Education 351:
Educating Students with Special or Other Needs in the General Education Environment
3 credits

University of Wisconsin-Stevens Point
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Office Hours:	by appointment
Lecture:	Section 1: 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 D2L 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. 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.

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. InTASC Model Core Teaching Standards Addressed in this Course

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*
   o 1d. The teacher understand 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.
   o 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.
   o 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 way 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*
  - o 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*
  - o 7i. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
  - o 7j. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
  - o 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.
  - o 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*
  - o 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.
  - o 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*
  - o 8a. The teacher uses appropriate strategies and resources to adapt instruction to the need of individuals and groups of learners.
- *Essential Knowledge*
  - o 8k. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
  - o 8l. The teacher knows when and how to use appropriate strategies to differentiae instruction and engage all learners in complex thinking and meaningful tasks.
  - o 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*
  - o 8p. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
  - o 8q. The teacher values the variety of ways people communication 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*

- o   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*
  - o   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*
  - o   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.
  - o   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.
  - o   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*
  - o   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.
  - o   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.
  - o   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.
  - o   10o. The teacher knows how to contribute to a common culture that supports high expectations for student learning.
- ● *Critical Dispositions*
  - o   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.
  - o   10q. The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

- o 10s. The teacher takes responsibility for contributing to and advancing the profession.
- o 10t. The teacher embraces the challenge of continuous improvement and change.

VI.   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, 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

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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.

- 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 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.

VII. **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.

VIII. **Course Structure**
- This course will be delivered entirely online through the course management system D2L. You will use your UWSP account to login to the course from the D2L Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

IX. **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/.

X. Expected Instructor Response Times
- I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 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 reply to and assess student discussion posts within 48 hours of discussions closing.
- I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.

XI. 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)

XII. **Technical Assistance**
- If you need technical assistance at any time during the course or to report a problem with D2L 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

XIII. **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."

XIV. **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 3 days of the due date will be downgraded 10% from the earned grade. Assignments turned in after 3 days of the due date will earn zero points.

XV. **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 strongly encouraged. All students are expected to read the assigned material before completing class activities. Students' final grade will be dropped in the event of excessive absences. **Upon being absent four times ("excused" or "unexcused"), students' final grade will be dropped one letter grade.** An absence for this online class means not completing any activities for a topic. For example, our first topic is *Welcome to Educ 351*. If you turn in zero of the required activities, this will count as one absence. Accommodations can be made at instructor discretion for extenuating circumstances (ie: maternity/paternity leave).

XVI. **Viewing Grades/Feedback in D2L**
- Points you receive for graded activities will be posted to the D2L Grade Book or in the DropBox. Email me if you do not see your assignment grades within 3-4 days of submitting the assignment.

XVII. **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.

XVIII. **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.

XIX. **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

XX. **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

XXI. **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.

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- 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.

XXII. **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

XXIII. **Assignments**

The course requirements are designed to help you foster proficiencies, demonstrate competence or provide evidence of the InTASC Model Core Teaching Standards.*Please note that satisfactory completion of all summative course assignments (Signature Embedded Assessments) are required to pass this course regardless of points earned or final percentages. In other words, failure to complete any of the following assignments will result in course failure: Book Project, Practicum Hours Log/Evaluation Form, Practicum Reflection Paper, School of Education ePortfolio, Midterm Exam, and Final Exam.*

1. Daily 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 D2L, 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 some activities are due on a Saturday and/or 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 day of class in the tentative topic schedule below.

2. Summative Assignments (the assignment directions are provided via links below, unless otherwise noted):

   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 D2L under the Content tab, as is the book list. I included in the tentative schedule some recommendations for how/when to work on the assignment over the course of the semester. These are only recommendations based on my knowledge of the assignment and the demands of the semester as a whole. The due date for this assignment is after the official last day of class - you can choose to turn it in anytime from now until the last day of class or up to one week after the last day of class with no late work penalty. Here is a recorded explanation of the book project.

   b. 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. 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. These assignment descriptions can be found on D2L. Here are some documents essential for completing the assignment:

    i. [Practicum Assignment Description](#) - Gives you instructions for how to complete the assignment.

    ii. [SPASH/PJ Jacobs Practicum Request Form](#) - Students completing practicum at SPASH and PJ Jacobs need to download, fill out, and turn in the form to the appropriate school before starting practicum.

    iii. [UWSP Dispositions](#) - UWSP Dispositions Document is a reminder of appropriate conduct.

    iv. [Practicum Evaluation Form](#) - Each supervising teacher (if you have more than one) must fill out the evaluation form.

    v. [Practicum Hours Log](#) - Print off a form for each supervising teacher. The teacher must sign off on the hours at the end of each day or at the end of all of your hours with the teacher (ask your teacher what he/she prefers).

    vi. [Practicum Letter to Cooperating Teacher](#)- This letter explains the assignment to the supervising teacher. Print off this letter to give to your supervising teacher.

    vii. [Practicum Protocol](#) - A reminder of appropriate behaviors.

[Here](#) is a recorded explanation of the practicum assignment. I included in the tentative schedule some recommendations for how/when to work on the assignment over the course of the semester. These are only recommendations based on my knowledge of the assignment and the demands of the semester as a whole. The due date for this assignment is after the official last day of class - you can choose to turn it in anytime from now until the last day of class or up to one week after the last day of class with no late work penalty.

c. [School of Education ePortfolio](#): Develop the appropriate sections of your School of Education ePortfolio (description, analysis, and reflection of a standard; credentials). Follow the directions posted on D2L for how to DropBox your eportfolio. I included in the tentative schedule some recommendations for how/when to work on the assignment over the course of the semester. These are only recommendations based on my knowledge of the assignment and the demands of the semester as a whole. The due date for this assignment is after the official last day of class - you can choose to turn it in anytime from now until the last day of class or up to one week after the last day of class with no late work penalty. [Here is my video](#) explaining the ePortfolio assignment.

d. Final Exam: The exam tests your knowledge and ability to apply course concepts. The format is multiple choice, true/false, matching, and short answer; and it is timed. You can find the final exam on the Quizzes tab on D2L.

3. Student/Teacher Conference: Anytime during the semester, sign up for a 1:1 chat with me so I can check in with you to see how you are doing this semester and you can ask me any questions you have. You do not need to have anything prepared for this conference. Just be ready for me to call you on the number/email address you left when you signed up. Here is the link for the sign up document.

IX. Grading

Assignment	Points Possible	Points Earned
Daily Activities	470	
Book Project	100	
Practicum Assignment	100 (Paper = 80 points Evaluation Form = 10 points Hours Log = 10 points)	
School of Education ePortfolio	20	
Final Exam	80	
Student/Teacher Conference	30	

X. Grading Scale

100% -94% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+
	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 **(Are you having your student/teacher conference with me this week?)**		
Tuesday, May 29	Welcome to Educ 351 (You may want to consider choosing and ordering your book for the book project.)	20 points
Wednesday, May 30	Chapter 1: Special Education in Context: People Concepts, and Perspectives	30 points
Thursday, May 31	N/A (You may want to consider writing	N/A

	your Introduction and your Classroom Expectations/Procedures for your book project paper AND writing the first paragraph of your practicum paper.)	
Friday, June 1	Chapter 2: Policies, Practices, and Programs	30 points
Saturday, June 2	Chapter 3: Cultural and Linguistic Diversity and Exceptionality	30 points
Sunday, June 3	N/A (You may want to consider reading the first third of your book project book.)	N/A
WEEK 2 **(Are you having your student/teacher conference with me this week?)**		
Monday, June 4	Chapter 4: Parents, Families, and Exceptionality	30 points
Tuesday, June 5	Chapter 5: Assistive Technology	30 points
Wednesday, June 6	N/A (You may want to consider reading the second third of your book project book.)	N/A
Thursday, June 7	Chapter 6: Individuals with Intellectual Disability	30 points
Friday, June 8	Chapter 7: Individuals with Learning Disabilities **I am extending the due date for this Chapter to Saturday, June 9th, 2018.**	30 points
Saturday, June 9	N/A (You may want to consider reading the last third of your book project book.)	N/A

Sunday, June 10	Chapter 8: Individuals with Attention Deficit Hyperactivity Disorder	30 points
WEEK 3 **(Are you having your student/teacher conference with me this week?)**		
Monday, June 11	Chapter 9: Individuals with Emotional or Behavioral Disorders	30 points
Tuesday, June 12	N/A (You may want to consider writing the Student Background, Strengths, and Areas of Weakness for your book project paper.)	N/A
Wednesday, June 13	Chapter 10: Individuals with Autism Spectrum Disorders	30 points
Thursday, June 14	Chapter 12: Individuals with Hearing Impairments OR Chapter 13: Individuals with Visual Impairments - Part 1 *This chapter requires a small amount of asynchronous group work. You may want to email each other before Thursday, June 14th.	30 points
Friday, June 15	N/A (You may want to consider writing the Adaptations and Conclusion for your book project paper, then submit the assignment.)	N/A
Saturday, June 16	Chapter 12: Individuals with Hearing Impairments OR Chapter 13: Individuals with Visual Impairments - Part 2	30 points
Sunday, June 17	Chapter 11: Individuals with Speech and Language Impairments	30 points

WEEK 4 (Are you having your student/teacher conference with me this week?)		
Monday, June 18	N/A (You may want to consider writing your 3 lessons learned and your conclusion for your practicum paper, then submit the assignment.)	N/A
Tuesday, June 19	Chapter 14: Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities	30 points
Wednesday, June 20	Chapter 15: Individuals Who Are Gifted and Talented	30 points
Thursday, June 21	N/A (You may want to consider completing your ePortfolio assignment, then submit the assignment.)	N/A
Friday, June 22	Final Exam (This will be through D2L. I will have the final exam open for you to take anytime between Thursday, June 21 at 12am through Sunday, June 24 at 11:59pm.)	80 points
EXTRA TIME (IF YOU WANT IT)		
Friday, June 29	Last Day to Turn in Book Project, Practicum Assignment (Evaluation Form, Hours Log, Paper), and ePortfolio	Book Project= 100 points Practicum Assignment (Evaluation Form, Hours Log, Paper) = 100 points ePortfolio= 20 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.