

Inclusive Strategies for Educating Students with Disabilities

EDSE 192C

Fall 2026 Section 80 Fully Online 1 Unit(s) 11/04/2026 to 12/07/2026 Modified 09/07/2026

Contact Information

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Office Hours:	By Appointment
Class Days/Time:	Fully online Asynchronous 11/4-12/7 1 unit.

Course Information

Course Format

Asynchronous Online

This course will be delivered in an asynchronous format. Students will need access to a computer, tablet, or device with internet connectivity to engage with course 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 or college. Computers are also available for loan through 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. Available 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.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description and Requisites

Designed to familiarize students with evidenced-based and high-leverage practices for meeting the academic, behavioral, and social emotional needs of students with disabilities in inclusive settings.

Grading: Letter Graded

* Classroom Protocols

This course is technology intensive and run online only. Participants must have access to the internet, have mastered the use of CANVAS, and commit to using and checking their SJSU email regularly for updates.

Participants who are unfamiliar with CANVAS and or unable to access their SJSU email are **STRONGLY ENCOURAGED** to seek assistance from tech support in Clark Hall ASAP .

Classroom Individual and Community Expectations

Students will make efforts to...

1. Submit assignments on time and engage in weekly discussions online.
2. Turn in assignments on time. If you require an extension for an assignment, a written request must be submitted at least 48 hours (2 days) before the due date. Only exceptions include documented emergencies (e.g. illnesses, accidents, family emergencies).
3. Respect your professor and your peers!

- **Guidelines for Collaboration Participation (Adapted 2025)**

- Contribute substantively to the collaboration prompt by addressing all parts of the question or task.
- Support your statements with examples, experiences, or references to readings and resources.
- Engage with your peers' contributions—acknowledge their insights, build on their ideas, and ask clarifying questions when appropriate.
- Use accessible and inclusive language (spell out acronyms, use person-first or identity-first language when appropriate, and avoid ableist or exclusionary terms).
- Demonstrate professional writing—clear, organized, and free of grammatical or structural errors.
- Remember that the goal of the collaboration is to **learn from one another, not to grade one another's work**. Evaluation and feedback are the responsibility of the instructor.
- Reflect the purpose of the collaboration: to develop collective understanding and professional skill through respectful exchange.

Academic Integrity

- a. Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [Academic Integrity Policy S26-10](https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf) (<https://www.sjsu.edu/studentconduct/docs/S26-10%20Academic%20Integrity%20Policy.pdf>) requires you to be honest in all your academic course work, which includes following the course restrictions on AI use and citing any AI use that was used if permitted. Faculty members are required to report all infractions, regardless of severity, to the office of Student Conduct and Ethical Development. Visit the [Student Conduct and Ethical Development](https://www.sjsu.edu/studentconduct/) (<https://www.sjsu.edu/studentconduct/>) website for more information.
- b. SAID form to disclose AI usage [SAID form to disclose AI usage](https://the-said.pages.dev/) (<https://the-said.pages.dev/>)

Course AI Use Policy

Artificial Intelligence (AI) tools such as ChatGPT, Claude, or Bard can be powerful learning partners when used thoughtfully. They can help you brainstorm ideas, check clarity, and deepen your understanding of course topics. However, AI can't create your final submissions or replace the thinking and reflection you must do as you learn to make instructional decisions and grow into your professional voice.

You may use AI to:

- Summarize readings or lectures to support your studying.
- Brainstorm ideas or outline your thinking for assignments.
- Explore multiple perspectives or check the clarity of your writing.

You may not use AI to:

- Write or revise assignments, lesson plans, IEP goals, or reflections for submission.
- Replace your own analysis, professional reasoning, or application of course concepts.
- Create or fabricate citations, data, or references.

Inappropriate or unethical uses of AI include pasting your draft and asking AI to “make it better,” submitting AI-generated rewrites without adapting them, or using AI to “fill in” reflective or analytical sections. In those cases, AI becomes the creator, not a coach, and the final work no longer reflects your learning or professional judgment.

Responsible and Transparent Use

If you use AI to support your learning, include a short note describing how it was used (for example: “AI was used to check clarity and suggest structure. All final analysis and applications are my own.”). This transparency helps maintain academic integrity and builds awareness of how these tools shape our thinking.

AI should support—not substitute—your professional growth. Use it as a guide, not a shortcut, and remember that your unique reasoning, creativity, and commitment to student learning are what matter most.

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

Course Goals

Program Learning Outcomes (PLOs)

This course is designed to address the following departmental **Program Learning Outcomes (PLOs)**:

PLO 2: Critically evaluate pedagogy, curricula, and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities. **[Mastered]**

PLO 3: Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities. **[Mastered]**

Course Learning Outcomes (CLOs)

To support the development of the PLOs, this course addresses the following **Course Learning Outcomes (CLOs)**, which align with the **Council for Exceptional Children's High-Leverage Practices (HLPs)**.

Upon successful completion of this course, candidates will be able to:

Course Learning Outcome (CLO)	HLPs / TPEs
Identify and plan the use of strategies for collaborating with families of students with disabilities.	<i>HLPs 2, 3</i> [U 6.4 (Introduce); U 7.4 (Introduce); ECSE 2.2 (Introduce); M/M 1.1 (Practice); 2.11 (Introduce, Practice, Assess)]
Identify and apply strategies for collaborating with other education professionals, including members of multidisciplinary teams, related service personnel, and general education/co-teachers.	<i>HLP 1</i> [U 7.4 (Introduce); ECSE 6.11 (Introduce); 6.1 (Practice); 6.18 (Introduce); M/M 2.2 (Introduce, Practice); 2.9 (Practice); ESN 4.7 (Introduce)]
Include high-leverage instructional practices in lesson plans crafted for inclusive classrooms.	<i>HLPs 11–22</i> [U 7.4 (Introduce); ECSE 2.1 (Practice); 2.3 (Assess); 2.5 (Assess); 2.6 (Practice); 3.8 (Practice); 7.18 (Introduce); M/M 2.2 (Introduce/Practice); 2.11 (Introduce, Practice, Assess); ESN 2.11 (Introduce); 3.3 (Practice)]
Create short-term and long-term instructional goals.	<i>HLPs 11, 12, 13, 17</i> [M/M 1.1 (Practice)]
Identify data collection techniques to inform instructional and behavioral goals.	<i>HLPs 4, 5, 6</i> [U 7.10 (Introduce); M/M 1.1 (Practice); ECSE 7.24 (Introduce)]
Evaluate data sets to determine the effectiveness of an intervention.	<i>HLPs 4, 5, 6, 20</i> [U 1.8 (Practice); ESN 2.12 (Practice); ESN 7.1 (Introduce); M/M 7.1 (Introduce)]
Identify and apply positive behavioral strategies to a classroom management plan.	<i>HLPs 7, 8</i> [U 2.3 (Practice)]
Identify and apply behavioral strategies to the needs of individual students.	<i>HLPs 9, 10</i>

Course Materials

Required Texts and Readings

Textbook

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. (2017). *High-Leverage Practices for Inclusive Classrooms*. Arlington, VA: Council for Exceptional Children.

View Textbook (PDF) [High Level Practices in Special Education \(https://sjsu.instructure.com/courses/1617766/files?preview=85162479\)](https://sjsu.instructure.com/courses/1617766/files?preview=85162479)

Other Readings

Students will be provided with links and/or citations for additional readings within Canvas.

Technology Requirements and Materials

Students will need access to **Microsoft Office** or **Google Workspace** (Docs, Sheets, Slides) for completing assignments and projects that include word processing and spreadsheets.

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

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 45 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 practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

HLP Quizzes (x3 for a total of 90 points). At the completion of Modules Two, Three, and Four, students will demonstrate their knowledge of specially designed instruction, data collection and analysis, and positive behavior interventions and supports on quizzes that include multiple choice, short answer, and case study responses.

IRIS Module (25 points). This case study from the IRIS Center will guide students through research-based strategies for supporting positive behavior and building inclusive, well-managed classrooms.

Collaboration Preparation for Final (10 points). Students will participate in a collaborative preparation activity to refine collaboration ideas and strengthen peer feedback in advance of the final project.

In place of a final examination, this course will include a final culminating project.

Lesson Plan Annotation Final (30 points). The culminating project for this course is an annotated lesson plan that demonstrates students' ability to plan and apply high-leverage practices in inclusive classrooms that address students' academic, behavioral, and social needs while also planning assessments for measuring student mastery and reflecting on teacher practice.

Summary of Assignments

Assignment	Points	Percentage	Applied Outcomes / CLO / PLO
HLP Quiz 1: Data Collection and Analysis	30	20%	U1.8 (P); U7.4 (I); M/M 1.1 (P); M/M 7.1 (I); ECSE 7.24 (I); ESN 7.1 (I) PLO 2, 3
HLP Quiz 2: Specially Designed Instruction	30	20%	U6.4 (I); U7.4 (I); U7.10 (I); ECSE 2.3 (A); 2.5 (A); 3.8 (P); 7.18 (I); M/M 2.2 (I/P); 2.9 (P); ESN 2.11 (I); 2.12 (P) PLO 2, 3
HLP Quiz 3: Positive Behavior Support Techniques	30	20%	U2.3 (P) PLO 2, 3
IRIS Module	25	16%	U7.10 (I); M/M 1.1 (P); ECSE 7.24 (I) PLO 2, 3
Collaboration Preparation for Final	10	7%	U7.4 (I); ECSE 6.11 (I); M/M 2.2 (I); ESN 4.7 (I) PLO 2, 3
Lesson Plan Annotation Final Project	30	17%	U7.4 (I); U7.10 (I); ECSE 2.1 (P); 2.2 (I); 2.3 (A); 2.5 (A); 2.6 (P); 3.8 (P); 6.11 (I); 7.18 (I); 7.24 (I); M/M 1.1 (P); 2.2 (I/P); 2.11 (I/P/A); 6.1 (P); ESN 2.11 (I); 3.3 (P); 4.7 (I) PLO 2, 3
Total	155	100%	

✓ Grading Information

Breakdown

Grade	Points	Grade	Points	Grade	Points
A	149–155	A–	143–148		
B+	137–142	B	129–136	B–	123–128
C+	117–122	C	109–116	C–	102–108
D	98–101				
F	97 or below				

Criteria

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

Days Late	Deductions	Notes
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) (<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	Dates	Topics, Readings, Assignments, and Deadlines
Introduction and Assessment		
Week 1 – Module 1	Nov 4 – 8	Introduction to the Course and the High-Leverage Practices Students will be introduced to and practice: High-Leverage Practices: HLP 4 – Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs. HLP 5 – Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs. HLP 6 – Use student assessment data, analyze instructional practices, and make necessary adjustments to improve student outcomes. HLP Quiz 1 Due Online by Sunday
Instruction		

Week	Dates	Topics, Readings, Assignments, and Deadlines
Week 2 – Module 2	Nov 9 – 15	Students will be introduced to and practice: High-Leverage Practices: HLP 11 – Identify and prioritize long- and short-term learning goals. HLP 13 – Adapt curriculum tasks and materials for specific learning goals. HLP 14 – Teach cognitive and metacognitive strategies to support learning and independence. HLP 15 – Provide scaffolded supports. HLP 17 – Use flexible grouping. HLP 18 – Use strategies to promote active student engagement. HLP 19 – Use assistive and instructional technologies. HLP 20 – Provide intensive instruction. HLP Quiz 2 Due Online by Sunday
Behavior		
Week 3 – Module 3:	Nov 16 – 22	Students will be introduced to and practice: High-Leverage Practices: HLP 7 – Establish a consistent, organized, and respectful learning environment. HLP 8 – Provide positive and constructive feedback to guide students’ learning and behavior. HLP 9 – Teach social behaviors. HLP 10 – Conduct functional behavioral assessments to develop individual student behavior support plans. Case study - IRIS Center Case Study: Encouraging Appropriate Behavior Due Online by Sunday HLP Quiz 3 Due Online by Sunday
Collaboration		

Week	Dates	Topics, Readings, Assignments, and Deadlines
Week 4 – Module 4:	Nov 23 – 29	Students will be introduced to and practice: High-Leverage Practices: HLP 1 – Collaborate with professionals to increase student success. HLP 2 – Organize and facilitate effective meetings with professionals and families. HLP 3 –Collaborate with families to support student learning and secure needed services. Collaboration Preparation for Final Due Online by Sunday
Final Evaluation		
Week 5	Nov 30 – Dec 7	Lesson Plan Annotation Final Due Online by Monday at 11:59 PM