EDUCATION 351/551: Section 3

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

3 credits

# Syllabus
## Fall 2020
Tuesday/Thursday 11:00 am – 12:15 pm, virtual classroom

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Office Hours:
Monday/Wednesday 11-12:00
Tuesday/Thursday 10-11:00

Individual zoom meetings by appointment
*http://meet-with-dr-bueno.appointlet.com*

**Sign up for my Remind.com class:**
**https://www.remind.com/join/9gd4ed**

# Table of Contents

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

## Purpose and Description of Course

Educ 351 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.  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.

## Learning Outcomes

- Students will be able to discuss definitions and identify typical characteristics of exceptionalities so that they can help students in the K-12 setting become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- Students will be able to identify a fictional student's strengths and needs and choose appropriate adaptations in order to demonstrate their ability to provide meaningful and challenging learning experiences for students with exceptionalities.
- Students will be able to describe ways to collaborate and the importance of collaboration between general and special educators as a means to address the needs of individuals with exceptionalities across a range of learning experiences.
- Students will be able to identify how students with exceptionalities are supported in the general education setting and describe similarities between supports discussed in class, the textbook, and their practicum so that they can create safe, inclusive, culturally responsive learning environments.
    - 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.

**Wisconsin Administrative Code/PI 34**

○ PI 34.15 Conceptual Framework: All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:

**(g)** Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

**(h)** Modifying the regular education curriculum when instructing pupils with disabilities.

**Standards Addressed in this Course**

○ The objectives of this course follow the [Council for Exceptional Children Initial Teacher Preparation Standard](#) and the [Council for the Accreditation of Educator 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 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. | Book Project Practicum Assignment |
| *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. | Book Project Practicum Assignment |
| *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. | Book Project Practicum Assignment |
| **Council for the Accreditation of Educator Preparation Standards** | **Signature Embedded Assessment** |
| CAEP Standard 1 Understanding and Addressing Each Child's Developmental and Learning Needs<br><br>1.a - Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children. 1.b – Candidates use their understanding of | Book Project |

| | |
|---|---|
| individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs. 1.c – Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation. | |
| CAEP Standard 4 Supporting Each Child's Learning Using Effective Instruction 4.a – Candidates use a variety of instructional practices that support the learning of every child. 4.b – Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child. 4.c – Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content. 4.d – Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement. 4.e – Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom. 4.f – Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child. 4.g – Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning | Practicum Assignment |

## Evaluation/Course Requirements

| Assignment | Brief Description | Points Earned |
|---|---|---|
| "Zoom" Participation | 36 (3 points each Zoom class x 12 Zoom classes) | |
| Midterm Exam (Chapters 1-8) | 33 | |
| Book Project | 100 | |
| Practicum Assignment | 90 (Paper = 80 points Hours Log = 10 points) | |
| "Online" Activities | 340 | |
| Final Exam (Chapter 9-15) | 47 | |
| Total | 646 | |

# Required Course Materials

**Required Textbook:** Gargiulo, R. (2017). *Special education in contemporary society: An introduction to exceptionality*. (6th ed.). Los Angeles, CA: SAGE Publications. Can be found in Text Rental.

**Book Project Novel:  Students must pick 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 under the Assignments Tab.  Can be acquired any way you see fit (borrow from friend or library, rent or purchase as audio or physical book, etc.)

# Technology Guidelines

**I.Course Structure**

- This course will be delivered through the course management system Canvas. You will use your UWSP account to login to the course from [www.uwsp.edu/canvas](www.uwsp.edu/canvas). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

**II.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](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm); Shea, V. (1994). Netiquette. Albion.com. Retrieved from: [http://www.albion.com/netiquette/book/](http://www.albion.com/netiquette/book/).*

**I.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

## 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.

## Confidentiality

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

## Grading Scale

| 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+ | | |

## Communicating with your Instructor

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

Office Hours: I am available without an appointment on the days/times listed on the first page of the syllabus and below. Individual meetings can be arranged through appointlink.   I do not hold normal office hours during the following weeks: (Fall Break, Spring Break, Winter Break, Summer Break, and finals weeks.)

Communicate Clearly: Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.
I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 72 hours please resend your email.
If you have a general course question (not confidential or personal in nature), please post it to the Course Q&A Discussion Forum found on the course homepage. I will post answers to all general questions there so that all students can view them. Students are encouraged to answer each other's questions too.
I will attempt to grade written work within 1 week, however longer written assignments may take me longer to read and assess.

## Office hours

Monday/Wednesday 11-12:00
Tuesday/Thursday 10-11:00

Individual zoom meetings by appointment *http://meet-with-dr-bueno.appointlet.com*

## Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. 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.***

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally,  follow the link to review attendance guidelines as outlined by the UWSP registrar.

## Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. Under extenuating circumstances, an assignment can be turned late for full credit if the student has obtained permission from me ahead of time and the assignment is turned in on the agreed upon due date. Without prior agreement, 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. **I will not accept an assignment 1 week after the due date unless prior arrangements are made.**

## Absences due to Military Service

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

## Religious Beliefs Accommodation

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

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

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

## Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

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

## Help Resources

| Tutoring | Advising | Safety and General Support | Health |
|---|---|---|---|
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

**UWSP Service Desk**

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information.](#)

**Care Team**

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

## Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

*UWSP 14.03 Academic misconduct subject to disciplinary action.*
(1) Academic misconduct is an act in which a student:
(a) Seeks to claim credit for the work or efforts of another without authorization or citation;
(b) Uses unauthorized materials or fabricated data in any academic exercise;
(c) Forges or falsifies academic documents or records;
(d) Intentionally impedes or damages the academic work of others;
(e) Engages in conduct aimed at making false representation of a student's academic performance; or
(f) Assists other students in any of these acts.

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

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

# Other Campus Policies

**FERPA**

The Family Educational Rights and Privacy Act (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

**Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.

**Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

**Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA

**Copyright infringement**

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

## Graduate Students

This course will have a total of 660 points for students enrolled for graduate credit. In addition to the assignments listed above, students taking the course for graduate credit will be required to complete the following tasks:

1. **Midterm Exam (10 points)**
   a. Graduate students will be required to answer 2 additional questions (short answer) on the midterm exam.
2. **Research Article Summary and Reflection (80 points)** – due _____
   From a high quality research/scholarly journal, select a peer-reviewed research article that focuses on inclusive education practices. Submit to Canvas an attachment of the article, a summary, and a reflection
   The summary should include: title of the article, journal and date of publication, purpose of the study, research question, summary of the research methods, summary of the results, and summary of the authors' conclusions. The reflection should answer the following questions: What do you see as the strengths and weaknesses in the article (could be the writing, study design, conclusions, etc.) How will you be able to use/apply the information in future settings? What future research do you suggest as a result of the authors' findings?
3. **Final Exam (10 points)**
   a. Graduate students will be required to answer 2 additional questions (short answer) on the

final exam.

## Course Schedule*
**Tentative Schedule**

| Dates | Topic | Readings/Assignments Due | Modality |
|---|---|---|---|
| **WEEK 1** | | | |
| September 2-September 6 | Welcome to Educ 351 | <ul><li>Sometimes you are a caterpillar</li><li>Animal School</li><li>Circle of Friends</li><li>FlipGrid</li><li>Special Ed Jargon</li><li>I wish my teacher knew</li></ul> | All Groups Asynchronous |
| **WEEK 2** | | | |
| September 7-September 13 | Chapter 1: Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives | <ul><li>Chapter 1 reading</li><li>Chapter 1 overview video</li><li>Cooperative Teaching Models</li><li>UDL</li><li>Google Quiz</li><li>Chapter 1 Formative Assignment</li></ul> | All Groups Asynchronous |
| **WEEK 3** | | | |
| September 14-September 20 | Chapter 2: Policies, Practices, and Programs | Chapter 2 Reading<br>**T or TH Zoom class**<br>Chapter 2 Formative Assignment | Synchronous |
| | Chapter 3: Cultural and Linguistic Diversity and Exceptionality | <ul><li>Chapter 3 Reading</li><li>Group Discussion</li><li>Microcultures Reflection</li><li>Chapter 3 Formative Assignment</li></ul> | Asynchronous |
| **WEEK 4** | | | |

| September 21-September 27 | Chapter 4: Parents, Families, and Exceptionality | <ul><li>Chapter 4 reading</li><li>Chapter 4 Formative Assignment</li></ul> | Asynchronous |
| --- | --- | --- | --- |
| | Chapter 5: Assistive Technology | Read Chapter 5<br>**T or TH Zoom class**<br>Chapter 5 Formative Assignment | Synchronous |

| **WEEK 5** | | | |
| --- | --- | --- | --- |
| September 28-October 4 | Chapter 6: Individuals with Intellectual Disability | Chapter 6 reading<br>**T or TH Zoom class** | Synchronous |
| | Chapter 6: Individuals with Intellectual Disability | <ul><li>E:60 Perfect</li><li>Melody Case Study</li><li>Sheltered Workshop</li><li>Chapter 6 Formative Assignment</li></ul> | Asynchronous |

| **WEEK 6** | | | |
| --- | --- | --- | --- |
| October 5 - October 11 | Chapter 7: Individuals with Learning Disabilities | Chapter 7 Reading<br>**T or TH Zoom class** | Synchronous |
| | Chapter 7: Putting it all together | <ul><li>Putting it all together</li><li>Chapter 7 Formative Assignment</li></ul> | Asynchronous |

| **WEEK 7** | | | |
| --- | --- | --- | --- |
| October 12 - October 18 | Chapter 8 part 1 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder | Chapter 8 Reading<br>KWLS Chart<br>**T or TH Zoom class** | Synchronous |
| | Chapter 8 part 2 - A Study of Individuals With Special Needs: Individuals With Attention Deficit Hyperactivity Disorder | <ul><li>Padlet</li><li>KWLS chart</li><li>Chapter 8 Formative Assignment</li></ul> | Asynchronous |

| **WEEK 8** | | | |
| --- | --- | --- | --- |
| October 19-October 25 | Midterm Review<br>Book project and Practicum Project Review | **T or TH Zoom class** | Synchronous |

|  | Midterm |  | Asynchronous |
|---|---|---|---|
| **WEEK 9** | | | |
| October 16-November 1 | Chapter 9 part 1: Individuals with Emotional or Behavioral Disorders | Chapter 9 reading **T or TH Zoom class** | Synchronous |
|  | Chapter 9 Part 2: When the Chips are Down | <ul><li>When the Chips are down</li><li>EBD Toolkit</li><li>Chapter 9 Formative Assignment</li></ul> | Asynchronous |
| **WEEK 10** | | | |
| November 2-November 8 | Chapter 10 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders | Chapter 10 reading **T or TH Zoom class** | Synchronous |
|  | Chapter 10 - ASD Newsletter | <ul><li>ASD Newsletter</li><li>Chapter 10 Formative Assignment</li></ul> | Asynchronous |
| **WEEK 11** | | | |
| November 9-November 15 | Chapter 11: Individuals with Speech and Language Impairments | <ul><li>Chapter 11 Reading</li><li>Chapter 11 video</li><li>AAC devices</li><li>Chapter 11 Formative Assignment</li></ul> | Asynchronous |
|  | Chapter 12: Individuals with Hearing Impairments | Chapter 12 reading **T or TH Zoom class** Chapter 12 Formative Assignment | Synchronous |
| **WEEK 12** | | | |
| November 16-November 22 | Chapter 13: Individuals with Visual Impairments | <ul><li>Chapter 13 reading</li><li>DIscussion Board</li><li>Chapter 13 Formative Assignment</li></ul> | Asynchronous |
|  | Chapter 14 - A Study of | Chapter 14 reading | Synchronous |

| | Individuals With Special Needs: Individuals With Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities | **T or TH Zoom class** Chapter 14 Formative Assignment **BOOK Project Due** | |
|---|---|---|---|
| **WEEK 13** | | | |
| November 23 - November 29 | Thanksgiving | | |
| **WEEK 14** | | | |
| November 30 - December 6 | Chapter 15 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented | Chapter 15 reading **T or TH Zoom class** Chapter 15 Formative Assignment | Synchronous |
| | Culminating Activities | <ul><li>Who wants to be a millionaire</li><li>Draw a picture</li><li>Special Ed Jargon</li><li>Butterfly Circus</li></ul> | Asynchronous |
| **WEEK 15** | | | |
| December 7 - December 13 | Final Exam Review | **T or TH Zoom class** | Synchronous |
| | Final Exam | | Asynchronous |
| **FINAL EXAM WEEK** | | | |
| December Date TBD | Practicum Paper Due | | |