

## Perspectives on Special Education: EDUC B210

Bryn Mawr + Haverford Colleges

Fall 2023

### Syllabus



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

**Email:** [eprice1@brynmawr.edu](mailto:eprice1@brynmawr.edu)

**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:** Tuesdays, 7:10 PM - 9:30 PM, Dalton Hall 119

[Course Google Site](#)

#### 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   |
|----------------------|---|--|
| <b>Week 1 - 9/5</b>  | Course Overview +<br>Introductions<br>What is a disability? How should we talk about disability?<br><b>The SPED Toolbox</b> - The Fundamentals of Special Education                                 | Reimagining SPED - Chapter 1 Resetting School: Lessons Learned & Chapter 2 Restorying Students |
| <b>Week 2 - 9/12</b> | Understanding Disability as a Whole Person<br><b>The SPED Toolbox</b> - Response to Intervention and Multi-Tiered Systems of Support  | Reimagining SPED - Chapter 4 Restructuring Intervention and Enrichment                         |
| <b>Week 3 - 9/19</b> | Disability History<br><b>The SPED Toolbox</b> - Determining the Need for Special Education Services<br><b>Disability Categories</b> - Specific Learning Disability & Autism                         | Reimagining SPED - Chapter 3 Redesigning Instruction and Assessment                            |
| <b>Week 4 - 9/26</b> | <b>The SPED Toolbox</b> - Individualized Education Plans<br><b>Disability Categories</b> - Intellectual Disability & Traumatic Brain Injury<br><b>Due - OpEd Topic &amp; Annotated Bibliography</b> | Reimagining SPED - Chapter 5 Revitalizing Co-Teaching  |

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|------------------------|--|--|
| <b>Week 5 - 10/3</b>   | <b>The SPED Toolbox</b> - The Least Restrictive Environment<br><b>Disability Categories</b> - Hearing Impairments & Deafness   | No assigned readings<br>Find your OpEd topic and 5 articles for your annotated bibliography                      |
| <b>Week 6 - 10/10</b>  | Ableism and Accessibility<br><b>The SPED Toolbox</b> - Collaboration with Outside Services and Professionals<br><b>Disability Categories</b> - Speech or Language Impairments                              | Reimagining SPED - Chapter 6 Realigning Service Delivery<br>Disability Visibility - Introduction by Alice Wong   |
| <b>Week 7 - 10/17</b>  | Disability in the Media<br><b>The SPED Toolbox</b> - Home-school Connections<br><b>Disability Categories</b> - Visual Impairments & Deaf-blindness   | Reimagining SPED - Chapter 7 Rethinking Equity<br>Disability Visibility - Part 1: Being [Your assigned Chapters] |
| <b>Week 8 - 10/24</b>  | <b>Dyslexia Simulation</b>   |  |
| <b>Week 9 - 10/31</b>  | <b>NO CLASS</b>  |  |
| <b>Week 10 - 11/7</b>  | <b>Disability Categories</b> - Emotional Disturbance & Other Health Impairments<br><b>Chapter Presentation</b> - Expanding the Team: Collaboration with Outside Professionals<br><b>Due - OpEd Outline</b> | Disability Visibility - Part 2: Becoming [Your assigned Chapters]  |
| <b>Week 11 - 11/14</b> | OpEd Speedating<br>Disability Categories - Orthopedic Impairments &  | Disability Visibility - Part 3: Doing [Your assigned Chapters]   |

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|                        | Multiple Disabilities<br><b>Chapter Presentation</b> - Harnessing the Home<br>School Connection |  |
| <b>Week 12 - 11/21</b> | <b>NO CLASS - WORK ON OPED</b>  |  |
| <b>Week 13 - 11/28</b> | <b>Chapter Presentation</b> - Transition Planning   | Disability Visibility - Part 4: Connecting [Your<br>assigned Chapters] |
| <b>Week 14 - 12/5</b>  | <b>Due - OpEd</b>   | No assigned readings   |
| <b>Week 15 - 12/12</b> | Course Content Review - Jeopardy  | <b>Due - DV After Reading Activity</b>                                 |

## **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 (Group, 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.

### **Internship Reflection (Individual, 10 points each)**

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

### **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)**

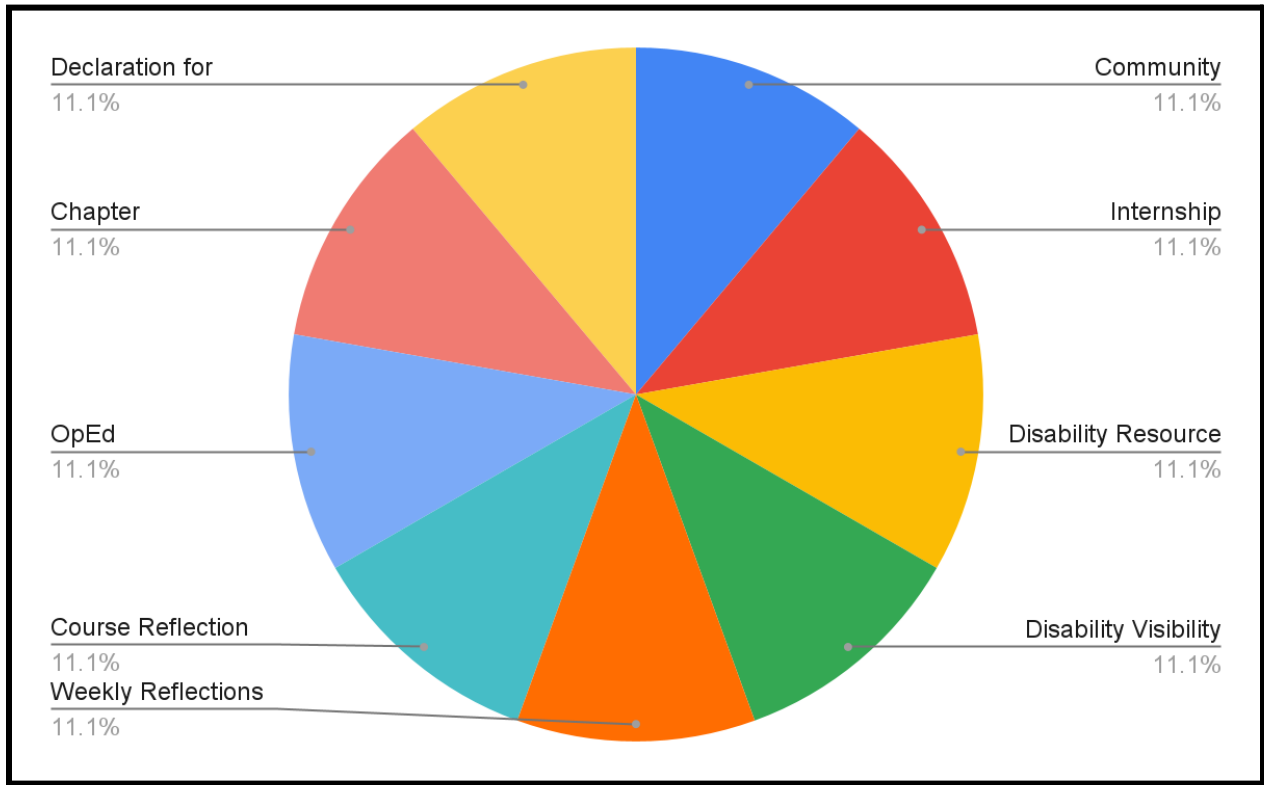
- Students will write an op-ed piece about a current issue in special education. To do this well, you must select one social justice issue to research and deeply consider. Your piece should take a critical stand on the chosen issue, rather than simply synthesize the research or explain the problem, as you see it.

### **Rationale for Declaring (or not) a Major/Minor in Education Studies (Individual, 30 points)**

- All students who elect to pursue a major or minor in Education Studies must submit a rationale for why they wish to do so. In order to support students in that discernment and drafting process, we have integrated into the four entry-point courses for the major and

minor an assignment to complete that rationale. You have three options for this assignment: [1] complete it as a draft for the actual rationale you will submit as part of your major/minor declaration; [2] complete it as an exploratory “maybe”—a way to think through whether or not you might want to declare; [3] complete it as an explanation for why you do not plan to pursue the major or minor. Each of these is a legitimate and non-binding use of the assignment [since you may change your mind later]. To complete the assignment, read the [Student Guidebook](#) and complete the components of the rationale [there is a link to the components of the rationale under “How To Declare a Major/Minor”]. Sample rationales can be found [here](#) and [here](#). I just wanted to let you know that I have decided to make this rationale an 'anytime assignment.' Students may submit this assignment for completion credit at any point in the semester. If you have already completed your rationale prior to enrollment in this course, revisit your original draft, and, using track changes, revise any responses that are no longer in alignment with your current desires and plans.

**COURSE ASSIGNMENT WEIGHTS**



## **INTERNSHIPS**

Internships are a course component that offers experiential learning and a deeper understanding of course content. The 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 internship logistics for this course. However, please let me know if you are uncomfortable with an in-person placement.

## **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. 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](http://www.brynmawr.edu/writingcenter) and [www.haverford.edu/writing-center](http://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](mailto: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.**