

San José State University
Connie L. Lurie College of Education
EDSE 192B All Learners: An Introduction to Disabilities - 1 Unit

Course and Contact Information

Instructor:	Gabrielle (Gaby) Bernal
Email:	gabrielle.bernal@sjsu.edu
Office Hours:	By appointment
Class Day:	Mondays / 7:00 pm
Classroom:	SH 230
Class Sessions:	Jan 30 on campus, SH 230 Feb 06 asynchronous online Feb 13 asynchronous online Feb 20 on campus, SH 230 Feb 27 asynchronous online

Course Format: Hybrid

This course will adopt a hybrid 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 (<http://www.sjsu.edu/at/asc>) 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.

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

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

Program Learning Outcomes and Course Learning Outcomes based on the California Commission for Teacher Credentialing Teacher Performance Expectations

- **PLO 1:** Graduates assess and identify the educational needs and strengths of students with disabilities.
- **PLO 6:** Graduates integrate cultural and familial perspective into all aspects of instruction, including assessment and intervention.
- **PLO 8:** Graduates demonstrate knowledge about research-based practices related to individuals with disabilities, birth to 22 years.

Course Learning Outcomes (CLO)

To support development of the PLOs, this course addresses the following course learning outcomes (CLOs) to address the following CCTC Teacher Performance Expectations (TPEs) as mapped with current High Leverage Practices (HLPs) across populations of students with disabilities (Early Childhood Special Education [ECSE], Mild/Moderate Disabilities [M/M] and Extensive Support Needs [ESN]):

- **HLP1:** Collaboration with professionals to increase student success.
 - **ECSE 1.1** Demonstrate applied knowledge of typical and atypical child development when planning an individualized program for young children in the ECE special education setting. [Introduce]
- **HLP 3:** Collaborate with families to support student learning and secure needed services.
 - **M/M 2.11** Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function. [Practice]
- **HLP 4:** Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
 - **M/M 3.2/ESN 3.4** Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. [Introduce]
 - **M/M 3.3** Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g., attachment, temperament), and their implications for learning. [Introduce]
 - **ESN 1.3** Identify the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind. [Introduce]
 - **ESN 3.5** Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g., attachment, temperament), and their implications for learning. [Introduce]
 - **ESN 4.2** Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.
- **HLP7:** Establish a consistent, organized and respectful learning environment.
 - **U 1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning. [Practice]

Required Texts/Readings

Textbook

Hallahan, D.P., Pullen, P.C., & Kauffman, J.M. (2022). *Exceptional Learners: An Introduction to Special Education*. 15th Edition. Pearson.

Student eTextbook from \$9.99/mo: <https://www.pearson.com/en-us/subject-catalog/p/exceptional-learners-an-introduction-to-special-education/P200000001190/9780137519811>

Additional Readings (posted to Canvas as PDF)

Berne, P. (2015). Disability Justice – a working draft. *SDS Pre-Conference Disability and Social Justice Summit*.

American Psychiatric Association. (2022). [Selected Pages]. In *Diagnostic and statistical manual of mental disorders* (5th ed.) Text Revision.

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

Course Requirements and Assignments

Assignment Title	Overview	Objective	Points
Assignment #1: Syllabus Survey & Weekly Reading Reflections/ Discussions	Each student will be responsible for completing the weekly readings and responding to written prompts and discussion board in Canvas. 1. Syllabus readings & surveys	Show a deeper connection with course materials, including theory, each of the 13 disability category areas, and learning.	5 @10 points each
Assignment #2: In-Class Resource Group Padlet	Based on our discussions and assignments from this course, choose one of the 13 disability category areas and design a resource Padlet that provides the following information. You can work in groups of five to six 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 the two listed items below: 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.	Exhibit the introduction of communicating and collaborating with colleges to demonstrate mastery of the following: <ul style="list-style-type: none"> Identifying classroom supports Drawing connections to strengths Connecting to real-life contexts Researching and linking resources with chosen disability category accurately. 	50 points
Assignment #3: Critical Analysis Paper	After the in-class Padlet activity, each student will compose a 2-page (double-spaced, Times New Roman, APA citation) typed paper with references to our Canvas readings on one of the 13 disability categories. Papers should include 1. Formal definition for identification of the chosen disability category. 2. Cultural example or connection, i.e., family connections, community opportunities. 3. Specifically, what have we learned from individuals from those disabilities. 4. Disability Justice definition and/or organization connections and resources. 5. Critical reflection and analysis of disability category in pop culture example.	Demonstrate a deep curiosity, learning, and move towards expertise with regards to one of the 13 disability categories. Include the multiple aspects of who students, their families, and communities are or might be through a critical and fully developed analysis paper that could bridge the professional and family needs.	50 points

Assignment #4: Final Exam on Disability Categories	A comprehensive exam that covers the 13 disability categories and information from readings and course activities over the semester. <ol style="list-style-type: none"> 1. Formal definition for identification with that disability category. 2. Description about instructional processes (i.e., accommodations and modifications). 3. Identify local resources for that disability category. 4. Description of instructional supports, strategies, and/or assessments for teachers and/or families to support a child who is identified with this disability category. 	Showcase your knowledge and learning over the term through a comprehensive final exam.	50 points
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Assignment Objectives and Alignment with Learning Outcomes/Expectations

Assignment	Total Points	Percent of Grade	CLOs/PLOs
Weekly Reading Reflections/Discussions	50 points	25%	PLO 1 & 8 CLO 1, 3, & 4
Resource Padlet	50 points	25%	PLO 1, 6, & 8 CLO 1, 2, 3, & 4
Critical Analysis Paper	50 points	25%	PLO 1, 6, & 8 CLO 1, 2, 3, & 4
Final Exam	50 points	25%	PLO 1, 6, & 8 CLO 1, 2, 3, & 4
TOTALS	200 points	100%	

Grade Breakdown

A+	200-195
A	194-187
A-	186-179
B+	178-175
B	174-169
B-	168-161
C+	160-155
C	154-149
C-	148-139
D	138-135
F	134 or below

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, 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.

Classroom Expectations

Students should make efforts to...

- a. Arrive on time to class. If you arrive late or need to miss class, please check with peers about what you missed.

- b. Submit assignments on time. If you require an extension for an assignment, please submit an email request to the instructor at least 48 hours (2 days) before the due date. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies).
- c. Take a break from social media during class. Reduce time on non-class related apps/websites.
- d. Show respect for persons in class, consider how you might want to be treated.
- e. Make the most of your time in class. Engage in class discussions, complete readings, and participate.

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](#).

Spartan Food Pantry

The Spartan Food Pantry is located at Diaz Compean Student Union recommended using the exterior entrance across from the Engineering Rotunda. This walk-in, full-service, staffed, food assistance program offers non-perishable goods, fresh produce, and refrigerated items to eligible students. To learn more about the hours, eligibility, process, or FAQ, visit [The Spartan Food Pantry Website](#).

EDSE 192B Course Schedule

Session	Meeting Date	Location	Topics	Readings and Assignments	Assignment Due Date	Standards/CLOs
1	Jan 30	On Campus SH 230	<ul style="list-style-type: none"> • Introductions & Expectations • Intellectual & Developmental Disabilities • Autism Spectrum Disorders 	Readings: <ul style="list-style-type: none"> • Syllabus • Hallahan, Pullen, & Kauffman, Chapter 5 • Hallahan, Pullen, & Kauffman Chapter 9 Assignment: <ul style="list-style-type: none"> • Syllabus Survey • Weekly Reading Reflection #1 	Sunday, Feb 05	PLO 1, 8 CLO 1
2	Feb 06	Online	<ul style="list-style-type: none"> • Learning Disabilities • Emotional/Behavioral Disabilities • Disability Justice 	Readings: <ul style="list-style-type: none"> • Hallahan, Pullen, & Kauffman Chapter 6 • Hallahan, Pullen, & Kauffman Chapter 8 • Berne (2015) Assignment: <ul style="list-style-type: none"> • Weekly Reading Reflection #2 	Sunday, Feb 12	PLO 1,8 CLO 3
3	Feb 13	Online	<ul style="list-style-type: none"> • Parents/Families • Physical, Health and Low Incidence Disabilities (Orthopedic Impairment, Traumatic Brain Injury) 	Readings: <ul style="list-style-type: none"> • Hallahan, Pullen, & Kauffman Chapter 4 • Hallahan, Pullen, & Kauffman Chapter 13 • Schilling & Getch (2012) Assignment: <ul style="list-style-type: none"> • Weekly Reading Reflection #3 	Sunday, Feb 19	PLO 1, 6, 8 CLO 2, 4
4	Feb 20	On Campus SH 230	<ul style="list-style-type: none"> • Hearing Impairments • Visual Impairments Padlet Assignment In-Class	Readings: <ul style="list-style-type: none"> • Hallahan, Pullen, & Kauffman Chapter 11 • Hallahan, Pullen, & Kauffman Chapter 12 • Luckner et al. (2012) Assignments: <ul style="list-style-type: none"> • Weekly Reading Reflection #4 • Critical Analysis Paper 	Sunday, Feb 26	PLO 1, 8 CLO 1, 3
5	Feb 27	Online	<ul style="list-style-type: none"> • Current Practices • Justice, Equity, Diversity and Inclusion 	Readings: <ul style="list-style-type: none"> • Hallahan, Pullen, & Kauffman Chapter 2 • Hallahan, Pullen, & Kauffman Chapter 3 Assignments: <ul style="list-style-type: none"> • Final Exam in CANVAS 	Sunday, March 5	PLO 1, 6, 8 CLO 1, 2, 3, 4