All Learners: An Introduction to Disabilities
EDSE 192B

Fall 2025   Section 81   Fully Online   1 Unit(s)   09/29/2025 to 10/31/2025   Modified 09/29/2025

👤 Contact Information

Email: andrea.neubauer@sjsu.edu

Office Hours email to make an appt.

🕐 Course Information

Course Format: Asynchronous

This course will adopt an asynchronous delivery format. Students will need access to a computer, tablet or device with internet connectivity to access content. Computer labs for student use are available in the Academic Success Center 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. A wide variety of audio-visualequipment 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.

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 and Requisites

Overview of disability incorporating historical, sociocultural, autobiographical and psychological perspectives. Includes the behavioral, developmental and learning characteristics of P-12 students labeled with mild, moderate, and extensive support needs. Introduces information about the 13 disability categories

as specified in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004 and builds on existing law and policy information provided in the previous course (EDSE 192D).

Letter Graded

✳ Classroom Protocols

In this fully online, asynchronous course, teacher candidates are expected to actively engage in all learning activities and maintain professional communication at all times. Weekly modules and assignments must be completed by the specified deadlines outlined in the course syllabus, as timely participation is essential for mastering course content. All communication, whether in discussion boards, emails, or collaborative projects, should reflect professionalism, respect, and constructive collaboration. Candidates are encouraged to reach out to the instructor promptly with any questions or concerns to ensure a clear understanding of course expectations and requirements. Academic integrity is paramount, and all work submitted must be original and properly cited where applicable. Finally, candidates should regularly monitor the course platform for updates and feedback to stay on track throughout the semester.

▤ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- PLO 1 Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- PLO 2 Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- PLO 3 Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- PLO 4 Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- PLO 5 Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

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

PLO 1: Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds [Introduce]

PLO 4: Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection. [Demonstrate]

📊 Course Learning Outcomes (CLOs)

The course learning outcomes (CLOs) for this course will be replaced by specific special education high leverage practice HLP as shown below.

To support development of the PLOs, this course addresses the following CLOs with the Teacher Performance Expectations (TPEs) as mapped to current HLPs across

populations of students with disabilities (Early Childhood Special Education [ECSE], Mild/Moderate

Disabilities [M/M] and Extensive Support Needs [ESN]:

CLO #1: Candidates will collaborate with professionals to increase student success [HLP 1]

ESN 2.3 [Introduce]

ESN 2.12 [Introduce]

CLO #2: Candidates will collaborate with families to support student learning and secure needed services [HLP 3]

U 2.4 [Introduce]

M/M 2.11 [Practice]

MM 6.4 [Introduce]

ESN 2.14 [Introduce]

ECSE 1.8 [Introduce]

CLO # 3: Candidates will use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs [HLP 4]

U 3.2 [Introduce]/M/M 3.2[Introduce]/ESN 3.4 [Introduce]

MM 2.2/ESN 2.6 [Introduce/Practice/Assess]

MM 2.3 [Introduce/Practice]

MM 2.6 [Introduce]

MM2.11/2.14ESN [Introduce/Practice/Assess]

ESN 1.3 [Introduce]

ESN 3.4 [Introduce]

MM3.3/ESN 3.5 [Practice/Assess]

MM 4.5/ESN 4.6 [Introduce/Practice/Assess]

MM6.6/ESN 6.7 [Practice]

ECSE 4.1 [Introduce]

ECSE 4.6 [Introduce]

CLO #4: Candidates will establish a consistent, organized and respectful learning environment [HLP7]

U 1.3 [Practice]

ECSE 2.5 [Introduce]

ECSE 6.18 [Introduce]

📘 Course Materials

Gargiulo, R.M., & Bouck, E.C. (2020). Special Education in

Contemporary Society. 7th Edition. SAGE.

Student Companion Resource Website: https://edge.sagepub.com/gargiulo7e

Optional (Further Readings) Selected From Textbook

(posted to Canvas as PDF)

Luckner, J., Slike, S., & Johnson, H. (2012). Helping students who are deaf or hard of hearing

succeed. Teaching Exceptional Children, 44(4), 58–67.

Bruce, S.M. (2004). Visual Impairment Across the Life Span Encyclopedia of applied developmental Science . SAGE Publications, 1126-1130.

Schilling, E. J., & Getch, Y. Q. (2012). Getting My Bearings, Returning to School: Issues Facing Adolescents With Traumatic Brain Injury. Teaching exceptional children, 45 (1), 54-63. (http://journals.sagepub.com/stoken/default+domain/zIxBRMSdQptmwXmzg6CV/full)

University Resources

Writing Support

Please make use of the writing support available through the university. Resources available on campus include:

1. [Lurie Tutoring and Academic Support (https://www.sjsu.edu/luriessc/student-resources/tutoring.php)](https://www.sjsu.edu/luriessc/student-resources/tutoring.php)
2. [SJSU Writing Center (https://www.sjsu.edu/writingcenter/)](https://www.sjsu.edu/writingcenter/)
3. [Peer Connections (https://www.sjsu.edu/peerconnections/index.php)](https://www.sjsu.edu/peerconnections/index.php)
4. [Lurie Student Success Center (https://www.sjsu.edu/luriessc/)](https://www.sjsu.edu/luriessc/)

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.

Course Requirements and Assignments

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, and 6 hours 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.

A) Reading Quizzes (4 @10 points each=40 points)

It is essential that you develop a foundational understanding of special education disability perspectives, characteristics of P–12 students with varying support needs, the 13 IDEIA (2004) disability categories, and related law and policy. For each module, you will be asked to complete an online reading quiz.

B) Assignment Weekly Reading Discussions (5 @10 points each=50 points)

Students will be assigned weekly discussion prompts from the readings. Students are required to respond to the prompt and comment on the postings of two classmates.

C) An exam that covers the 13 disability categories and information from readings and course activities.(1 @ 50 points)

✔ Grading Information

Assignment	Total Points	Percent of Grade	CLOs/PLOs
Weekly Discussions	50 Points	36%	PLO 1, 4 CLO 1, 3, 4 (MM2.6)
Weekly Quizzes	40 Points	28%	PLO 1, 4 CLO 3 (U3.2, MM3.2, ESN 3.4, 3.5)
Final Exam	50 Points	36%	PLO 1, 4 CLO 1, 2, 3, 4 (U6.4)
Totals	140 Points	100%	

Breakdown

Grade	Grade	Grade
A+ 140−137	A 136−131	A- 130−125
B+ 124−122	B 121−118	B- 117−113
C+ 112−108	C 107−104	C- 103−97
D 96−95		
F 94 or below		(

Criteria

Determination of Grades

In order to qualify for a credential, candidates must maintain an average GPA of 3.0 or above. Earning a B-

or below will result in a warning letter from the department. Students with multiple B- (or lower) grades will

be submitted for review by the Student Review Committee to develop an Improvement Plan to ensure their

preparation is satisfactory for the remainder of the program.

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework. Therefore, submission portals for assignments will close two weeks after the submission deadline. Students will need to request permission to submit an assignment more than two weeks late.

At the same time, it is important to practice grace. If you know that you will not be able to turn an assignment in on time, you will be given a reprieve if you contact the instructor 48 hours in advance, and commit to a new date. If you do not contact the instructor 48 hours in advance, grades will automatically have a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days Late	Deductions	Notes
1 – 6 days	10%	No need to contact instructor; deduction automatically applied
7 – 13 days	20%	No need to contact instructor; deduction automatically applied
14 – 20 days	30%	Must contact instructor
21+ days	40%	Must contact instructor
More than 21 days	Instructor discretion	May result in no credit

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Session (Optional)	Date (Mon–Sun)	Topics	Readings & Assignments	Standa... / CLOs...
1	Sept. 29 – Oct. 5	Intellectual DisabilitiesAutism Spectrum Disorder	**Readings:** Gargiulo & Bouck Ch. 6, Ch. 10 **Due:** Discussion #1, Weekly Quiz 1	PLO 1, ... CLO 1 ESN2.3
2	Oct. 6 – Oct. 12	Learning DisabilitiesEmotional/Behavioral Disabilities	**Readings:** Gargiulo & Bouck Ch. 7, Ch. 9 **Due:** Discussion #2, Weekly Quiz 2	PLO 1,4... CLO 3
3	Oct. 13 – Oct. 19	Physical, Health, Medical, TBI and Low Incidence DisabilitiesReview Paper Assignment & Online Instructions	**Readings:** Gargiulo & Bouck Ch. 14 TBI Guide (https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tbi-memoryguide.pdf) Parents Club OHI (https://www.parentcenterhub.org/ohi/) **Due:** Discussion #3, Weekly Quiz 3	PLO 1, ... CLO 2, ... 3, CLO 4 MM 2.3... 4.5 ESN1.3... 2.14, ESN 4.6... ECSE 4...

Session (Optional)	Date (Mon–Sun)	Topics	Readings & Assignments	Standa... / CLOs
4	Oct. 20 – Oct. 26	Deaf/Hard of Hearing/Visual Impairment	**Readings:** Gargiulo & Bouck Ch. 12, Ch. 13 **Online Modules** [Inclusive Classrooms: Creating Inclusive Environments for your Deaf Students (https://deafchildren.org/inclusive-classrooms/)](https://deafchildren.org/inclusive-classrooms/) [IRIS Module Serving Students with Visual Impairments (https://iris.peabody.vanderbilt.edu/module/v03-focusplay/)](https://iris.peabody.vanderbilt.edu/module/v03-focusplay/) **Due:** Discussion #4, Weekly Quiz 4, IRIS Module Assessment	PLO 1, CLO 1, 4 MM6.4 ECSE 2 6.18
5	Oct. 27 – Oct. 31	Policies, Practices, Programs	**Readings:** Gargiulo & Bouck Ch. 2 **Due:** Discussion #5, **Final Exam (Due Oct. 31)**	PLO 1, CLO 1, 4 ESN 2.