Education 351:

Educating Students with Special or Other Needs in the General Education Environment

3 credits

Fall 2020

Instructor: Dr Uzeyir Ogurlu (aka Dr.O)

Office: College of Professional Studies, Room 450

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Office Hours: Office Hours: Tuesday 11.00-1.00 (Zoom) or by appointment

Section	Day	Time	Location
EDUC 351-3 (Cohort-A)	Wednesday	14:00 - 14:45	Online
EDUC 351-3 (Cohort-B)	Wednesday	14:50 - 15:35	Online

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

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

speech, language and communication impairment; hearing impairment; visual impairment; physical disabilities; health disabilities; related low-incidence disabilities; and giftedness.

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

Wisconsin Administrative Code/PI 34
- PI 34.15 Conceptual Framework: All students completing the teacher preparation program must demonstrate knowledge and understanding of the following:
    - **(g)** Procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.
    - **(h)** Modifying the regular education curriculum when instructing pupils with disabilities.

Standards Addressed in this Course
- The objectives of this course follow the
    - [Council for Exceptional Children Initial Teacher Preparation Standard](#)
    - [Council for the Accreditation of Educator Preparation Standards](#)
    - [National Science Teaching Association Standards (NSTA) for Science Teacher Preparation](#)
    - [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. Students must receive a grade of C- or higher on each Signature Embedded Assessment in order to pass the course.

Council for Exceptional Children Initial Teacher Preparation Standards	Signature Embedded Assessment
CEC Standard 1 - *Learner Development and Individual Learner Differences.* Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Book Project Practicum Assignment
CEC Standard 2 - *Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.	Book Project Practicum Assignment
CEC Standard 7 - *Collaboration.* Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	Book Project Practicum Assignment
Council for the Accreditation of Educator Preparation Standards	**Signature Embedded Assessment**
CAEP Standard 1:Understanding and Addressing Each Child's Developmental and Learning Needs 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.	Book Project
CAEP Standard 4:Supporting Each Child's Learning Using Effective Instruction	Practicum Assignment

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	
National Science Teaching Association Standards (NSTA) for Science Teacher Preparation	**Signature Embedded Assessment**
Standard 2: Content Pedagogy Effective teachers of science plan learning units of study and equitable, culturally-responsive opportunities for all students based upon their understandings of how students learn and develop science knowledge, skills, and habits of mind. Effective teachers also include appropriate connections to science and engineering practices and crosscutting concepts in their instructional planning.	Practicum Assignment
Standard 3: Learning Environments Effective teachers of science are able to plan for engaging all students in science learning by identifying appropriate learning goals that are consistent with knowledge of how students learn science and are aligned with standards. Plans reflect the selection of phenomena appropriate to the social context of the classroom and community, and safety considerations, to engage students in the nature of science and science and engineering practices. Effective teachers create an anti-bias, multicultural, and social justice learning environment to achieve these goals.	Book Project Practicum Assignment
National Council for the Social Studies (NCSS) National Standards for the Preparation of Social Studies Teachers	**Signature Embedded Assessment**

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NCSS Standard 4, Element 4a Candidates use knowledge of learners' socio-cultural assets, learning demands, and individual identities to plan and implement relevant and responsive pedagogy that ensures equitable learning opportunities in social studies.	Book Project Practicum Assignment
NCSS Standard 5, Element 5a Candidates use theory and research to continually improve their social studies knowledge, inquiry skills, and civic dispositions, and adapt practice to meet the needs of each learner, same assignment.	Book Project Practicum Assignment

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

Required Readings:
● Required readings that supplement the textbook will be posted online. Students are expected to read all required readings prior to the respective activities. Activities will be based in part on the required reading.

I will put my presentations on Canvas under each module after each class.
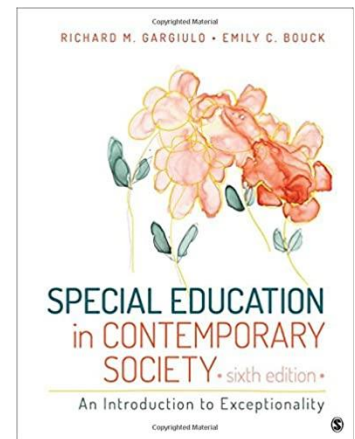
Learning Online

This course is entirely online and has some virtual meetings. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

It's very important that you complete all the readings carefully. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

Assignments

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. All the assignments are listed on Canvas. Directions and rubrics for all the assignments are listed on Canvas too. Please read the directions and rubrics for each assignment carefully. All assignments must be submitted via Canvas unless otherwise indicated. You must save all your work electronically before submitting it. I'm always happy to answer questions on the assignments, please don't hesitate to ask.

All submissions must be typed using 12-point Times New Roman font, with 1-inch margins on all sides. A cover page specifying the assignment and student's name must be included. APA style should be approximated

DO NOT SUBMIT GOOGLE DOC LINKS FOR YOUR ASSIGNMENTS UNLESS OTHERWISE SPECIFIED

Important Note: Please note that **Book Project and Practicum Assignment** are Signature Embedded Assessments and must be turned in in order to pass this course regardless of your total points earned or final percentages. In other words, failure to complete any of these assignments will result in course failure.

Assignment	Points Possible	Due Dates
"Zoom" Participation	45	Ongoing
Midterm Exam (Chapters 1-8)	40	October 21st online
Book Project	100	December 18th
Practicum Assignment	90 (Paper = 80 points Hours Log = 10 points)	December 15th
"Online" Activities	340	Ongoing
Movie Analysis	30	October 18th
Final Exam (Chapter 9-15)	40	December 14th online
Total	585	

Grading Scale

Grading Scale			
Percentage	Grade	Percentage	Grade
100%-94%	A	76-74%	C
93-90%	A-	73-70%	C-
89-87%	B+	69-67%	D+

86-84%	B	66-64%	D
83-80%	B-	60 & Below	F
79-77%	C+		

"Zoom" Participation

Students will earn participation points for Zoom in-class participation. Most of the time, participation cannot be made up; accommodations allowing students to earn participation points during absences can be made at my discretion for extenuating circumstances (ie: maternity/paternity leave). Participation includes "Zoom" Attendance. **"Zoom" Attendance:** In this course you should strengthen your abilities to collaborate with your peers and become a contributing member of a dynamic learning community. Your attendance and participation is essential. Collaboration with your peers outside class is strongly encouraged. All students are expected to read the assigned material before each class session. Students may be asked to discuss textbook and lecture material in small groups. You are allowed only 2 absences for illness or personal emergency from this course. After the second class missed, you will have a deduction of 4 points for each class you missed. More than 4 absences are a serious cause for concern; they will necessitate a conference with me**. Having said that, when you miss Zoom meetings, you could make up by submitting extra online activities depending on the chapter you miss. For make-up, contact with me.**

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

Book Project:
This assignment must be turned in in order to pass this course regardless of your total points earned or final percentages.
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. For the detailed info and guidelines for the assignment, go to this link.

Practicum Assignment:
This assignment must be turned in in order to pass this course regardless of your total points earned or final percentages.
You are to complete a 10-hour practicum in a <u>general education</u> classroom setting with children with exceptionalities (settings can include Physical Education, Spanish, Third Grade, English, etc classrooms; but not Special Education classrooms). After completing your practicum, write the Practicum Reflection Paper.
  - This is a level 1 practicum experience - Practicum I (up to 20 hours): The primary duty is to observe instructional program in progress. These observations may involve limited participation, such as preparing materials or tutoring students. Participation must be under the direct supervision of a host teacher, preferably in a classroom setting. 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.
  - For the detailed info and guidelines for the assignment, go to this link.

Movie Analysis Paper

You will be asked to watch a movie about learning disabilities. Your paper will be an analysis of the instructional approaches to students with learning difficulties. The purpose of the paper is to prompt you to critically apply the course concepts using a specific example of education. Please, do not wait until the last day to watch it. For the detailed info and guidelines for the assignment, go to this link.

Midterm Exam
The exam tests your knowledge and ability to apply course concepts for Chapters 1-8. The format is multiple-choice, true/false, matching, and short answer; and it is timed (3 hours). You can sign into Canvas to take the midterm exam anytime between 6 pm-9 pm on Oct 21st. You can find the midterm exam on the Quizzes tab on Canvas. For the detailed info and guidelines for the assignment, go to this link.

Final Exam
The exam tests your knowledge and ability to apply course concepts for Chapters 9-15. You can sign into Canvas to take the final exam anytime between 14:45 - 17:45 on Dec 14th. The format is multiple-choice, true/false, matching, and short answer; and it is timed (3 hours). You can find the midterm exam on the Quizzes tab on Canvas. For the detailed info and guidelines for the assignment, go to this link.

Course and University Policies

Late work. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment turned in within 48 hours of the due that have a maximum value of 80% of possible points. An assignment turned in between 3 and 5 days late can earn a maximum of 60% of the points possible. After 5 days, I usually refuse to accept a late assignment.

Academic Expectations and Standards: 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.

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/.

Communicating with Your Instructor: You can reach me via:
- ○ Email is the quickest way to reach me at: uogurlu@uwsp.edu
- ○ Videoconference is also available by request.
- Office Hours: I am available without an appointment on the days/times listed on the first page of the syllabus. Individual meetings can be arranged through an email request, or conversation directly before or after class.
- I will attempt to respond to student emails within 48 hours. If you have not received a reply from me within 72 hours please resend your email.
- I will attempt to grade written work within 1 week, however longer written assignments may take me longer to read and assess.

Technology Guidelines
- Technology Access: You will need access to the following tools to participate in this course: webcam, microphone, a stable internet connection (don't rely on cellular).
- Cell Phone Usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well.
- Participation with Online Tools: This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.
- Technical Assistance: If you need technical assistance at any time during the course or to report a problem with Canvas you can seek assistance from the
  - ○ IT Service Desk (Formerly HELP Desk)
  - ○ IT Service Desk Phone: 715-346-4357 (HELP)
  - ○ IT Service Desk Email: techhelp@uwsp.edu

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 I can help you find a solution.

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

Equal Access for Students with Disabilities : UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against 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.

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 to complete an Accommodations Request form. 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

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.

III.   Help Resources

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

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

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

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

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.

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.

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.

Other Campus Policies

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

- Title IX: UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.
- Clery Act: The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.
- Drug Free Schools and Communities Act: The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. Center for Prevention – DFSCA
- Copyright infringement: This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

COVID-19 Policies
- Face Coverings: At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the Disability and Assistive Technology Center to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course. (This policy is not applicable to our online/virtual classroom course.)
- Other Guidance:

- Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

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.

Tentative Course Schedule

Dates	Topic	Modality
WEEK 1		
September 2- September 6	Welcome to Educ 351	ZOOM/Online
WEEK 2		
September 7-September 13	Chapter 1: Foundations of Special Education: Special Education in Context: People, Concepts, and Perspectives	ZOOM/Online
WEEK 3		

September 14-September 20	Chapter 2: Policies, Practices, and Programs	ZOOM/Online
	Chapter 3: Cultural and Linguistic Diversity and Exceptionality	ZOOM/Online
WEEK 4		
September 21-September 27	Chapter 4: Parents, Families, and Exceptionality	ZOOM/Online
WEEK 5		
September 28-October 4	Chapter 5: Assistive Technology	ZOOM/Online
WEEK 6		
October 5 - October 11	Chapter 6: Individuals with Intellectual Disability	ZOOM/Online
WEEK 7		
October 12 - October 18	Chapter 7: Individuals with Learning Disabilities	ZOOM/Online
WEEK 8		
October 19-October 25	Chapter 8 - Individuals With Attention Deficit Hyperactivity Disorder	ZOOM/Online
	Midterm Review/Midterm	ZOOM/Online
WEEK 11		
October 26-November 1	Chapter 9: Individuals with Emotional or Behavioral Disorders	ZOOM/Online
WEEK 12		
November 2-November 8	Chapter 10 - A Study of Individuals With Special Needs: Individuals With Autism Spectrum Disorders	ZOOM/Online

WEEK 13		
November 9- November 15	Chapter 11: Individuals with Speech and Language Impairments	ZOOM/Online
WEEK 14		
November 16- November 22	Chapter 12: Individuals with Hearing Impairments	ZOOM/Online
WEEK 15		
November 23 - November 29	Chapter 13: Individuals with Visual Impairments	ZOOM/Online
WEEK 16		
November 30 - December 6	Chapter 15 - A Study of Individuals With Special Needs: Individuals Who Are Gifted and Talented	ZOOM/Online
	Review	ZOOM/Online