EDSP 470: Introduction to Special Education
College of Education: Counseling, Higher Education and Special Education

REVISED SYLLABUS Fall 2016

Course Instructor
K. Nicola Williams, Ph.D.
nwill27@umd.edu
Office Hours: Online, and By Appointment
Syllabus adapted from syllabus of Dr. Sarah Mallory

Required Materials


Council for Exceptional Children SmartBrief

Additional resources and materials will be made available on Canvas.

Course Overview

Dear Students:

Welcome to EDSP 470: Introduction to Special Education. This course is designed for special education majors and students at the University of Maryland who may be 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. Course lectures
3. Online discussions and activities
4. Class assignments and assessments
5. Multimedia presentations and other related experiences

PLEASE NOTE THAT YOU ARE NOT PERMITTED TO USE OUTSIDE RESOURCES TO COMPLETE THIS COURSE
Course Structure
This is an asynchronous online course; you are not required to sign-on or participate in online activities during specific dates or times. Instead, the course will run in weekly segments starting at 10am on Monday and ending at 9am the Monday of the following week. It is expected that you complete all of the online activities and assignments at your convenience during this timeframe. Submissions received after 9am on Monday will not receive credit.

Each week will be comprised of three components:
1. Chapter Readings
2. Recorded Lectures with PowerPoints
3. An Online Activity or Project

Lectures will typically be approximately 30-40 minutes in length, and activities/projects will typically take you about 45-60 minutes to complete. All activities and projects are to be submitted on Canvas no later than the specified due date and time.

Course Calendar

<table>
<thead>
<tr>
<th>Session Number</th>
<th>Week Starting:</th>
<th>Topics</th>
<th>Assignments and Readings DUE BEFORE MONDAY, 9am, NEXT WEEK</th>
</tr>
</thead>
</table>
| 1              | 9.5.2016       | - Syllabus Review  
- Introduction to Disabilities and Special Education  
- Historical Overview of Disability  
- Person-First Language | - Read Chapter 1  
- Online Lecture Session 1  
- Online Discussion Board 1: Read and complete Activity Session 1: How are your person first skills? A self-assessment. (1pt) |
| 2              | 9.12.2016      | - Special Education and Related Legislation | - Read Chapter 2  
- Activity Session 2 (.5)  
- Online Lecture Session 2 |
| 3              | 9.19.2016      | - Special Education Referral Process and Service Delivery Options  
- Early Childhood Special Education  
- Elementary Special Education | - Read Chapter 3  
- Online Lecture Session 3  
- Online Discussion Board 2: Write summary annotations of 2 articles from Council for Exceptional Children SmartBrief, and respond to at least 2 of your classmates’ annotations |
| 4              | 9.26.2016      | - Secondary Special Education & Transition Planning | - Read Chapter 4  
- Online Lecture Session 4  
- Online Quiz 1 (Chapters 1-4; Lectures Sessions 1-4) |
| 5              | 10.3.2016      | - Specific Learning Disabilities  
- Communication Disorders | - Read Chapters 7 & 10  
- Online Lecture Session 5  
- Activity Session 5 (.5) |
<table>
<thead>
<tr>
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<th>Week Starting:</th>
<th>Topics</th>
<th>Assignments and Readings DUE BEFORE MONDAY, 9am, NEXT WEEK</th>
</tr>
</thead>
</table>
| 6              | 10.10.2016    | - Perspectives on Diversity and Families | - Read Chapter 5 & 6  
- Online Lecture Session 6  
- Online Discussion Board 3: Write evaluative annotations of 2 articles from Council for Exceptional Children SmartBrief, and respond to at least 2 of your classmates’ annotations |
| 7              | 10.17.2016    | - Sensory Disabilities  
- Physical Disabilities | - Read Chapters 13 & 14  
- Online Lecture Session 7  
- Activity Session 7 (1 pt) |
| 8              | 10.24.2016    | - Emotional Disturbance | - Read Chapter 8  
- Online Lecture Session 8  
- Media Review PowerPoint Presentation Due |
| 9              | 10.31.2016    | - Intellectual Disability | - Read Chapter 9  
- Online Lecture Session 9  
- Activity Session 9 (.5) |
| 10             | 11.7.2016     | - Autism Spectrum Disorder | - Read Chapter 11  
- Online Lecture Session 10  
- Activity Session 10 (.5) |
| 11             | 11.14.2016    | - Severe & Multiple Disabilities | - Online Quiz 2 (Chapters 7-11 and 13-14; Lectures Sessions 5-10)  
- Read Chapter 12  
- Online Lecture Session 11 |
| 12             | 11.21.2016    | - Exceptional Gifts and Talents | - Read Chapter 15  
- Online Lecture Session 12  
- Activity Session 12 (1 pt) |
| 13             | 11.28.2016    | - Case Study Prep | - Online Discussion Board 4: Write reflective annotations of 2 articles from Council for Exceptional Children SmartBrief, and respond to at least 2 of your classmates’ annotations  
- Case Study Prep |
| 14             | 12.5.2016     |   | - Case Study  
- Course Wrap Up |
Course Activities, Projects and Requirements:

Session Activities
See details of each of the seven session activities on Canvas.

Online Discussion Boards
You will participate in four online discussion boards during weeks 1, 3, 6, and 13 of the course. Students are expected to make multiple postings over the course of the entire week. A rubric of specific expectations will be made available and discussed on Canvas.

Quizzes
Two online quizzes will be given during the weeks of September 26th and November 14th. Each quiz will cover content shared in online 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 and will focus on the application of knowledge.

Media Review PowerPoint Presentation – Due Week of 10.24.16
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 presentation using the provided template, 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. Additional details about the project, including its rubric and PowerPoint template, will be made available on Canvas.

Case Study (Final Exam) – Due Week of 12.5.16
The culminating activity of the course is 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. The Case Study 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 Case Study will be provided on Canvas.
Attendance and Participation
Students are expected to participate on time and during all online sessions and activities.

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 the week that they are due no later than 9am Mondays. 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.

Course Materials: Because there is significant misinformation and outdated information about disabilities, special education, and related therapies, you are only permitted to use course materials when completing assignments for this course. Using outside materials, specifically web browser searches, to complete assignments for this course will be considered an act of Academic Dishonesty and will be subject to an Honor Council referral.

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 a whole.

Grading

<table>
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<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Activities:</td>
<td>5</td>
</tr>
<tr>
<td>Session 1. 7 and 12 (1 pt each)</td>
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</tr>
<tr>
<td>Sessions 2, 5, 6 &amp; 10 (. 5 pt each)</td>
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<tr>
<td>Online Discussion Boards 1 – 4 (2.5 pts each)</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 1</td>
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<tr>
<td>Quiz 2</td>
<td>15</td>
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<tr>
<td>Media Review PowerPoint</td>
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<tr>
<td>Case Study</td>
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<tr>
<td>TOTAL POINTS</td>
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<thead>
<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Letter Grade</th>
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<tr>
<td>A+</td>
<td>100-98</td>
<td>C+</td>
<td>79-77</td>
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<tr>
<td>A</td>
<td>97-93</td>
<td>C</td>
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<tr>
<td>A-</td>
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<td>89-87</td>
<td>D+</td>
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<tr>
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<td>86-83</td>
<td>D</td>
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<tr>
<td>B-</td>
<td>82-80</td>
<td>D-</td>
<td>62-60</td>
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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

*Course Related Policies*

*Know Your Rights*

*Know the University of Maryland Policies for Undergraduate Students*

Please review UMD policies and resources listed here: [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html).

*Academic Integrity/Honor Code:* University of Maryland, College Park has a nationally recognized *Code of Academic Integrity*. 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 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 Student Honor Council, **please visit the link above.**

Any of the following acts, when committed by a student, shall constitute academic dishonesty:

- **CHEATING:** fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
- **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

**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.

**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](http://www.inform.umd.edu/LASRV)

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