

EDUCATING STUDENTS WITH SPECIAL OR OTHER NEEDS IN THE GENERAL EDUCATION ENVIRONMENT

SYLLABUS

**Education 351 Section 04 3 credits
University of Wisconsin-Stevens Point
Spring 2020**

Lecture: Section 4: Tuesdays/Wednesdays 11:00AM - 12:15PM, CPS 230

Instructor: Rosemary Francis
Office: CPS 455
Phone Number: (715) 346-2820
Email Address: rfrancsi@uwsp.edu
Office Hours: Wednesdays 1:00PM - 3:00PM

Prerequisite: Admission to Professional Education Program

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Purpose and Description of Course: This course is designed to prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities will be examined and explored. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Programs (IEPs), will be covered. Finally, student reading and classroom activities will focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. Successful completion of this course will require a **10 hour practicum** in an inclusive classroom (includes a student with a current IEP). This course will provide exposure to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness.

Required Course Materials:

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

Book Project: Students must pick and procure ONE book from the list provided by the instructor. There are fiction and nonfiction books from which to select. A detailed description for the assignment with book list is posted on Canvas. A copy of your selected book can be acquired any way you see fit (borrow from friend or library, rent or purchase as audio or physical book, etc.).

Course/Student Learning Outcomes:

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

1. Students will be able to discuss definitions and identify typical characteristics of exceptionalities so that they can help students in the K-12 setting become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2. Students will be able to identify a fictional student's strengths and needs and choose appropriate adaptations in order to demonstrate their ability to provide meaningful and challenging learning experiences for students with exceptionalities.
3. Students will be able to describe ways to collaborate and the importance of collaboration between general and special educators as a means to address the needs of individuals with exceptionalities across a range of learning experiences.
4. Students will be able to identify how students with exceptionalities are supported in the general education setting and describe similarities between supports discussed in class, the textbook, and their practicum so that they can create safe, inclusive, culturally responsive learning environments.

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.

InTASC Model Core Teaching Standards:

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

- *Essential Knowledge*
 - 1d. The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
 - 1e. The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.
 - 1g. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction, relevant, accessible, and challenging.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- *Essential Knowledge*

- o 2g. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- o 2h. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
- o 2i. The teacher knows about second language acquisition processes and knows to incorporate instructional strategies and resources to support language acquisition.
- o 2j. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family and community values.
- *Critical Dispositions*
 - o 2l. The teacher believes that all learners can achieve at high levels and persists in helping each other learner reach his/her potential.
 - o 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

- *Performances*
 - o 3a. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
 - o 3e. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
 - o 3f. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- *Essential Knowledge*
 - o 3l. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
- *Critical Dispositions*
 - o 3o. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
 - o 3r. The teacher is a thoughtful and responsive listener and observer.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

- *Essential Knowledge*
 - 6p. The teacher understands how to prepare learners for assessment and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language needs.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting the rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- *Essential Knowledge*
 - 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
 - 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
 - 7k. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
 - 7m. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialist, community organizations).
- *Critical Dispositions*
 - 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
 - 7q. The teacher believes that the plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- *Performances*
 - 8a. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- *Essential Knowledge*
 - 8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

- 8l. The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.
- 8m. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self expression, and build relationships.
- *Critical Dispositions*
 - 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
 - 8q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- *Performance*
 - 9e. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- *Essential Knowledge*
 - 9j. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- *Critical Dispositions*
 - 9m. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
 - 9n. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
 - 9o. The teacher understands the expectations of the professional including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners,

families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

- *Essential Knowledge*
 - 10l. The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
 - 10m. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
 - 10n. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
 - 10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- *Critical Dispositions*
 - 10p. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
 - 10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
 - 10s. The teacher takes responsibility for contributing to and advancing the profession.
 - 10t. The teacher embraces the challenge of continuous improvement and change.

Council for Exceptional Children Standards

CEC Standard 1 - Learner Development and Individual Learner Differences. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

CEC Standard 2 - Learning Environments. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

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.

Communicating with your Instructor/Office Hours:

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

I am available without an appointment on most Wednesdays from 1:00 – 3:00 pm. I will let you know during class or via email if my office hours will be cancelled that day. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

Communicate clearly. Some faculty receive as many as 100 emails per day. You should be clear, concise and professional so 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 email you have sent. Sign off with your first and last name.

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 you receive help to find a solution.

Course Structure:

This course will be delivered in a face-to-face method and 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.

Cell Phone, Laptop and Tablet 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. Using laptops or tablets to take notes in class is acceptable if you do not have other tabs open. However, unless cell phones, laptops or tablets are being used for an immediate class activity, please turn off your phone/laptop/tablet during class. I view technology usage unrelated to current course activities to be inappropriate and will deduct participation points. 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 of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity 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.

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. Additionally, activities and assignments in this course may ask that you reflect on practicum experiences. When doing so, observe the standards of confidentiality by not using the real names of the individuals you discuss.

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.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards;

nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Other Campus Policies:

FERPA:

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access 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](#)

Course Requirements/Expectations:

- Complete the assigned readings before participating in the activities corresponding to the chapters.
- Participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism.
- Type and double-space all written assignments. Use proper spelling, punctuation, and grammar. Proofread work before submitting it for a grade.
- 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.
- 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.
- Confidentiality must always be respected. Do not use the real names of people (students, teachers, parents, etc.) in your written assignments or discussions.
- Keep copies of all documents submitted to the instructor. Should any document not reach the instructor, you will need to re-submit the saved copy.
- All communication should be done via UWSP email rather than a personal email account. Students are responsible for checking UWSP email regularly.
- Make an appointment to discuss questions regarding grades/other concerns privately.
- Understand and display growth and development of the [UWSP “Teacher Dispositions.”](#)
- 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.
- **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. 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.*

- Students' final grade will be dropped in the event of excessive absences. On the third 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- dropped to B+ 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 C+.) 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 two unpenalized ones.

- **Assignments:**

- **No Google doc links:** Do not submit Google doc links for your assignments.
- In general, resubmission of assignments to earn a higher score is not allowed.
- **Late Work:** Submit all assignments by the posted due date to the appropriate location by 11:59PM on the due date. An assignment completed on time can receive 100% of the points possible. Under extenuating circumstances, an assignment can be turned in late for full credit if the student has obtained permission from the instructor ahead of the due date and the assignment is turned in on the agreed upon extended due date. Without prior approval, an assignment completed no more than 48 hours late can receive up to 80% of the points possible. An assignment completed no more than 1 week late can receive up to 60% of the points possible. Assignments turned in after one week of the due date will earn zero points.
- **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. Students will earn participation points for in-class activities. (3.5 points per class X 25

face-to-face classes and 3 online classes.) No participation points can be earned on exam days or book project work day.) These points cannot be made up. Participation points cannot be earned for an absence and/or for non-completion of online class activity.

- **Formative Assignments:** Students will be required to complete an activity that corresponds to various course learning topics. There are 11 required formative assignments; for some weeks you will need to choose between two to complete. You will not receive extra credit for turning in more than 11 formative assignments.
- **Book Project: This is the signature embedded assessment for EDUC 351.** 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.
- **Practicum Assignment: Complete a 10-hour practicum in a general education classroom setting with children with exceptionalities (settings can include Physical Education, Spanish, Third Grade, English, etc classrooms; but not Special Education classrooms).** After completing your practicum, write the Practicum Reflection Paper.
 - You can utilize practicum sites that you arrange outside of Stevens Point. If you need to use a Stevens Point practicum placement you should attend one of the UWSP Education Practicum Fair sessions.
 - The Practicum Fair will be held in CPS 209 on Thursday, January 30, 2020, 4:00PM - 7:00PM and Friday, January 31, 2020 10:00AM - 2:00PM.
 - This is a level 1 practicum experience - Practicum I (up to 20 hours): The primary duty is to observe instructional program in progress. These observations may involve limited participation, such as preparing materials or tutoring students. Participation must be under the direct supervision of a host teacher, preferably in a classroom setting. Documentation of hours by the host teacher is required.
 - The intent of this practicum experience is for you to observe how the general education teacher adapts for and supports the students with special needs who are included in a general classroom setting.
 - Your assignment should include: Practicum Hours Log, Practicum Evaluation Form, Practicum Reflection Paper. **Please note that completion of the Practicum Hours Log/Evaluation Form is required to pass this course.**
- **Midterm Exam (Chapters 1-8)**

■ **Final Exam** (Chapters 9-15)

Evaluation:

Assignment	Brief Description	Points	Learning Outcomes Met (#)
Participation	Students will earn participation points for in-class activities. (3.5 points per class X 25 face-to-face classes and 3 online classes. No participation points can be earned on exam days or book project work day.)	98	1, 2, 3, 4
Formative Assignments	Written submissions or discussion board prompts corresponding to the weekly topic/chapter (11 X 10 points each)	110	1, 2, 3, 4
Book Project (signature embedded assessment)	Each student will read a book about an individual with disabilities and then use the book as the springboard for an assignment about inclusion.	100	1, 2, 3
Practicum Assignment	Complete a 10-hour practicum in a <u>general education</u> classroom setting with children with disabilities included. After completing your practicum, write the Practicum Reflection Paper. (Paper = 80 points Evaluation Form = 10 points Hours Log = 10 points)	100	5
Midterm Exam	Short answer and essay questions	36	1,2, 3, 4

Final Exam	Short answer and essay questions	44	1, 2, 3, 4
Attendance	Attend class regularly and be on time. See attendance policy below for how absences may result in semester grade reduction.		1, 2, 3, 4
Total points		488	

Grading Scale:

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

Inclement Weather Policy:

Class will be held except in the case of extreme weather. The instructor and/or university will notify students of cancellations via your UWSP email account. The class attendance policy is in effect unless the instructor or UWSP cancels class. Use your own judgment and always remember your safety comes first.

Absences due to Military Service:

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

Religious Beliefs Accommodation:

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

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](#).

Course Schedule - Tentative Schedule

Date	Text Topic	Assignments Due
January 21	Welcome to Educ 351 1. Syllabus Review 2. Video Clips 3. Circle of Friends Activity 4. Special Education Jargon	<input type="checkbox"/> Do not need to bring books to class.
January 22	Chapter 1 - Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives 1. R u Sayin' it Rt? 2. Matching Activity 3. 13 Disability Categories 4. Cooperative Teaching Videos 5. Universal Design for Learning	<input type="checkbox"/> Read Pages 3-12; 14-18; 22-29, & Figure 1.5 on page 30 <input type="checkbox"/> Some people bring books to class.

<p>January 26</p>		<ul style="list-style-type: none"> □ Flipgrid Introduction due 11:59pm □ Chapter 1 Formative Assignment due 11:59pm
<p>January 28</p>	<p>Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs Part 1</p> <ol style="list-style-type: none"> 1. Jigsaw 2. Labels & Differences 	<ul style="list-style-type: none"> □ Read and takes notes on your assigned topic: Group 1: Public Law 94-142 (p.45-48) Group 2: Inter-and intra individual differences (p.55-56); Norm- and criterion-referenced assessments (p.58-61) Group 3: Individuals with Disabilities Education Act 2004 (p.50 & internet) Group 4: Every Student Succeeds Act (p.51 & internet) Group 5: Key Terms: mainstreaming, least restrictive environment, regular education initiative, full inclusion (p. 69-74), individualized education program (IEP), an individualized family service plan (IFSP) (p.62-67), and an individual transition plan (ITP) (p.34) Group 6: Section 504 of the Rehabilitation Act of 1973 (p.51-54) Group 7: Americans with Disabilities Act (p.54-55) Group 8: Referral process for the delivery of special education services (p.56-61) □ Everyone bring books to class.

<p>January 29</p>	<p>Chapter 2 - Foundations of Special Education: Policies, Practices, and Programs Part 2</p> <ol style="list-style-type: none"> 1. PL 94-142 Review 2. Special Education Referral Process 3. IEP Meeting Role Play 4. Willowbrook Video 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 45, 56-61 <input type="checkbox"/> Do not need to bring book to class.
<p>February 2</p>		
<p>February 4</p>	<p>Chapter 3 - Foundations of Special Education: Cultural and Linguistic Diversity and Exceptionality</p> <ol style="list-style-type: none"> 1. Cultural and Linguistic Diversity Quiz 2. Cultural Taboos 3. Our Micro Cultures 4. WISEdash 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 89-101 <input type="checkbox"/> Some people bring books to class.
<p>February 5</p>	<p>Chapter 4 - Foundations of Special Education: Parents, Families, and Exceptionality</p> <ol style="list-style-type: none"> 1. Changing Families Activity 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 111-table on 115 <input type="checkbox"/> Everyone brings books to class.
<p>February 9</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 2 or Chapter 3 Formative Assignment due 11:59pm

<p>February 11</p>	<p>Chapter 5 - Foundations of Special Education: Assistive Technology</p> <p>1. Assistive Technology Exploration</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 135-141, 150-153 <input type="checkbox"/> Bring a laptop or tablet to class if you can.
<p>February 12</p>	<p>Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability Part 1</p> <p>1. Speed Questioning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 159-193; 202-203 <input type="checkbox"/> All people bring books to class.
<p>February 16</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 4 or Chapter 5 Formative Assignment due 11:59pm
<p>February 18</p>	<p>Chapter 6 - A Study of Individuals With Special Needs: Individuals With Intellectual Disability Part 2</p> <p>1. Discussion</p> <p>2. Review ID</p> <p>3. Accommodations vs. Modifications</p> <p>4. Coat Flip</p> <p>5. Task Analysis</p> <p>6. Case Studies</p> <p>7. E60 Video</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Some people bring books to class.

<p>February 19</p>	<p>Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities Part 1</p> <ol style="list-style-type: none"> 1. Marsden Giberter 2. Jigsaw 3. Partner Discussion 4. Believe It or Not 5. Look at Book Project Books 	<ul style="list-style-type: none"> <input type="checkbox"/> Read the pages associated with your assigned number: <ul style="list-style-type: none"> <input type="checkbox"/> Group 1: Pages 209-211; 211-215 <input type="checkbox"/> Group 2: Pages 209-211; 215-217 <input type="checkbox"/> Group 3: Pages 209-211; 218-220 <input type="checkbox"/> Group 4: Pages 209-211; 220-226 <input type="checkbox"/> Group 5: Pages 209-211; 227-230 <input type="checkbox"/> Group 6: Pages 209-211; 232-237 <input type="checkbox"/> Group 7: Pages 209-211; 237-245 <input type="checkbox"/> Group 8: Pages 209-211; 245-247 <input type="checkbox"/> Everyone brings books to class.
<p>February 23</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 6 Formative Assignment due 11:59pm
<p>February 25</p>	<p>Chapter 7 - A Study of Individuals With Special Needs: Individuals With Learning Disabilities Part 2</p> <ol style="list-style-type: none"> 1. LD Investigation 2. WI RtI vs. IDEA RtI Jigsaw 3. Case Study 	<ul style="list-style-type: none"> <input type="checkbox"/> Pages 227-230 <input type="checkbox"/> Some people bring books to class. <input type="checkbox"/> Bring a laptop or tablet to class if you can.
<p>February 26</p>	<p>Chapter 8, Part 1 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder</p> <ol style="list-style-type: none"> 1. KWLS Chart 2. True/False Quiz 3. Mini-Case Studies 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 253-265 <input type="checkbox"/> Some people bring books to class. <input type="checkbox"/> Bring a paper or electronic copy of a lesson plan you would teach in your dream job. (can be a copy from the internet)

March 1		<input type="checkbox"/> Chapter 7 Formative Assignment due 11:59pm
March 3	Chapter 8, Part 2 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder 1. KWLS Chart 2. Multimodal Intervention/Case Study	<input type="checkbox"/> Read Pages 267 (start with Functional Behavioral Assessment) - 280 <input type="checkbox"/> Some people bring books to class
March 4	Midterm Review 1. Draw a Person 2. Midterm Study Guide 3. Book Project Assignment Review	<input type="checkbox"/> All people bring books to class.
March 8		<input type="checkbox"/> Chapter 8 Formative Assignment due 11:59pm <input type="checkbox"/> Study for Midterm
March 10	Midterm (Chapters 1-8)	
March 11	Chapter 9, Part 1 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders 1. Activity 2. Case Study Discussion	<input type="checkbox"/> Read Pages 285-314 <input type="checkbox"/> Everyone brings books to class.

March 14-22	Spring Break	
March 24	<p>Chapter 9, Part 2 - A Study of Individuals With Special Needs: Individuals With Emotional or Behavioral Disorders</p> <ol style="list-style-type: none"> 1. Activity 2. Kahoot.It 3. Case Studies 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 301-321 <input type="checkbox"/> Do not need to bring books to class.
March 25	<p>Chapter 10, Part 1 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD)</p> <ol style="list-style-type: none"> 1. Videos 2. Social Stories 3. Job List 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 10 Pages 327-342 <input type="checkbox"/> Do not need to bring books to class
March 29		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 9 Formative Assignment due 11:59pm
March 31	<p>No In-Person Class</p> <p><i>How Difficult Can This Be?</i></p> <p>Online Class (Relates to all course content, specifically Chapter 7: Individuals with Learning Disabilities). The directions can be found on Canvas.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>How Difficult Can This Be?</i> <p>Online Class due</p> <p>11:59pm today</p>

<p>April 1</p>	<p>No In-Person Class</p> <p>Book Project Reading/Work Day</p>	<ul style="list-style-type: none"> □ Book Project Reading/Work Day Alternate class assignment due 11:59 pm today
<p>April 5</p>		<ul style="list-style-type: none"> □ Nothing due. Work on Book Project.
<p>April 7</p>	<p>No In-Person Class</p> <p><i>When the Chips Are Down</i> Online Class (Relates to all course content, specifically Chapter 9: Individuals with Emotional or Behavioral Disorders). The directions can be found at the bottom of the Discussion Page.</p>	<ul style="list-style-type: none"> □ <i>When the Chips Are Down</i> Online Class due 11:59pm today
<p>April 8</p>	<p>No In-Person Class</p> <p>Chapter 14 - A Study of Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities</p>	<ul style="list-style-type: none"> □ Read all Chapter 14 □ Chapter 14 Formative Assignment due today at 11:59 PM
<p>April 12</p>		<ul style="list-style-type: none"> □ Book Project due at 11:59 PM

<p>April 14</p>	<p>Chapter 10, Part 2 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders (ASD)</p> <ol style="list-style-type: none"> 1. Videos 2. Autism Simulation 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 342-358 <input type="checkbox"/> Some people bring books to class.
<p>April 15</p>	<p>Chapter 11 - A Study of Individuals With Special Needs: Individuals With Speech and Language Impairments</p> <ol style="list-style-type: none"> 1. 5 Corners 2. AAC Videos 3. Partner-Assisted Scanning 4. T/F Questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Read Pages 361-386 <input type="checkbox"/> Some people bring books to class.
<p>April 19</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Chapter 10 or Chapter 11 Formative Assignment due 11:59pm

<p>April 21</p>	<p>Chapter 12 - A Study of Individuals With Special Needs: Individuals With Hearing Impairments</p> <p>1. Co-Create Presentation</p>	<ul style="list-style-type: none"> □ Read your assigned parts of Chapter 12: <ol style="list-style-type: none"> 1. Definitions and Concepts in the Field of Hearing Impairment 2. A Brief History of Hearing Impairment; Prevalence of Hearing Impairment; Etiology of Hearing Impairment 3. Characteristics of Individuals with Hearing Impairments; Assessment of Individuals with Hearing Impairments; Educational Considerations 4. Services for Young Children with Hearing Impairments; Transition and Individuals with Hearing Impairments; Services for Adults with Hearing Impairments; Family Issues 5. Issues of Diversity; Technology and Individuals with Hearing Impairments; Trends, Issues, and Controversies 6. Strategies for Effective Teaching and Learning □ Everyone brings books to class. □ Bring earbuds/headphones to class.
<p>April 22</p>	<p>Chapter 13 - A Study of Individuals With Special Needs: Individuals With Visual Impairments</p> <p>1. Mingle Activity 2. Review Future Summative Assignments</p>	<ul style="list-style-type: none"> □ Read the part assigned to you: <ul style="list-style-type: none"> ○ Gold: 447-463 ○ Green: 463-481 □ Everyone brings books to class.

April 26		<input type="checkbox"/> Chapter 12 or Chapter 13 Formative Assignment due 11:59pm
April 28	Chapter 15, Part 1 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented 1. Partners Activity 2. Prodigy Videos	<input type="checkbox"/> Read Pages 539-562 <input type="checkbox"/> Do not need to bring books to class.
April 29	Chapter 15, Part 2 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented 1. Genius 2. Genius Update 3. Case Study Discussion 4. Indigo Child 5. Case Studies 6. Differentiate Lesson Plans	<input type="checkbox"/> Read Pages 562-585 <input type="checkbox"/> Do not need to bring books to class. <input type="checkbox"/> Bring a paper or electronic copy of a lesson plan you would teach in your dream job. (can be a copy from the internet)-Try to use the same lesson plan you brought earlier in the semester.
May 3		<input type="checkbox"/> Chapter 15 Formative Assignment due 11:59pm
May 4	Final Exam Review 1. Special Education Jargon Post-Test 2. Final Exam Study Guide	<input type="checkbox"/> Everyone brings books to class.

May 6	Final Class 1. Butterfly Circus 2. Who Wants to Be a Millionaire?	<input type="checkbox"/> Everyone brings books to class.
May 10		<input type="checkbox"/> Practicum Assignment (Evaluation Form, Hours Log, Paper) due 11:59pm
<p style="text-align: center;">Final Exam (Chapter 9-15)</p> <p style="text-align: center;">May 11, 12:30 PM – 2:30PM</p>		