

# All Learners: An Introduction to Disabilities

## Section 81

### EDSE 192B

Spring 2024 1 Unit(s) 02/28/2024 to 03/27/2024 Modified 01/11/2024

## Contact Information

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### Course and Contact Information

Instructor: Saili S. Kulkarni, Ph.D.	Office Hours: <a href="#">By Appointment</a>
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## Course Information

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### Course Format: ONLINE

This course will adopt an online 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 to be ready to engage in online course activities. 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.

# ONLINE

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## Course Description and Requisites

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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

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### Classroom Individual and Community Expectations

Students will make efforts to...

1. Check in online for course sessions, 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 engagement online in discussion posts, activities and with video content.

## Program Information

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### 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](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)).

## Course Learning Outcomes (CLOs)

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### Course Learning Outcomes (CLO) (Required)

*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]
- 11/2.14ESN [Introduce/Practice/Assess]
- ESN 1.3 [Introduce]
- ESN 3.4 [Introduce]
- 3/ESN 3.5 [Practice/Assess]
- MM 4.5/ESN 4.6 [Introduce/Practice/Assess]
- 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

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### Required Texts/Readings (Required)

#### Textbook

Gargiulo, R.M., & Bouck, E.C. (2017). *Special Education in Contemporary Society*. 7<sup>th</sup> Edition. SAGE.

Student Companion Resource Website: <https://edge.sagepub.com/gargiulo7e>

### Optional (Further Readings) Selected From Textbook (posted to Canvas as PDF)

[Stinson M.S., & Antia, S.D. \(1999\). Considerations in Educating Deaf and Hard-of-Hearing Students in Inclusive Settings.](#)

[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.](#)

## Discussion Guide Template

1. Briefly describe the three main points of this week's readings.

2. Describe 3 ideas, concepts, or strategies from this week's readings that you would like to discuss further with colleagues.

## Course Requirements and Assignments

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### Course Requirements and Assignments (Required)

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 Weekly Reading Discussion Guides (5 @10 points each=50 points)**

Each student will be responsible for composing a discussion guide during each week of class from the textbook or other assigned reading posted to Canvas. Discussion guides are 1-2 pages of important content, keywords/definitions, and notes from the chapter and 3-5 guiding questions for in-class discussion. Students will work in groups to facilitate class discussion (first 10-15 minutes of class) for their assigned chapter (see Discussion Guide Template on page 11).

### **Assignment #2 Resource Group Padlet (50 points)**

A [Padlet](#) is a web-based resource that compiles existing articles, documents and media. Students will have the opportunity to evaluate and compile resources based on our discussions and assignments from this course. Students will choose 1 of the 13 disability category areas and design a resource Padlet that provides the following information. You can work in groups of 5-6 and present the Padlet as a group. We will combine these to provide students with a resource site to take with them after the course ends! Each Padlet must have at least two resources from each of these categories:

1. Classroom support(s) that can be provided to students who identify with that disability category including accommodations and modifications linked to resources. During presentation, include how these resources can be used to facilitate meaningful inclusion for students with your given disability area.
2. Local resources for families of the student with disabilities with a brief explanation of what each resource might provide.

### **Assignment #3 Individual Paper on a Disability Category (50 points)**

After the in-class Padlet activity, each student will compose a 2-page (double-spaced, Times New Roman) typed paper with references to our textbook and Canvas readings on one of the 13 disability categories. Papers should include

1. Formal definition for identification with that disability category.
2. Description of key service providers that may be involved in the planning and instructional processes for that disability category and information about who they are and what they do.
3. Description of instructional supports, strategies, and/or assessments for teachers and/or families to support a child who is identified with this disability category.

## Assignment #4 Final Exam (50 points)

A comprehensive exam that covers the 13 disability categories and information from readings and course activities over the semester.

## ✓ Grading Information

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### Assignment Objectives and Alignment with Learning Outcomes/Expectations

Assignment	Total Points	Percent of Grade	CLOs/PLOs
Weekly Discussion Guides	50 points	25%	PLO 1, 4 CLO 1, 3, 4 (MM2.6)
Resource Padlet	50 points	25%	PLO 1,4 CLO 2 (U2.4, ECSE 1.8)
Paper	50 points	25%	PLO 1, 4 CLO 3 (U3.2, MM3.2, ESN 3.4, 3.5)
Final Exam	50 points	25%	PLO 1, 4 CLO 1, 2, 3, 4 (U6.4)
<b>TOTALS</b>	<b>200 points</b>	<b>100%</b>	

### Grade Breakdown

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		

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/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) (<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

# EDSE 192B Course Schedule

(subject to changes)

Session	Date	Topics	Readings and Assignments	Standards/CLOs
1 (covers weeks 1-3)	Feb 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Introductions/Expectations</li> <li>● Intellectual Disabilities</li> <li>● Autism Spectrum Disorder</li> </ul> Film: <i>Autism in Love</i>	Readings: Gargiulo & Bouck Chapter 6 Gargiulo & Bouck Chapter 10 <b>Due March 1:            Discussion Guide #1</b>	PLO 1, 4 CLO 1 ESN2.3



2 (covers weeks 4-6)	March 6 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Learning Disabilities</li> <li>● Emotional/Behavioral Disabilities</li> </ul>	Readings:  Gargiulo & Bouck Chapter 7  Gargiulo & Bouck Chapter 9  <b>Due March 8: Discussion Guide #2</b>	PLO 1,4  CLO 3
3 (covers weeks 7-9)	March 13 <sup>th</sup>	<ul style="list-style-type: none"> <li>● Physical, Health, Medical, TBI and Low Incidence Disabilities</li> <li>● Review Paper Assignment and Online Instructions</li> <li>● <a href="#">Parents Club OHI</a></li> <li>● Review Padlet Activity Info</li> </ul>	Readings  Gargiulo & Bouck Chapter 14  Schilling & Getch (2012)  <a href="#">TBI Guide</a>  <b>Due March 15: Discussion Guide #3</b>	PLO 1, 4  CLO 2, CLO 3, CLO 4  MM 2.3, 4.5  ESN1.3, 2.14, ESN 4.6  ECSE 4.6
4 (covers weeks 10-12)	March 20 <sup>th</sup>	IRIS MODULE HEARING/VISION  <ul style="list-style-type: none"> <li>● Hearing Impairments</li> <li>● Visual Impairments</li> </ul>	Readings:  Gargiulo & Bouck Chapter 12  Gargiulo & Bouck Chapter 13  Bruce (2004)  <b>Due March 22: Discussion Guide #4; Individual Paper</b>	PLO 1, 4  CLO 1, 3  ECSE 4.1, 4.6

5 (covers weeks 13-15)	March 27 <sup>th</sup>	● Policies, Practices, Programs	Readings:  Gargiulo & Bouck Chapter 2  <b>Due March 27:</b> <b>Discussion Guide #5</b>  <b>Group Padlet Due</b>	PLO 1, 4  CLO 1, 2, 3, 4  MM6.4,  ECSE 2.5, 6.18
FINALS WEEK	FINALS SESSION	● Final Exam	<b>Final Exam Due March 29</b>	PLO 1, 4  CLO 1, 2, 3, 4  ESN 2.12