All Learners: An Introduction to Disabilities
EDSE 192B

Fall 2025   Section 80   Fully Online   1 Unit(s)   09/29/2025 to 10/31/2025   Modified 09/23/2025

👤 Contact Information

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Office Hours: By Appointment

Class Days / Times: Asynchronous

🕐 Course Information

This course will be delivered in an asynchronous online 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 (https://www.sjsu.edu/it/) 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-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.

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 (https://www.sjsu.edu/cfeti/).

🖥 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.

◎ Course Goals

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

📶 Course Learning Outcomes (CLOs)

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

Textbook

Gargiulo, R.M., & Bouck, E.C. (2017). Special Education in Contemporary Society. 7th Edition. SAGE.

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

📝 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 (typically 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.

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 peers.

Weekly Quizzes (5 @ 10 points each = 50 points)

It is essential to build a foundational understanding of special education policy and law, including the historical and social contexts in which these policies developed as well as the contemporary issues shaping the field. To support this learning, complete a short online quiz each week.

Individual Paper on Disability Category (50 points)

Each student will compose a 2-page (double-spaced, Times New Roman) typed paper with references to our textbook and Canvas readings on one of the 13 disability categories. Paper should include:

1. Formal definition for identification with that disability category.

2. Description of key service providers that may be involved in the planning and instructional processes for that disability category and information about who they are and what they do.

3. Description of instructional supports, strategies, and/or assessments for teachers and/or families to support a child who is identified with this disability category.

Online Final Quiz (50 points)

A comprehensive exam that covers the 13 disability categories and information from readings and course activities over the semester.

✔ Grading Information

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

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.

Grade Breakdown

Assignment	Total Points	% (percent) of Grade
Quizzes	50 points (5 x 10 pt.)	25%
Discussions	50 points (5 x 10 pt.)	25%
Individual Paper	50 points (1 x 50 pt.)	25%
Final Exam	50 points (1 x 50 pt.)	25%

TOTALS	200 points	100%

Late Policy

The Department of Special Education emphasizes professional preparation for the responsibilities of a special education teacher, where strict adherence to deadlines is essential. For example, missing an IEP meeting deadline can carry legal consequences. As part of developing these professional skills, assignment submission portals will remain open for two weeks after the posted due date. Submissions beyond this period require prior instructor approval. At the same time, the department recognizes the importance of flexibility. Students who anticipate difficulty meeting a deadline may request an extension if they contact the instructor at least 48 hours in advance and agree to a revised submission date.

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/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)](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

Week	Date Range	Topics	Readings and Assignments	Standards/CLOs
1	9/29 - 10/5	• Intellectual Disabilities • Autism Spectrum Disorder	Readings: Gargiulo & Bouck Chapter 6 Gargiulo & Bouck Chapter 10 Due: Discussion #1 Quiz #1	PLO 1, 4 CLO 1 ESN 2.3

2	10/6 - 10/12	• Learning Disabilities • Emotional/Behavioral Disabilities	Readings: Gargiulo & Bouck Chapter 7 Gargiulo & Bouck Chapter 9 Due: Discussion #2 Quiz #2	PLO 1, 4 CLO 3
3	10/13 - 10/19	• Physical, Health, Medical, TBI and Low Incidence Disabilities	Readings: Gargiulo & Bouck Chapter 14 Due: Discussion #3 Quiz #3	PLO 1, 4 CLO 2, 3, 4 MM 2.3, 4.5 ESN 1.3, 2.14, 4.6 ECSE 4.6
4	10/20 - 10/25	IRIS MODULE HEARING/VISION • Hearing Impairments • Visual Impairments	Readings: Gargiulo & Bouck Chapter 12 Gargiulo & Bouck Chapter 13 Due: Discussion #4 Quiz #4 Individual Paper	PLO 1, 4 CLO 1, 3 ECSE 4.1, 4.6
5	10/26 - 10/30	Policies, Practices, Programs	Readings: Gargiulo & Bouck Chapter 2 Due: Discussion #5 Quiz #5	PLO 1, 4 CLO 1, 2, 3, 4 MM 6.4 ECSE 2.5, 6.18

FINAL	10/31	Final Exam Quiz		PLO 1, 4
	(Final Quiz closes by 11:59PM)			CLO 1, 2, 3, 4
				ESN 2.12