EDSP 470: Introduction to Special Education  
Fall 2011  
Special Education Programs  
UMCP

**Class location:** Tydings Hall, Room 1108  
**Class time:** Mondays, 4:15-7:00 pm  
**Course Instructor:**  
Deirdre A. Barnwell, Ph. D.  
Office: 301-405-7896, 301-405-6515  
Email: barnwell@umd.edu  
Office hours: By appointment  
Room # 1220D-Benjamin Building

TA: Katie Weddle  
Email: catherineweddle@gmail.com

**Required Texts/Materials**  
[www.ablongman.com/hardman8e](http://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](http://www.elms.umd.edu). We will use the Blackboard course tool to communicate, disseminate information, and submit some assignments. Our Blackboard course website will be used for email, weekly announcements, grades, and access to syllabus, resources, additional readings and Wiki Pages. Students are encouraged to visit the course website weekly for updates on class activities.

**Naming the assignments you submit.** Assignments posted on Blackboard must begin with your last name followed by the name of the assignment (example: Barnwell-bookreview). No assignments due via Blackboard will be accepted via email. (See Student Resources and Tutorials on the Blackboard site if you need help figuring out how to submit assignments.


**Course Overview**  
Welcome to EDSP 470, Introduction to Special Education. This course focuses on the foundations of special education and is designed for early childhood majors at the

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University of Maryland who are considering special education as a major and/or want to gain a better overview of the field of special education. 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. In addition, students will expand their disability awareness and 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, 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.


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, Standard 1 Foundations, CEC Standard 3, Individual Learning Differences and CEC Standard 10 Collaboration);
- examine diagnosis, identification, and characteristics of various disabilities (CF Knowledge of Learners; InTASC 1 Learner Development; CEC Standard 1 Foundations, CEC Standard 2 Development and CEC Standard 2 Characteristics of Learners);

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review service delivery options including assistive technology for meeting the social and educational needs of students with various 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 EC6 Responsible and Ethical Action; InTASC 9 Professional Learning and Ethical Practice; CEC Standard 9 Professional and Ethical Practice).

**Course Requirements/Assignments**

**Gleanings/Homework Assignments (20 points) (CF, Knowledge of Subject Matter, InTASC 4; CEC # 1)**

Regular attendance and participation in class discussions and activities is expected. There are homework assignments that will be collected. “Gleanings” must be neatly handwritten or typed. Gleanings will be given back to use as study guides for tests. If you do not attend class regularly, you will not be able to earn gleaning/homework assignment points. You can access the Gleanings on Blackboard.

**Tests and Essays (80 points)(CF, Knowledge of Subject Matter, CF, Knowledge of Social and Cultural Contexts, EC 2,4; InTASC 4; CEC # 1)**

There will be two multiple choice/ short answer 40 point tests in the class based on information from the text supplemented by information presented by guest speakers and one two part final exam. Gleanings from the readings, homework assignments along with the Course Note-taking Powerpoint available on Blackboard and your own notes, will act as study guides for the tests.

The first content test on Foundations (40 points) will be completed on Blackboard (www.elms.umd.edu) and submitted during specific set aside hours during the week. The second content test on Characteristics (40 points) will be scheduled during class-time and also based on information from the text supplemented by information presented by guest speakers and in class discussions and activities. It is essential to attend class, complete homework, and to read the chapters and related handouts as assigned.

**The Final Exam has 2 parts. Part 1: Reflective Case studies (20 points) and Part 2: Reflective Short Essays (20 points) Total: (40 points)**

**Final Exam Part 1:** Each student will complete 4 Reflective Case Studies. You will use text, notes from class but not additional internet sites or each other. This is an independent assignment to apply what you have learned during the semester and will be submitted via the Assignment Portal on Blackboard by 10am on 12/12.
Final Exam Part 2: Reflective Short Essays

In class each student will answer 2/3 short essay questions. Each question is 10 points. The questions are meant to summarize general themes that are addressed during the semester. Additional format and specifics will be discussed later in the course.

Projects (CF Knowledge of Subject Matter, Knowledge of Learners, EC 4, EC5; InTASC 2, 4, 10 and CEC # 1, 3 10)

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

First Project (20 points): Choose either a Book or Film Review (Due 10/31)

**Book Review**: 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 from the instructor. 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. **A detailed rubric for this assignment can be found at the end of the syllabus.**

**Film Review**: 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 from the instructor. The review should include: a. 2-3 page summary that includes why you chose the film and a brief summary (including characters and plot). b. 2-3 page critical analysis that will include an IEP overview of a selected character with disabilities and a personal critique of the film that draws on your experiences in class. **A detailed rubric for this assignment can also be found at the end of the syllabus.**

Second Project (40 points): Disability Awareness Project (DAP)

Disability Awareness Project (DAP)—Groups will be formed to gather information on a specific disability area or issue related to that area. You will have to do the following two things: 1) Post and present information to the class with a Wiki fact sheet and a visual display (powerpoint) on one of these broad areas and/or a subtopic related to one of these areas: **Intellectual disabilities, learning disabilities, attention deficit-hyperactivity disorder, emotional behavioral disorders, communication disorders, autism spectrum disorder, traumatic brain injury, vision loss, physical disabilities and health disorders, gifted, talented and creative. Groups will submit two outlines and have powerpoints previewed by instructor.** For this group assignment, 25 of the points are for group
work, and 15 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). Youtube videos and powerpoints will be previewed in the classroom.

**Individual:** Research Summary, 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 paragraph detailing how the DAP group functioned. This last information will be used at the discretion of the instructors 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**

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<th>Points</th>
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<tr>
<td>Participation gleanings</td>
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<td>Test #1</td>
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<td>Test #2</td>
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<td>Final:</td>
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<td>Reflective Case studies/</td>
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<td>Reflective short essays</td>
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<td>Book/movie review</td>
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<td>DAP</td>
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No extra credit- No exceptions
Grades do not round up- No exceptions
All Grades are Final!

Student Notices

Use of Electronic Devices
All students are expected to turn off cell phones during class.
Laptop computers are allowed in class ONLY when announced by instructor for in-class group work.

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 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. Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed. However,

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in the event that a class must be missed due to an illness, the policy in this class is as follows:

1. 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.

2. If a student is absent more than __3__ time(s), the instructor may require documentation signed by a health care professional.

3. 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, and upon returning to class, bring documentation of the illness, signed by a health care professional.

**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.
Class Schedule-Fall 2011

This schedule is subject to change based on the availability of guest speakers and the progress we make on particular topics during class. Schedule changes and due dates will be announced on Blackboard every Friday for the week ahead (www.elms.umd.edu).

9/12  **Foundations 1**: Course introduction and syllabus review, inclusion realities—understanding & experiencing exceptionality, person-first language.  **Topic 1**: History of disability: timelines, legislation, paradigms.

**HOMEWORK**: READ CHAPTER 1 and 2: Do Gleanings #1 and #2. Register for SMARTBRIEFS (CEC) [http://www.smartbrief.com/cec/](http://www.smartbrief.com/cec/)


**HOMEWORK**: Do the Accessibility Walk (Gleaning # 18), READ CHAPTER 3 and 4 and Do Gleaning # 3 and #4

9/26  **Foundations/Service Delivery** – Topic 1: Early childhood and elementary special education. Topic 2: Transition and Adult Life.  **Guest Speaker**: Dr. Carolyn Fink.  **DUE**: GLEANING #3 and 4, and Accessibility Walk, # 18

**HOMEWORK**: READ CHAPTER 5 & 6 and Do Gleaning # 5 & 6

10/3  **Foundations/Service Delivery** -Topic 1: Cultural and Linguistic Diversity.  Topic 2: Exceptionality and the Family.  **Guest Speakers**.  **DUE**: Gleaning # 5 & 6.  Review for Test # 1

**HOMEWORK**: Test #1 on Foundations and Service Delivery (Chapters 1-6)  
Completed Online Prior to Class on 10/10 -40 points, and Read Chapter 7 and do Gleaning # 7.

High Incidence Exceptionalities

10/10  **Characteristics**:  **Topic 1**: Learning Disabilities, Guest speaker Dr. Lisa Pericola Case.  **Topic 2**: Review DAP project requirements **Form DAP Groups and Complete DAP Outline # 1 in class**, **DUE**: **GLEANING #7**

**HOMEWORK**: READ CHAPTER 10 & 11 and Do Gleaning #10 & #11,

10/17  **Characteristics**: Class Topic 1: Communication Disorders. Topic 2: Autism

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Spectrum Disorders/ Guest Speaker Dr. Paul Livelli.: Due: Gleaning #10 & 11

HOMEWORK READ CHAPTER 8 and Do Gleaning # 8

10/24  Characteristics:  Topic 1: Emotional/Behavioral Disorders.  Due: Gleaning # 8

HOMEWORK READ CHAPTERS 9 and 12 and Do Gleaning # 9 & 12

Low Incidence Exceptionalities

10/31  Characteristics: Topic 1: Intellectual disabilities: Topic 2: Severe and Multiple Disabilities: Group Work Time in class. Due Gleaning # 9 and # 12 (Blog Post) and Movie/Book Review to Digital Dropbox (Assignments on ELMS)

HOMEWORK: Complete Gleanings # 16 and # 17.  Gleaning # 16: Blog Post and Gleaning # 17 Pros and Cons for Inclusion

11/7  Issues: Inclusion/Co-Teaching/Accommodations and Modifications/Being a Special Educator/Guest Speaker Panel from Prince George’s County Public Schools. DUE: Gleanings # 16 and # 17: Group work time: DAP Outline # 2 completed in class

HOMEWORK READ CHAPTER # 13 and Do Gleaning # 13

11/14  Characteristics: Topics: Sensory Impairments: Hearing and Vision Loss: Guest Speaker/Ms. Donna Riccobono from Connections Beyond Sight and Sound. Due: Gleanings # 13: Test Review # 2

HOMEWORK READ CHAPTER # 14 AND Do Gleanings # 14 and # 15


12/5  DAP Presentations-

12/12  DAP Presentations- Final Exam Part 2: Reflective Short Essays Completed in class. Due: Final Exam Part 1 to Assignment Portal on Class Blackboard site.

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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 ____/4
(learned from class)
Clarity of prose overall ____/4
(Including MLA or APA references and quotations)

Total ____/20
Movie Review Instructions and Scoring Rubric

Background and Movie summary (10 points, 2-3 page limit)
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, 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, 2-3 page limit)
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 preliminary 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 and quotations)

Total _____/20
DAP Outline part 1, due in class on 10/10

(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:

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DAP Outline Part 2: Cover Sheet for DAP Workshop
(Due at end of class on 11/7)

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 youtubes/ 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).

Comments: (from instructors to group)

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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-unsatisfactory

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 ___/15

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.

Group process evaluation __/5
(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, turns in group processing evaluation) ______/20 total, Comment: