

Perspectives on Special Education: EDUC B210

Bryn Mawr + Haverford Colleges

Fall 2022

Syllabus



Instructor: Eshe [e-sha] Price, Ph.D.

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Office Hours: By appointment; I welcome you to contact me outside of class and during student hours. Also, I am on campus on Mondays.

Class Meeting Day/Time: Mondays, 7:10 PM - 10:00 PM, Bettws Y Coed 127

REQUIRED TEXTS

- Rufo, J.M., & Causton, J. [2022]. Reimagining special education: Using inclusion as a framework to build equity and support all students. Paul H. Brookes Publishing Co.
It can be found [here](#) on Amazon.
- Wong, A. [Ed.]. [2020]. Disability visibility: First-person stories from the twenty-first century. Vintage.
It can be found [here](#) on Amazon.

COURSE DESCRIPTION

Perspectives on Special Education is designed as a survey course. This course serves as a comprehensive introduction to the field of special education with a focus on foundational knowledge and the human side of special education.

COURSE OBJECTIVES

The learning community will:

- Understand the foundations of special education
- Critically reflect on and engage with the disabled experience
- Examine and apply critical theories within disability studies

COURSE CALENDAR

| Date + Week Number | Topics | Readings for Next Week |
|---------------------------|---|--|
| Week 1 - 8/29 | NO CLASS | |
| Week 2 - 9/5 | LABOR DAY - NO CLASS | |
| Week 3 - 9/12 | <p>Course Overview + Introductions</p> <p>What is a disability? How should we talk about disability?</p> <p>The SPED Toolbox - The Fundamentals of Special Education</p> | Reimagining SPED - Chapter 1 Resetting School: Lessons Learned & Chapter 2 Restorying Students |
| Week 4 - 9/19 | <p>Understanding Disability as a Whole Person</p> <p>The SPED Toolbox - Response to Intervention and Multi-Tiered Systems of Support</p> | Reimagining SPED - Chapter 4 Restructuring Intervention and Enrichment |
| Week 5 - 9/26 | <p>Disability History</p> <p>The SPED Toolbox - Determining the Need for Special Education Services</p> | Reimagining SPED - Chapter 3 Redesigning Instruction and Assessment |

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| | Disability Categories - Specific Learning Disability & Autism | |
| Week 6 - 10/3 | The SPED Toolbox - Individualized Education Plans Disability Categories - Intellectual Disability & Traumatic Brain Injury | Reimagining SPED - Chapter 5 Revitalizing Co-Teaching |
| Week 7 - 10/10 | FALL BREAK - NO CLASS | |
| Week 8 - 10/17 | The SPED Toolbox - The Least Restrictive Environment Disability Categories - Hearing Impairments & Deafness | Due - OpEd Topic & Annotated Bibliography Disability Visibility - Part 4: Connecting [Your assigned Chapters] |
| Week 9 - 10/24 | Ableism and Accessibility The SPED Toolbox - Collaboration with Outside Services and Professionals Disability Categories - Speech or Language Impairments Dyslexia Simulation | Reimagining SPED - Chapter 6 Realigning Service Delivery Disability Visibility - Introduction by Alice Wong Due - Detailed Outline |
| Week 10 - 10/31 | No Class | Reimagining SPED - Chapter 7 Rethinking Equity Disability Visibility - Part 1: Being [Your assigned Chapters] |
| Week 11 - 11/7 | Disability in the Media | Disability Visibility - Part 2: Becoming [Your assigned Chapters] |

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| | The SPED Toolbox - Home-school Connections Disability Categories - Visual Impairments & Deaf-blindness | |
| Week 12 - 11/14 | The SPED Toolbox - Transition Planning Disability Categories - Emotional Disturbance & Other Health Impairments | Disability Visibility - Part 3: Doing [Your assigned Chapters] |
| Week 13 - 11/21 | Disability Categories - Orthopedic Impairments & Multiple Disabilities | Disability Visibility - Part 4: Connecting [Your assigned Chapters] Due OpEd |
| Week 14 - 11/28 | OpEd Speedating | |
| Week 15 - 12/5 | Course Content Review | Due - DV After Reading Activity |

ASSIGNMENTS

Contribution (Individual, 20 points)

- We have a shared responsibility to create an environment in which we can all learn from each other. I expect everyone to contribute in class so we can all benefit from the insights and experiences each person brings. We must be prepared with readings and other assignments for this to occur. Contributions include (among other things) listening to others, sharing your ideas, asking questions, and working with partners and small groups.

Weekly Reflections (Individual, 5 points each)

- Each week you are asked to reflect on the assigned readings and field experience by writing a journal reflection.

Chapter Presentation (Group, 40 points)

- Students will work together to become “experts” on a chapter and teach that information to the class.

Disability Resource and Presentation (Individual, 40 points)

- Students will create and present a digital resource (e.g., slide presentation with Screencast-o-matic, handout/Smore, Book Builder/digital book, Wikispace/webpage, Canva creation) about one of the 13 federal eligibility categories for special education supports and services.

Field Placement Reflection (Individual, 10 points each)

- Students will compile and submit a total of field placement reflections.

Critical Engagements (Individual, 10 points each)

- This class requires critical engagement experiences. The intent is for you to engage in experiential learning opportunities over time from the lens of course content. After each engagement, students will submit a written or verbal [recorded] reflection.

<https://padlet.com/cwilsonedd/BMHCritEngage>

Disability Visibility After Reading Activity (Individual, 40 points)

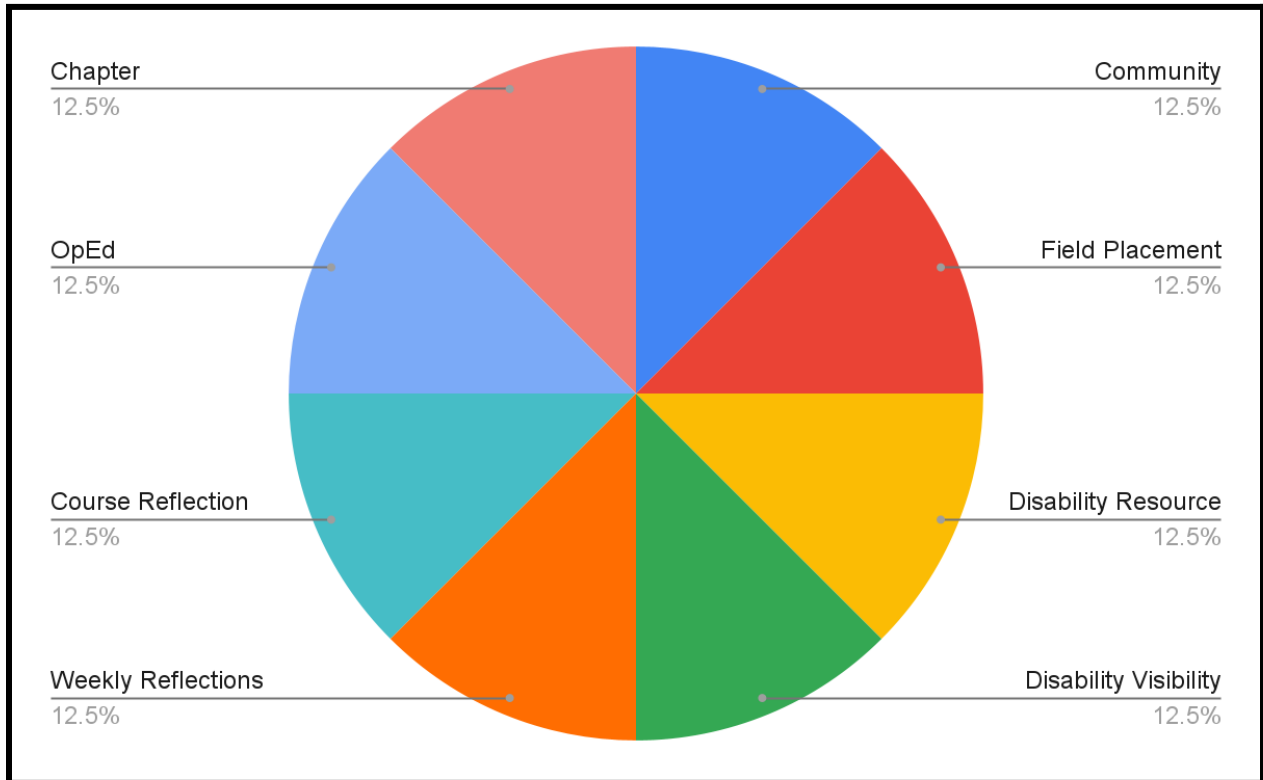
- Students will reflect on reading *Disability Visibility* through a written reflection responding to various prompts.

OpEd (Individual, 40 points)

- Students will write an op-ed piece about a current issue in special education. To do this well, you will need to select one social justice issue to research and deeply consider. Your piece

should take a critical stand on the issue that you choose, rather than simply synthesize the research or explain the problem, as you see it.

COURSE ASSIGNMENT WEIGHTS



FIELD PLACEMENTS

Field placements are a component of this course that offers experiential learning and a deeper understanding of course content. The two or three-hour-a-week placement in a classroom or educational setting is always a central aspect of the course. Margo Schall [mschall@brynmawr.edu] will coordinate the field placement logistics for this course. However, please let me know if you are uncomfortable with an in-person placement. Additionally, please maintain modest expectations as we navigate field placements during these uncertain times.

OTHER COURSE CONSIDERATIONS

COVID-19: Please do not attend class if you have been exposed or are feeling ill.

Late Assignments: All students have 7 days after the deadline to submit an assignment [without penalty], however, students must communicate, through email, the request for an extension.

Attendance: Attendance is kept to certify attendance. Please communicate, through email, if you should be absent.

Confidentiality: All discussions and assignments referring to students and/or school professionals must maintain strict confidentiality standards through the use of culturally sensitive pseudonyms.

ADDITIONAL RESOURCES

If you are feeling lost or overwhelmed:

- Make an appointment with me. You are welcome to email me or make an appointment to meet during my office hours. Many questions and issues can be easily resolved this way.
- Use the Writing Center - The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. The Writing Center is located in Canaday Library, at BMC, and Lutnick Library at HC. You can get more information at www.brynmawr.edu/writingcenter and www.haverford.edu/writing-center
- Visit the Academic Support and Learning Resources Center - Explore effective learning, studying, test-taking, note-taking, time, and stress management strategies essential to success in this course and college life. Schedule a meeting with Specialist Rachel Heiser, by calling the Dean's Office at 610-526-5375.

- Get to know the Office of Academic Resources [OAR] Located at Haverford in Stokes Suite 118, the OAR offers students many resources, including communal study spaces, peer tutoring, workshop series, and individual coaching with the center's trained staff. See their website for more information <http://www.haverford.edu/oar/> or contact Kelly Wilcox.

ACCESSIBILITY

Bryn Mawr College welcomes the full participation of individuals with disabilities in all aspects of campus life. Students with accessibility needs due to a learning, physical, or psychological disability are encouraged to contact Access Services as early as possible for additional information and to discuss their needs.

Access Services
Eugenia Chase Guild Hall
Room 1031
Deb Alder
Director of Access Services
dalder@brynmawr.edu

It is important to me that I address your needs as often as possible, regardless of your disability status. Reach out to me if something in this course isn't working for you.

This syllabus is a living document and subject to change to respond to the needs of our learning community.