

**San José State University**  
**Connie Lurie School of Education Department of Special**  
**Education**  
**EDSE 230A Fall Term 2015**

**Teaching Children with Mild to Moderate Disabilities**

<b>Instructor:</b>	Christopher G. Harris, M. Ed
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<b>Office Hours:</b>	By Appointment only: Thursdays 6:15 – 7:15pm
<b>Class Days/Time:</b>	Thursdays 4:00 – 6:15pm
<b>Classroom:</b>	Sweeney Hall 411
<b>Prerequisites:</b>	Permission of the Dept. Chair

**Course Description**

This course is intended to expand and deepen teacher's recognition and understanding of the range of issues that comprise the majority of those identified with a mild to moderate disability in special education today. Evidence based instructional principles that can ameliorate the obstacles caused by these disorders will be introduced and students will get the opportunity to practice applying them in a simulated setting. .

*Specifically students enrolled in this course will examine:*

- The Brain based etiologies of the six most common disorders at the Mild to Moderate level of special education eligibility
- How each disorder specifically interferes with students' opportunity for learning in school.
- Evidence based instructional principles that have been shown to ameliorate the obstacles to learning these disorders create.
- How to interpret psycho-educational testing so that one can identify specific cognitive and skill deficits and develop focused accommodations, instructional

interventions and/or modification to a) fulfill requirements of the IEP and b) to improve the student's ability to access Core Curriculum in the least restrictive environment.

- “Extra” curricular topics that children with Mild to Moderate disabilities do not intuitively “pick up” but are typically deficient in and are not embedded in core curriculum instruction.

## **Course Goals and Student Learning Objectives**

Students who complete EDSE 230A will demonstrate autonomous competency in recognizing and effectively addressing issues of learning that emanate from Speech and Language impairment, High Functioning Autism, Emotional Disturbance, Other Health Impairments, Specific Learning Disability and Intellectual Disorders as evidenced by

1. the responses on the semester's final exam
2. each student's instructional simulated lesson presentation from a professor prescribed setting.
3. each student's analysis of the symptoms and testing scores depicted in presented case studies as evidenced by the student's selection of specific accommodations, instructional interventions and/or modification that will increase that students access to his grade level curriculum.

## **Required Texts/Readings**

### **Textbook**

No textbook is required for this course.

### **Other Readings**

A list of recommended text will be disseminated during the first class.

## **Classroom Protocol**

Given the immense amount of material we must cover in this course, attendance to no less than 90% of the 14 classes is strongly encouraged. Classes will be two hours in length with weekly assignments posted and that be reviewed. Cell phone and computer use not directly related to the topic at hand is disrespectful and not a behavior you would condone in your class and I don't in mine. The class is a combination of presentation through various mediums and small group work. Active participation in the group work activities is expected of each student.

## **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at](#)

<http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

## **Assignments and Grading Policy**

Numerical grades of 59 – 99 based on individually developed rubrics will be designated to each of the following assignments:

1. Consistency and quality of responses in the discussion forum to journal articles posted each week on Canvas
2. Midterm case analysis in October
3. Presentation of mini-lesson to a simulated M/M classroom.
4. Take Home final in December

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **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 DRC (Disability Resource Center) to establish a record of their disability.

SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

## EDSE 230A Fall Term 2014 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/20	Introduction : What is a “Mild to Moderate Disability”
2	8/27	The Disabilities Part 1: Etiology of Speech and Language Impairments & Autism
3	9/3	The Disabilities Part 2: Etiology of Emotional Disturbance & Other Health Impairments
4	9/10	The Disabilities Part 3: Etiology of Specific Learning Disabilities & Intellectual Deficiency
5	9/17	Neurodevelopmental Variances Part 1: Attention & Memory Attention & Memory
6	9/24	Neurodevelopmental Variances Part 2: Perception and Processing
7	10/1	Neurodevelopment Variances Part 3: The Increasing Complexity and Demand on Language Competency
8	10/8	Neurodevelopmental Variances Part 4: Issues of Executive Function & Learning
9	10/15	Interpreting Psycho-Educational testing for Identifying disability & Instructional purposes <b>Mid-term will appear on line Friday, 10/16</b> <b>Due: 10/22 by 4:00pm</b>
10	10/22	Understanding the Instructional differences between Remediating, Accommodating & Modifying
11	10/29	Principles of Teaching M/M students #1: Creating a Safe, Structured & Effective Classroom
12	11/5	Principles of Teaching M/M students #2. Positive Behavior Teaching
13	11/12	<b>No class</b>
14	11/19	Principles of Teaching M/M students #3: Social Emotional Instruction
15	12/3	Pulling it all Together - a Practice Vignette. <b>Take Home Final exam will appear on- line in Friday, 12/4</b>
16	12/10	<b>Final Exam due via e-mail by 7:00pm.</b>

Topics are subject to modification though students will receive advanced notice via Canvas if it will impact any assignment due.