Education 755: Foundations of Special Education, Section 71 & 712
3 credits

University of Wisconsin-Stevens Point
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Office Hours:	by appointment
Lecture:	Online
Prerequisite:	Admission to Professional Education Program

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

I. **Purpose and Description of Course:** This course is designed to prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities will be examined and explored. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Plans (IEPs), will be covered. Finally, student reading and classroom activities will focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. This course will provide exposure to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness.

II. **Required Textbook:** Gargiulo, R. (2018). *Special education in contemporary society: An introduction to exceptionality*. (6th ed.). Los Angeles, CA: SAGE Publications.

III. **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. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Additional

information about the UWSP Community Rights and Responsibilities can be found at: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf
- EdTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

IV. 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.

V. Wisconsin Content Guidelines Addressed in this Course

A. Content Guidelines for Teachers of Students with Learning Disabilities

The teacher of students with learning disabilities will demonstrate knowledge of and skill in:

- The contributions of theories, philosophies and classic studies in the fields of medicine, psychology, and education to current knowledge, legislation, and practice in general and special education specific to individuals with learning disabilities.
- The critical analysis of current issues, trends, theories, and practices in light of research and evidence.
- Major federal and state legislation, regulations, policies and related issues including due process rights and responsibilities of teachers, parents, students, and others related to evaluation, eligibility, program planning and placement of students with disabilities.
- Terminology, definition, classification, identification, etiology, prevalence, characteristics, and cultural and social factors relevant to individuals with learning disabilities.
- Learning disabilities as a lifelong disability that may affect cognitive information processing, physical, social, emotional, and vocational as well as academic performance.
- The similarities and differences that exist between and among individuals with and without disabilities across the developmental spectrum and in different learning situations.
- Methods for arranging, modifying and designing learning environments and instruction that promotes and enhances success for students with learning disabilities in general education curriculum and settings including: The establishment of effective classroom routines, pace of instruction, scheduling and transitions between periods of instruction, size of groupings seating and appropriate noise level; Strategies for facilitating the application and generalization of skills across settings; Directing and guiding paraprofessionals, volunteers, and peer tutors.

- A commitment of professionalism and ethical practice including: Awareness and sensitivity to culture, religion, gender, sexual orientation, disability and level of technical knowledge among students, family and colleagues; Maintenance of a sense of professional efficacy by developing high expectations for lifespan potential of individuals with disabilities.; Accountability for meeting student's unique needs, supporting students and their families and maintaining a high level of professional knowledge, competence and integrity in the practice of their profession; Professional conduct that protects the confidentiality of students and their families.

B. Content Guidelines for Teachers of Students with Emotional Disturbance/Emotional Behavioral Disability

The teacher of students with emotional disturbance/emotional behavioral disability (ED/EBD) will demonstrate knowledge of and skill in:

- The philosophical, historical, and legal foundations of special education – ED/EBD including: Atypical development with the context of typical child and adolescent development; Current educational terminology and definitions of students with ED/EBD including identification criteria and labeling controversies; Differing perceptions of deviance, including mental health, legal-corrections, social welfare and education systems, as they apply to students with ED/EBD; A variety of theoretical approaches as they apply to students with ED/EBD; Current trends and issues in the field of ED/EBD; Legal provisions related to the juvenile justice systems; Concept of least intensive or intrusive behavior management techniques.

o The assessment, identification and evaluation of ED/EBD learners including: Specialized educational terminology used in ED/EBD as well as terminology commonly used in other systems (e.g., DSM-IV). Assessment of social skills, academics, emotional & behavioral functioning, and transitional needs. Functional behavioral assessment/applied behavioral analysis. Interviewing skills, especially related to documentation of behavioral concerns. Observation and data collection especially related to documentation of behavioral concerns. Evaluation of IEP progress, especially in the areas of behavior and social skills. Evaluation of program effectiveness, especially in non-academic areas.

- Planning and managing the teaching and learning environment for ED/EBD learners including: Model programs that have been effective for students with ED/EBD; Issues and techniques related to inclusion of students with ED/EBD in regular education environments; Transition issues for students with ED/EBD: into and out of alternative environments (e.g. hospitals, correctional facilities, other segregated placements); from activity to activity; between educational levels (e.g., elementary to middle, middle to high school, high school to post-secondary); between child/adolescent and adult systems, including community agencies and services; from school to employment/work settings; developing social competence; and learning self advocacy.; Interpersonal and group dynamics (including active listening).

o Managing student behavior and teaching social interaction skills – ED/EBD including: A continuum of specific management techniques/interventions for

students with ED/EBD (including cooperative learning, peer tutoring, life space interviewing, identifying and teaching replacement behaviors, etc.). Interventions for non-dangerous problem behaviors. Individual and group contingency management strategies. A continuum of placement alternatives. Critical variables of behavior (e.g. topography, magnitude, locus, latency, frequency, duration). Problem solving and conflict resolution. Various approaches/theories of behavior management. Crisis management. Physical intervention strategies that are both effective and safe for students and staff. Behavior intervention plans. Prevention of inappropriate behavior. Environmental/contextual issues. Power struggles. Affective education and self-control issues. Generalization to other settings. Interpersonal and group dynamics (including active listening).

C. Content Guidelines for Teachers of Students with Intellectual Disabilities

The teacher of students with intellectual disabilities (ID) teacher shall demonstrate knowledge of and skill in:

- The definition, classification etiology, prevalence, characteristics, culture and social factors, and medical implications of students with ID who may or may not have concomitant physical, behavioral, or sensory disabilities.
- Significant historical trends, current issues, and the effect of state and federal laws, regulations and litigation on students with ID.
- The impact of ID on families and how to assist families in accessing sources of unique services, networks, and organizations for individuals with ID.
- Assessment, diagnosis and evaluation of students with ID including: Student evaluation that includes observations, background information, learning styles, interviews, case studies and anecdotal records. Informal and formal measurements of adaptive skills including selection, administration, interpretation, reporting, and application of assessment data. Legal provisions, regulations, and guidelines regarding unbiased assessment and use of instructional assessment measures with students with ID. Adapting and modifying existing assessment tools/methods to accommodate the unique abilities and needs of students including ecological inventories, portfolio assessments, functional assessments and future-based assessments. Decisions about the participation of students with ID in state, district, and other general education assessments and modification of assessment tools or development of an alternate assessment process to meet the specific needs of the student.
- A variety of curriculum models used in multiple settings with students with ID.
- Curricula and methods including: Motor development including sensory motor integration. Use of appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion. Communication including alternative and augmentative methods of communication and assistive technology. Social development including human sexuality, self-advocacy, family and personal relationships. Academic development including functional skills. Daily living skills including self-care, health, safety, home maintenance, transportation,

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recreation, and leisure activities. Transition skills including career awareness, work-related skills and attitudes, job exploration, job-training skills, work experience and community based instruction.

- Managing student behavior including: Various classroom management techniques and effective teaching practices that assist students with ID to develop and maintain appropriate social behavior, social interaction and conflict resolution skills. Strategies for crisis prevention and intervention that use the least intensive intervention consistent with the needs of the student. Functional behavioral assessment and intervention planning using behavior analysis principles. Behavioral principles including positive reinforcement, negative reinforcement, and ignoring, and how the application of these principles affect student behavior and motivation. Applicable laws, rules, regulations, and procedural safeguards regarding the planning and implementation of behavior management strategies with students with disabilities.

- A commitment to professionalism and ethical practices including: Awareness and sensitivity to culture, religion, gender, and sexual orientation among students, family and colleagues. Maintenance of a sense of professional efficacy by developing high expectations for the quality of lifespan potential of individuals with disabilities. Accountability for meeting student's unique needs and maintaining a high level of competence and integrity in the practice of their profession. Professional conduct that protects the confidentiality of students and their families.

D. Content Guidelines for Cross Categorical Special Education
The teacher Cross-Categorical Special Education teacher shall demonstrate knowledge of and skill in:

- Philosophical, historical and legal foundations of special education including: The historical perspectives, legislative and litigative history, models, theories, and philosophies that form the basis for special education practice; The current legislation, regulations, policies, litigation, and ethical issues related to the provision of special education services (e.g., procedural safeguards, continuum of services, least restrictive environment, assessment, discipline, supplemental services and supports, related services, assistive technology, specialized health care); Current educational terminology and definitions relevant to students with disabilities who would benefit from an individualized general curriculum; The variations in beliefs, traditions and values across cultures and within society and how these affect the relationship among and between the child, family and school; The issues and trends related to all areas of special education including early childhood special education and the provision of adult services (e.g., family-centered, community-based settings and services, interagency collaboration); The issues related to definitions and identification procedures for students with disabilities including those from culturally and linguistically diverse background; The rights and responsibilities of parents, students, teachers, and other professionals as related to student learning needs and educational programs.

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- The characteristics of learners including: The emotional/behavioral, physical, sensory, cognitive, communication, learning, and social development of the disability areas; The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities; The similarities and differences among the emotional/behavioral, physical, sensory, communication, learning, social functioning, and lifelong planning needs of students with disabilities and their peers without disabilities and among the various impairments of students with disabilities; The similarities and differences between all categories of disability, the levels of severity and implications for instruction; The effects that various impairments have on the emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities; The effects of medications on motional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.
- Assessment, diagnosis and evaluation including: The legal provisions, regulations and guidelines regarding the use of tests and other evaluation materials; The policies and regulations regarding referral, evaluation and placement procedures for students with disabilities; The appropriate application and interpretation of standardized tests (e.g., age/grade scores, standard scores, percentile ranks, stanines); The appropriate application and interpretation of informal tests and other evaluation materials (e.g., teacher-made tests, curriculum based, surveys, inventories, observation, interviews); A variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
- Instructional content and practice including: Curriculum materials and systematic instructional methods for assisting students in developing appropriate communication, affective and social skills including self awareness, self advocacy, self determination skills and career, and vocational and life skills needed for post school independence; The selection and development of remedial, adaptive and compensatory content, materials, resources and strategies appropriate to student needs in various learning environments; Generalization and maintenance of skills across learning environments; Cultural perspectives regarding effective instruction for students with disabilities; Evaluation of the effectiveness of instruction and making responsive adjustments to strategies based on frequent observation; The development and revision of appropriate Individualized Education Programs (IEP).
- Planning and managing the teaching and learning environment including: Research-based theories, methods and strategies on basic classroom management; Characteristics of environments (e.g., materials, equipment, spatial arrangements) that facilitate development, learning and interaction between and among students; Evaluation, planning and management of procedures that match the learner needs with the instructional environment; Common environmental and personal barriers that

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hinder accessibility and acceptance of students with disabilities; Designing, structuring and managing daily routines; Preparing and implementing appropriate lesson plans; The principles of physical and health management; Instructional programs that enhance a student's social participation in family, school and community activities.

- Managing Student Behavior and Social Skills/Interactions including: Problem solving and conflict resolution; classroom routines and rules, and environmental modifications; generalization and maintenance of skills; crisis prevention/intervention; defining target behaviors; teaching replacement behaviors; identifying appropriate consequences on a continuum.
- Social skills/interactions that include: Generalization and maintenance to other settings; Areas of education, daily living and transition (e.g., work place, post secondary); Integration into the curriculum; Self-awareness, self-control, and self-monitoring; Alternatives for nonverbal students
- Effective communication and collaborative relationships with parents, students, and school and community personnel in a culturally responsive environment; Effective communication (oral and written) and collaboration with general education teachers, administrators, parents, and other school personnel when jointly planning, implementing and evaluating education services; The roles of students with disabilities, parents, teachers, and other school and community personnel, who jointly plan, implement and evaluate education services; Family systems and the role of families in supporting child development and educational progress; The typical concerns of parents of students with disabilities and appropriate strategies to help parents deal with these concerns; The roles and responsibilities of school-based health and other related services personnel, professional groups and community organizations in identifying, assessing and providing services.
- Professional and ethical practices including: The importance of the teacher servicing as a role model and advocate for students; The Council for Exceptional Children (CEC) and other professional standards and codes of ethics; The rights to privacy, confidentiality, and respect for differences among all persons interacting with students with disabilities.

VI. 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 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.

VII. 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 the Canvas

Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

VIII.   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/.

IX.   Expected Instructor Response Times

- I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 48 hours please resend your email.
- I will attempt to reply to and assess student discussion posts within 4 days of discussions closing.
- I will attempt to grade written work within 4 days, however longer written assignments may take me longer to read and assess.

X.   Course Technology Requirements

- Minimum recommended computer and internet configurations for online courses can be found here.
- You will also need access to the following tools to participate in this course.
  - o webcam
  - o microphone
  - o a stable internet connection (don't rely on cellular)

XI. **Technical Assistance**
- If you need technical assistance at any time during the course or to report a problem with Canvas you can:
  - Visit with a Student Technology Tutor
  - Seek assistance from the IT Service Desk (Formerly HELP Desk)
    1. IT Service Desk Phone: 715-346-4357 (HELP)
    2. IT Service Desk Email: techhelp@uwsp.edu

XII. **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."

XIII. **Late Work Policy**
- Submit all assignments by the posted due date to the appropriate location by 11:59pm on the due date. Assignments turned in within one week of the due date will be downgraded 10% from the earned grade. Assignments turned in after one week of the due date will earn zero points.

XIV. **Attendance Policy**
- 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 encouraged. All students are expected to read the assigned material before

completing class activities. Accommodations can be made at instructor discretion for extenuating circumstances (ie: maternity/paternity leave).

XV. **Viewing Grades/Feedback in Canvas**
- Points you receive for graded activities will be posted to the Canvas Grade Book or in the DropBox. Email me if you do not see your assignment grades within 4-5 days of submitting the assignment.

XVI. **Building Rapport**
- If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor 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 we can help you find a solution.

XVII. **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 includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

XVIII. **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

XIX. **Americans with Disabilities Act**
- 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. 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

XX. **Academic Integrity**

- As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.
- 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! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here: https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=11
- 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.

XXI. **Religious Observances**
- Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class. MOre information can be found at:
  https://www.uwsp.edu/dos/Documents/CommunityRights.pdf#page=41

XXII. **Assignments**
The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the InTASC Model Core Teaching Standards.

1. Weekly Activities: Throughout this course you will be expected to complete activities corresponding to textbook chapters. Types of tasks may include communicating via email, completing basic internet searches, downloading and uploading documents to Canvas, reading documents online, viewing online videos, participating in online discussions, completing tests online, participating in asynchronous online discussions. You will earn points for participating in and submitting various activities. Although most activities are due on Sunday, you may work ahead and complete them/turn them in early. For each chapter we cover, you will be required to complete a chapter formative assignment that corresponds to various course learning topics. You can find a list of activities to complete for each chapter in the tentative topic schedule below.

2. Summative Assignments (the assignment directions are provided via links below and in Canvas):
   a. Book Project: Each student will read a book about an individual with disabilities and then use the book as the springboard for an assignment about inclusion. **Students must pick a book from the list provided.** There are fiction and nonfiction books from which to select. A detailed description for the assignment is posted on Canvas under Culminating Activities. I will post a recorded explanation of the book project on Canvas.
   b. School of Education Comprehensive Portfolio: For students enrolled in the Graduate Program earning a Master's in Education, develop an artifact reflection. (Students not seeking a Master's Degree do not need to complete this assignment.) I will post a recorded explanation of the book project on Canvas.
   c. Final Exam: The exam tests your knowledge and ability to apply course concepts for Chapters 1-15. The format is multiple choice, true/false, matching, and short answer; and it is timed (5 hours). You can find the final exam on the Quizzes tab on Canvas. I will post a video of myself reviewing the final exam topics.
   d. Graduate Student Assignment: You will read an IEP provided to you, answer analysis questions, and develop several lesson accommodations for the student depicted in the IEP. There is a video explanation of the assignment posted in Canvas.

e. Practicum Assignment: Complete a 10-hour practicum in a <u>general education</u> classroom setting with children with exceptionalities (settings can include Physical Education, Spanish, Third Grade, English, etc classrooms; but not Special Education classrooms). After completing your practicum, write the Practicum Reflection Paper. This summer, you will watch videos in place of attending practicum in person at a school site.

IX. Grading

Assignment	Points Possible	Points Earned
Weekly Activities	490	
Book Project	100	
School of Education Comprehensive Portfolio	10 (not all students need to complete this)	
Final Exam	80	
Graduate Student Assignment	55	
Practicum Assignment	80	
Total Points	**805-815**	

X. Grading Scale

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

XI. Tentative Schedule

Due Date	Topic	Points Available
WEEK 1		
May 31	Welcome to Educ 755	20 points
May 31	Chapter 1: Special Education in Context: People Concepts, and Perspectives	30 points
WEEK 2		
June 7	Chapter 2: Policies, Practices, and Programs	30 points

June 7	Chapter 3: Cultural and Linguistic Diversity and Exceptionality	30 points
WEEK 3		
June 14	Chapter 4: Parents, Families, and Exceptionality	30 points
June 14	Chapter 5: Assistive Technology	30 points
WEEK 4		
June 21	Chapter 6: Individuals with Intellectual Disability	30 points
June 21	Chapter 7: Individuals with Learning Disabilities	30 points
WEEK 5		
June 28	Chapter 8 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder	30 points
June 28	Chapter 9: Individuals with Emotional or Behavioral Disorders	30 points
WEEK 6		
July 5	Chapter 10 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders	30 points
July 5	Chapter 11: Individuals with Speech and Language Impairments	30 points
WEEK 7		
July 12	Chapter 12: Individuals with	50 points

	Hearing Impairments AND Chapter 13: Individuals with Visual Impairments	
July 12	Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities	30 points
WEEK 8		
July 19	Chapter 15 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented	30 points
July 19	Culminating Activities	20 points
Extra Time		
Can be turned in at any point during the semester, due by July 26	Final Summative Assignments 1. Comprehensive Portfolio (for some students) 2. Book Project 3. Final Exam (Chapters 1-15): Here are the topics covered on the final exam. 4. Graduate Assignment (all students) 5. Practicum Assignment	10 points 100 points 80 points 55 points 80 points

*This course and syllabus was developed using the UWSP Online Instructor Guidebook.
Retrieved from: https://www.uwsp.edu/online/Pages/UWSP-Online-Instructor-Guidebook.aspx.