San José State University
Special Education Department

EDSE 192A, Section 80
Including and Supporting Students with Special Needs in General Education Classroom
Fall 2019

Course and Contact Information

Instructor: Alicia Henderson, Ph.D., CCC-SLP
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Office Hours: By appointment
Class Days/Time: Online
Classroom: https://sjsu.instructure.com/courses/1327001

College of Education Mission Statement
The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, dispositions and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community.

Department of Special Education Mission
The Department of Special Education prepares professionals to be effective educators, leaders in the field, and lifelong learners. We accomplish this goal in collaboration with other departments and community partners. Together we promote equity and excellence in our curricula by infusing evidence-based practices endorsed by national organizations in the field of Special Education.

Course Format
This course utilizes an online classroom delivery format. Internet connectivity and access to a technological device such as computer is required. The SJSU Canvas platform is required as the course management system. Participation includes readings, course assignments and activities on Canvas. All course requirements are to be submitted in Canvas.
MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the General Education environment. The course was designed to provide classroom intervention strategies prior to referral for special education along with basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. The goal of this course is to enable general education teachers to make effective decisions, based on multiple sets of data, in order to meet the special learning as well as socio-emotional needs of their student.

Course Learning Outcomes (CLO)

This course fulfills the following:

1. Graduates assess and identify the educational needs and strengths of students with disabilities.

2. Graduates critically evaluate pedagogy, curricula, and instructional materials based on evidence-based practices for students with disabilities.

3. Graduates align instruction with general education curricula and/or preschool foundations in the Individual Education Program, Individual Family Service Plan, and/or Individual Transition Plan as appropriate to their credential.

4. Graduates collaborate with general educators, parents, and relevant stakeholders.

Student Learning Objectives (SLOs)

1. Upon the completion of this course, students will be able to discuss and describe special education laws and the impact of legislation on classroom teachers.

2. Upon the completion of this course, students will be able to integrate parent and classroom student input into individual educational plans for students with special needs in their classrooms.

3. Upon the completion of this course, students will be able to plan and implement instruction for all students with disabilities in a classroom setting utilizing Universal Design for Learning (UDL).

4. Upon the completion of this course, students will be able to develop curricular and instructional accommodations and modifications for students with special needs in their classrooms.

5. Upon the completion of this course, students will be able to collaborate and implement instruction with other professionals for students with disabilities in an educational setting.
Special Education Credential Program Standards

Program 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 IFSP/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.

Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom
Through planned prerequisites and/or professional preparation, the teacher preparation program ensures candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of
disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) providing appropriate differentiated instruction that ensures all students access to the core curriculum; c) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and d) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom. Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students. Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher’s role and responsibilities in developing and implementing tiered interventions. Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom. Candidates demonstrate skill in collaborative planning and instruction with education specialists and other school professionals.

**Required Text / Readings**

**Textbook**


**Other Readings**

Additional readings and videos are in Canvas

**Course Requirements and Assignments**

1. **Chapter Questions** (12): Write a short essay response to questions for each chapter in the text. Submit on Canvas.

2. **Midterm** (1): For Chapters 1-6. Taken on Canvas. This is an open book exam to be completed independently, anytime between October 7 – 13. There is a 120-minute time limit for the exam.

3. **Application Project** (1): To apply an understanding of course content. Submit on Canvas.

4. **Discussions** (4): To demonstrate understanding of and share ideas on major topics. Submit on Canvas.

5. **Final** (1): For Chapters 7-12. Taken on Canvas. This is an open book exam to be completed independently, anytime between December 9 -13. There is a 120-minute time limit for the exam.
Grading Information

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Questions (12)</td>
<td>60 (12x5)</td>
</tr>
<tr>
<td>Midterm (1)</td>
<td>30 (1x30)</td>
</tr>
<tr>
<td>Application Project (1)</td>
<td>35 (1x35)</td>
</tr>
<tr>
<td>Discussions (4)</td>
<td>40 (4x10)</td>
</tr>
<tr>
<td>Final (1)</td>
<td>35 (1x35)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
</tr>
</tbody>
</table>

95 – 100% = A  
80 – 83% = B-  
65 – 69% = D  
90 – 94% = A-  
87 – 89% = B+  
74 – 76% = C  
70 – 73% = C-  
<65% = F

Determination of Grades

Grades are determined according to scores earned for assignments (in Canvas). Assignments must be completed by the due dates. Late work is only accepted due to an extenuating circumstance upon instructor approval, and is subject to a 50%-point penalty.

Classroom Protocol

Students are expected to keep abreast of course requirements, timelines and updates by regularly reading communications from Canvas. Students are expected to complete assignments on time, and participate in class activities, discussions, and projects as defined in the syllabus.

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. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. 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 address the issue, it is recommended that the student contact the Department Chair as the next step.
Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to fieldwork, group assignments, internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at [http://www.sjsu.edu/senate/docs/F15-3.pdf](http://www.sjsu.edu/senate/docs/F15-3.pdf)

Accommodation to Students’ Religious Holidays

University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/senate/docs/F15-3.pdf). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](http://www.sjsu.edu/senate/docs/F15-3.pdf)). Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/senate/docs/F15-3.pdf).

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, 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. 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 F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

**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 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

**Student Technology Resources**

Computer labs and other resources for student use are available in

- Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall
- Academic Technology Computer Center at http://www.sjsu.edu/at/hd/ on the 1st floor of Clark Hall
- Associated Students Computer Services Center at http://as.sjsu.edu/ascsc/ on the 2nd floor of the Student Union
- Student Computing Services at http://library.sjsu.edu/student-computing-services/student-computing-services-center
- Computers at the Martin Luther King Library for public at large at http://library.sjsu.edu/reserve-studymeting-room/computers-king-library
- Additional computer labs may be available in your department/college

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.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

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 Counseling and Psychological Services website at http://www.sjsu.edu/counseling

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/
EDSE 102, Speech and Language Development, Section 80, Fall 2019
This schedule is subject to change with fair notice via MYSJSU messaging.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | Aug 26         | *The Foundation for Educating Students with Special Needs*  
Chapter 1 Questions |
| 2    | Sept 2         | *Special Education Procedures and Services*  
Chapter 2 Questions |
| 3    | Sept 9         | *Building Partnerships through Collaboration*  
Chapter 3 Questions |
| 4    | Sept 16        | *Assessing Student Needs*  
Chapter 4 Questions, Discussion #1 |
| 5    | Sept 23        | *Planning Instruction by Analyzing Classroom & Student Needs*  
Chapter 5 Questions |
| 6    | Sept 30        | *Students with Low-Incidence Disabilities*  
Chapter 6 Questions, Discussion #2 |
| 7    | Oct 7          | Midterm |
| 8    | Oct 14         | *Students with High-Incidence Disabilities*  
Chapter 7 Questions, Discussion #3 |
| 9    | Oct 21         | *Other Students with Special Needs Other Than Disabilities*  
Chapter 8 Questions |
| 10   | Oct 28         | *Adjusting Instruction*  
Chapter 9 Questions, Discussion #4 |
| 11   | Nov 4          | *Strategies for Independent Learning*  
Chapter 10 Questions |
| 12   | Nov 11         | *Evaluating Student Learning*  
Chapter 11 Questions |
| 13   | Nov 18         | *Responding to Student Behavior*  
Chapter 12 Questions |
| 14   | Nov 25         | Thanksgiving Week |
| 15   | Dec 2          | Application Project Due |
| 16   | Dec 9          | Final |