

**University of Maryland**  
**Department of Counseling, Higher Education and Special Education**  
**College of Education**

**Course:** EDSP 470: Introduction to Special Education (3 credits): Term: Winter 2015

**Instructor:** Dr. Carolyn M. Fink

---

**“In states that make it a priority to educate our youngest children...studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, form more stable families of their own. We know this works. So let’s do what works and make sure none of our children start the race of life already behind.”**

**President Barack Obama**

**State of the Union,  
February 12, 2013**

---

Class Meeting Time: Blended: Benjamin Building Room 3233

**Office:**

Dr. Carolyn M. Fink: 240-603-8322, [cmfink@umd.edu](mailto:cmfink@umd.edu)  
Benjamin Building Room #1220 D

Office Hours: Before and after class times. Contact Instructor to schedule an appointment

**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 a blended-instruction model with a combination of (in class) face-to-face (F2F) and on-line modules to explore a variety of topics in the field of special education. This will be achieved via online media such as case studies, small group class discussions, chapter readings, class and online assessments, and related exercises.

**Course Objectives:**

The learning activities in this course will address the **College of Education Conceptual Framework (CF)** in several areas. 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 also 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.

With regard to **Special Professional Association (SPA) Standards**, the course addresses the following CEC Standards for the Preparation of Special Education Teachers: 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:**

Hardman, M.L., Drew, C.J., & Egan, M.W. (2010) *Human Exceptionality: Society, school, and family*. Boston: Houghton-Mifflin (10th Ed.)

Register to receive Council for Exceptional Children (CEC) Smartbriefs (free): <http://www.smartbrief.com/cec>

<http://www2.smartbrief.com/servlet/wireless?issueid=EB5BDD7F-27C0-4019-8889-4CDF2A6ECE00&sid=40a91e9a-4e31-4e89-9b32-817fcfa0e53c>

### **Recommended (choose one):**

The Absolutely True Diary of a Part-Time Indian, by Sherman Alexie

- ISBN-10: 0316013692

- **ISBN-13:** 978-0316013697

**OR**

You Don't Look Like Anyone I Know: A True Story of Family, Face Blindness, and Forgiveness by Heather Sellers

- **ISBN-10:** 1594485402

**Assignments:**

<b>Assignment</b>	<b>Description</b>	<b>Points</b>
1. Current Issue/CEC Smartbrief paper	Seek and summarize a CEC Smartbrief (2004-2014) as an introduction to a 3-4 page paper, and then explore the issue in depth by reading and presenting peer-reviewed research from 5 sources. Specific directions and rubric on ELMS.	20
2. 4 Online Modules	Complete 4 Modules that include Reading Reflections linked to the module powerpoints and readings.  Module 5: Learning Disabilities/ADHD Module 6: Emotional/Behavioral Disorders and Intellectual Disabilities Module 7: Autism  Module 8: Deaf/Hard of Hearing and Visual Impairments  Reading reflections that accompany Modules due by classtime on dates posted on Class Schedule.	40
3. Participation and In Class Assignments	Participation includes discussion board postings (10pts), Gleanings (10), Group Discussion Leading (10), Book Club Case study (20)	50
4. Inquiry Project	Proposal (10) Project (34) Presentation (6)See rubrics on ELMS	50
5. Midterm	Online	40
		<b>200</b>

## Class Schedule

Date	Topic	Readings	Assignments/Due Dates
WEEK 1 Session 1	- Introduction to Course - Course Requirements Submitting assignments/reflections through ELMS - History and Policy	<ul style="list-style-type: none"> <li>• Reading-Hardman Chps 1 &amp; 2</li> </ul>	Work on gleanings 1 & 2 Set up CANVAS notification preferences and upload profile pic, sign up for Smartbriefs, choose Module for discussion leading in pairs
Session 1.5	- Individual Education Program - IEP Team Process <ul style="list-style-type: none"> <li>• <b>Class Activity: Case Study IEPs, Module 1 activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Read Text Chp 3 &amp; 4</li> </ul>	Gleanings 3 & 4
Session 2	- Service delivery - - Universal Design for Learning -Family/Parent Partnerships and Multicultural Education <a href="#">Presentation – Jeanne Robinson</a>	Read Text Chp 5 & 6	Gleanings 5 & 6
Session 3	-midterm review Co-teaching Inclusive Education  <a href="#">Presentation- Dr. Barb Gruber</a>	Online readings	<ul style="list-style-type: none"> <li>• <b>Discussion Board #1 –Access walk</b></li> </ul>
Session 4	-midterm - Inquiry Project work time -10 Commandments for Communicating with People (video)		Online midterm
Week 2 Session 5	-Module 6 - (Demonstration of Group Discussion) Intellectual Disabilities /Emotional & Behavioral Disorders	Reading Text Chp 8 & 9	Current Issue/Smartbrief Paper  <ul style="list-style-type: none"> <li>• Reading Reflection <b>Module # 6</b></li> </ul>
Session 6	Module 5: - Learning Disabilities/Attention Deficit/Hyperactivity Disorder  Severe and multiple, Traumatic Brain Injury (TBI) & other Health Impairments Germany report	<ul style="list-style-type: none"> <li>• Reading Text Chp 7</li> <li>• Reading Folder 5</li> <li>• Reading Text Chps 12 &amp; 14</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Reflection Module # 5</b></li> <li>• <b>Gleanings 12 &amp; 14</b></li> </ul>

Session 7	Inquiry Project work session Book Club Presentation – Judy Rasmussen	<ul style="list-style-type: none"> <li>• Book choice</li> </ul>	<p>Inquiry Proposal due</p> <p>Book club questions and plan</p>
Week 3 Session 8	Module 7 – discussion autism Module 8: Communication Disorders -Deaf/Hard of Hearing and Visual Impairments Inquiry Presentations Sign Language songs	<ul style="list-style-type: none"> <li>• Text Chp 11</li> <li>• Reading Text Chps 10 &amp; 13</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Reflections Modules 7 and 8</li> <li>• Discussion Board #2</li> </ul>
Session 8.5	- Presentations	<ul style="list-style-type: none"> <li>•</li> </ul>	Inquiry Project papers /final wikis and presentations due Sign Language Song
By 1/24		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Boards 1,2 &amp; #3</li> </ul>
Outside of class meeting time	Modules 5,6,7,8 – allow 2 hours each Book club reading and questions Inquiry Group Project (in pairs) Planning for group discussion (in pairs)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Dates for Winter 2015

Week of January 5- Assignments – gleanings 1-6, midterm

Session 1 Mon: 1-7pm  
 Session 2 Tues: 4-7pm  
 Session 3 Wed: 4-7pm  
 Session 4 Thurs 7-9pm

Week of January 12 – Assignments – modules 5,6, Smartbriefs current event paper, Inq proposal, Book club reading and plan

Session 5 Mon: 4-7pm  
 Session 6 Tues: 4-7pm  
 Session 7 Wed: 4-7 pm

Week of January 21 – Assignments -- modules 7,8, inquiry projects

Session 8 Wed: 3-9pm-

## Grading Policy

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%
No rounding up, all grades are final			F 0 – 59%

## **POLICIES FOR BLENDED COURSE**

### **1. Preparing for Success**

READING THE COURSE MATERIAL BEFORE CLASS IS IMPERATIVE. Class-time will focus on activities/clarifying the content.

<http://blog.peerinstruction.net/2013/04/22/what-is-a-flipped-classroom-in-60-seconds/>

### **2. Technical Requirements and Technical Support**

- a. Online Learning Environment: Course Modules, homework, articles and other course documents will be found at [www.elms.umd.edu](http://www.elms.umd.edu) under this course name.
- b. GO TO:
- c. <https://elms.umd.edu>
- d. Login with your directory ID and password
- e. Go to My Courses (EDSP 470)
- f. Use the left side to navigate the appropriate documents or directions (e.g., syllabus, weekly readings, modules, announcements, discussion board, etc.)
- g. For the online components of this blended course you will need a computer with Internet access, one or more Web browsers. Please make sure you have current versions of the Java, flash, iTunes and QuickTime Player plug-ins in order to interact with the course content made available from within Canvas.

If you need immediate technical assistance, particularly as related to authentication, browser issues or a feature of ELMS not working correctly, please contact the OIT Student Help Desk, 301-405-1400 (M-F, 8 a.m. – 6 p. m.). You can also send an email to [elms@umd.edu](mailto:elms@umd.edu) or if you need assistance with any resource that is not CANVAS, send an email to [learningtools@umd.edu](mailto:learningtools@umd.edu). Don't spend more than 20 minutes trying to fix a problem on your own.

### **3. Guidelines for Participating in Online Discussions**

If this course will provide you with your first opportunity to contribute to a Discussion Board forum, **please take a look at the “Using the ELMS Discussion Board” at:**

[http://podcast.umd.edu/lt/elms/forum\\_structure.mp4](http://podcast.umd.edu/lt/elms/forum_structure.mp4)

**The information reviews the components of the ELMS Discussion Board and address most questions students have about forums, threads, and posts,**

- You are expected to read all posted messages and to respond to each other promptly (or as designated in the Discussion Assignment Rubric).
- Use a person's name when you reply to a message. It helps everyone maintain a clearer sense of who is speaking and who is being spoken to. As participants begin to associate names with tone and ideas they come to know each other better.
- Change the subject link if you introduce a new topic.

- Reinforce each other's ideas with comments such as "good point", or "I agree" or "thanks for the comments." (These comments won't add to your grade, but they establish a warmer, more encouraging community.)
- Avoid angry or rude comments. Avoid the use of ALL CAPS and Emoticons as they convey these kinds of emotions.

## GENERAL COURSE POLICIES AND STUDENT NOTICES

### Attendance, Make-up Work, Cancellation of Classes

- In this blended course your attendance and participation are required and will be evident by your completion of the assignments and online activities. Information about your online activities are logged by the ELMS learning management system, such as the date you last entered the course, the number of discussion board posts you have contributed and which areas of the course space you have visited.
- In all cases, it is your responsibility to make up work and content missed in class and work with the instructors to request modifications to assignment deadlines if needed.
- Should the University close due to inclement weather or other event, we will contact the class via Announcements/email to determine what we will do in lieu of a face to face meeting. You can find information regarding official University closing and delays on [umd.edu](http://umd.edu) the campus website and the snow phone line at 301-405-SNOW. Delayed opening will not affect the class. 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.

**Important 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 or through ELMS email.**

## Student Notices

### Use of Electronic Devices

All students are expected to turn off cell phones during FTF class.

### 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](http://www.counseling.umd.edu/DSS) 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](http://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. As a student you are responsible for upholding these standards for this course. 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>. 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. Please make a note now of the link at which you can access the submission system at that time ([www.courseevalum.umd.edu](http://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, e.g. medical documentation. Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However, in the event that a class must be missed due to an illness, the policy in this class is as follows:

For every medically necessary absence from class (lecture, recitation, or lab), a reasonable effort should be made to notify the instructor in advance of the class. When returning to class, students must bring a note identifying the date of and reason for the absence, and acknowledging that the information in the note is accurate.

If a student is absent more than three time(s), from FTF or online, the instructor may require documentation signed by a health care professional.

If a student is absent on days when tests are scheduled or papers are due [or other such events as specified in the syllabus] he or she is required to notify the instructor in advance.

### **Religious Observances**

The University of Maryland policy “Assignments and Attendance on Dates of Religious Observance” 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. However, the student must personally hand the instructor a written notification of the projected absence.

### **Student Support Services**

If you have a disability and wish to discuss academic accommodations, contact the instructors at the beginning of the semester. Students with visual impairment may also want to explore freeware tools such as Browse Aloud [http://www.browsealoud.com/page.asp?pg\\_id=80096](http://www.browsealoud.com/page.asp?pg_id=80096) to assist them with their interaction with some web-related content.



