San José State University
Special Education Department

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

Fall 2020

Course Contact Information

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Office Hours: By appointment

Class Days/Time:
Online/Asynchronous
August 19- December 7

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 Learning 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:

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 Standard

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 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.

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
Free textbooks, readings and videos are available in Canvas; no other text required
Course Assignments

- Assignment
  **Introduction: About Me**
  Due Aug 23 at 11:59pm
  0 points possible.

- Discussion Topic
  **Special Education 1 Discussion Board: Perceptions of Disability**
  Due Aug 30 at 11:59pm
  5 points possible.

- Discussion Topic
  **Special Education 2 Discussion Board: Understanding Learning Disabilities**
  Due Sep 6 at 11:59pm
  5 points possible.

- Assignment
  **Special Education 3: ADHD and Differentiation Assignment**
  Due Sep 13 at 11:59pm
  10 points possible.

- Assignment
  **Special Education 4: IRIS Module: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students**
  Due Sep 20 at 11:59pm
  10 points possible.

- Discussion Topic
  **Special Education 5 Discussion Board: Temple Grandin, FC and Sound and Fury**
  Due Sep 27 at 11:59pm
  5 points possible.

- Assignment
  **Special Education 6: INCLUDE Strategy**
  Due Oct 4 at 11:59pm
  5 points possible.

- Assignment
  **Special Education 7: IRIS Module: The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns**
  Due Oct 11 at 11:59pm
  10 points possible.

- Assignment
  **Special Education 8: Students with Intellectual Disabilities**
  Due Oct 18 at 11:59pm
  5 points possible.

- Discussion Topic
  **Special Education 8: Students with Intellectual Disabilities**
  5 points possible.

- Assignment
  **Special Education 9: Collaboration with the School Nurse**
  Due Oct 25 at 11:59pm
  5 points possible.
• Assignment
  **Special Education 10: Other Health Impaired**  
  **Due** Nov 1 at 11:59pm  
  5 points possible.

• Assignment
  **Special Education 11: Putting it All Together: The IEP**  
  **Due** Nov 8 at 11:59pm  
  5 points possible.

• Assignment
  **Special Education 12: Co-Teaching, Evidence Based Practices and High Leverage Practices**  
  5 points possible.

• Assignment
  **192A Course Final and Signature Assignment**  
  **Due** Dec 6 at 11:59pm  
  10 pts

Assignments: Weekly lessons are accessible through the Canvas Class page.

Reading and Writing Assignments:

In addition to weekly readings, you are required to materials, articles, videos and IRIS Modules. IRIS Modules are research based best practices online course offerings that provide you as the learner with videos resources, links and other information on specific topics. The way the modules are used in my class is that you review the entire module which will consist of 5 components, 1. Challenge, 2. Initial Thoughts, 3. Perspectives and Resources 4. Wrap Up, and 5. Assessment. The format is always the same, however the content will differ. You are only required to answer the questions that are assigned. There is 1 IRIS Modules assigned with questions to respond to and 1 writing assignment.

Discussion Board Assignments:

In an online learning environment, discussion postings often serve as key modes of class participation. As a result, these posts are a great way to demonstrate you have read and thought critically about course readings. Although generally shorter and narrower in focus than a traditional essay, discussion posts should be as coherent and scholarly in tone. Think of these posts as a mini-essay, in which you want to have a single central argument and clear evidence to support that argument. It is important to keep length in mind, limiting the scope of your response, so it will remain clear, focused, and relevant to the topic at hand.
Final Signature Assignment:

Throughout the course, you will receive instruction on how to create and implement instructional and curricular modifications. For the Final Signature Assignment, you will read three case studies and develop UDL based adaptations for the 3 students in the case studies. You will also modify instruction for one student using a Specialized Instructional Strategy for the second part of the Final. These assignments will be posted two weeks before they are due in Canvas. The total points for the Final components are 10 points.

Total Points Possible: 100

Grades:
A+ = 100-97% A = 96-93% A- = 92-90% B+ = 89-87% B = 86-83% B- = 82-80%
C+ = 79-77% C = 76-73% C- = 72-70% D+ = 69-67% D = 66-63% D- = 62-60%
F = 59-0% Unsatisfactory

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. 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)

**Zoom Requirements**

*Please note that this course is asynchronous and therefore we will not meet live in Zoom. I use pre recorded lectures in class, however if there are optional Zoom meetings I will record those interactions. Please read the information below regarding those recordings.*

**Recording Zoom Classes**

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording). Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.
Zoom Classroom Etiquette

Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking. Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.

Avoid video setups where people may be walking behind you, people talking/making noise, etc.

Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.

Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

Use Appropriate Virtual Backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

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/ 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. Students should be aware of the current deadlines and penalties for dropping classes (Late Drop Information). Information about the latest changes and news is available at the Advising Hub.

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 coursework. 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-studymeeting-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](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](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/](http://www.sjsu.edu/gup/syllabusinfo/)