



Course Instructor

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919-923-8243

Office Hours: By Appointment

Class Locations and Times

Section 0101:

2:00-3:15

Monday & Wednesday

Susquehanna (SQH) 1117

Section 0301:

12:30-1:45

Monday & Wednesday

Susquehanna (SQH) 1119

Required Resources:

1. Hardman, M., Drew, C., & Egan, M. (2014 or 2017). Human Exceptionality: School, Community, and family (11th or 12th Edition). Belmont, CA: Wadsworth Publishing.
2. CEC SmartBrief
3. Additional resources and materials will be made available on Canvas.

COURSE OVERVIEW

Dear Students:

Welcome to EDSP 210/470: Introduction to Special Education. This course is designed for freshman and sophomores at the University of Maryland who are considering a major in special education.

In this course, you will:

- (1) Study the historical and legal foundations of special education;
- (2) Learn the characteristics, strengths, and learning needs of various disability categories; and
- (3) Examine current issues in special education such as the impact on families, overrepresentation of minorities, inclusion, and so on.

This will be accomplished through the use of:

- (1) Course readings
- (2) Class lectures
- (3) Class discussions and activities
- (4) Class assignments and assessments
- (5) Multimedia presentations and other related experiences

LEARNING OBJECTIVES

Upon successful completion of this course, students will have the knowledge and skills to:

1. Describe the historical foundations of special education, as well as related litigation and legislation
Aligned to: CF Knowledge of Subject Matter, CEC Standard 6 Professional Learning and Ethical Practice
2. Use appropriate terminology to discuss current issues in the field of special education while advocating for the needs of individuals with disabilities in and out of a school setting.
Aligned to: CF Knowledge of Social and Cultural Contexts, CF EC1- Equity and Diversity, InTASC #2 Learning Differences, CEC Standard 1 Learner Development and Individual Learning Differences, CEC Standard 2 Learning Environments, CEC Standard 6 Professional Learning and Ethical Practice, CEC Standard 7 Collaboration
3. Define the characteristics, strengths and needs of each of the IDEA disability categories and their related clinical diagnoses.
Aligned to: CF Knowledge of Learners, InTASC #1 Learner Development, CEC Standard 1 Learner Development and Individual Learning Differences, CEC Standard 3 Curricular Content Knowledge, CEC Standard 5 Instructional Planning and Strategies
4. Design service delivery options and assistive technology available to meet the social, emotional, communication and educational needs of students with disabilities.
Aligned to: CF Knowledge of Pedagogy, CF Knowledge of Technology, InTASC #8 Instructional Strategies, CEC Standard 1 Learner Development and Individual Learning Differences, CEC Standard 2 Learning Environments, CEC Standard 3 Curricular Content Knowledge, CEC Standard 5 Instructional Planning and Strategies

UNIVERSITY & COLLEGE POLICIES

Please note the University's policies on Academic Integrity, Code of Student Conduct, Sexual Misconduct, Discrimination, Accessibility, Attendance/Absences/Missed Assignments, Student Rights, Official UMD Communication, Mid-Term Grades, Complaints about Course Final Grades, Copyright and Intellectual Property, Final Exams & Course Evaluations, and Campus Resources:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

COURSE-SPECIFIC POLICY

Class Disruptions and Use of Technology: Students are permitted to use tablets, laptops, and other devices for note-taking purposes only. Cell phones and smartphones are not permitted for use during class. Using cell phones/smartphones and/or using devices for purposes other than note-taking is disruptive to the class. Class disruptions of any form (e.g., inappropriate use of technology or side-bar conversation) will not be tolerated and students may be asked to leave should they engage in such activities. Students who are asked to leave class will not receive credit for class attendance, activities or participation for that day.

Disruptive students may be subject to a Code of Conduct referral.

Assignment Submission: All assignments should be completed **independently**, unless noted otherwise. Written assignments should be (1) double-spaced, (2) typed in 12-point, Times

New Roman font, (3) have 1-inch margins, and (4) use person-first and dignified language when discussing individuals with disabilities. Assignments that do not meet these specifications are subject to loss of points. All assignments, with the exception of Activities, are to be submitted on Canvas before the start of class on the dates indicated. Activities should be submitted on Canvas at the conclusion of class meetings. **Late assignments will not be accepted and will receive no points** unless there are documented extenuating circumstances (see policy for **excused absences** above).

Extra credit assignments: Students are not offered extra credit assignments in this course, nor is it possible to resubmit assignments. Assignments are graded one time only; students are not allowed to rewrite or redo any assignment. If you have questions before an assignment is due, please send them by email, make an appointment, or ask during office hours. Allowing students to rewrite assignments after evaluation leads to initial submissions that are sloppy or done at the last minute. Please take care to complete the assignments appropriately on the first submission.

COURSE GRADING

Assessment	Points
CEC SmartBrief Presentation	5
Quiz 1	15
Quiz 2	15
Professional Development Training	15
Media Review Project	15
Final Exam: Case Study	20
Attendance & Participation	15
TOTAL	110

Letter Grade	Points Earned	Letter Grade	Points Earned
A+	100-98	C+	79-77
A	97-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60

TENTATIVE COURSE SCHEDULE

Date	Topic/Activity	Readings	Assignments
8/28	- Syllabus Review - Introduction to Disabilities and Special Education	No readings due	- Syllabus assessment
8/30	- Understanding Exceptionalities - Person-First Language	Chapter 1.1-1.3	- Model SB Presentation - <u>Activity 1</u> : IRIS Center People-First Language - Submit confirmation of SB Email
9/04	Labor Day		
9/06	Historical Overview of Disability & Related Legislation	Chapter 1.4 & 2.1-2.3 (pp. 12-15; 26-35)	Sign up for SB Presentation date
9/11	Special Education Referral Process & Service Delivery	Chapter 2.4-2.6 (pp. 36-47)	SB Presentations
9/13	Early Childhood Special Education	Chapter 3	- <u>Activity 2</u> : IDEA A-B-C Soup - Reading Reflection 1
9/18	Media Review Project Overview		SB Presentations
9/20	Secondary Special Education Transition Services	Chapter 4	<u>Activity 3</u> : Transitions and Post- Secondary Options
9/25	- Introduction to Group Project Overview - Quiz 1 Review	No readings due	<u>Activity 4</u> : Group Project Planning Sheet I
9/27	Quiz 1		
10/02	Multicultural and Diversity Issues	Chapter 5	SB Presentations
10/04	Exceptionalities and Families	Chapter 6	- <u>Activity 5</u> : IRIS Family/Multicultural Activity - Reading Reflection 2
10/09	Specific Learning Disabilities	Chapter 7	SB Presentations
10/11	In-class Group Work Session	No readings due	- <u>Activity 6</u> : Group Project Planning Sheet II
10/16	Speech or Language Impairment	Chapter 10	SB Presentations
10/18	Emotional Disturbance	Chapter 8	- SB Presentations - Reading Reflection 3
10/23	Hearing and Visual Impairments	Chapter 13	SB Presentations

10/25	Group Presentations Part I: SLD, SLI, ED, Blind or Visual Impairment	No readings due	<u>Activity 7</u> : Select a presentation & participate in Q&A online
10/30	Severe and Multiple Disabilities	Chapter 12	SB Presentations
11/01	Other Health Impairment and Traumatic Brain Injury	Chapter 14	Reading Reflection 4
11/6	Intellectual Disability	Chapter 9	Reading Reflection 5
11/08	Exceptional Gifts and Talents	Chapter 15	SB Presentations
11/13	Media Review Project Work Session	No readings due	Media Review Project Planning Sheet
11/15	Autism Spectrum Disorders	Chapter 11	SB Presentations
11/20	Young Dual Language Learners with Disabilities	No readings due	<u>Activity 8</u> : IRIS Module Reflection
11/22	Group Presentations Part II: ID, ASD, ADD/ADHD (OHI), Exceptional Gifts & Talents	No readings due	<u>Activity 9</u> : Select a presentation & participate in Q&A online
11/27	Thanksgiving Recess		
11/29	- Flex Day: make- up SB Presentations - Quiz 2 Review	No readings due	
12/04	Quiz 2		
12/06	Online Media Project Presentations	No readings due	
12/11	Final Exam Review	No readings due	- <u>Activity 10</u> : End of course reflection
TBA	Final Exam (time and location TBA)		

COURSE ASSIGNMENTS

Assignment	Description	Timeline	Points
CEC SmartBrief Reflection	Please sign up for CEC's SmartBrief and submit an image of your confirmation email to Canvas no later than the start of class on 8/28, 2017. At the beginning of select class meetings, students will share and summarize an article of their choosing from a recent SmartBrief edition with their classmates. Students should sign up for a presentation date on Canvas no later than the start of class on September 6 th and each presentation should be 4 to 5 minutes in length. Presentations should (1) cite the article's source, (2) briefly summarize its content, and (3) reflect on its implications for special education, individuals with disabilities, current policy, and/or advocacy issues. NOTE: If you enroll in the class after September 6 th it is your responsibility to contact the course instructor to sign up for an available slot.	8/28: Submit SB confirmation email	0.5
		9/6: Sign up for SB Presentation	0.5
		TBD: SB Presentation at the start of class	4
Quizzes	Two closed-book, in-class quizzes will be given on September 25 th and December 4 th . Each quiz will cover content shared in class lectures and activities, and in course readings and materials. The first quiz will focus on current special education trends, law, and policy, while the second quiz will assess students' knowledge of specific disability categories. The second quiz is not cumulative, though students are responsible for knowing any policies that are relevant to a specific disability category. Questions will be in the form of multiple choice, True/False, and short answer.	9/25: Quiz 1	15
		12/04: Quiz 2	15
Professional Development Training (Group Project)	As the special education team in your building, your principal asks you to share an interesting presentation about a specific disability category at the next Faculty Meeting! Work with your team to develop an informative and engaging 20-minute presentation to share with your colleagues so they may better serve their students. Students will work in groups of 5 to develop a Professional Development (PD) Training about a specific disability category. Presentations should include (1) a description of the IDEA category, (2) clinical diagnoses that are included in that category, (3) difficulties students with this disability may encounter in school, and (4) suggestions of how to support these students in a general education setting. Group Projects will be presented online on either October 25 th or November 22 nd . Students will be asked to hold an online Question and Answer session with their classmates about their topic after their presentation. Additional information about the structure of the assignment will be shared in class. Students will be graded on the group project as a whole, as well as their individual contributions. Group projects will be graded on each of the four components noted above, as well as how the creative and engaging the online presentation is for presenters' "colleagues." Students' group members will also anonymously grade their contributions to the final project and presentation. Individual and group rubrics will be posted on Canvas and discussed in class. *End your PD Training with the Honor Pledge for each member of your group.	9/25: Group Project Planning Sheet I	1
		10/11: Group Project Planning Sheet II	1
		10/25: Group Presentations Part I: SLD, SLI, ED, Visual Impairment OR 11/22: Group Presentations Part II: ID, ASD, OHI, Exceptional Gifts & Talents	13
Online Media Review PowerPoint Presentation	Each student should select two excerpts of current, mainstream media that reflect an individual or a group of individuals with a disability. One should be an accurate portrayal that reflects the individual(s) with respect and dignity. The second should be an inaccurate portrayal or one that does not portray the individual(s) with respect and dignity. The sources may be fiction (e.g. portion of a movie) or nonfiction (e.g. news report) and may include books, magazines, newspaper articles, comic books, 'viral' YouTube videos, clips of movies or TV shows, advertisements, memes, or news reports. The two sources of media do not have to be in the same format nor do they need to portray the same disability category. Students will make a brief PowerPoint presentation using the provided template, which (1) links the media sources, (2) compares and contrasts the	11/13: Media Review Project Planning Sheet	1
		12/06: Media Review Project Online Presentations and Discussion Board	14

	two representations of individuals with disabilities, (3) corrects the inaccurate portrayal, and (4) reflects on how the two sources of media may impact current views of individuals with disabilities. The presentation should advocate for the accurate, respectful and dignified representation of individuals with disabilities while referencing current special education and/or disability policy, legislation and paradigms of thought. Additional details about the project, including its rubric and PowerPoint template, will be made available on Canvas. Students will view classmates' presentations and participate in a related online Discussion Board. *End your Media Review with the Honor Pledge.		
Case Study (Final Exam)	The culminating activity of the course will be a Case Study. Students will select a Case Study about a child with a disability and answer a series of questions. It will assess students' ability to apply their cumulative knowledge of special education, disabilities, and relevant case law and legislation. The Case Study will be administered on Canvas and should be completed independently. Questions should only be answered using course materials; students are not permitted to conduct web searches or use outside sources to respond to the Case Study. Questions will be in the form of multiple choice, True/False, and short answer. Additional information about the content of the Case Study will be reviewed on the last day of class.	12/13: Final Exam Case Study Review Session	0
		12/15/2017, 12:30pm: Final Exam	20
Attendance	Students are expected to attend all class sessions and be active participants in class discussions and activities. Attendance will be taken at the beginning of each class meeting; if a student is late for class it is the student's responsibility to check-in with the course instructor at the end of the class meeting in order to receive attendance and participation credit. When class is held digitally, it is the student's responsibility to fully participate in the online activity on or before the corresponding class meeting time, as appropriate. Please take note of the University's policy on absences and notify the professor in writing in advance should you need to miss a class meeting. Documentation and/or written notification of all absences should be loaded on Canvas under Attendance. Emailed/hard copies of documentation will NOT be accepted.	Attendance	5
Activities	Students will also be required to participate in a series of class activities conducted online and in-class during select class meeting times. Some activities will require students to submit individual work and others will require group. All activities should be submitted by the completion of the corresponding class meeting time. Each activity will be worth 1 point. Unless noted otherwise, students who have a pre-arranged excused absence the day of an activity will not be penalized and will receive full credit. Students who have an unexcused absence or do not participate in the activity will not receive credit.	8/30: Activity 1	1
		9/13: Activity 2	1
		9/20: Activity 3	1
		9/25: Activity 4	1
		10/4: Activity 5	1
		10/11: Activity 6	1
		10/25: Activity 7	1
		11/20: Activity 8	1
		11/22: Activity 9	1
		12/06: Activity 10	1
Reading Reflections	Except where noted, all assignments are based on readings and due before class. LATE work will not be accepted.	9/13: RR 1	1
		10/04: RR 2	1
		10/18: RR 3	1
		11/01: RR 4	1
		11/06: RR 5	1