DEPARTMENT OF REHABILITATION PSYCHOLOGY & SPECIAL EDUCATION

RPSE 200—Issues in Special Education (3 credits)

Meeting Times: Tuesdays 2:25-5:25pm
Location: Education Building, 1000 Bascom Mall, Room L138

Instructor

Bonnie Doren, Ph.D.
Office: 1000 Bascom Mall (Education Bldg) Room 421
Email: bdoren@wisc.edu
Office Hours: Please email Bonnie for an appointment

Course Information

This course is the main course of the “Diversity in Special Education” FIG. The course is designed to prepare students to be advocates and leaders for educational equity and excellence in the field of special education. The course will examine the connections between, dis/ability, race/ethnicity, and culture, in education and society. We will cover the roles special education and special educators play in providing services and supports to promote meaningful inclusion of students with disabilities and those who are culturally and linguistically diverse within and outside educational spaces. Course readings, campus workshops, in class activities, class discussions and assignments are meant to support student learning. Our discussions and learning experiences in this course will be informed by and complement the content covered in the other two linked FIG courses.

Course Objectives

At the end of this course students will be able to:

• Demonstrate an understanding of the concepts of inclusion, social justice and equity and examine them in relationship to special education.
• Identify strategies, practices, supports, and services that support inclusion of diverse students in educational settings.
• Identify current trends and critical issues of diversity in the field of education.
• Articulate an appropriate research topic, problem, questions al
• Search, summarize, paraphrase, and cite literature
• Articulate original implications and recommendations for future inquiry and practice
• Effectively communicate to others in a professional manner through discussion, written products and oral presentations
• Use discussion to articulate, learn, revise, and expand ideas.
• Use self-reflection as a tool for examining authentic “problems of practice.”
• Integrate and communicate course content, experiences, and activities effectively.

Discussions and learning experiences will be informed by and expand on ideas presented in the two other courses in this First-Year Interest Group (FIG), including:

- **Sociology 134: The Sociology of Race and Ethnicity in the U.S.** In this class you will learn about the nature of intergroup relations with an emphasis on explanations of ethnic and racial prejudice and discrimination.

- **RPSE 300: Individuals with Disabilities.** This course will introduce you to the history, etiology, and characteristics of categories of disability. It incorporates a service learning experience working with persons with disabilities.

## Course Expectations

**Our Inclusive Classroom**

All students are welcome regardless of race/ethnicity, gender identities, gender expressions, sexual orientation, socio-economic status, age, disabilities, religion, regional background, Veteran status, citizenship, status, nationality and other diverse identities that we each bring to class. The vibrancy of class discussions depends upon the dedication of each of its members. By dedication, I mean the ability and effort each of us puts forth when we think, listen, participate, produce, collaborate, and critique. I have high expectations that each of us will be committed to the endeavors of this class. During class, discussions may get heated or awkward. In the spirit of honoring individual differences and being good citizens, students should respect the opinions and contributions of their colleagues by listening and, in instances of disagreement, refraining from personalizing rebuttals. Participants also take risks and express themselves despite feeling reluctant. Please be mindful of this as you support and challenge one another. Your success in this class and beyond is enhanced by the innovation and creativity of thought that inclusive classrooms facilitate.

### Attendance

Students are required to attend each class, arrive on time, and stay for the entire class period. Students may miss one class session without penalty. Missing 2 or more class session (unexcused), or being chronically late or leaving early (3 or more times), will result in a reduction of half a letter grade. If you must miss a class, due to illness or religious observance, contact the instructor prior to class. If students do not communicate with the instructor prior to class, it will be considered an unexcused absence.

**Religious observances:** Regarding absences due to observation of religious holy days, official Wisconsin state law and UW-Madison policy is that students may request another way to fulfill academic requirements, including class attendance, when academic requirements conflict with a religious observance. Should you need to miss class due to a religious observance, please notify the instructors by email within the first two weeks of the semester of the specific days or dates on which you request relief within the first two weeks of class.
Illnesses: In the event that you experience flu-like symptoms that include sore throat, fever of 100 degrees or higher, and/or cough, please DO NOT come to class and risk spreading the virus. Instead, email the professor (bdoren@wisc.edu) immediately. All necessary class materials you miss will be made available on the course website. In the unlikely event that the campus closes due to widespread infection, we will send an email out giving specific information about how we will proceed. Therefore, in the event of a campus closure, check your email often.

Classroom Etiquette
A positive classroom environment is important to support learning and participation. Please be respectful of the instructor, guest presenters, and your fellow classmates by (a) being prepared for class (e.g., completing readings), (b) paying attention, (c) arriving on time and staying for the entire class period, (d) turning off cell phones, and (e) using computers responsibly. Please note, chronic failure to observe classroom etiquette (3 classes or more) will result in a deduction in a half a letter grade.

Late Work
Late assignments are subject to a 10% deduction in possible points each day they are late (i.e., if you turn in an assignment one day late and get 100% on it, 10% will be deducted resulting in a grade of 90%). After the third day past the due date, if the assignment has not been turned in, the instructor is not obligated to accept the assignment. However, I realize that sometimes there are instances when life gets in the way of completing an assignment in a timely fashion. In this case, please contact me prior to class and arrangements can be made if appropriate. Do not wait until the last minute to complete and submit assignments. The degree of completion will be taken into consideration when considering arrangements for late work.

Cell phones, Text Messaging, & In-Class Computer Use
The instructor will announce when an activity will require computer use. Otherwise, computer screens should be down and not in use unless note-taking is demonstrated. Power up your computer BEFORE class. All communication devices need to be turned off completely—not just set to vibrate—during class. If your situation requires the need to receive a critical message during class, please communicate with the instructor at the start of class. Should your cell phone or computer use distract you from actively engaging in class, a loss of points will occur. Please be respectful to guest speakers, the instructor, and your classmates and be present in class.

Course concerns
Please inform the instructor of any concerns or questions you might have throughout the course. Students should email the instructor before difficulties become overwhelming or participation and progress in the course is compromised.

Class Format
This class will incorporate several learning formats including: lecture, large group discussion, small group discussion, partner work, guest speakers, campus and specialized learning experiences such as campus workshops.

1. Lecture: Instructor-led presentations will be used to provide information and to expand on course readings, content and objectives.
2. **In-class activities**: Class activities will be used to engage students in reviewing, applying and expanding the concepts covered in the course. Activities will include both instructor and student initiated formats. Many of the assignments (see below) require students to share and make meaning of assignments, and to work collaboratively to better understand concepts and apply course content.

3. **In-class presentations**: Speakers will attend class to share their expertise and to expand student knowledge and application of course content and objectives.

4. **Out of class activities**: Several classes will be conducted outside the classroom to expand and provide a deeper understanding of concepts covered in the course.

**How Credits are met**

This is a 3-credit course. According to UW credit hour policy, the credit standard for this course is met by an expectation of 135 hours of student engagement over 14 weeks. That means you should plan on spending about 9 hours per week engaged in course learning activities (in class instruction, reading, writing, studying, attending community events). The work for this course ebbs and flows depending on when assignments are due and how long it may take you to complete readings and papers. It is important for you to know what is expected of you and to plan accordingly across all of your courses.

**Course Readings**

Required course readings are posted on the course Canvas site. Additional readings may be uploaded throughout the semester.

**Course Assignments and Requirements**

**Deadlines**: All assignments are due *prior* to the start of class. All assignments are required to be uploaded to or completed in our Course Canvas, turning in a hard copy in class will result in a late work penalty.

**Format of Course Reflections and Research Paper**:

Papers for this course are required to adhere to the following formatting guidelines:

1. double-spaced
2. 12-point font, Time New Roman
3. 1-inch margins
4. A title page with the title of the assignment, your name, and date (double spaced)
5. Page numbers
6. APA formatted within text citations when referring to course readings, class events, and/or speakers
7. A separate APA formatted reference page that includes a full reference of any citations included in the paper
8. Use subheadings to organize your paper around themes or assignment components
**Weekly Discussion Prompts**

Weekly classes will include a variety of learning formats and activities to increase and enhance student learning. Complete readings *prior to* coming to class.

Each week, students will respond to a prompt that relates to any or all of the following: readings, lectures, or in and out of class activities that were covered in the class session. Students are required to post their responses by the next class session. For example, in class 3 a cultural landscape tour and discussion will occur. A prompt about this will be posted on Canvas by the end of the day on Wednesday. Responses will be submitted in Canvas and are due no later than the start of class session 4. Class session 4 will include readings, lecture, and activities. A prompt about any of these (readings and/or lecture, and/or activities) will be posted Wednesday and responses are due no later than the start of Class 5. Responses must be between 4 and 7 sentences.

**DUE: weekly (note weeks -where there is NO prompts due)**

12 Discussion prompts each worth 5 points

**Total points = 60**

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**Course Reflections**

Each student will write **three** course reflection papers. Reflections will be 3 to 4 pages (max excluding title and reference page). Each reflection will require students to integrate key course concepts /issues covered in this course and the linked courses. Citing and referring to readings, lectures, and activities, including linked courses are required. Papers must follow the formatting guidelines.

*Further guidelines and a rubric specifying assessment criteria will be provided in class.*

**DUE: 10/15; 11/12 ;12/3**

3 Reflections each worth 20 points

**Total points = 60**

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**Research Topic(s)**

Each student will submit a description of the research topic(s) to be pursued in the research paper. The topics should relate to the focus of the course. Students will identify the topic(s) of interest, a description of what they would like to know about the topic, and identify key terms.

*Further guidelines and a rubric specifying assessment criteria will be provided in class.*

**DUE: 11/5**

**Total points = 10**
### Diversity Photo and Explanation

<table>
<thead>
<tr>
<th>Each student will use photography to capture an image that students feels best illustrates diversity. A brief (5-10 sentences) explanation of how the image depicts diversity from the student’s perspective will accompany the image. Depictions of diversity can include a wide range of images (landscape, people, places, art, etc.). Be creative.</th>
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<tbody>
<tr>
<td>Further guidelines and a rubric specifying assessment criteria will be provided in class.</td>
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<tr>
<td><strong>DUE:</strong> 11/26</td>
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<td><strong>Total points = 10</strong></td>
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### Research Presentations

<table>
<thead>
<tr>
<th>Each student will prepare a presentation using a presentation software (e.g., PowerPoint; Prezi) summarizing, themes, implications for practice and lessons learned from the research paper.</th>
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<tbody>
<tr>
<td>Further guidelines and a rubric specifying the assessment criteria will be provided in class.</td>
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<tr>
<td><strong>DUE:</strong> 12/10</td>
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<td><strong>Total points=</strong> 30</td>
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### Research Paper

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<tr>
<th>Each student will complete 7 -10 page (max, excluding title and reference page) research paper on a topic of interest and that is related to course content. This will allow students to gain deeper knowledge and understanding about a course-related topic that is grounded in research. Students will be responsible for searching and acquiring research-based articles/literature, summarizing articles, and synthesizing across articles to develop research-based themes and implications for practice.</th>
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<tbody>
<tr>
<td>Further guidelines and a rubric specifying the assessment criteria will be provided in class.</td>
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<tr>
<td><strong>DUE:</strong> 12/17</td>
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<td><strong>Total Points = 60</strong></td>
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Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Weekly Prompts (12 x 5)</td>
<td>weekly</td>
<td>60</td>
</tr>
<tr>
<td>Course Reflection (3 x 20)</td>
<td>10/15; 11/12; 12/3</td>
<td>60</td>
</tr>
<tr>
<td>Research Topics and Questions</td>
<td>11/5</td>
<td>10</td>
</tr>
<tr>
<td>Diversity Photo and Explanation</td>
<td>11/26</td>
<td>10</td>
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<tr>
<td>Research Paper Presentation</td>
<td>12/10</td>
<td>30</td>
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<tr>
<td>Research Paper</td>
<td>12/17</td>
<td>60</td>
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<td><strong>Total Possible</strong></td>
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<td><strong>230</strong></td>
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The total number of points earned out of 230 possible points will determine the final grade.

A 93-100%
AB 88-92%
B 83-87%
BC 78-82%
C 70-77%
D 60-69%
F 0-59%

*Please note that meeting the basic requirements of an assignment does not equal or guarantee an A. Please refer to UW-Madison grading that defines letter grades as the following: A (excellent); AB (intermediate grade); B (good); BC (intermediate grade); C (fair); D (poor); F (failure).*

**COURSE INCOMPLETES**

The assignment of an INCOMPLETE or "I" grade is discouraged and will be used only when *satisfactory* progress in the course has been demonstrated and a passing grade may be earned. Students must have completed the majority of assignments before the instructor will consider this option (barring unusual circumstances). Should an Incomplete grade be necessary, however, students should discuss this option with the instructor at the time such circumstances exist to ensure that this grading option will be available. If approved, a written course completion agreement will be negotiated between the instructor and the student. This agreement must be negotiated before the end of the course.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Readings</th>
<th>Guest Speakers/ Activity</th>
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<tbody>
<tr>
<td>September 10 Class 1</td>
<td>Course Introduction, Requirements Identity</td>
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<tr>
<td>September 17 Class 2</td>
<td>Building Community &amp; Identity</td>
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<td>ALPS workshop (Adventure Leadership Programs)</td>
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<td>September 24 Class 3</td>
<td>Wisconsin First Nations-</td>
<td>Weekly Prompt</td>
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<td>Cultural Landscape Tour</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Readings</td>
<td>Guest Speakers/ Activity</td>
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<td>Class 7</td>
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<td>Class 8</td>
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<td>Class 9</td>
<td>Culturally-responsive teaching</td>
<td>2. Research Topic(s), Questions &amp; Keywords</td>
<td></td>
<td>Meet Memorial Library Room 231 (2nd floor)</td>
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<td>Class 10</td>
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<td>2. Course Reflection # 2 (Class 5-8)</td>
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<td>Class 11</td>
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<td>Class 12</td>
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<td>2. Diversity photo and explanation</td>
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<td>December 3</td>
<td>Representations of diversity</td>
<td>1. Weekly Prompt</td>
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<tr>
<td>Class 13</td>
<td></td>
<td>2. Course Reflection #3 (Classes 9-12)</td>
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<tr>
<td>December 10</td>
<td>Research Presentations</td>
<td>1. Weekly Prompt</td>
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<tr>
<td>Class 14</td>
<td></td>
<td>2. Research presentations</td>
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*Final Research Paper Due December 17th*
Teacher Education Standards:
The course is grounded in helping students make progress towards meeting teacher education standards including those particular for students with disabilities.

UW Teacher Education Standards:
“Future teachers at the University of Wisconsin-Madison are dedicated to teaching all children, seeking social justice through equitable educational outcomes. Program graduates are highly skilled professionals who are prepared to lead efforts to improve educational opportunities in the communities in which they work. As such, these candidates demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards, programs provide the knowledge and skills needed to meet the Performance Standards.”

This course addresses the following UW School of Education Teacher Education Standards:

Standard Area 1. Learner and Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners’ cognitive, linguistic, social, emotional, and physical development.

Standard Area 5. Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

https://careers.education.wisc.edu/pi34/docs/Standards.pdf

UW Policies and Supports

Diversity
It is the policy of the University of Wisconsin to support and value diversity. To do so requires that we promote a culture of respect throughout the University community:
- Respect the dignity and essential worth of all individuals,
- Promote a culture of respect throughout the University Community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Academic Integrity (Office of Student Conduct & Community Standards)
By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to https://students.wisc.edu/student-conduct/academic-integrity.

Accommodations for Students with Disabilities (McBurney Disability Resource Center)
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction
and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Bias and Hate Incidents** *(Dean of Students Office)*

UW-Madison values each member of our community. Incidents of bias and hate distract from our classroom community and negatively affect you and your classmates’ ability to learn, feel welcome, and feel safe. Bias and hate incidents will not be tolerated in this classroom. Please intervene in incidents of bias and hate when safe doing so, and report incidents to me—if you feel comfortable—and/or through the UW-Madison bias reporting system at [www.students.wisc.edu/reportbias](http://www.students.wisc.edu/reportbias). You may also report an incident in-person at the Dean of Students Office during drop-in hours every weekday between 8:30am-4:00pm. The University and I are dedicated to addressing reports of bias and/or hate seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or microaggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. The Bias Response and Advocacy Coordinator from the Dean of Students Office will respond to your report and provide you with options to meet your needs. You can also report anonymously. For more information, support, and resources regarding addressing bias and hate incidents on campus, please visit [www.students.wisc.edu/reportbias](http://www.students.wisc.edu/reportbias).

**Mental Health** *(University Health Services)*

As a student, you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. University Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 608-265-5600 or visiting [https://www.uhs.wisc.edu/](http://www.uhs.wisc.edu/). Help is always available.

**Sexual Assault/Harassment, Dating/Domestic Violence, and Stalking** *(University Health Services)*

Experiences of sexual assault, sexual harassment, dating violence, domestic violence, and stalking affect many students on this campus and can create barriers to learning. UW-Madison is committed to fostering a safe, productive learning environment and offers a variety of resources and options for students impacted by violence. Learn about the free, confidential services available on campus and in the community by visiting [www.uhs.wisc.edu/assault](http://www.uhs.wisc.edu/assault).

**Tutoring & Learning Support** *(Learning Support Group)*

Whether for this course, or any other, I strongly encourage you to utilize the free tutoring and learning support resources available to you at UW-Madison. For more information, and to find the service that best first your needs, please visit [https://advising.wisc.edu/tutoring](http://https://advising.wisc.edu/tutoring).