Course Instructor
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301-405-7350
Office: EDU 1240F
Office Hours: Online, by Appointment

Required Materials

CEC SmartBrief

Additional resources and materials will be made available on Canvas.

Course Overview
Dear Students:

Welcome to EDSP 210: Introduction to Special Education. This course is designed for 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

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 9:00am on Mondays and ending at 5:00pm on Sundays. It is expected that you complete all of
the online activities and assignments at your convenience during this time frame. Submissions received after 5:00pm on Sunday 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 minutes in length, and activities/projects will typically take you no longer than 45-60 minutes to complete. All activities and projects are to be submitted on Canvas no later than 5:00pm on the week that they are due.

### Course Calendar

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Topics</th>
<th>Assignments and Readings DUE</th>
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| June 1, 2015         | - Person-First Language  
                      - Historical Overview of Disability, Special Education and Related Legislation  
                      - Special Education Referral Process and Service Delivery Options | - Chapters 1 & 2  
                      - Online Lectures 1-3  
                      - Read and complete activity: *How are your person first skills? A self-assessment.*  
                      - Online Discussion Board |
| June 8, 2015         | - Early Childhood Special Education  
                      - Elementary Special Education  
                      - Secondary Special Education & Transition Services | - Chapter 3 & 4  
                      - Online Lectures 4-6  
                      - Watch Dr. Giaquinto’s presentation  
                      - Online CEC Smartbrief Presentation |
| June 15, 2015        | - Specific Learning Disabilities  
                      - Speech or Language Impairments | - Chapters 7 & 10  
                      - Online Lectures 7-8  
                      - Online Quiz 1 (Chapters 1-4; Lectures 1-6) |
| June 22, 2015        | - Hearing and Visual Impairments  
                      - Orthopedic Impairment, OHI, & TBI | - Chapters 13 & 14  
                      - Online Lectures 9-10  
                      - Media Review PowerPoint Presentation |
| June 29, 2015        | - Emotional Disturbance  
                      - Intellectual Disability  
                      - Autism Spectrum Disorder  
                      - Multiple Disabilities | - Chapters 8, 9 & 11  
                      - Online Lectures 11-12  
                      - Online Quiz 2 (Chapters 7-11 and 13-14; Lectures 7-12) |
| July 6, 2015         | - Multicultural and Diversity Issues  
                      - Exceptionalities and Families | - Chapters 5 & 6  
                      - Online Lecture 13  
                      - Case Study |
Course Activities, Projects and Requirements:

**Online Discussion Board**
After reading and completing the activity, *How are your person first skills? A self-assessment*, students will participate in an online discussion board by answering a series of questions about person-first language and discussing its implications for the treatment of individuals with disabilities. Students are expected to make multiple postings over the course of the entire week. A rubric of specific expectations will be made available on Canvas.

**CEC SmartBrief Reflection**
Please sign up for CEC’s SmartBrief by following the link on Canvas. Select an article of interest from a recent edition of the SmartBrief publication and record a 4-5 minute presentation about that article. Presentations should (1) cite the article’s source, (2) briefly summarize its content, and (3) reflect on its implications for special education, individuals with disabilities, current policy, and/or advocacy issues. A rubric describing the presentation in detail can be found on Canvas and will be discussed the first week of class.

**Quizzes**
Two online quizzes will be given during the weeks of June 15th and June 29th. 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.

**Case Study**
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.

**Media Review PowerPoint Presentation**
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.

**Attendance and Participation**
Students are expected to participate all online sessions and activities.

While the course will not meet in person, please take note of the University’s policy on absences and notify the professor in writing should you need an extension to complete weekly coursework as the result of one of the below reasons. Excused absences will not be penalized and include:

1. Religious observance (with notification provided during the first week of class);
2. Illness (with a doctor’s note);
3. Participation in university activities at the request of university authorities; and
4. Compelling circumstances beyond the student’s control.

Documentation and/or written notification should be loaded on Canvas under Attendance & Participation. Emailed copies of documentation and/or notifications will **NOT** be accepted.

**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 5:00pm Sundays. **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.

**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

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<th>Points</th>
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<tr>
<td>Online Discussion Board</td>
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<tr>
<td>CEC SmartBrief Reflection</td>
<td>5</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>15</td>
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<tr>
<td>Quiz 2</td>
<td>15</td>
</tr>
<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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<tr>
<th>Letter Grade</th>
<th>Points Earned</th>
<th>Letter Grade</th>
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<tbody>
<tr>
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<td>100-97</td>
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<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
   \( (CF \text{ Knowledge of Subject Matter, CEC Standard 6 Professional Learning and Ethical Practice}) \)

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.
   \( (CF \text{ Knowledge of Social and Cultural Contexts, CF EC1- Equity and Diversity, InTASC #2 Learning Differences, CEC Standard 1 Learner Development and Individual Learning Differences, CEC Standard 2 Learning Environments, CEC Standard 6 Professional Learning and Ethical Practice, CEC Standard 7 Collaboration}) \)

3. Define the characteristics, strengths and needs of each of the IDEA disability categories and their related clinical diagnoses
   \( (CF \text{ Knowledge of Learners, InTASC #1 Learner Development, CEC Standard 1 Learner Development and Individual Learning Differences, CEC Standard 3 Curricular Content Knowledge, CEC Standard 5 Instructional Planning and Strategies}) \)

4. Describe the service delivery options and assistive technology available to meet the social, emotional, communication and educational needs of students with disabilities.
   \( (CF \text{ Knowledge of Pedagogy, CF Knowledge of Technology, InTASC #8 Instructional Strategies, CEC Standard 1 Learner Development and Individual Learning Differences, CEC Standard 2 Learning Environments, CEC Standard 3 Curricular Content Knowledge, CEC Standard 5 Instructional Planning and Strategies}) \)
Student Notices & University and College Policies

Academic Integrity/Honor Code: The University of Maryland has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. 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 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, visit www.shc.umd.edu which defines the following terms:

ACADEMIC DISHonesty: any of the following acts, when committed by a student, shall constitute academic dishonesty:

(a) CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
(b) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
(c) FACILITATING ACADEMIC DISHonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
(d) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one’s own in any academic exercise.

University Honor Code: The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge reads, “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.” This pledge statement should be handwritten and signed on the front cover of all assignments and examinations in this course.

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.

Attendance: University policy excuses the absences of students for illness (self or dependent), religious observances (where the nature of the observance prevents the student from being present during the placement or class period), participation in university activities at the request of university authorities, and compelling circumstances beyond the student’s control. Students must request the excuse in writing and supply appropriate documentation. Please see Attendance and Participation for additional details.

Excused Absences: Students will not be penalized because of religious observances or other excused absences (see above) and shall be given opportunity to make up, within a reasonable time, any academic or practicum assignment missed due to individual participation in religious observance or other documented excused absence. More information on attendance can be found at http://www.faculty.umd.edu/teach/attendance.html.

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

**College of Education Foundational Competencies Policy:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Students in the College. Performance that meets the Foundational Competencies is expected across all settings. If concerns arise, a referral will be made to the student’s advisor.

**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.courseevalum.umd.edu).