San José State University
Lurie College of Education/Department of Special Education
EDSE 192A, Including and Supporting Students with Special Needs in General Education Classroom, Sec. 01

Spring, 2017

Course and Contact Information

Instructor: Chris Hagie, Ph.D
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Email: christine.hagie@sjsu.edu
Office Hours: Tuesdays; 1:30pm- 3:30pm
Class Days/Time: Thursdays 4pm-6:45pm and online
Classroom: Sweeney Hall room 411

Prerequisites: Education Specialist Credential Program in Moderate to Severe Disabilities; Minor in Science Education; Minor in Special Education; consent of instructor for others interested

Course Format
EDSE 192A is a hybrid course that meets in person for some classes and also has an online component for discussion and assignments.

Course Description
Preparation for teaching students with disabilities in general education; provides intervention strategies prior to referral for special education with policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. discuss and describe special education laws and the impact of legislation on classroom teachers.
2. integrate parent and classroom student input into individual educational plans for students with special needs.
3. plan and implement instruction for all students with disabilities in a classroom setting utilizing Universal Design for Learning (UDL).
4. develop curricular and instructional accommodations and modifications for students with special needs in their classrooms.
5. collaborate and implement instruction with other professionals for students with disabilities in an educational setting.

California Commission on Teacher Credentialing (CCTC): Special Education Credential Program Standards

Standard 2: Professional, Legal and Ethical Practice

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, introduction of the Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.

Program Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English. The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Program Standard 8: Participating in ISFP/IEPs and/or Post-Secondary Transition Planning

The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.
Program Standard 13: Curriculum and Instruction of Students with Disabilities

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that is appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Required Texts/Readings

Textbook

Including Students with Special Needs: A Practical Guide for Classroom Teachers (Seventh Edition)

by Marilyn Friend and William D. Bursuck
ISBN-10: 0133569942

Other Readings

Additional readings will be uploaded into CANVAS.

Course Requirements and Assignments

SJU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3.

1. In-Class and Online Discussion Group Participation (Learning Outcomes #6, CCTC Standards #2, 3, 8, 13)
   During each class meeting and within online modules, there will be in-class writing assignments, quick writes, reflection activities, group activities and discussion group work. 10 points for each week or 150 points total (there will be no make-up for these activities)

2. Diversity Reflection (Learning Outcome #2, CCTC Standards #2, 3)
   During the first few minutes of class each week, you will complete an assignment intended to increase your awareness of multiple issues related to diversity in the classroom. These assignments will be graded for completion and are worth 2 point each week or 30 points total.

3. Interview: Parent(s) of a Child with a Disability (Learning Outcome #2, CCTC Standard #2)
Interview parents of a child with a disability to learn the experiences of the parent, family, and child at home and in school. Use the interview questions found in Canvas. Submit a 4-5 page paper on XX with the questions and answers in the first part of the paper, and specific “take-aways” or what you learned from the interview and how you might apply this learning experience to your classroom instruction or relationship with students and parents in the last part of the paper. (30 points)

4. **Interview: Special Education Teacher** (Learning Outcomes #2, 3, 4; CCTC Standards #3, 13)
   Interview a certificated special education teacher working with students with disabilities. Use the interview questions found in Canvas. Submit a 4-5 paper on XX with the questions and answers in the first part of the paper, and specific “take-aways” or what you have learned from the interview and how you might apply this learning experience to your classroom instruction or work with children with disabilities in the last part of the paper. (30 points)

5. **IRIS Modules:** (Learning Outcomes #3, 4; CCTC Standards #3, 13)
   Complete five assigned IRIS Modules. There are five parts to each module: Challenge, Initial Thoughts, Perspectives & Resources, Wrap Up and Assessment. Submit your answers to the final assessment questions in the module. 10 points for each Module (45 points)
   i. IRIS Module: RtI (Part 1)- 5 points
      [http://iris.peabody.vanderbilt.edu/module/rti01-overview/#content](http://iris.peabody.vanderbilt.edu/module/rti01-overview/#content)
   ii. IRIS Module: RtI (Part 2)- 10 points
   iii. IRIS Module: RtI (Part 3)- 5 points
   iv. IRIS Module: RtI (Part 4)- 15 points
   v. IRIS Module: Universal Design for Learning- 10 points

6. **Final Reflection:** (Learning Outcomes #1, 2, 3, 4, 5; CCTC Standards #2, 3, 8, 13)
   Write a brief (2-3 page) paper that addresses three reflection questions about the course and what you have learned that you might apply in your life. The questions will be distributed two weeks earlier and we will discuss the reflections during the final exam period.

**Grading Policy**

- Class Participation: (10 points each week for 15 weeks) 150 points
- Diversity Reflection: (2 points each week for 15 weeks) 30 points
- Interview with a Parent: 30 points
- Interview with a Teacher: 30 points
- IRIS Modules: 45 points
- Final Reflection: 15 points

Total Points: 300 points
<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>291-300</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>279-290</td>
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</tr>
<tr>
<td>A-</td>
<td>270-278</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>261-269</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>249-260</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>240-248</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>231-239</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>219-230</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>210-218</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>180-209</td>
<td>60%</td>
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</tbody>
</table>

**Grading information:**

All assignments will be due by 6:45pm on the dates indicate in the course schedule. The expectation is that papers will be double spaced using a 12 font. In-class assignments and online discussion assignments will not be graded if late. Points for late papers (submitted past the due date) will be reduced by 10% for each day of lateness. There will not be an option for extra credit.

**Classroom Protocol**

It is expected that you will arrive on time to class and stay until the class ends. Please turn off cell phones and computers unless we are doing an activity in which you can use a computer. Please don’t interrupt the speaker in the class by talking softly or whispering, as it is very distracting to your peers and to the instructor.

**University Policies**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

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 at http://www.sjsu.edu president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.
# EDSE 192A / Supporting and Including Students, Spring 2017, Course Schedule

## Course Schedule (this schedule is subject to change with fair notice)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Format</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 26th</td>
<td>In person Rm 411</td>
<td>Review Requirements; Introduction to Student Differences</td>
</tr>
<tr>
<td>2</td>
<td>February 2nd</td>
<td>In person Rm 411</td>
<td>Text: Chapter 1; History of Special Education</td>
</tr>
<tr>
<td>3</td>
<td>February 9th</td>
<td>Online: Canvas</td>
<td>Text: Chapter 2: Special Education Services</td>
</tr>
<tr>
<td>4</td>
<td>February 16th</td>
<td>In person Rm 411</td>
<td>Text: Chapter 3: Collaboration</td>
</tr>
<tr>
<td>5</td>
<td>February 23rd</td>
<td>Online: Canvas</td>
<td>Text: Chapter 4: Assessment</td>
</tr>
<tr>
<td>6</td>
<td>March 2nd</td>
<td>In person Rm 411</td>
<td>Text: Chapter 5: Planning Instruction</td>
</tr>
<tr>
<td>7</td>
<td>March 9th</td>
<td>Online: Canvas</td>
<td>Text: Chapter 6: Students with Low Incidence Disabilities</td>
</tr>
<tr>
<td>8</td>
<td>March 16th</td>
<td>In person Rm 411</td>
<td>Text: Chapter 7: Students with High-Incidence Disabilities; IRIS Module RtI Part 1 Due</td>
</tr>
<tr>
<td>9</td>
<td>March 23rd</td>
<td>Online: Canvas</td>
<td>Text: Chapter 8: Other Differences; IRIS Module RtI Part 2 Due</td>
</tr>
<tr>
<td>10</td>
<td>April 6th</td>
<td>In person Rm 411</td>
<td>Text: Chapter 9: Differentiating Instruction; IRIS Module RtI Part 3 Due</td>
</tr>
<tr>
<td>11</td>
<td>April 13th</td>
<td>Online: Canvas</td>
<td>Text: Chapter 10: Strategies; IRIS Module RtI Part 4 Due</td>
</tr>
<tr>
<td>12</td>
<td>April 20th</td>
<td>In person Rm 411</td>
<td>Text: Chapter 11: Evaluation; IRIS Module Universal Design for Learning Due</td>
</tr>
<tr>
<td>13</td>
<td>April 27th</td>
<td>Online: Canvas</td>
<td>Text: Chapter 12: Student Behavior</td>
</tr>
<tr>
<td>14</td>
<td>May 4th</td>
<td>In person Rm 411</td>
<td>Multi-Tiered Systems of Support (MTSS); Parent Interview Due</td>
</tr>
<tr>
<td>15</td>
<td>May 11th</td>
<td>In person Rm 411</td>
<td>Wrap up; Teacher Interview Due</td>
</tr>
<tr>
<td>Final Exam</td>
<td>May 18th</td>
<td>In person Rm 411</td>
<td>5:15pm-7:30pm;</td>
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