55 am and 1:50 pm - 3:00 pm in CPS 457
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Zoom Information:
<https://wisconsin-edu.zoom.us/j/5487578503?pwd=bFdvbENKbHRsTTY0WE1KSkr5enl1QT09>
Meeting ID: 548 757 8503
Passcode: LOGAN
Lecture: Monday, Wednesday 1:00-1:50pm, CPS 326
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:

- Cultivation of knowledge and skills required of a special educator: IEPs and IEP team meetings, paraeducators, advocacy, mentoring, lifelong learning and professional activities, current issues and their influence on professional practice, ethical principles, communication needs (AAC and AT), the impact of diversity and complex human issues on the delivery of special education services. Field experience required.

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. 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. 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

<p>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.</p>	<p>IEP Assignment</p>
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VIII. 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.

IX. 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.

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 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
 - Videoconference is also available by request.
- Attend office hours or ask for an appointment.
- 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.
- 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

XIII. 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.

XIV. 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

XV. 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 Resource 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 Resource Center to complete an Accommodations Request form. The DRC can be reached at 715-346-3365 or DRC@uwsp.edu.
- For more information about UWSP's policies, visit: <https://www.uwsp.edu/disability-resource-center/>

XVI. 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.

XVII.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](#).

XVIII.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.

XIX. Confidentiality:

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

XX. Religious 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.

XXI. Absences due to Military Service

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

XXII. 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.

XXIII. 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](#).

XXIV. 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.

XXV.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.

XXVI.Late Work Policy

- Late Work Policy: Submit all assignments by the posted due date to the appropriate location by 11:59 pm. Assignments turned in within 24 hours after the due date will be downgraded 10% from the earned grade. Assignments turned in within 1 week of the due date will be downgraded 30%. Assignments turned in after 1 week will be downgraded 50% from the earned grade. Please ask before the assignment is due if you need an extension; in most cases I will grant one.

XXVII.Viewing Grades/Feedback in Canvas

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

XXVIII.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 will be required to attend a 1:1 meeting with me in the event of excessive absences. I consider missing 5 or more classes to be excessive. Excessive absences may result in your final letter grade being lowered.

- 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. ***must earn 70% or higher to pass the course**
- **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. ***must earn 70% or higher to pass the course**
- **Student Presentations:** In groups, students will give a 20-25 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. ***must earn 70% or higher to pass the course**
- **Final Project: Practicum Assignment:** This course requires a 30 hour Practicum with a special education teacher providing instruction to a student with an IEP. Upon the completion of your practicum hours, you will write a paper, reflecting on the practicum experience and connecting it to the course topics.

XXIX. Course Requirements

ASSIGNMENT	POINTS POSSIBLE
Participation	29 points (29 classes x 1 point each)
Site Visit Attendance (1 required)	8 points

Online/Friday Classwork	54 points
Dispositions Reflection	10
<u>IEP Assignment</u>	
IEP Drafts (4 x 5 points each)	20
—	—
IEP at-a glance	8
—	—
Summary of IEP Revisions	5
—	—
IEP Peer Feedback	20 points (10 points each x 2 peers)
—	—
Annual IEP *must earn 70% or higher to pass the course	70
<u>Learning Map Assignment</u>	
Learning Map Drafts (2 x 5 points each)	10
Final Learning Map	75
Summary of Learning Map Partner Work	5
Student Presentation	15
<u>Final Project</u>	
Practicum Evaluation Form	10
Practicum Time Log	10
Practicum Reflection Paper	40
<u>Professional Engagement Activities</u> *must earn 70% or higher to pass the course	
Face to Face Activity	10
Face to Face OR Online Activity	10
<u>Additional Assignments</u>	
Philosophy of Special Education	6
DPI Website Review	5
Total	430

XXX.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+		

XXXI.Course Schedule

DATE	TOPICS	READINGS/ASSIGNMENTS
WEEK 1		
Monday, January 22	<ul style="list-style-type: none"> ● Syllabus ● Special Education Experience Reflection 	<ul style="list-style-type: none"> ● None
Wednesday, January 24	<ul style="list-style-type: none"> ● Disability Review 	<ul style="list-style-type: none"> ● None
Friday, January 26	ONLINE - 5 points <ul style="list-style-type: none"> ● Introductions 	<ul style="list-style-type: none"> ● Discussion Board Post DUE
Sunday, January 28		<ul style="list-style-type: none"> ● DPI Website Exploration DUE
WEEK 2		
Monday, January 29	<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"> ● <u>CCR IEP Five Beliefs</u> ● <u>The CCR IEP Five Step Process</u> ● BRING LAPTOP/TABLET TO CLASS TODAY
Wednesday, January 31	<ul style="list-style-type: none"> ● Developing Quality IEPs <ul style="list-style-type: none"> ○ Required Components ○ Planning for & Conducting IEP Meetings 	<ul style="list-style-type: none"> ● Billingsley Chapter 5: Developing Quality IEPs ● <u>Avoiding Substantive Errors in Individualized Education Program Development</u> ● BRING LAPTOP/TABLET TO CLASS TODAY
Friday, February 2	ONLINE - 5 points <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 ● Submit a draft of your I1 ● Submit a draft of your I3
Sunday, February 4		<ul style="list-style-type: none"> ● Philosophy of Special Education Talking Points DUE
WEEK 3		
Monday, February 5	<ul style="list-style-type: none"> ● Individualized Education Programs 	<ul style="list-style-type: none"> ● Gibb Step 1, pages 47-58

	<ul style="list-style-type: none"> ○ I-4: PLAAFP Statements 	<ul style="list-style-type: none"> ● BRING LAPTOP/TABLET TO CLASS TODAY
Wednesday, February 7	<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"> ● Gibb Meet Our Students, pages 15-26 ● BRING LAPTOP/TABLET TO CLASS TODAY
Friday, February 9	<p>ONLINE - 10 points</p> <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"> ● Your PLAAFP Statement Outline DUE
Sunday, February 11		<ul style="list-style-type: none"> ● Submit a draft of your I4 through the PLAAFP Statement
WEEK 4		
Monday, February 12	<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 ● BRING LAPTOP/TABLET TO CLASS TODAY
Wednesday, February 14	<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"> ● BRING LAPTOP/TABLET TO CLASS TODAY
Friday, February 16 WAUPACA SITE VISIT	<p>ONLINE - 5 points</p> <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"> ● Root Cause Analysis & Family Engagement DUE

Sunday, February 18		<ul style="list-style-type: none"> ● Submit a draft of your IEP through Family Engagement
WEEK 5		
Monday, February 19	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Goals Short-Term Objectives, Benchmarks Day 1 <ul style="list-style-type: none"> ■ Packet 	<ul style="list-style-type: none"> ● Gibb Step 2, pages 59-74 ● BRING LAPTOP/TABLET TO CLASS TODAY
Wednesday, February 21	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Goals Short-Term Objectives, Benchmarks Day 2 <ul style="list-style-type: none"> ■ Packet 	<ul style="list-style-type: none"> ● BRING LAPTOP/TABLET TO CLASS TODAY
Friday, February 23	<p>ONLINE - 6 points</p> <ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Goals, Short-Term Objectives, Benchmarks <ul style="list-style-type: none"> ■ Goal Critique 	<ul style="list-style-type: none"> ● Goal Critique DUE
Sunday, February 25		<ul style="list-style-type: none"> ● Professional Engagement Activity #1 DUE
WEEK 6		
Monday, February 26	<ul style="list-style-type: none"> ● Individualized Education Programs <ul style="list-style-type: none"> ○ I-4: Goals, Short-Term Objectives, Benchmarks <ul style="list-style-type: none"> ■ Academic IEP Goal Outline 	<ul style="list-style-type: none"> ● BRING LAPTOP/TABLET TO CLASS TODAY
Wednesday, February 28	<ul style="list-style-type: none"> ● Individualized Education Programs 	<ul style="list-style-type: none"> ● Gibb Step 4, pages 81-92 ● Gibb Step 5, pages 93-96

	<ul style="list-style-type: none"> ○ I-4: Program Summary 	<ul style="list-style-type: none"> ● BRING LAPTOP/TABLET TO CLASS TODAY
Friday, March 1	ONLINE - 2 points <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"> ● None
Sunday, March 3		<ul style="list-style-type: none"> ● Submit a draft of your I4 through the form
WEEK 7		
Monday, March 4	<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 ● BRING LAPTOP/TABLET TO CLASS TODAY
Wednesday, March 6	<ul style="list-style-type: none"> ● IEP at-a-glance 	<ul style="list-style-type: none"> ● BRING LAPTOP/TABLET TO CLASS TODAY
Friday, March 8	ONLINE - 8 points <ul style="list-style-type: none"> ● IEP at-a-glance 	<ul style="list-style-type: none"> ● IEP at-a-glance DUE
Sunday, March 10		<ul style="list-style-type: none"> ● Complete IEP Draft due to Peers (this includes the I-7 and the P-2)
WEEK 8		
Monday, March 11	<ul style="list-style-type: none"> ● Generalization and Maintenance of Skills 	<ul style="list-style-type: none"> ● <u>Generalization and Maintenance Scanned Chapter</u>
Wednesday, March 13	<ul style="list-style-type: none"> ● Generalization and Maintenance of Skills 	<ul style="list-style-type: none"> ● None
Friday, March 15	ONLINE - 10 points <ul style="list-style-type: none"> ● IEP Peer Feedback 	<ul style="list-style-type: none"> ● IEP Peer Feedback DUE

Sunday, March 17	Spring Break March 16-24	<ul style="list-style-type: none"> Optional: Make changes & submit revised IEP for my feedback
WEEK 9		
Monday, March 25	<ul style="list-style-type: none"> Working with Colleagues, Families & Administrators 	<ul style="list-style-type: none"> Billingsley Chapter 3: Working with Others
Wednesday, March 27	<ul style="list-style-type: none"> Working with Tutors, Volunteers, Your Mentor 	<ul style="list-style-type: none"> None
Friday, March 29	SITE VISIT/TRADE OFF DAY FOR SITE VISIT	
Sunday, March 31		<ul style="list-style-type: none"> IEP Assignment DUE Summary of IEP Revisions DUE
WEEK 10		
Monday, April 1	ONLINE <ul style="list-style-type: none"> Special Education Practice Praxis Test 	
Wednesday, April 3	<ul style="list-style-type: none"> Guest Speaker <ul style="list-style-type: none"> Career Services @UWSP 	<ul style="list-style-type: none"> None
Friday, April 5	ONLINE - 5 points <ul style="list-style-type: none"> Interviewing 	<ul style="list-style-type: none"> Billingsley Chapter 1 Interview Assignment Due
Saturday, April 7		<ul style="list-style-type: none"> Optional: Extra Credit DUE
WEEK 11		
Monday, April 8	<ul style="list-style-type: none"> Working with Paraeducators 	<ul style="list-style-type: none"> <u>Let's Team Up: What Every Paraprofessional Needs for Student Success and Effective Teamwork</u>

Wednesday, April 10	<ul style="list-style-type: none"> Working with Paraeducators 	<ul style="list-style-type: none"> None
Friday, April 12	ONLINE - 4 points <ul style="list-style-type: none"> Organizing and Managing Your Work 	<ul style="list-style-type: none"> Billingsley Chapter 6 Cooperating Teacher Notes
Sunday, April 14		<ul style="list-style-type: none"> Professional Engagement Activity #2 DUE
WEEK 12		
Monday, April 15	<ul style="list-style-type: none"> Effective Instructional Practices and Lesson Planning 	<ul style="list-style-type: none"> Billingsley Chapter 12
Wednesday, April 17	<ul style="list-style-type: none"> Effective Instructional Practices and Lesson Planning Intro Learning Map 	<ul style="list-style-type: none"> Key Elements of Differentiated Instruction
Friday, April 19 MCSE SITE VISIT	ONLINE - 6 points <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
Sunday, April 21		<ul style="list-style-type: none"> Learning Map, Part 1 & 2 Draft DUE
WEEK 13		
Monday, April 22	<ul style="list-style-type: none"> Assistive Technology Augmentative and Alternative Communication 	<ul style="list-style-type: none"> Billingsley Chapter 11 <u>What is AAC?</u> <u>Do We Need AAC?</u>
Wednesday, April 24	<ul style="list-style-type: none"> Delivering Special Education Services Student Presentation: How Foundational Knowledge and Current Issues Influence Professional Practice 	<ul style="list-style-type: none"> Billingsley Chapter 18: Managing Student Health Needs Billingsley Chapter 17: Teaching Students with Limited to Pervasive Intellectual Disability
Friday, April 26	SITE VISIT/TRADE OFF DAY FOR SITE VISIT	

Sunday, April 28		<ul style="list-style-type: none"> • Learning Map, Part 3 Draft DUE
WEEK 14		
Monday, April 29	<ul style="list-style-type: none"> • Student Presentation: How Human Diversity Can Influence Families, Cultures, and Schools • Student Presentation: How Special Educators Can Mentor Others 	<ul style="list-style-type: none"> • Readings TBD one week ahead of time by student presenters • Readings TBD one week ahead of time by student presenters
Wednesday, May 1	<ul style="list-style-type: none"> • Student Presentation: Addressing Teacher Burnout • Student Presentation: The Teacher as an Advocate 	<ul style="list-style-type: none"> • Readings TBD one week ahead of time by student presenters • Readings TBD one week ahead of time by student presenters
Friday, May 3	SITE VISIT/TRADE OFF DAY FOR SITE VISIT	
Sunday, May 5		<ul style="list-style-type: none"> • Final Learning Map DUE • Summary of Learning Map Partner Work DUE
WEEK 15		
Monday, May 6	<ul style="list-style-type: none"> • Student Presentation: Making Teaching Sustainable • Student Presentation: Improving Teachers' Mental Health 	<ul style="list-style-type: none"> • Readings TBD one week ahead of time by student presenters • Readings TBD one week ahead of time by student presenters
Wednesday, May 8	<ul style="list-style-type: none"> • Student Presentation: What are Ethical Principles and How Do They Guide Our Professional Practice • Semester Wrap Up 	<ul style="list-style-type: none"> • Readings TBD one week ahead of time by student presenters

Friday, May 10	SITE VISIT/TRADE OFF DAY FOR SITE VISIT	
Sunday, May 12		<ul style="list-style-type: none">• Dispositions Reflection DUE
FINAL EXAM WEEK		
Final Project (Practicum Assignment) Due: Wednesday, May 15, 2024, 11:59pm		