

All Learners: An Introduction to Disabilities

Section 80

EDSE 192B

Fall 2024 1 Unit(s) 09/25/2024 to 10/23/2024 Modified 08/18/2024

Contact Information

Instructor: Eva Stephens

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Office hours: Virtual by appointment

Course Information

This course will adopt a virtual delivery format. Students will need access to a computer, tablet or device with internet connectivity to access content. Students are expected to complete the lecture and reading activities in face-to-face and “online weeks” to be ready to engage in active activities in class. Computer labs for student use are available in the [Academic Success Center](#) located on the first floor of Clark Hall and in the Associated Students Lab on the second floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available for loan in the SJSU/Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the [Canvas Student Resources](#).

Course Description and Requisites

Overview of disability incorporating historical, sociocultural, autobiographical and psychological perspectives. Includes the behavioral, developmental and learning characteristics of P-12 students labeled with mild, moderate, and extensive support needs. Introduces information about the 13 disability categories as specified in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and builds on existing law and policy information provided in the previous course (EDSE 192D).

Letter Graded

* Classroom Protocols

Classroom Individual and Community Expectations

Students will make efforts to...

1. Be on time to class. If you arrive late or need to miss class, it is your responsibility to “ask 3 before me” and check with peers about what you missed before directing questions to the professor.
2. Turn in assignments on time. If you require an extension for an assignment, a written request must be submitted at least 48 hours (2 days) before the due date. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies).
3. Take a social media break during class. Reduce time on social media apps or other non-class related websites.
4. Respect your professor and your peers!
5. Make the most of your time in class. Engage in the class discussions, complete readings, and participate.

Caregiving Support

If you are a caregiver to a child during the time of face-to-face class meetings, the child is welcome in this space with the following caveats:

1. Your child must be provided with a quiet activity in which to participate while our course session continues
2. It is expected that if your child is disruptive to the flow of class that you will excuse yourself and the child for a few moments and return when you can.

University Policies

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#). Make sure to visit this page,

review and be familiar with these university policies and resources.

Writing Support

Please make use of the writing support available through the university. Resources available on campus include:

1. [LCOE Writing Tutor](#)
2. [SJSU Writing Center](#)
3. [Peer Connections](#)
4. [Student Success Center](#)

Accessible Education Center

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [The CAPS Website](#).

Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.

- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\),\(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course provides an overview of disability incorporating historical, sociocultural, autobiographical and psychological perspectives. The course will include the behavioral, developmental and learning characteristics of P-12 students labeled with mild, moderate, and extensive support needs. The course will introduce information about the 13 disability categories as specified in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and build on existing law and policy information provided in the previous course (EDSE 192D).

Course Learning Outcomes (CLOs)

The Course Learning Outcomes (CLOs) for this course will be replaced by specific Special Education High Leverage Practices (HLPs) as shown below. To support development of the PLOs, this course addresses the following CLOs with the Teacher Performance Expectations (TPEs) as mapped to current HLPs across populations of students with disabilities (Early Childhood Special Education [ECSE], Mild/Moderate Disabilities [M/M] and Extensive Support Needs [ESN]):

CLO #1: Candidates will collaborate with professionals to increase student success [HLP 1]

- ESN 2.3 [Introduce]
- ESN 2.12 [Introduce]

CLO #2: Candidates will collaborate with families to support student learning and secure needed services [HLP 3]

- U 2.4 [Introduce]
- M/M 2.11 [Practice]
- MM 6.4 [Introduce]
- ESN 2.14 [Introduce]
- ECSE 1.8 [Introduce]

CLO # 3: Candidates will use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs [HLP 4]

- U 3.2 [Introduce]/M/M 3.2[Introduce]/ESN 3.4 [Introduce]
- MM 2.2/ESN 2.6 [Introduce/Practice/Assess]
- MM 2.3 [Introduce/Practice]
- MM 2.6 [Introduce]
- MM2.11/2.14ESN [Introduce/Practice/Assess]
- ESN 1.3 [Introduce]
- ESN 3.4 [Introduce]
- MM3.3/ESN 3.5 [Practice/Assess]
- MM 4.5/ESN 4.6 [Introduce/Practice/Assess]
- MM6.6/ESN 6.7 [Practice]
- ECSE 4.1 [Introduce]
- ECSE 4.6 [Introduce]

CLO #4: Candidates will establish a consistent, organized and respectful learning environment [HLP7]

- U 1.3 [Practice]
- ECSE 2.5 [Introduce]
- ECSE 6.18 [Introduce]

Course Materials

Luckner, J., Slike, S., & Johnson, H. (2012). Helping students who are deaf or hard of hearing succeed. *Teaching Exceptional Children*, 44(4), 58–67.

Bruce, S.M. (2004). Visual Impairment Across the Life Span. *Encyclopedia of Applied Developmental Science*. SAGE Publications, 1126-1130.

Schilling, E. J., & Getch, Y. Q. (2012). Getting My Bearings, Returning to School: Issues Facing Adolescents With Traumatic Brain Injury. *Teaching Exceptional Children*, 45 (1), 54-63.

Gargiulo, R.M., & Bouck, E.C. (2017). *Special Education in Contemporary Society*. 6th Edition. SAGE. Ch 2, 6, 7, 9, 10, 14

[K. Breslow's Padlet](#)

[Iris Center Module: Vision Impairments \(https://iris.peabody.vanderbilt.edu/module/v03-focusplay/\)](https://iris.peabody.vanderbilt.edu/module/v03-focusplay/)

[Iris Center: Hearing Impairments Simulation \(https://iris.peabody.vanderbilt.edu/standards/hearing-impairment-simulation/\)](https://iris.peabody.vanderbilt.edu/standards/hearing-impairment-simulation/)

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 15 hours over the length of the course (normally three hours per unit per week) for instruction, and 6 hours preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignment #1 Quizzes (4 @10 points each=50 points)

It is essential that you develop a foundational understanding of special education policy and law, including developing an understanding of the context in which these policies emerged and current issues influencing the field. Each week, you will be asked to complete an online quiz.

Assignment #2 Iris Module Hearing/Vision (10 points)

This IRIS Module provides a comprehensive overview of Hearing and Vision. After you complete the vision module, you will answer the assessment questions at the end of the module, submitting your responses on Canvas. Please review the information on impairments.

Assignment #3 Padlet (50 points)

A [Padlet](#) is a web-based resource that compiles existing articles, documents and media.

Please explore this padlet, [K. Breslow's Padlet](#), select two resources that you feel would be useful to parents/families. Please write a short description of the resource and how it is useful to parents and families.

Assignment #4 Disability Category and Educational Impact (50 points)

Of the 13 disability categories, select 5. Describe the category, and briefly discuss the potential educational impact.

Assignment #5 Final Activity (50 points)

You will be asked to list all 13 disability categories and match to their definitions in IDEA.

✓ Grading Information

A-level	A+ = 200-195	A = 194-187	A- = 186-179
B-level	B+ = 178-175	*B = 174-169	B- = 168-161
C-level	C+ = 160-155	C = 154-149	C- = 148-139
D-level	D = 138-135		

F-level	134 or below
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**In order to qualify for a credential, candidates must maintain an average GPA of 3.0 or above. Earning a B- or below will result in a warning letter from the department. Students with multiple B- (or lower) grades will be submitted for review by the Student Review Committee to develop an Improvement Plan to ensure their preparation is satisfactory for the remainder of the program.*

Breakdown

Assignment	Total Points	Percent of Grade
Quizzes	40 points	20%
Iris Module	10	10%
Padlet	50 points	25%
Paper	50 points	25%
Final Activity	50 points	25%
TOTALS	200 points	100%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Session	Date	Topics	Readings and Assignments	Standards/CLOs

1	09/25/24	<p>Introductions/Expectations</p> <p>Intellectual Disabilities</p> <p>Autism Spectrum Disorder</p>	<p>Readings:</p> <p>Gargiulo & Bouck Chapter 6</p> <p>Gargiulo & Bouck Chapter 10</p> <p>Due 9/29: Quiz 1</p>	<p>PLO 1, 4</p> <p>CLO 1</p> <p>ESN2.3</p>
2	Week of 09/29/24	<p>Learning Disabilities</p> <p>Emotional/Behavioral Disabilities</p>	<p>Readings:</p> <p>Gargiulo & Bouck Chapter 7</p> <p>Gargiulo & Bouck Chapter 9</p> <p>Due 10/06: Quiz 2</p>	<p>PLO 1,4</p> <p>CLO 3</p>
3	Week of 10/06/24	<p>Physical, Health, Medical, TBI and Low Incidence Disabilities</p>	<p>Readings</p> <p>Gargiulo & Bouck Chapter 14</p> <p>Westling & Fox Ch. 14 (2009)</p> <p>TBI Guide</p> <p>Due 10/13: Quiz 3, Padlet Activity</p>	<p>PLO 1, 4</p> <p>CLO 2, CLO 3, CLO 4</p> <p>MM 2.3, 4.5</p> <p>ESN1.3, 2.14, ESN 4.6</p> <p>ECSE 4.6</p>
4	Week of 10/13/24	<p>IRIS MODULE HEARING/VISION</p> <p>Hearing Impairments</p> <p>Visual Impairments</p>	<p>Reading:</p> <p>Gargiulo & Bouck Chapter 12</p> <p>Gargiulo & Bouck Chapter 13</p> <p>Due 10/20: Iris Module</p>	<p>PLO 1, 4</p> <p>SLO 1, 3</p> <p>ECSE 4.1, 4.6</p>

5	Week of 10/20/24 LAST SESSION	Policies, Practices, Programs	Readings: Gargiulo & Bouck Chapter 2 Due 10/23: Quiz 4, Final Activity	PLO 1, 4 CLO 1, 2, 3, 4 MM6.4, ECSE 2.12, 2.5, 6.18
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