



**EDSP 210: Introduction to Special Education**  
College of Education: Counseling, Higher Education and Special Education  
*Fall 2015*

**Course Instructor**

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Office Hours: Monday 10:00-12:00; Tuesday 12:00-2:00; & Thursday 12:00-2:00

**Class Location and Time**

EDU 1121

9:30 –10:45

**Required Materials**

Hardman, M., Drew, C., & Egan, M. (2015). Human Exceptionality: School, community, and family. Belmont, CA: Wadsworth Publishing.

CEC SmartBrief

Additional resources and materials will be made available on Canvas.

**Course Overview**

Dear Students:

Welcome to EDSP 210: 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

## Course Calendar

Date	Topic	Assignments and Readings DUE in Class
9/1/2015	Syllabus & Canvas Course Expectations Assignment Review	-
9/3/2015	Introduction to Disabilities and Special Education Person-First Language	-Read <i>How are your person first skills? A self-assessment.</i> -In-class Activity 1
9/8/2015	Historical Overview of Disability and Related Legislation	-Chapter 1; Gleaning 1 -Sign up CEC SB email and SB Presentation
9/10/2015	Historical Overview of Special Education and Related Legislation	-Chapter 2; Gleaning 2 -SB Presentations
9/15/2015	Special Education Referral Process and Service Delivery Options	-Chapter 3 -In-class Activity 2
9/17/2015	Early Childhood Special Education	-Gleaning 3 -SB Presentations
9/22/2015	Elementary Special Education Midpoint Project Overview	-Chapter 4 -In-class Activity 3
9/24/2015	Secondary Special Education Transition Services Quiz 1 Review	-Gleaning 4 -Watch Dr. Giaquinto's presentation -SB Presentations
9/29/2015	<b>QUIZ 1</b> <b>Gleanings 1-4 Scored</b>	
10/1/2015	Introduction to IDEA Disability Categories Specific Learning Disabilities	-Chapter 7; Gleaning 7 -In-class Activity 4 -SB Presentations
10/6/2015	Speech or Language Impairment	-Chapter 10 -In-class Activity 5 -- <b>Midpoint Project Check-In Sheet</b>
10/8/2015	Experiencing High Incidence Disabilities in the General Education Classroom	-Gleaning 10 -In-class Activity 6 -SB Presentations
10/13/2015	Emotional Disturbance Final Project Overview	-Chapter 8; Gleaning 8 -In-class Activity 7
10/15/2015	Hearing and Visual Impairment	-Chapter 13; Gleaning 13 -In-class Activity 8 -SB Presentations
10/20/2015	Project Planning Meeting I No Class Meeting	<b>-Midpoint Project Presentation</b> <b>-Project Planning Sheet I</b>
10/22/2015	Orthopedic Impairment	-Chapter 14 -In-class Activity 9 -SB Presentations

<b>10/27/2015</b>	Other Health Impairment and Traumatic Brain Injury	-Gleaning 14 -In-class Activity 10
<b>10/29/2015</b>	Intellectual Disability	-Chapter 9; Gleaning 9 -In-class Activity 11 -SB Presentations
<b>11/3/2015</b>	Autism Spectrum Disorder	-Chapter 11; Gleaning 11 -In-class Activity 12
<b>11/5/2015</b>	No Class Meeting: Project Planning Meeting II	<b>-Project Planning Sheet II</b>
<b>11/10/2015</b>	Multiple Disabilities Quiz 2 Review	-Chapter 12; Gleaning 12 -In-class Activity 13
<b>11/12/2015</b>	Multicultural and Diversity Issues Quiz 2 Review	Chapter 5; Gleaning 5 -SB Presentations
<b>11/17/2015</b>	<b>Quiz 2</b>	
<b>11/19/2015</b>	Exceptionalities and Families	-Chapter 6; Gleaning 6 -In-class Activity 14 -SB Presentations
<b>11/24/2015</b>	Lecture Catch-Up Day OPTIONAL: Project Conferences with Dr. Mallory	-
<b>11/26/2015</b>	Thanksgiving Holiday	-
<b>12/1/2015</b>	Project Presentations Part I	-
<b>12/3/2015</b>	Project Presentations Part II	-
<b>12/8/2015</b>	Project Presentations Part III Final Exam Review	-
<b>12/10/2015</b>	No Class Meeting: Take Home Final Exam	

## Course Requirements

### CEC SmartBrief Presentation

**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 September 8, 2015.** 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 September 8, 2015** and each presentation should be 4 to 5 minutes in length. NOTE: If you enroll in the class after 9/8/2015, it is your responsibility to contact the course instructor to sign up for an available slot. 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. A rubric describing the presentation in detail can be found on Canvas and will be discussed on the first day of class.

### Chapter Gleanings

Chapter gleanings will be due on Canvas at the start of class; gleanings received after the start of class will not receive credit. Each gleaning will ask a series of questions meant to highlight key components of the chapter while improving students' understanding of the topic(s) discussed. Chapter gleanings will be graded on Canvas for completion at each of the Quiz dates; incorrect answers will receive credit and all questions should be attempted. Specific questions will be discussed in class and will count toward students' attendance/participation grade.

### Quizzes

Two closed-book, in-class quizzes will be given on 9/29/2015 and 11/17/2015. 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.

### Final Exam

One open-book, open-note online exam will be given at the end of the semester. The exam will assess students' ability to apply their cumulative knowledge of special education. The exam will be administered on Canvas and should be completed independently. Questions will be in the form of multiple choice and short answer. Additional information about the content of the exam will be given in class during the final exam review. The exam will be opened after the final class meeting and be available to complete on Canvas for seven (7) days.

### Media Review (Midpoint Project)

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, popular or '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 or Prezi presentation, which (1) embeds the media sources, (2) compares and contrasts the 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. Project rubrics will be made available on Canvas. Additional details of the project will be discussed class.

### **Professional Development Training (Final 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.

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 in-class presentation is for presenters' "colleagues." Individual students will be anonymously graded by their group members based on their project contributions. Individual and group rubrics will be posted on Canvas and discussed in class.

### **Attendance and Participation**

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.

Please take note of the University's policy on absences and notify the professor in writing should you need to miss a class meeting. Excused absences will not be penalized and include:

1. Religious observance (with notification provided during the first week of class);
2. Illness (with a doctor's note);
3. Participation in university activities at the request of university authorities; and
4. Compelling circumstances beyond the student's control.

Documentation and/or written notification of all absences should be loaded on Canvas under Attendance. Emailed or hard copies of documentation and/or notifications will NOT be accepted. It is the student's responsibility to gather missed notes and/or materials from his/her classmates. Specific questions about a missed class lecture or activity may be addressed during the instructor's office hours.

***Gleanings:*** Chapter gleanings are assigned for each chapter (please see Chapter Gleanings above). Responses to each gleaning should be posted on Canvas **by the start of class** in order to receive credit for completion. Gleanings will also be incorporated into class discussions and count toward students' class participation grade. Students may be called upon or randomly selected to comment on Chapter Gleanings during class discussions. It is the student's responsibility to read each chapter and be prepared to discuss its content before the start of each class session.

***In-Class Activities:*** Students will also be required to participate in a series of class activities. Some activities will require students to submit individual or group work by the completion of class, while others will require students to participate in a group discussion, which will be shared with the class as a whole. Unless noted otherwise, students who have an excused absence the day of an in-class activity will not be penalized. Students who have an unexcused absence or do not participate in the in-class activity will not receive credit.

***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.

**Please Take Note:**

***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. Assignments are to be submitted on Canvas by the start of class on the dates indicated. **Late assignments will not receive credit** unless arrangements were made in advance with the course instructor and the student can provide documentation of an emergency situation.

***Extra Credit and Resubmission:*** Extra credit assignments are not available in this course. Instead, multiple and diverse means of demonstrating knowledge have been provided to students. Additionally, students will not be allowed to resubmit assignments unless the course professor deems it necessary and appropriate to make the option available to the class as a whole.

## Grading

Assessment	Points
<b>CEC SmartBrief Reflection</b>	10
<i>CEC SmartBrief Registration</i>	(.5)
<i>CEC SmartBrief Presentation Sign-Up</i>	(.5)
<i>CEC SmartBrief Presentation</i>	(9)
<b>Chapter Gleanings</b>	14
<b>Quiz 1</b>	35
<b>Quiz 2</b>	35
<b>Final Exam</b>	40
<b>Midpoint Project: Media Review</b>	40
<i>Midpoint Project Check-In Sheet</i>	(10)
<i>PowerPoint or Prezi Presentation</i>	(30)
<b>Professional Development Training:</b>	40
<i>Group Presentation</i>	(35)
<i>Individual Performance</i>	(5)
<b>Attendance &amp; Participation</b>	26
<i>Attendance</i>	(6)
<i>In-Class Activities</i>	(20)
<b>TOTAL:</b>	<b>240</b>

Letter Grade	Points Earned	%	Letter Grade	Points Earned	%
<b>A+</b>	240 - 235	100 - 97.9	<b>C+</b>	191 - 185	79.5 - 77.0
<b>A</b>	234 - 225	97.5 - 93.7	<b>C</b>	184 - 175	76.6 - 72.9
<b>A-</b>	224 - 216	93.3 - 90.0	<b>C-</b>	174 - 168	72.5 - 70.0
<b>B+</b>	215 - 206	89.5 - 85.8	<b>D+</b>	167 - 161	69.5 - 67.0
<b>B</b>	205 - 197	85.4 - 82.0	<b>D</b>	160 - 151	66.6 - 62.9
<b>B-</b>	196 - 192	81.6 - 80.0	<b>D-</b>	150 - 144	62.5 - 60.0

## Course Objectives

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

1. Understand the historical foundations of special education, as well as related litigation and legislation  
(*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.  
(*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

*(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. Describe the service delivery options and assistive technology available to meet the social, emotional, communication and educational needs of students with disabilities.

*(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)*

### **Student Notices & University and College Policies**

**Use of Technology:** All students are expected to have their phones silenced and put away during class; use of any phone feature during class is prohibited. Laptops, tablets and other digital note-taking devices are permitted during class lectures. However, all such devices should be put away during SmartBrief presentations, group presentations, and guest presentations. Please see *Attendance and Participation* for additional details.

**Academic Integrity/Honor Code:** The University of Maryland 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](http://www.shc.umd.edu)** which defines the following terms:

**ACADEMIC DISHONESTY:** any of the following acts, when committed by a student, shall constitute academic dishonesty:

- (a) **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- (b) **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- (c) **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this *Code*.
- (d) **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

**University Honor Code:** The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads, "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." **This pledge statement should be handwritten and signed on the front cover of all assignments and examinations in this course.**

**Assistance for Students in Distress:** If you feel you are encountering problems that hamper your academic performance or life on campus, you may wish to call the Counseling Center 301-314-7651 for resources or referrals.



**Attendance:** University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must request the excuse in writing and supply appropriate documentation. Please see *Attendance and Participation* for additional details

**Excused Absences:** Students will not be penalized because of religious observances or other excused absences (see above) and shall be given opportunity to make up, within a reasonable time, any academic or practicum assignment missed due to individual participation in religious observance or other documented excused absence. More information on attendance can be found at <http://www.faculty.umd.edu/teach/attendance.html> .

**Academic Accommodations:** If you have a documented disability and wish to discuss academic accommodations, contact an instructor at the beginning of the semester. For all students: help in study skills, time management, writing, etc. is available at the Learning Assistance Service (LAS), a division of the Counseling Center. Location is 2201 Shoemaker Bldg. (301) 314-7693, <http://www.inform.umd.edu/LASRV>

**College of Education Foundational Competencies Policy:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Students in the College. Performance that meets the Foundational Competencies is expected across all settings. If concerns arise, a referral will be made to the student's advisor.

**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](http://www.courseevalum.umd.edu)).