UNIVERSITY OF MARYLAND

Department of Counseling, Higher Education and Special Education
College of Education

Spring 2015
EDSP 470: Introduction to Special Education

Class Meeting Time: Mondays (4:15-7:00 pm)
Location: Benjamin 3315

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GRADER: Miji Kim
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Questions and office appointments: Your questions are important to me and deserve my full attention. Therefore, please talk to me during BREAK or AFTER each class (or hand me a note when you arrive). You are also welcome to schedule virtual or office appointments.

Online Learning Environment: the terms Canvas and ELMS are used synonymously throughout this syllabus. Course Units, assignments, and other course resources are at www.elms.umd.edu under this course name.

GO TO:
1. Login with your directory ID and password
2. Go to My Courses (EDSP 470, section 0101; Spring 2015)
3. Use the left side to navigate the appropriate documents or directions (e.g., syllabus, modules, assignments, pages, announcements, etc.)

Course Description:

This course is designed to provide an overview of the field of special education by examining the nature and characteristics of various exceptionalities (across age and severity) and always within the context of the educational impact upon the student. Emphasis will be placed on contributions of research and best practice that focus on services and programs that help meet students educational, social, and/or personal goals. In addition, critical topics in the field of special education such as, research-based practices necessary for effective collaboration and consultation with parents, school personnel, and other professionals and related multicultural issues/perspectives will be addressed, as well as evidence-based practices and universal design principles for learning and inclusion of students with disabilities. The course goals will be addressed though the use of blended-instruction with a combination of (in class) face-to-face and on-line instructional sessions to explore a variety of topics in the field of special education. This will include online media such as case studies, chapter readings, class and online assessments, and related exercises.

Course Objectives:

Course content addresses the **College of Education's** Conceptual Framework (CF) as follows. In Domain 1: Emerging Commitments in the following areas: EC1- Equity and Diversity, EC2 Advocacy, EC 4 – Reflection, EC 5- Innovation and Creativity and EC6 – Responsible and Ethical Action; and in Domain 2: Knowledge, Knowledge of Subject Matter, of Pedagogy, of Learners, of Technology and of Social and Cultural Contexts.

The course addresses the Interstate **New Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards** with: Standard #1 Learner Development, Standard #2: Learning Differences, Standard # 4 Content Knowledge, Standard #8 Instructional Strategies, Standard #9 Professional Learning and Ethical Practice. This course addresses the following CEC Standards for the Preparation of Special Education Teachers **(SPA) Standards**, t: Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Standards, Standard 5: Learning Environments and Social Interactions, Standard 6: Communication, Standard 9 Professional Learning and Ethical Practice, Standard 10: Collaboration.

Upon successful completion of the course, students will be able to:

- Examine and describe the historical foundations in special education, as well as related litigation and legislation (CF Knowledge of Subject Matter; CEC, Standard 1 Foundations);
- Review current terminology and issues in the field of special education, including inclusionary practices, and multicultural issues (CF Knowledge of Social and Cultural Contexts; CF EC1, Equity and Diversity; InTASC 2 Learning Differences; CEC, Standard 1 Foundations);
- Demonstrate methods of communicating and collaborating with parents, students, teachers and administrators regarding students with disabilities (CEC Standard 10 Collaboration; InTASC 9 Professional Learning and Ethical Practice);
- Examine diagnosis, identification, and characteristics of various disabilities and how these characteristics impact the learning process (CF Knowledge of Learners; InTASC 1 Learner Development; CEC Standard 1 Foundations, CEC Standard 2 Development and CEC Standard 2 Characteristics of Learners)
- Review service delivery options including assistive technology for meeting the social and educational needs of students with various disabilities (CF Knowledge of Pedagogy, CF Knowledge of Technology; InTASC 8 Instructional Strategies; CEC Standard 4 Instructional Strategies)
- Discuss and reflect on current issues in special education and encourage advocacy for people of all ages with disabilities (CF EC 2 Advocacy, CF EC6 Responsible and Ethical Action; InTASC 9 Professional Learning and Ethical Practice);
- Explain the sequence and components of the IEP Team process, including the development of the IEP based on student strengths and needs; (CEC Standard 7 Instructional Planning);
- Examine options for high-school completion and post school experiences for young adults with exceptionalities CEC Standard 3 Individual Learning Differences; CF Knowledge of Social and Cultural Contexts);
- Describe instructional strategies, accommodations, and modifications to the general education curriculum, which meets the needs of students with disabilities in general education settings (CEC Standard 2 Characteristics of Learners; InTASC 8 Instructional Strategies)

Required Text and materials:

1. Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2015) *Exceptional Lives - Special Education in Today's Schools*. 7th Edition, Columbus, Ohio - Merrill Prentice Hall.

2. Response Card RF by Turning Tech-W/LCD. Register clickers or other devices through webreg.turningtechnologies.com

3. Register to receive Council for Exceptional Children (CEC) Smartbriefs (free) https://www2.smartbrief.com/signupSystem/subscribe.action?pageSequence=1&briefName=specialed

Books (choose one for Book Review assignment):

1. **Seven wheelchairs: a life beyond polio** by Gary Pressley. Available at UMD as an *ebook* http://www.amazon.com/Seven-Wheelchairs-Life-beyond-Polio/dp/1587296934 ISBN-15: 978-1-58729-693-2 ISBN-10: 1-58729-693-4

2. **Look me in the eye** by John Elder Robison (2008)**.** Random House. http://www.amazon.com/Look-Me-Eye-Life-Aspergers/dp/0307396185 ISBN: 978-0-307-39618-1

3. **Adventures in the mainstream: Coming of age with Down syndrome** by Greg Palmer. (2005). **Bethesda: Woodbine House.** http://www.amazon.com/Adventures-In-The-Mainstream-Syndrome/dp/1890627305 ISBN: 1-890627-30-5

   OR

4. **You may propose a nonfiction book about a person with a disability.** To pursue this option, find at least 4 others who are interested in the same book. Provide full details about the book you choose. Subject to instructor approval.

Notice regarding written assignments

All assignments are to be typed. Use APA format for the Book Review and Group Project.

Written Assignment Standards and American Psychological Association (APA) Formatting & Style: The standard format for written work is APA. If you are unfamiliar with APA, access tutorials to learn APA format at http://apastyle.apa.org/learn/ or use the Purdue Online Writing Lab (OWL) http://owl.english.purdue.edu/owl/resource/560/01/. You are expected to use **people-first** language, (*Correct*: "student with a disability;" *Incorrect:* "disabled student"). See §3.15 of the APA Manual (p. 76).

Assignments:

Assignment	Description	Points
1. Sensitivity Exercise	Awareness of physical disabilities exercise. Students visit a two-story mall and rate their experience using a wheel chair. Specific directions on ELMS.	30
2. Online Modules	Submit responses to Reading Reflections linked to each Module on ELMS. Materials course textbook, PowerPoint presentations, and outside resources. Module 1: Students with Emotional and/or Behavioral Disabilities Module 2: Students with Communication Disorders and Students with Hearing Impairments Module 3: Students with Intellectual Disabilities Module 4: Students with Visual Impairments Reading reflections are due at 8PM on dates posted on Class Schedule.	60
3. Participation during Class Activities	Activities, small and large group discussions, and Book Review Register clickers through webreg.turningtechnologies.com Book Review: Choose one book. After reading the book, type a review in two parts including: a 1 page content summary and why chosen and 2 page analysis of the author's purpose, author's effectiveness at portraying disabilities and personal applications drawing on your experience in class and future career. Rubric on ELMS	60
4. Group Project	Each student will work in a small group to explore important aspects of disability through an interview with a/n: (a) Individual (Adult with a disability or family member) on the provision of special educational services or inclusion (b) Advocate or Service Provider (e.g., Special or general education teacher or Principal or Administrator at local agency or organization) (c) Researcher or Scholar who is involved with provision of services (e.g., engineer who develops prosthetics or assistive technology) Individual and Group Assignments: Proposal: 15 points; Interview Summary and Analysis 60 points; Presentation and reflection 15 points; See directions and rubrics on ELMS	90
Midterm	Online. Factual and Short Essay response.	60
Total Points		300

General Course Policies

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. For every excused absence, a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, bring a note identifying the date of and reason for the absence. In addition:

You are not able to earn participation points for class activities that occur when you are not present in class, whether your absence is excused or unexcused.

To earn full credit for written assignments when absent, submit them electronically (via email or on ELMS) on the day they are due (for planned, excused absences).

You are responsible for obtaining all notes, handouts, assignments, etc. for any missed classes from a fellow classmate.

Should the University close due to inclement weather or other event, we will contact the class via Announcements to determine what we will do in lieu of a face to face meeting. If we are scheduled to meet online on the day of the campus closure, your online work should continue even if the University is closed.

Religious Observances
The University of Maryland policy states that students should not be penalized in any way for participation in religious observances and that whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. Please let me know in writing and in advance if you are missing class for this reason.

Use of Electronic Devices
You are asked to turn off your phone during class unless you are using it as a clicker response system – in that event you are asked to silence your ringer. Computers may be used to take notes during class, but only for class activities. Failure to honor this request will result in the loss of the opportunity to use a computer during class. Inappropriate use of computers or cell phones will result in a loss of participation points.

Accommodations for Students with Disabilities
If you have a documented disability and wish to discuss academic accommodations, contact me as soon as possible. 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, www.infonn.umd.edu/LASRV.

Academic Integrity
The University is one of a small number of universities with a student-administered Code of Academic Integrity and an Honor Pledge. The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. You are responsible for upholding these standards. It is very 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 Honor Council, visit http://www.shc.umd.edu.

Include the following statement on assignments as a commitment to the 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 have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUm to help faculty and administrators improve teaching and learning at Maryland. Please make a note now of the link at which you can access the submission system at that time (www.courseevalum.umd.edu).

Grading Policies

A+ 98 - 100%	B+ 87 – 89%	C+ 77 – 79%	D+ 67 – 69%
A 93 – 97%	B 83 – 86%	C 73 – 76%	D 63 – 66%
A- 90 - 92 %	B- 80 – 82%	C- 70 – 72%	D- 60 – 62%
			F 0 – 59%

Professionalism

You are expected to conduct yourself in a professional manner. This includes interpersonal dealings, conflict resolution, and managing responsibilities with course instructors, fellow students, and guest speakers. A student's participation grade may be lowered by one full letter grade for inappropriate behavior.

Participation

You are expected to prepare for class by reading assignments in advance of the topics to be covered and taking an active role in all class discussions, lectures, presentations, and activities.

Due Dates/Late Assignments

You are responsible for submitting all assignments on time. Ten percent of the grade will be deducted every day an assignment is late. For example: an assignment worth 10 points submitted on time would be eligible for 100 percent of the 10 points. The same assignment submitted 2 days late would be eligible for 80% of the final points earned. If the student earned a grade of 6 points on an assignment that was 2 days late, the recorded grade would be: 4.8 points (80% of the 6 points earned had the assignment been submitted on time).

Group Project

Group projects require equal participation among all members of the group. Upon the discretion of the instructor, individual assignments or one group assignment may be required for submission. In both cases, individual grades will be assigned to each member of the group and the grade assigned may vary among members of the same group. The instructor has the discretion to assign different grades among the group based on participation and quality of work.

Please Note: This syllabus, along with course assignments and due dates are subject to change. It is the student's responsibility to check ELMS for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement through the ELMS notification system.

Class Schedule

	Dates	Topic	Readings	Assignments
1	1/26/15 F2F	Introduction to Course and Course Requirements	Syllabus	Set your notification preferences and upload a profile picture
2	2/2/15 F2F	History of Special Education - Legislation and Litigation	Chapter 1	Sign up for Book Review in class.
3	2/9/15 F2F	Multicultural Education & Family Partnerships	Chapters 3 & 4	In class activities
4	2/16/15 Online	Students with Emotional and/or Behavioral Disabilities	Module 1 (Chapter 7)	**Reading Reflection 1**
5	2/23/15 F2F	Universal Design for Learning and IEPs	Chapter 2	In class activities and sign up for Group Projects
6	3/2/15 F2F	Service Delivery, Inclusive Practices, and Students with Learning Disabilities	Chapter 5 & Material on ELMS	Guest speaker: Dr. Barb Gruber **Proposals due**
7	3/9/15 Online	Students with Communication Disorders and Students with Hearing Impairments	Module 2 (Chapters 6 & 12)	**Reading Reflection 2**
SPRING BREAK 3/16/15 - NO CLASS				

	Dates	Topic	Readings	Assignments
8	3/23/15 F2F	Book Club Discussions Computer lab for exam		**Book Review due** **Midterm**
9	3/30/15 Online	Students with Intellectual Disabilities	Module 3 (Chapter 9)	**Reading Reflection 3**
10	4/6/15 F2F	Students with ADHD; Students with TBI	Chapters 8 & 13	In class activities
11	4/13/15 F2F	Students with Autism and Autism Spectrum Disorders	Chapter 11	Guest Speaker: Dr. Sarah Wayland
12	4/20/15 Online	Students with Visual Impairments	Module 4	**Reading Reflection 4**
13	4/27/15 F2F	Students with Physical Disabilities and Other Health Impairments; Transition	Chapter 12 & Material on ELMS	**Sensitivity Exercise Due**
14	5/4/15 F2F	Students who are Gifted &Talented	Chapter 16	In class activities
15	5/11/15 F2F	Group Presentations		**Interview Summary and analysis due – with Individual Reflections**
FINALS WEEK – NO CLASS – NO FINAL				