EDSP 210: Introduction to Special Education
Special Education Programs
Fall 2011
UMCP

Class location: 1107 Benjamin
Class time: Tuesdays and Thursdays, Section 0101-12:30-1:45
Course Instructor: Carolyn M. Fink, Ph. D.
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   Email: cmfink@umd.edu
   Office hours: Thursdays, 1:45 or by appointment
Room# 1107-Benjamin Building

Required Texts/Materials
   www.ablongman.com/hardman8e

2) Additional course readings and other course materials and announcements, will be available on BlackBoard/ELMS at www.elms.umd.edu.

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

Course Overview
Welcome to EDSP 210, Introduction to Special Education. This course focuses on the foundations of special education and is designed for undergraduates at the University of Maryland who are considering special education as a major or minor. In this course you will:

1) examine historical foundations related to the field of special education (legislation and litigation); 2) review components necessary for effective service delivery: collaboration and consultation with parents, school personnel and other professionals, and related multicultural issues/perspectives; 3) examine the nature and characteristics of various disabilities and 4) review current issues in special education including overrepresentation of minority students in special education, inclusion, and NCLB requirements. This is achieved via guest presentations, case studies, large and small group class discussions/projects, chapter readings, class assessments, and related exercises. IDEA Students will develop disability awareness and an appreciation of human potential.

Objectives

The learning activities in this course 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, EC4- Reflection, EC5- Innovation and Creativity, 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.


Specifically, upon successful completion of the course, students will be able to:
• examine 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, as well as family and multicultural issues (CF Knowledge of Social and Cultural Contexts, CF EC1- Equity and Diversity, InTASC #2 Learning Differences, CEC Standard1 Foundations, Standard 3 Individual Learning Differences, Standard 4 Instructional Strategies, Standard 6 Communication, Standard 10: Collaboration);

• examine diagnosis, identification, and characteristics of various disabilities (CF Knowledge of Learners, InTASC #1 Learner Development, CEC Standard 2 Development and Characteristics of Learners);

• review service delivery options including assistive technology for meeting social and educational needs of students with disabilities and their families (CF Knowledge of Pedagogy, CF Knowledge of Technology, InTASC #8 Instructional Strategies, CEC Standard 4 Instructional Strategies, CEC Standard 6 Communication); and

• discuss current issues in special education and encourage advocacy for people of all ages with disabilities (CF EC 2 Advocacy, CF EC 6 Responsible and Ethical Action, InTASC #9 Professional Learning and Ethical Practice, CEC Standard 9 Professional and Ethical Practice)
Course Requirements

This class will be front-loaded with readings, note taking and tests to allow for exploration of topics in the last part of the semester. It is imperative to read before class, take notes during class and participate in discussions.

Gleanings/Homework (20 points)

(CF Knowledge of Subject Matter, InTASC #4, CEC Standard 1)

Regular attendance and participation in class discussions and activities is expected. Participation assignments for points will be collected at the beginning of classes 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. FAPE 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.

One extra or replacement credit gleaning #21 can be earned by reading and presenting summary to class on one CEC Smartbrief article on a topic relating to the time signed up for (3 per day, sign up during class). All gleanings due by DAP projects. This is the first course for those wanting to be special education teachers and the first rule of teaching is to always be there and be on time!

Tests (120 points)

(CF Knowledge of Subject Matter, EC 2 & EC4, InTASC #4, CEC Standard 1)

There will be two 40 point tests and two quizzes (Q1-24 points, Q2 16 points) in the class based on information from the text supplemented by information presented by guest speakers. Gleanings from the readings will make up the participation assignments and will act as a study guide for the tests. The tests are not cumulative and are multiple-choice with some short answer and short essay.

The first content test (40 points) will be completed on Blackboard (www.elms.umd.edu) and submitted during the scheduled class time. The final test (40 points) will be based on DAP presentations, information from speakers and will be given during the last class period. Format and specifics will be discussed later in the course.

Projects (20 points and 40 points)

(CF Knowledge of Subject Matter, CF Knowledge of Learners, EC 4 & EC 5, InTASC #2, #4, #10, CEC Standards 1, 3, 10)

You will complete two projects related to course content. This is your chance to be

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First Project: Choose either a Book or Film Review

Book Review (20 points) Select one book about disability from the list you will find in the Course Document Section on Blackboard. You may also suggest a book to review for this assignment with prior approval. After reading the book, write and type a review in two parts including: a. 2 page content summary and why chosen and b. 2 page analysis of author’s purpose, author’s effectiveness at portraying disabilities and possible teaching applications drawing on your experience in class and what you have learned through the readings.

OR

Film Review (20 points) This assignment introduces students to provocative, popular culture texts (i.e. films) that depict individuals with disabilities or differences. Select a film from the list you will find in the Course Document section on Blackboard. You may also suggest a film with prior approval. The review should include: a. 3 page summary that includes why you chose the film and a brief summary (including characters and plot). b. 3 page critical analysis that will include a hypothetical IEP overview of a selected character with disabilities and a personal critique of the film that draws on your experiences in class. Detailed rubrics for this assignment can also be found at the end of the syllabus and on ELMS where assignments will be turned in (not by email) LRE.

Second Project: Disability Awareness Project (DAP)

Disability Awareness Project (DAP) (40 points)—Groups will be formed to gather information on a specific disability area or issue related to that area: learning disabilities, attention deficit-hyperactivity disorder, emotional behavioral disorders, communication disorders, autism spectrum disorder, traumatic brain injury, vision loss, severe and multiple disabilities, gifted, talented and creative. For this group assignment, 20 of the points are for group work, and 20 points are based on individual performance.
**Group:** Oral Presentation and Wiki Fact Sheet for DAP:
Students (in groups) will present to the class on the topic chosen for the DAP. Each presentation should be 20 minutes in length, and should summarize major findings in each of the components covered in the DAP and summarized in a Wiki fact sheet. Visual displays must consist of at least one medium (e.g., informational brochure, power point presentation, poster/tri-fold display board, or video).

*Groups will submit two outlines and have powerpoints and youtubes previewed by instructor.*

**Individual:** Research Summary, Test Question and Group Process Evaluation:
Each group member will do research (interview or research article) that informs the DAP group. This will be summarized as outlined by the DAP individual rubric. In addition, group members will turn in a possible short answer test question about their DAP area along with a paragraph detailing how the DAP group functioned. This last information will be used at the discretion of the instructor in awarding group and individual points.

Refer to the end of the syllabus for the DAP presentation components and group and individual scoring rubrics. This information will also be on Blackboard.

**Note:** Assignments must be handed in on due dates. Unexcused late assignments will receive a grade of zero, but will be reviewed and feedback given.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation gleanings</td>
<td>20</td>
</tr>
<tr>
<td>Test #1</td>
<td>40</td>
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<tr>
<td>Quiz #1</td>
<td>24</td>
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<tr>
<td>Quiz #2</td>
<td>16</td>
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<tr>
<td>DAP test</td>
<td>40</td>
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<tr>
<td>Book/movie review</td>
<td>20</td>
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<tr>
<td>DAP</td>
<td>40</td>
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</tbody>
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200 points total

A+, 98-100% =196 points or higher  
A, 93-97.5% =186 - 195  
A-, 90-92.5% =180 - 185  
B+,88-89.5% =176 - 179  
B, 83-87.5% =166 - 175  
B-,80-92.5% =160 - 165  
C+,78-79.5% =156 - 159  
C, 73-77.5% =146 - 155  
C-, 70-72.5% =140 - 145  
D+,68-69.5% =136 - 139  
D, 63-67.5% =126 - 135  
D-, 60-62.5% =120 - 125  
F, 59% =0 – 119 points

No extra credit-No exceptions (built in flexible gleaning points for participation)  
Grades do not round-up-No exceptions. All Grades are Final!

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Student Notices

Use of Electronic Devices
All students are expected to not use cell phones at all during class.
Use of the Internet or laptop computers and other electronic devices, is allowed in class only when announced by instructor (or indicated on syllabus) for in-class group work.
Print notetaking Powerpoint for use in class. 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, 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. 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 dates for Spring 2010 (April, 28th through May 13) 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, e.g. medical documentation or Religious Observances.
Class Schedule-Fall 2011

This schedule is subject to change based on the availability of guest speakers. Schedule changes and due dates will be announced on Blackboard every Monday for the week ahead (www.elms.umd.edu).

9/1 Course introduction and syllabus review, inclusion realities—understanding & experiencing exceptionality, person-first language. Find and define: CEC, IDEA, FAPE, IEP, LRE

HOMEWORK: READ CHAPTER 1 www.disabilityisnatural.com


HOMEWORK: READ CHAPTER 2

9/8 Foundations-2: Basics of Special Education/IEP/ IFSP, referral process and service delivery and accessibility. DUE: GLEANING #2

9/13 Foundations-3: (AW) History of IDEA, special education historical highlights, 2004 amendments

HOMEWORK: Accessibility Walk (gl#17&18)

9/15 Foundations-4 (AW) NCLB, overview of state assessments, ACCESS DUE: Accessibility walk write-up #17 & #18. Sign up for SMARTBRIEFS online and to present.

HOMEWORK: READ CHAPTER 3


HOMEWORK: READ CHAPTER 4

9/22 Service Delivery-2 Secondary and Transition. DUE: GLEANING #4,

HOMEWORK: READ CHAPTER 5

9/27 Service Delivery-3 Multicultural and Diversity Issues. Test Review. DUE: GLEANING #5,

HOMEWORK: READ CHAPTER 6
9/29  Service Delivery-4  Families/Guest speaker: Amy Griffin  **DUE: GLEANING #6**

10/4  Test #1 on Foundations and Service Delivery: Completed Online noon-2 for one hour/sign ups (in Benjamin Building Computer Lab 0230)-40 points.

**HOMEWORK: READ CHAPTER 11**

10/6  Characteristics: Autism Spectrum Disorders, speaker Dr. Paul Livelli  **DUE: GLEANING #11**

**HOMEWORK: READ CHAPTER 7**

10/11 Characteristics: Learning Disabilities and ADHD-Laptop  **DUE: GLEANING #7,**

**HOMEWORK: READ CHAPTER 8**


10/18 Quiz #1 in Class (24 Points).  **BLOG gleaning #12 due (A-L) Make DAP Groups**

**HOMEWORK: READ CHAPTERS 9**

10/20 Characteristics: Intellectual and Developmental Disabilities, Disabilities in the media  **DUE: Gleaning #9, Book/Movie Review**

**HOMEWORK: READ CHAPTERS 14**

10/25 Characteristics: Physical and Health Disability, TBI  **DUE: GLEANING #14,**

**HOMEWORK: READ CHAPTER 10**

10/27 Characteristics: Communication Disorders. Online Quiz #1 make-up  **DUE: GLEANING #10,**  [http://commtechlab.msu.edu/sites/aslweb/browser.htm](http://commtechlab.msu.edu/sites/aslweb/browser.htm)

**HOMEWORK: READ CHAPTERS 13**

11/1 Characteristics: Hearing Impairments. Guest speaker: Donna Riccobono, Connections Beyond Sight and Sound.  [www.cbss.umd.edu](http://www.cbss.umd.edu)  POSSIBLE DISTANCE CLASS, Quiz #2 review  **DUE: GLEANING #13,**

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11/3 Quiz #2 in Class (16 points) DAP group meeting time **DAP outline #1 due at end of class DUE: Blog gleaning #12 (M-Z). Guest Presenter: Dr Dawn Molloy (information about EDSP Majors) Laptop

11/8 DAP group meeting time, Laptop **DAP outline #2 due at the end of class.

**HOMEWORK: Gleaning #19 and #20**

11/10 Issues—Disability Etiquette: 10 Commandments Video/Reflection on goals, DUE: Gleaning # 19 and #20. ALL GLEANINGS DUE

11/15 Issues—Assistive Technology (Gleaning # 16) at McKeldin (Dan Newcomb) and DAP group time

11/17 Simulations—Disability Sensitivity & Teaching Accommodations, Laptop

11/22 DAP group time.—DAP groups, Laptop DUE:  DAP powerpoint drafts—possible distance class

11/29 DAPS DUE, topics #1-3

12/1 DAPS DUE, topics #4-6

12/6 DAPS DUE, topics #7-9: All individual DAP score sheets due

12/8 Issues—Inclusion (Guest Speaker, Test review)

12/13 Final DAP test (40 points) Short essays and short answers based on study guide from DAP,
Book Review Instructions and Scoring Rubric

Background and book summary (10 points, 2 page limit)
Explain why you chose this book and the disability category represented. Summarize the storyline. Describe the character(s) with disabilities. Show clarity in writing, typed double-spaced with no spelling/grammar errors, follows APA or MLA style for quotations from the book and references (including the reference for the book).

Critical analysis and implications (10 points, 2 page limit)
Critique the book based on the following: author(s) portrayal of individuals with disabilities. Describe how the book can be effective when shared with different audiences: students, parents, and/or educators. Describe implications for instruction based on what you’ve learned in this class as well as your own prior knowledge using specific quotes from the book. Show clarity in writing, doubled spaced, no spelling/grammar errors.

Scoring Rubric

Student Name ____________________________

Book Title _______________________________

Summary
Why chose ___/2
Story line summary ___/4

Analysis
Portrayal of disabilities ___/4
Audience ___/2
Implications (learned from class) ___/4
Clarity of prose overall ___/4
(Including MLA or APA references and quotations)

Total ___/20

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Movie Review Instructions and Scoring Rubric

Background and Movie summary (10 points, 3 pages)
Explain why you chose this movie and the disability category (s) represented.
Summarize the storyline (plot, characters). Describe the character(s) with disabilities.
Show clarity in writing, type double-spaced with no spelling/grammar errors, follow APA or MLA style.

Critical analysis and Implications (10 points, 3 pages)
Critique the movie based on the following: Your opinion and analysis of the film’s main message and depiction of a particular disability. Then, pick a character most in need of special education and draft a hypothetical IEP or IFSP that includes: Disability category, LRE—what do you think would be most appropriate placement and why, Related Services that might be needed, any additional Community Supports, and 3 long term goals that match what you think are the character’s main areas of need. Show clarity in writing, doubled spaced, no spelling/grammar errors.

Scoring Rubric

Student Name ____________________________

Movie Title _______________________________

Summary
Why chose ___/2
Movie summary ___/4
(plot, characters)

Analysis
Personal critique of film ___/4
Disability category/LRE ___/2
Related services/community ___/2
Appropriate goals ___/2

Clarity of prose overall ___/4
(Including MLA or APA references)

Total ___/20

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DAP Outline part 1.

(turn one in, each group keep a copy)

Group members (circle those in class)

Group overall topic ________________

Ideas for subtopic:

Ideas for visual, presentation, Wiki fact sheet:

Homework for each group member:

Name: ___________ Task(s): __________________________________________
Name: ___________ Task(s): __________________________________________
Name: ___________ Task(s): __________________________________________
Name: ___________ Task(s): __________________________________________
Name: ___________ Task(s): __________________________________________
Name: ___________ Task(s): __________________________________________

Help:
DAP Outline Part 2: Cover Sheet for DAP Workshop

Student Group: ___________________  ___________________  ___________________
_________________________  _______________ Disability Category: ________________

1. Draft WIKI fact sheet: Category of exceptionality (and subtopic): how defined under federal regulations (IDEA), Medical/Historical perspective, Important characteristics, Educational Considerations

2. List of key references/websites – check sources

3. Types of visuals/handouts

4. How will presenters involve the audience?

5. Check youtube/ powerpoints for content/authority

6. List who is responsible for each component (circle those in class today)

7. Draft test questions - short answers based on Wiki fact sheet or presentation. The questions should require brief content responses or lists of 2 or 4 items on the following:
   1 question on definition/assessment
   1 question about history/medical
   1 question on educational considerations
   1 or 2 (depending on group size) other

Comments: (from instructors to group)
Group score sheet for DAP
Products will be scored based on a 5-point Likert Scale, 5-excellent, 4-good, 3-average, 2-poor, 1-unacceptable

Group names:
Date and topic area:

Group Products:

_____ Visual presentation (clarity, colorful, organized & accurate, grammatically correct)

_____ Overview/fact sheet on WIKI (category of exceptionality, medical and/or historical perspective, important characteristics, educational considerations, list of key resources/websites)

Comments:

Oral Presentation:

_____ Content (organized and informative, interesting, answers questions and involves audience)

_____ Style (speaks clearly, projects voice, eye contact and pacing)

Comments:

Total Group: _____/20

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Individual score sheet for DAP—Due on DAP presentation day
Name_______________________   DAP group topic _______________

Research:  Interview or Article Review   ___/10

Interview: Conduct interview (minimum of 5 questions) of individual with disability, parent, teacher or other professional in the field related to your DAP. Submit questions asked and 2 paragraph summary of interview findings and how relates to DAP.

OR

Article review: Using UM Library Research Port (http://www.lib.umd.edu) find and summarize 1 scholarly research 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 of article and how it informs your DAP.

Short answer test question
(Write on this paper a question on your topic and also provide that answer. The answers should be based on Wiki fact sheet or presentation. The questions should require brief content responses or lists of 2 or 4 items. This question may be edited and used in the final exam.)

Test question:

Test answer:

Group process evaluation
(Write a brief summary of your group’s progress on this project. You may use names of group members, but professors reserve the right to make grade adjustments based on all group evaluations.)

Individual grade (research summary, short answer test question and answer, turns in group processing evaluation) ______/20   total, Comment:

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