

# Education 755: Foundations of Special Education

## Summer 2024

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

### Navigating this document

This document was developed using Styles for both navigation and Accessibility reasons. An easy way to navigate this document is to turn on the Navigation Pane. To turn on the Navigation Pane in Word, click View and check the box next to Navigation Pane, then click the heading of the section you wish to view to navigate directly to that section.

\*You may have to download the document to the desktop Word App for this to function properly.

### Course Information

#### Instructor Information

**Instructor:** Nikki Logan, Ph.D.  
**Office:** CPS 457  
**Email Address:** nlogan@uwsp.edu  
**Office Hours:** by appointment - email me to set up a meeting

#### Course Information

**Course Description:** Exploration and analysis of the history, etiology, characteristics, and assessment of students with disabilities. Instructional approaches and adaptations in a variety of educational placements in the least restrictive environment continuum.

**Credits:** 3

**Prerequisite:** Admission to Professional Education Program

#### Purpose and Description of Course

This course is designed to prepare the future teacher to work as part of an instructional team to meet the needs of diverse students, including students who are labeled exceptional, in the general education classroom. The legal and educational basis for regular class placement of children with disabilities

will be examined and explored. Specific responsibilities associated with students who are labeled exceptional, including development and implementation of Individualized Educational Plans (IEPs), will be covered. Finally, student reading and classroom activities will focus on instructional and management practices that lead to accommodating students with various needs and abilities in the general education settings and curriculum. This course will provide exposure to the various areas of exceptionality, including the foundations of special education: individuals with intellectual disabilities; specific learning disabilities; attention deficit hyperactivity disorder; emotional/behavioral disorder; autism spectrum disorder; and speech, language and communication impairment.

### Standards Addressed in this Course

The objectives of this course follow the

- o [Wisconsin Administrative Code for Teacher Education Program Approval and Licensing](#)
- o [Council for Exceptional Children Initial Teacher Preparation Standard](#)
- o [Council for the Accreditation of Educator Preparation Standards](#)
- o [National Science Teaching Association Standards \(NSTA\) for Science Teacher Preparation](#)
- o [National Council for the Social Studies \(NCSS\) National Standards for the Preparation of Social Studies Teachers](#)

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.

Wisconsin Administrative Code for Teacher Education Program Approval and Licensing	Signature Embedded Assessment
<p><b>PI.34.002(7)</b> Children with disabilities. Procedures used for identifying, assessing, and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers and curriculum modifications.</p>	<ul style="list-style-type: none"> <li>• IDEA Compliance Analysis</li> <li>• Module 1 Quiz – IDEA</li> <li>• IDEA Roles &amp; Responsibilities</li> <li>• Disability Basics Info Brief, Instructional Methods Info Brief, Adaptations Info Brief</li> <li>• Case Study</li> <li>• Student Support Plan</li> </ul>
	<p><b>Signature Embedded Assessment</b></p>
<p><b>Standard #1:</b> Pupil Development. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements</p>	<ul style="list-style-type: none"> <li>• IEP Analysis and Lesson Accommodation Assignment (80% or higher)</li> <li>• Need 48/60 points on assignment rubric</li> </ul>

<p>developmentally appropriate and challenging learning experiences for pupils.</p>	
<p><b>Standard #2:</b> Learning Differences. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.</p>	<ul style="list-style-type: none"> <li>• IEP Analysis and Lesson Accommodation Assignment (80% or higher)</li> <li>• Need 48/60 points on assignment rubric</li> </ul>
<p><b>Standard #3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Book Project</li> </ul>
<p><b>Council for Exceptional Children Initial Teacher Preparation Standards</b></p>	<p><b>Signature Embedded Assessment</b></p>
<p><i>CEC Standard 1 - Learner Development and Individual Learner Differences.</i> 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.</p>	<ul style="list-style-type: none"> <li>• Case Study *must earn 2/2.5 on Classroom Expectations/ Procedures and 12/15 on Description of Adaptations and 12/15 on Rationale for Adaptations in order to pass the course</li> <li>• Practicum Hours Assignment *must submit documentation of 6 hours in order to pass the course</li> </ul>
<p><i>CEC Standard 2 - Learning Environments.</i> 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.</p>	<ul style="list-style-type: none"> <li>• Case Study *must earn 2/2.5 on Classroom Expectations/ Procedures and 12/15 on Description of Adaptations and 12/15 on Rationale for Adaptations in order to pass the course</li> <li>• Practicum Hours Assignment *must submit documentation of 6 hours in order to pass the course</li> </ul>
<p><i>CEC Standard 7 - Collaboration.</i> Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p>	<ul style="list-style-type: none"> <li>• Case Study *must earn 2/2.5 on Classroom Expectations/ Procedures and 12/15 on Description of Adaptations and 12/15 on Rationale for</li> </ul>

	<p>Adaptations in order to pass the course</p> <ul style="list-style-type: none"> <li>• Practicum Assignment *must submit documentation of 6 hours in order to pass the course</li> </ul>
<p><b>Council for the Accreditation of Educator Preparation Standards</b></p>	<p><b>Signature Embedded Assessment</b></p>
<p><i>CAEP Standard 1: Understanding and Addressing Each Child’s Developmental and Learning Needs</i>            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 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.</p>	<ul style="list-style-type: none"> <li>• Case Study *must earn 2/2.5 on Classroom Expectations/ Procedures and 12/15 on Description of Adaptations and 12/15 on Rationale for Adaptations in order to pass the course</li> </ul>
<p><i>CAEP Standard 4: Supporting Each Child’s Learning Using Effective Instruction</i>            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</p>	<ul style="list-style-type: none"> <li>• Practicum Assignment *must submit documentation of 6 hours in order to pass the course</li> </ul>

## 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.
- I will attempt to reply to and assess student discussion posts within 72 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.

## Communicate with your Instructor

You can reach me via:

- Email is the quickest way to reach me at: [nlogan@uwsp.edu](mailto:nlogan@uwsp.edu)
- I am also available to meet via Zoom.

Office Hours: Individual meetings can be arranged through an email request.

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.

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.

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.

## Textbook & Course Materials

**Required Text:** Gargiulo, R. & Bouck, E (2020). *Special education in contemporary society: An introduction to exceptionality*. (7th ed.). Los Angeles, CA: SAGE Publications. ISBN-13: 978-1544373690  
ISBN-10: 1544373694

## Essential Questions

- Based on who they are as individuals and their disability label, what instructional methods and adaptations are appropriate for each of my students?
- How can I collaborate with other school staff, the student, his/her family, and the community, to increase their success at school, home, and in the community?
- How do I know when to refer a child for a special education evaluation and what is my role in doing so?

## Course Learning Outcomes (CLOs)

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.

Students will be able to:

1. Students will evaluate how the roles and responsibilities of general and special education teachers are shaped by IDEA 2004 (Individuals with Disabilities Education Improvement Act).
2. Students will be able to evaluate learners' individual needs to select appropriate data-supported adaptations.
3. Students will be able to evaluate learners' individual needs to select appropriate data-supported instructional methods.
4. Students will design a plan to involve families, other educators, related service providers, students, and community agencies in the documentation and implementation of an IEP (Individualized Education Program).

You will meet the outcomes listed above through a combination of the following activities in this course:

- Complete required readings.
- Collaborate with peers.
- Submit all assignments.
- Watch recorded lectures.

## Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to login to the course from the [Canvas Login Page](#). If you have not activated your UWSP account, please visit the [Manage Your Account](#) page to do so.

## Attendance

This course is fully online with no synchronous (live) whole class meetings. Throughout the course you may need to arrange live, synchronous zooms or phone conferences with a small group of classmates.

## Topic Outline/Schedule

**Important Note:** Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

- **Week 01: Special Education Legislation and Professional Practices**
  - Educators must follow special education law so that they can provide the best instruction for students with disabilities. In order to do so they must know specific legislation (particularly Individuals with Disabilities Improvement Education Act 2004) and as a result, what their roles and responsibilities in providing a legally mandated education for students with disabilities. IDEA is the foundation off of which special education in schools is built and will guide the topics and material throughout the remainder of the course.
- **Weeks 02-03: High Incidence Disabilities: Definitions, Characteristics, and Assessment Procedures**
  - In order to appropriately refer, intervene, and teach students with disabilities in compliance with the law, educators need to know the basics of disabilities. Learning about the definition, representative characteristics, and assessment procedures for intellectual disability, specific learning disability, emotional/behavioral disability, attention deficit hyperactivity disorder, autism spectrum disorder, and speech, language and communication impairment will provide a solid foundation off of which to determine appropriate instructional strategies and individualized adaptations.
- **Weeks 04-05: High Incidence Disabilities: Instructional Methods**
  - Now that we have developed a foundation of the definition, characteristics, and assessment procedures of high incidence disabilities, it is time to turn our attention to data-supported instructional methods. In this module, you will develop a repertoire of instructional strategies that you can use to teach students with disabilities. Having numerous instructional strategies at hand will help you support students so that they can reach their IEP goals and be successful in school.
- **Weeks 06-07: High Incidence Disabilities: Adaptations**
  - So far during this course, we have learned about special education legislation and professional practices; definitions, characteristics, assessment procedures, and instructional strategies for teaching

students with high incidence disabilities. In this module, we will focus on making adaptations, but keep in mind that most of the instructional methods and adaptations for students with disabilities are also great strategies to use with students without disabilities.

- **Week 08: Real World Applications**

- This is the week you will synthesize all that you have learned in order to analyze an IEP and make a plan for supporting a student with a disability. My hope is that over the course of the last 7 weeks, you have created several usable takeaways that you can use in your teaching practice. For our last module, your task is to connect what you have learned and apply it to a simulated real world experience.

## **Student Expectations**

Instructors and students should expect that the rigor and workload of a course held in the virtual classroom will be comparable to that of a face-to-face course. Virtual classroom course development and instruction also requires a significant time investment by instructors. Such courses often require greater time commitment for independent work from students because no classes are scheduled, so students must schedule their own time to complete coursework. Students are encouraged to use the self-paced [Online Student Orientation](#) tool to prepare for online coursework.

Credit Hour Expectations: UWSP standards mandate that courses have a minimum requirement of 45 hours outside of class time for each one credit awarded.

In this course you will be expected to complete the following types of tasks.

- communicate via email
- complete basic internet searches
- download documents from Canvas
- read documents online
- view online videos
- participate in online discussions
- complete quizzes online
- upload documents and videos to Canvas to submit an assignment
- participate in asynchronous online discussions

## **Technology**

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](http://www.uwsp.edu/canvas). If you have not activated your UWSP account, please visit the Manage Your Account page to do so.



## Canvas Support

Click on the  button in the global (left) navigation menu and note

the options that appear:

Support Options	Explanations
<p><b>Ask Your Instructor a Question</b> Submit a question to your instructor</p>	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<p><b>Chat with Canvas Support (Student)</b> Live Chat with Canvas Support 24x7!</p>	<b>Chatting with Canvas Support (Student)</b> will initiate a <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<p><b>Contact Canvas Support via email</b> Canvas support will email a response</p>	<b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<p><b>Contact Canvas Support via phone</b> Find the phone number for your institution</p>	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<p><b>Search the Canvas Guides</b> Find answers to common questions</p>	<b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also opt for <a href="#">Canvas video guides</a> .
<p><b>Submit a Feature Idea</b> Have an idea to improve Canvas?</p>	If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.

*All options are available 24/7; however, if you opt to email your instructor, she may not be available immediately.*

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

## Course Technology Requirements

- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - o webcam

- o microphone
- o printer
- o a stable internet connection (don't rely on cellular)

## Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website.

<https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

## Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - o IT Service Desk Phone: 715-346-4357 (HELP)
  - o IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

## Grading Policies

### Completing Assignments

**All assignments for this course will be submitted electronically through Canvas unless otherwise instructed.** Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect your grade.

### Graded Course Activities

Click the **Assignments** link in Canvas to access assignment listing, categories and weights as applicable. Click the **Syllabus** link to see a chronological listing of assignments. Click the **Grades** link to see current grades. Overall assignments and accompanying points are listed below:

Description	Points
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Module 1 (Week 1)	20
Module 2 (Weeks 2-3)	47
Module 3 (Weeks 4-5)	52
Module 4 (Weeks 6-7)	82
Module 5 (Week 8)	54
<b>Total Points Possible</b>	<b>255</b>

## Late Work Policy

Submit all assignments by the posted due date to the appropriate location by 11:59 pm. Assignments turned in within 24 hours after the due date will be downgraded 10% from the earned grade. Assignments turned in within 1 week of the due date will be downgraded 30%. Assignments turned in after 1 week will be downgraded 50%. Please ask before the assignment is due if you need an extension; in most cases I will grant one. The disability brief draft and peer reviews will not be accepted late (and will earn a score of 0 - submitting late assignments that have peer review components means you may not be able to earn points for addressing peer feedback, as peers are not required to review your late work). Please do your best to submit assignments on time.

## Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Grading Scale			
Percentage	Letter Grade	Percentage	Letter 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+		

## School of Education Policies

Students MUST achieve a grade of "C-" or higher for teacher certification. Any grade lower than a "C-" will require a repeat of the course.

## Participation

Students are expected to participate in all online activities as listed in Canvas.

## Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the

Grades link to view your points. Your instructor will update the online grades, typically 72 hours following the completion of an activity. You will see a visual indication of new grades posted on your Canvas home page under the link to this course.

## Other Policies

### 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](#).

### Academic Honesty Policy & Procedures

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

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it. Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#). For more information, see the [UWSP Student Conduct Process Website](#)

### 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.

## 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 1<sup>st</sup> 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.

## Commit to 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.

## 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.

## 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](#).

## Dropping UWSP Courses

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.

## 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](#)

## Emergency Procedures

- In the event of a **medical emergency call 9-1-1** or use campus phone. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a **tornado warning, proceed to the lowest level interior room** without window exposure. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-

span structures (gyms, pools or large classrooms).

- In the event of a **fire alarm, evacuate the building** in a calm manner. Notify instructor or emergency response personnel of any missing individuals.
- **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
- See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.”

## Equal Access for Students with Disabilities

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. 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 you suspect you have a disability or acquire a condition during the semester and you need assistance or if modifications are required due to a disability, please inform the instructor and contact the [Disability Resource Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Collins Classroom Center (CCC) room 106 and suite 108. For more information about UWSP's policies, visit: <https://www.uwsp.edu/datc/Pages/default.aspx>*

## FERPA

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

Lecture materials and recordings for Education 755 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

## 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

## 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](mailto:dos@uwsp.edu).

### **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

### **Netiquette Guidelines**

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

## 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.

## 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](#).