

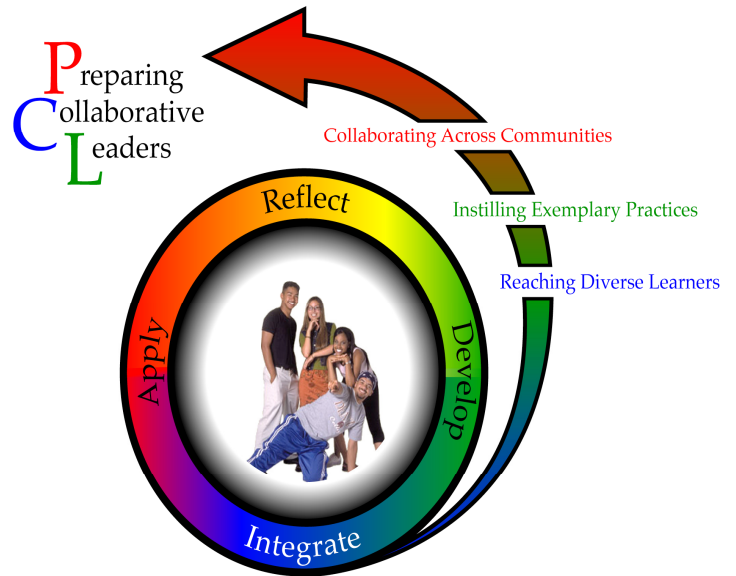
University of Wisconsin-Eau Claire  
 College of Education & Human Sciences  
 Department of Special Education  
 Eau Claire, WI 54702

**SPED 200 Introduction to Diverse Learners**

Fall 2009

Section 1 – Monday & Wednesday, 9:30-10:45 a.m., HSS 179

Instructor: Dr. Stephen D. Dempsey  
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EXCELLENCE AS A JOURNEY

**Definition of Collaborative Leadership:**

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people’s actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress.

**Collaborative Leadership Dispositions**

Fall06

DISPOSITIONS		0	1 UNDERSTANDING	2 INDEPENDENT LEVEL	3 COLLABORATIVE LEVEL
1 <b>STRIVES FOR SHARED UNDERSTANDING</b>	Chooses to do most tasks independently	<ul style="list-style-type: none"> <li>Asks relevant questions of “safe” person</li> <li>Compromises, or asks others to do so, to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>Asks clarifying questions for self</li> <li>Paraphrases for personal clarification</li> <li>Cooperates when working with others</li> </ul>	<ul style="list-style-type: none"> <li>Asks clarifying questions for self and/or group needs</li> <li>Solicits responding from all parties</li> <li>Paraphrases for better self and group understanding</li> <li>Redirects counter-productive participation</li> <li>Demonstrates active listening during collaborations</li> </ul>	
2 <b>SEEKS BENEFICIAL SOLUTIONS</b>	Does not try to change what has already been done “good enough”	<ul style="list-style-type: none"> <li>Describes situations and solutions from multiple perspectives</li> <li>Articulates potential barriers to situations</li> <li>Lists people who may be potential resources for tasks</li> </ul>	<ul style="list-style-type: none"> <li>Describes current condition</li> <li>Tells why change might be necessary</li> <li>Independently finds resources to support change</li> <li>Defers judgement in order to come up with unique and workable solutions</li> </ul>	<ul style="list-style-type: none"> <li>Seeks input from and works with others to describe current condition</li> <li>Works with others to determine need for change</li> <li>Considers other’s ideas and perspectives to generate possible solutions and meet multiple needs</li> </ul>	
3 <b>ACCEPTS RESPONSIBILITY FOR SELF AND TAKES ON RESPONSIBILITY FOR OTHERS</b>	Blames others and circumstances when problems occur	<ul style="list-style-type: none"> <li>Lists possible personal responsibilities</li> <li>Articulates the responsibilities of others</li> </ul>	<ul style="list-style-type: none"> <li>Accepts responsibility for tasks when asked to do so</li> <li>Assists with meeting the needs of others when within own control</li> </ul>	<ul style="list-style-type: none"> <li>Accepts and seeks out responsibility for tasks</li> <li>Advocates for other’s needs, regardless of personal beliefs/needs</li> <li>Actively seeks out assistance from others to meet identified needs</li> </ul>	
4 <b>DISPLAYS PERSEVERANCE FOR PROJECTS AND INTERPERSONAL RELATIONSHIP MANAGEMENT</b>	Follow-up attempts not made when first attempt does not succeed or meet expectations	<ul style="list-style-type: none"> <li>Completes tasks on time</li> <li>Makes repeated, but minimal, attempts to correct or continue a task</li> <li>Makes weak attempts to better understand others</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find out more in order to make more productive future attempts at a task</li> <li>Describes options for approaching others for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Actively seeks out others for contributions in order to make change and persist with tasks</li> <li>Acknowledges all participants contributions, concerns, and ideas</li> <li>Depersonalizes negativity from others and contributes positive responses</li> </ul>	
5 <b>DEMONSTRATES A PASSION FOR EXCELLENCE</b>	Does just what is required	<ul style="list-style-type: none"> <li>Reflects on how experiences has impacted their thinking about education</li> <li>Articulates the meaning of excellence in a context of learning</li> </ul>	<ul style="list-style-type: none"> <li>States expectations that go beyond the status quo</li> <li>Independently uses the meaning of excellence in a context of learning for individual growth</li> </ul>	<ul style="list-style-type: none"> <li>Active and positive member of groups</li> <li>Uses excellence in a context of learning to collaborate with and influence others</li> <li>Celebrates group successes</li> <li>Exhibits an appropriate sense of humor, a positive manner, and enthusiasm during interactions</li> </ul>	

**Prerequisites:** • No prerequisites listed in the University Catalogue

**Required Text:**

Gargiulo, R.M. (2009). *Special education in contemporary society* (3<sup>rd</sup> ed). Los Angeles, CA: Sage.

**Course Description:**

Survey of the education of children with communication disorders, cognitive disabilities, sensory and physical disabilities, learning disabilities, and emotional disturbance.

<b>Course Objectives</b>	<b>WTS</b>	<b>Artifacts</b>
1. Students will describe in writing the history of educational and societal treatment of individuals with disabilities.	1,2	exam
2. Students will list in writing categories of exceptionality including prevalence figures and characteristics in each category.	1,2	exam
3. Students will describe in writing placement options and service delivery systems available to children and adults in each category.	1	exam
4. Students will describe in writing the effect of the different disabling conditions on education and lifestyle.	1,2	paper
5. Students will list in writing possible educational strategies and lifestyle modifications for the categories of exceptionality.	1	internet activity
6. Students will describe in writing procedures for complying with state and federal mandatory education laws, rules, and regulations.	1	exam
7. Students will describe in writing parental experiences illustrating the conflicts, trials, and joys experienced by parents of children who have disabilities.	1	video reflection
8. Students will demonstrate familiarity with professional journals and resources available in the field of special education and related fields.	1	internet activity
9. Students will demonstrate proficiency in written expression.	1	reflection paper
10. Students will describe in writing factors, which contribute to and/or cause disabilities, as well as strategies, which might facilitate prevention or reduce the number of individuals with disabilities.	1	exam
11. Students will describe in writing how a person with knowledge of disabilities might instruct other people to increase their acceptance of individuals with disabilities.	1	reflection paper

## Wisconsin Teacher Standards

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in **the knowledge, skills and dispositions**.

1. Teachers know the subjects they are teaching.
2. Teachers know how children grow.
3. Teachers understand that children learn differently.
4. Teachers know how to teach.
5. Teachers know how to manage a classroom.
6. Teachers communicate well.
7. Teachers are able to plan different kinds of lessons.
8. Teachers know how to test for student progress.
9. Teachers are able to evaluate themselves.
10. Teachers are connected with other teachers and the community.

## Instructional Methods

The course may include lectures, guest speakers, video tapes, small and large group discussions, and analysis.

**The schedule and procedures in this course are subject to change in the event of extenuating circumstances.**

## Course Requirements and Information

1. **Quizzes** (10 @ 10 points each = 100 points- estimated)  
**Unannounced daily quizzes may** be given over the previous class text reading and related assignments.
2. **Examinations** (3 @ 50-60 points each - estimated)  
 There will be two examinations and a final exam covering readings and other course material. The examination questions will be primarily generated from the test bank which accompanies the text. Examination questions will primarily be in a multiple choice and/or completion format. **The examinations will be challenging.**
3. **Movie Project** (50 points total)
  - The purpose of the movie project is to investigate how movies portray individuals with disabilities in film.
  - Candidates will **individually view** a movie which relates to individuals with a disability.
  - Candidates will be assigned a specific movie to view.
  - Candidates will complete a validation form in accordance with course requirements and the UWEC Academic Misconduct Policy.

## Assignment Information:

### Movie Project Paper (40 points)

Candidates will write a **two-page minimum double-spaced** paper answering the five detailed questions provided for you.

**Presentation (10 points)**

Candidates will present the information with other candidates who viewed the same movie. Typically, there are four who viewed the same movie. The presentation typically is between 10-15 minutes. **Each candidate must participate equally in the presentation.** Audience questions/comments are expected.

- Staple the assignment information in the following order:
  1. Validation Form
  2. Movie Project Paper

**4. Internet Activity – Learning Strategies (5 @ 5 points each = 25 total points)**

Search the World Wide Web to find five websites which relate to teaching students with **learning disabilities**. These must include lists of a minimum of five accommodations, modifications, interventions and/or strategies used to teach students with learning disabilities. Cut and paste your information on five separate pages indicating your name on each page and number each website. Staple the assignment. **The information must be detailed enough to use in a teaching setting.** This information may be utilized as the basis for class discussion.

**5. Attendance**

In accordance with University expectations, enrollment in a class implies attendance at each class session. Daily attendance will be recorded by the use of an Attendance Sheet.

**Candidates must sign your own name on the attendance form each class session.**

**Candidates who sign another persons name will be in violation of the University Academic Misconduct Policy. Students who are late or leave early may receive a lower grade.**

Attendance Grading Criteria

Absences	
1	A-
2	B-
3	C-
4	D-
5 or more	F

**6. Self-Reflection Paper (1 @ 25 points)**

This assignment is designed to assist the candidate reflect on information gathered from this course. The **Self-Reflection must be a minimum of two double-spaced pages.** Large group discussion will be utilized to disseminate the project information. **Also provide a copy of the Self-Reflection for the instructor.** You may include the following **examples** in your Self-Reflection Paper:

- Has your philosophy of individuals with disabilities changed? How has it changed?
- Has your attitude toward individuals with disabilities changed? If so, how/why?
- What was the most beneficial information you learned and how will you use it in the future?
- What did you learn that you did not expect to learn?
- Other?

**7. Miscellaneous Activities**

An undetermined number of points may be given at the discretion of the instructor.

## 8. Course Assignment Information

- The candidate is expected to be current on assigned reading.
- **All assignments** must be typed and double-spaced unless otherwise specified.
- Font must be Times Roman or Courier, 12 point.
- **All assignments** must include the following information *single spaced* in the upper **left** corner of the first page.
- All pages must be numbered in the bottom center.
- All assignments are due at the beginning of class on the specified day.
- Late assignments will be lowered by one letter grade for each day they are late.
- Staple all assignments as needed in the upper left corner.
- Assignments not fulfilling stated requirements will not be accepted.
- Keep a copy of all assignments.
- Candidates who do not hand in all required assignments will receive a failing grade.
- **Write a minimum of five questions/statements for each video seen in class.**

Name
SPED 200-1
Assignment Title
Major
Date

## 9. Academic Misconduct Policy

All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”

### UWS 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 material 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.

### UWS 14.04 Disciplinary Sanctions

- (1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of UWS 14.05, 14.06, or 14.07:
  - (a) An oral reprimand;

- (b) A written reprimand presented only to the student
  - (c) An assignment to repeat the work, to be graded on its merits;
  - (d) A lower or failing grade on the particular assignment or test;
  - (e) A lower grade in the course;
  - (f) A failing grade in the course;
  - (g) Removal of the student from the course in progress;
  - (h) A written reprimand to be included in the student’s disciplinary file;
  - (i) Disciplinary probation; or
  - (j) Suspension or expulsion from the university.
- (2) One or more of the disciplinary sanctions listed in Sub. (1) may be imposed for an incident of academic misconduct.

**10. Extra Credit**

There is no “extra credit” accepted in this course.

- 11. If you are having difficulty with aspects of the course, do not wait until the end of the semester. Arrange an appointment with Dr. Dempsey as soon as you suspect difficulty.
- 12. *Any student who has a disability and is in need of classroom accommodations should contact the instructor and the Services for Students with Disabilities Office.*
- 13. **All electronic communication devices must be turned off during scheduled class time.**
- 14. **SPED 200 is an intensive and challenging course. The instructor has high expectations for each student. Therefore, you are expected to be an active learner during each class. In other words, class time is not nap time.**

**Course Grading**

Grades will be determined by total points on the following percent scale.

A = 94% - 100%	B- = 80% - 82%	D+ = 67% - 69%
A- = 90% - 93%	C+ = 77% - 79%	D = 63% - 66%
B+ = 87% - 89%	C = 73% - 76%	D- = 60% - 62%
B = 83% - 86%	C- = 70% - 72%	F = 59% and below

**Course Points**

It is a **student's** responsibility to keep a record of your total points so you know your current grade.

SPED 200-1

	Total Points	My Points	Grade
1. <b>Quizzes</b> (estimated)			
1.	10	_____	_____
2.	10	_____	_____
3.	10	_____	_____
4.	10	_____	_____
5.	10	_____	_____
6.	10	_____	_____
7.	10	_____	_____
8.	10	_____	_____
9.	10	_____	_____
10.	10	_____	_____
2. <b>Examinations</b>	(estimated)		
Exam 1 1.	50	_____	_____
Midterm 2.	60	_____	_____
Final 3.	60	_____	_____
3. <b>Special Education 200 Movie Project</b>	50	_____	_____
4. <b>Internet Activity</b>			
1.	5	_____	_____
2.	5	_____	_____
3.	5	_____	_____
4.	5	_____	_____
5.	5	_____	_____
5. <b>Attendance</b> # of absences _____		_____	_____
6. <b>Self-Reflection Paper</b>	25	_____	_____
7. <b>Miscellaneous Activities</b>			
<u>Participation</u> _____			_____
_____ 1.	_____	_____	_____
_____ 2.	_____	_____	_____
<b>TOTALS</b>		_____	_____

**Focus**

1. Why am I in college?
2. Why am I in teacher education?
3. Do I want an education or a diploma?
4. What kind of teacher do I want for my child?
5. We learn from each other.
6. Those who dare to teach must never cease to learn.
7. Teaching is a profession.
8. Teachers must possess a sense of humor.
9. We teach students not subjects.
10. We must teach what the student *needs* and how the student *learns*, not what and how the teacher feels like teaching.
11. It is our job to insure that *each* student actually *learns* the material.
12. The Teaching Process: Teach – Reflect – Modify – Evaluate
13. Teaching is about building relationships.

14. **TEACH YOUR CHILDREN**  
 Crosby, Stills, Nash & Young  
 by Graham Nash

You who are on the road  
 Must have a code that you can live by  
 And so become yourself  
 Because the past is just a good-bye.  
**Teach your children well,**  
 Their father's hell did slowly go by,  
 And feed them on your dreams  
 The one they picks, the one you'll know by.  
 Don't you ever ask them why, if they told you, you will cry,  
 So just look at them and sigh and know they love you.  
 And you, of tender years,  
 Can't know the fears that your elders grew by,  
 And so please help them with your youth,  
 They seek the truth before they can die.  
**Teach your parents well,**  
 Their children's hell will slowly go by,  
 And feed them on your dreams  
 The one they picks, the one you'll know by.  
 Don't you ever ask them why, if they told you, you will cry,  
 So just look at them and sigh and know they love you.

**Tentative Course Calendar for SPED 200-1**  
**Subject to Change**  
**Assignment due dates do not change unless indicated by Dr. Dempsey**

9/2 (28)	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Complete Department of Special Education Pre-Test</li> <li>• Complete Information Sheet</li> <li>• Review Syllabus</li> <li>• Who are we?</li> </ul>
9/9 (27)	<ul style="list-style-type: none"> <li>• <b>Chapter 1 – Special Education in Context: People, Concepts, and Perspectives</b></li> <li>• Read pp. 8-39</li> </ul>
9/14 (26)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Read pp. 43-55</li> <li>• Court Cases</li> </ul>
9/16 (25)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Read pp. 57-61</li> <li>• Legislation</li> </ul>
9/21 (24)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Referral and Assessment for Special Education</li> <li>• Read pp. 61-67</li> </ul>
9/23 (23)	<ul style="list-style-type: none"> <li>• <b>Chapter 2 – Policies, Practices and Programs</b></li> <li>• Designing Individualized Instructional Programs</li> <li>• Read pp. 67-81</li> </ul>
9/28 (22)	<ul style="list-style-type: none"> <li>• <b>Examination #1 – Chapters 1 and 2</b></li> </ul>
9/30 (21)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Read pp. 197-214</li> <li>• Review Examination #1</li> </ul>
10/5 (20)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Read pp. 214-239</li> <li>• <b>Internet Activity – Learning Strategies – Due – Discussion</b></li> </ul>
10/7 (19)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Video – <i>Fat City ... How Difficult Can This Be?</i> – 70 minutes</li> <li>• Write five statements/questions for discussion</li> </ul>

10/12 (18)	<ul style="list-style-type: none"> <li>• <b>Chapter 6 – Learning Disabilities</b></li> <li>• Video – <i>It's So Much Work to be Your Friend</i> – 90 minutes</li> <li>• Write five statements/questions for discussion</li> </ul>
10/14 (17)	<ul style="list-style-type: none"> <li>• <b>Chapter 7 – Attention Deficit Hyperactivity Disorder</b></li> <li>• Read pp. 244-272</li> </ul>
10/19 (16)	<ul style="list-style-type: none"> <li>• <b>Chapter 7 – Attention Deficit Hyperactivity Disorder</b></li> <li>• Video – <i>Misunderstood Minds</i></li> <li>• Write five statements/questions for discussion</li> </ul>
10/21 (15)	<ul style="list-style-type: none"> <li>• <b>Chapter 7 – Attention Deficit Hyperactivity Disorder</b></li> <li>• Video – <i>Attention Deficit Disorder: A Dubious Diagnosis</i> – 57 minutes</li> <li>• Write five statements/questions for discussion</li> </ul>
10/26 (14)	<ul style="list-style-type: none"> <li>• <b>Chapter 5 – Mental Retardation or Intellectual Disabilities</b> (Cognitive Disability in Wisconsin and Developmental Cognitive Disability in Minnesota)</li> <li>• Read pp. 143-166</li> </ul>
10/28 (13)	<ul style="list-style-type: none"> <li>• <b>Chapter 5 – Mental Retardation or Intellectual Disabilities</b></li> <li>• Read pp 166-191</li> </ul>
11/2 (12)	<ul style="list-style-type: none"> <li>• <b>Examination #2</b> – Chapters 5, 6 and 7</li> </ul>
11/4 (11)	<ul style="list-style-type: none"> <li>• <b>Chapter 8 – Emotional or Behavioral Disorders</b></li> <li>• Read pp. 277-298</li> <li>• Review Examination #2</li> </ul>
11/9 (10)	<ul style="list-style-type: none"> <li>• <b>Chapter 8 – Emotional or Behavioral Disorders</b></li> <li>• Read pp. 298-320</li> </ul>
11/11 (9)	<ul style="list-style-type: none"> <li>• <b>Chapter 9 – Autism Spectrum Disorders</b></li> <li>• Read pp. 327-342</li> </ul>
11/16 (8)	<ul style="list-style-type: none"> <li>• <b>Chapter 9 – Autism Spectrum Disorders</b></li> <li>• Read pp. 342-357</li> </ul>
11/18 (7)	<ul style="list-style-type: none"> <li>• Video – <i>King Gimp</i> – 40 minutes</li> <li>• Write five statements/questions for discussion</li> <li>• Video – <i>Return to Willowbrook</i> – 56 minutes</li> <li>• Write five statements/questions for discussion</li> </ul>

11/23 (6)	<ul style="list-style-type: none"> <li>• <b>Chapter 13 – Physical Disabilities</b> (Cerebral Palsy, Spina Bifida, Traumatic Brain Injury – TBI only)</li> <li>• Cerebral Palsy – Read pp. 497-499</li> <li>• Spina Bifida – Read pp. 499-501</li> </ul>
11/25 (5)	<ul style="list-style-type: none"> <li>• <b>Chapter 13 – Physical Disabilities</b></li> <li>• Traumatic Brain Injury (TBI) – Read pp. 504-506, 512-519</li> </ul>
11/30 (4)	<ul style="list-style-type: none"> <li>• <b>Chapter 10 – Speech and Language</b></li> <li>• Read pp. 363-375, 376-386</li> </ul>
12/2 (3)	<ul style="list-style-type: none"> <li>• <b>Movie Project Papers and Presentations – Due</b> – Discussion</li> <li>• <b>Self-Reflection Paper – Due (two copies)</b> -- Discussion</li> </ul>
12/7 (2)	<ul style="list-style-type: none"> <li>• <b>Movie Project Papers and Presentations – Due</b> – Discussion</li> <li>• Review for Final Examination</li> </ul>
12/9 (1)	<ul style="list-style-type: none"> <li>• <b>Last Class</b></li> <li>• Complete Course Evaluation</li> <li>• Review for Final Examination</li> </ul>
12/17	<p><b>FINAL EXAMINATION</b> (Chapters 8, 9, 10, and 13) Tuesday, December 17, 10:00-11:50 a.m.</p>

Name  
 SPED 200-1  
 Spring 2009  
 Movie Project Paper

• Answer **each** of the following questions in the exact format presented below.

**1. How was the disability portrayed in this movie (positive, negative, life-changing, heroic, etc.) and what traits did the character portray that are representative of the disability? Do you consider them stereotypical? Explain your answer.**

The character in this movie portrayed the disability...

**2. Do you think the portrayal was accurate? Do you think it represents the majority of the individuals with this disability? Why or why not?**

I think the portrayal of the disability was ...

**3. Did the movie change your perception of this disability? If yes, how? If no, why not?**

This movie affected my perceptions of this disability by ...

**4. What are the educational implications of this disability (i.e., how could this disability affect a student’s educational performance)?**

I think the educational implications of this disability may include ...

**5. Identify one specific scene from the movie (related to the character with a disability) that you found particularly interesting, uncomfortable, enjoyable, etc. What aspect of the scene made you feel this way?**

The scene I found the most ...

<b>Grading Rubric: SPED 200 Movie Project – Paper and Presentation</b>	
<b>Requirement</b>	<b>Points Possible</b>
The paper addresses each of the questions on the assignment template using: • organized, coherent responses that reflect personal opinions and thoughtful consideration • specific situations from the movie to support answers (when necessary)	30
The paper demonstrates correct spelling, grammar, punctuation, and use of the assignment template. Minimum of two full pages, doubled-spaced	10
Presentation/Discussion: • Demonstrate understanding of how the disability was portrayed. • Supply supporting details and opinions for group discussion.	10
	50

**Introduction to Special Education**  
**SPED 200 Movie Project Validation Form**

- Please type or print neatly.

Student Name: \_\_\_\_\_

---

1. Movie Title: \_\_\_\_\_

2. Date Viewed: \_\_\_\_\_

---

3. Attach receipt, stamp or validation here.

---

4. I verify that the information is factual and that it complies with the UW-Eau Claire Academic Misconduct Policy.

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**SPED 200 Information Sheet**

Name: \_\_\_\_\_

Phone #: \_\_\_\_\_

Cell Phone #: \_\_\_\_\_

Email Address: \_\_\_\_\_

What experiences have you had with individuals with disabilities?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What are your career goals?

- \_\_\_\_\_
- \_\_\_\_\_

What do you hope to gain from this class?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Is there a particular area of exceptionality that most interests you?

- \_\_\_\_\_