

**UNIVERSITY OF MARYLAND
SPECIAL EDUCATION PROGRAM**

SPRING 2016

EDSP 211 Introduction to Special Education

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Office hours: Wednesdays, 11:00-12:00 or by appointment

Class Meets: 1:00-3:45 pm, Wednesdays

Room: 3236 Benjamin

Required Texts/Materials:

Hardman, M., Drew, C., & Egan, M. (2014). Human exceptionality: School, community, and family (12th Ed.). Belmont, CA: Wadsworth, Cengage Learning

Additional course readings and other course materials and announcements will be available on Canvas/ELMS. Students can learn more about using Canvas by visiting www.elms.umd.edu/page/student-support.

ELMS-Canvas

ELMS-Canvas will be used for email, grades, and access to the syllabus, lessons/resources, readings, and internet links

To access go to:

<http://elms.umd.edu> (see Student Resources and Tutorials if you need help)

Login your username and password

Go to My Courses (EDSP 211 – Spring 2016)

Buttons on Left to:

- Access the syllabus
- Access files
- Access assignments

Assignments must be submitted through ELMS (see **Assignments** for directions and instructions on how to attach documents); except for Gleanings which are handed in in class.

CEC Smartbriefs

Please register to receive CEC Smartbriefs (free): <http://www.smartbrief.com/cec/>

Course Overview

This course provides an introduction to the field of special education. Students examine historical foundations, including legislation; review components necessary for effective service delivery; and develop an understanding of the role of collaboration and consultation with parents, school personnel and other professionals. In addition, students are introduced to the nature and characteristics of various disabilities and review current issues in the field including overrepresentation of minority students in special education, inclusion, and federal and state assessment mandates. Current topics are addressed including evidence-based practices, universal design for learning, and individualization and differentiation of instruction.

Objectives

Upon successful completion of the course, students will demonstrate evidence of the following skills and meet the following professional standards:

1. Identify the historical foundations of special education, as well as related litigation and legislation including the Americans with Disabilities Act and the Individuals with Disabilities Education Act and how those laws have helped us to form a plural society in which people with disabilities have the same educational rights as students without disabilities (CEC: 6; InTASC: 9; CF: Knowledge of Subject Matter)
2. Understand current terminology and issues in the field of special education, including inclusionary practices, family and multicultural issues that we experience in a plural society (CEC: 3, 6, 7; INTASC: 2, 9, 10; CF Social and Cultural Contexts)
3. Demonstrate understanding of the basis of human diversity related to causes and characteristics of both high and low incidence disabilities (CEC: 1, 4; InTASC 1, 2, 6; CF – Learners, Educational Goals and Assessment);
4. Because of the diversity of students with disabilities, demonstrate understanding of instructional approaches that target that diversity including universal design for learning, individualization and differentiation of instruction (including the use of assistive technology) in inclusive classrooms (CEC 3, 5; InTASC: 7, 8; CF: Curriculum, Pedagogy, Technology)
5. Examine current issues in special education and the nature of advocacy for people of all ages with disabilities (CEC: 6; InTASC: 9, 10; CF: Social and Cultural Contexts)
6. Understand the intersection between special education/students with disabilities and cultural issues including the changing population in the United States and the overrepresentation of students from culturally and linguistically diverse backgrounds in special education (CEC: 6; InTASC: 9, 10; CF: Social and Cultural Contexts)
7. Demonstrate understanding about how educators address the overrepresentation of students from diverse backgrounds in special education and how educators separate language from

disability to identify and provide an appropriate education for students who are English language learners (CEC: 6; InTASC: 9, 10; CF: Social and Cultural Contexts).

8. Understand the philosophical and other traditions that influence how different families view disability (CEC: 6; InTASC: 9, 10; CF: Social and Cultural Contexts).

Course Requirements and Assignments

It is important to read assignments before class, take notes during class and participate in discussions using the Gleanings/Homework.

1) *Gleanings/Homework* (13 points)

Participation assignments for points will be collected at the beginning of class on date due to earn these points. These participation points or “gleanings” must be **neatly** handwritten or typed. Gleanings will be given back to use as study guides for tests. Late gleanings will not be accepted unless the absence is excused according to University policy. Gleaning points can be earned at instructor’s discretion by not arriving late for class, not using cell phones during class or using laptops unless permitted to do so. If you do not attend class regularly, you will not be able to earn participation points.

2) *Tests* (80 points)

There will be **two** 40-point tests in the class based on information from the text supplemented by information presented by guest speakers. The midterm involves the completion of a module on Collaborating with Families. You can access the module through:
<http://iris.peabody.vanderbilt.edu/module/fam/>.

Questions in the module pertain to helping teachers to support families by trying to understand what it would be like to raise a child with a disability by imagining: 1) their reaction to having a child with a disability; 2) their sense of loss; 3) the reaction of family and friends; 4) how their life might change; 5) how their dreams for their child would change; and 6) what they would want teachers to do to help you and your child.

The final will consist of questions related to Gleanings as well as application questions which will evaluate your ability to apply information from class.

3) *Cultural and Linguistic Differences: What Teachers Should Know* (10 points)

For class on February 24, you complete the module on What Teachers Should Know and submit your responses to the module on ELMS

<http://iris.peabody.vanderbilt.edu/module/clde/>

4) *Autism Module* (10 points)

For class on April 13, you complete module on Autism Spectrum Disorders and submit your responses to the module on ELMS

<http://iris.peabody.vanderbilt.edu/module/asd1/>

5) CEC Smartbrief Paper and Presentation (25 points)

Identify and describe a current event found in a recent (2006-2016) CEC Smartbrief. Choose an article that interests you in the area of early childhood special education (this topic may be the basis for your inquiry project). Summarize the CEC Smartbrief and then explore the issue in depth by reading and presenting peer-reviewed research from a minimum of 2 sources. Complete your written assignment by asking a set of follow-up questions (may be bulleted; there needs to be at least 4 questions).

In class, summarize the Smartbrief findings and the remaining questions related to the topic.

6) Book Club Case Study (25 points)

You have a choice of four books to choose from. Those books are *The Absolutely True Diary of a Part Time Indian*, *The Curious Incident of the Dog in the Nighttime*, *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Cultures*, *You Don't Look Like Anyone I Know: A True Story of Family, Face Blindness and Forgiveness*. All of the books relate to children with disabilities; two of the books also deal with the perspectives of different cultures: Native American and Hmong.

Read one of the books, answer the questions associated with the book in advance and be prepared to discuss your answers with the other class members who have read the same book. After the class discussion, individually write up the IEP/UDL plan for the main character using the template provided.

7) Inquiry Project (50 points)

Each student or pair of students will complete a project designed to investigate some aspect of disability and present it in class. Students will submit a proposal for either an interview or an article to be summarized later for the Inquiry Project. Proposals will be reviewed and approved with modifications and suggestions no later than one week after they are submitted.

Appropriate topics include issues relating to any of the 13 disability areas in IDEA. Completing the project will involve either researching a topic related to one of the 13 disability areas or interviewing: a) an individual with a disability or a family member of an individual with a disability; b) an individual who is involved in ways of changing or improving daily activities for individuals with disabilities; or c) professionals serving individuals with disabilities.

Individual students or pairs of students will then prepare a 4-6 page paper on their topic or a wiki and give a brief presentation.

Project Proposal

The proposal submitted can be either a plan for an interview or choice of a research article.

Interview: Prepare to conduct interview (minimum of 5 questions) with an individual with a disability, parent, teacher or other professional in the field. Submit questions asked (and **2 page summary to be submitted at presentation**) and how it will be expanded into an inquiry paper/wiki.

OR

Article Review: Using UM Library Research Port (<http://www.lib.umd.edu/>) find 1 scholarly article. Article must be peer-reviewed, preferably from ERIC (Education) or PsycINFO (psychology). Submit search terms used, citation in APA form (and 2 **paragraph summary to be submitted at presentation**) and how the topic will be expanded into an inquiry paper/wiki.

Project Submission

Individuals or pairs of students may choose to submit a paper or a wiki.

Paper Instructions

The suggested length of the paper describing your project is 4-6 pages typewritten, double spaced. You should include a minimum of two **annotated** sources/one source and interview on your topic for background information (sources can be repeated from Smartbrief and/or proposal).

Visit the Purdue On-line Writing Lab for guidelines and information about the use of APA formatting for your paper (<http://owl.english.purdue.edu/>)

*If your project was conducted with a classmate, both members of the team need to participate in the presentation.

Wiki Instructions

Wiki will be done in two stages

First Stage Due:

- Begin the topic/main page with basic information on the disability area: IDEA definition, characteristics, educational implications
- Write an introductory paragraph and have a conclusion – What I learned portion and ONE TEACHING TIP. This may include issues, concerns and frontiers you explore in at least 2 more pages.
- Reference everything on the page including 2 ANNOTATED PEER-REVIEWED REFERENCES OR 1 REFERENCE AND INTERVIEW (references can be reused from Smartbrief and/or proposal).
- Be creative and engage readers

Second Stage Due:

Edit your wiki page, clarify information and presentation, add at least 2 subpages

- Edit the wiki
- If appropriate, link your page to other pages
- Document information using APA format and linking information to other sources and sites
- Edit page for clarity of presentation

Presentation

Students will give a brief presentation (5-10 minutes per person) about the project. In the presentation summarize how the project was done and what was learned with time at the end for questions.

Rubrics for these assignments can be found on ELMS- Canvas

Grading

Participation/Gleanings	13 points
Midterm	40 points
Autism Module	10 points
Cultural and Linguistic Differences Module	10 points
CEC Smartbrief Paper and Presentation	25 points
Book Club Case Study	25 points
Inquiry Project	50 points
Final (Test #2)	40 points
Total	213 points

Number of Points	Grade Percentage	Letter Grade
209-213	98-100%	A+
198-208	93 – 97.5%	A
192-207	90-92.5%	A-
187-191	88-89.5%	B+
177-186	83-87.5%	B
170-176	80-82.5%	B-
166-169	78-79.5%	C+
155-165	73-77.5%	C
149-154	70-72.5%	C-
145-148	68-67.5%	D+
134-144	63-67.5%	D
128-133	60-62.5%	D-
0-127	0- 59%	F

Note: All assignments should be **typed 12 point Times Roman** (submitted electronically and are due at the start of class on the dates indicated). **Late assignments will not receive full credit, unless prior arrangements have been made.** Please retain a copy of your assignments in addition to the one you submit.

Class Policies

Use of Electronic Devices

No cell phone use during class.

Use of the Internet or laptop computers and other electronic devices, is allowed in class except when presentations are scheduled. When guest speakers are scheduled please limit your computer use to note taking

IEP Accommodations for Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations,

contact instructors at the beginning of the semester. For information on accommodations see www.counseling.umd.edu/DSS

Help in study skills, time management, writing is available at the Learning Assistance Service (LAS), a division of the Counseling Center. Location is 2201 Shoemaker Bldg. (301) 314-7693, www.infonn.umd.edu/LASRV.
Academic Integrity

Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit www.shc.umd.edu

All students are asked to place the following statement on their exams and/or assignments as a commitment to their academic integrity: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

CourseEvalUM

As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit our course evaluations each term through CourseEvalUm in order to help faculty and administrators improve teaching and learning at Maryland. An email will be sent to you and the link at which you can access the submission system at that time (www.courseevalum.umd.edu).

Attendance Guidelines

Attendance Guidelines - University policy excuses the absences of students for illness (self or dependent), [religious observances](#), participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. Students must submit the request in writing and supply appropriate documentation.

Class Schedule

Date	Topic	Homework/Assignments
1/27/16	<p>Course introduction and syllabus review</p> <p>Inclusion realities—understanding & experiencing exceptionalty, person-first language.</p>	<p>Sign up for SMARTBRIEFS online</p>
2/3/16	<p>Basics of Special Education, and IDEA, IEPs, IFSPs, referral process, service delivery and accessibility</p>	<p>DUE: Gleanings #1 and #2</p> <p>Read Chapters 1 and 2</p>
2/10/16	<p>Inclusion and Multidisciplinary Collaboration in the Early childhood and Elementary School Years</p> <p>ESSA, overview of State assessments, ACCESS</p>	<p>DUE: Gleanings #3</p> <p>Read Chapter 3 and take an Accessibility Walk through campus (Gleanings #17 and #18)</p>
2/17/16	<p>Secondary Education and Transition Planning</p> <p>Cultural and Linguistic Diversity</p>	<p>DUE: Gleanings #4 and #5</p> <p>Accessibility walk write-up #17 & #18</p> <p>Read Chapters 4 and 5</p>
2/24/16	<p>Cultural and Linguistic Diversity</p> <p>What Teachers Should Know</p>	<p>CEC Smartbrief Paper and Presentation</p> <p>Complete module</p> <p>Cultural and Linguistic Differences: What Teachers Should Know</p> <p>http://iris.peabody.vanderbilt.edu/module/clde/</p>

3/2/16	Emotional and Behavioral Disorders Communication Disorders	DUE: Gleanings #8 and #10 Book Club Case Study Discussion Questions Read Chapters 8 and 10
3/9/16	Midterm	Complete module Collaborating with Families http://iris.peabody.vanderbilt.edu/module/fam/
3/16/16	Spring Break	
3/23/16	Intellectual and Developmental Disabilities Universal Design for Learning	DUE: Gleaning #9 Read Chapter 9
3/30/16	Learning Disabilities	DUE: Gleaning #7 Inquiry Project Proposal Read Chapter 7

4/6/16	<p>Severe and Multiple Disabilities</p> <p>Physical Disabilities and Other Health Disorders</p> <p>Assistive Technology</p>	<p>DUE: Gleanings #14 and #16 Book Club Case Study – IEP/UDL Plan</p> <p>Read Chapters 12 and 14</p>
4/13/16	Autism Spectrum Disorders	<p>Drafts for Inquiry Paper or Wiki</p> <p>Complete module on Autism Spectrum Disorders http://iris.peabody.vanderbilt.edu/module/asd1/</p>
4/20/16	Sensory Disabilities: Vision & Hearing Loss	<p>DUE: Gleaning #13</p> <p>Read Chapter 13</p>
4/27/16	Co-teaching Working with other Professionals	
5/4/16	Inquiry Project Presentations	<p>DUE: Inquiry Project papers/Wikis due Presentations</p>

TBA	Final Exam	
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