

# Methods for Emergent Bilinguals with Disabilities

## EDSE 224

Summer 2026 Section 02 Hybrid 3 Unit(s) 06/01/2026 to 07/02/2026 Modified 05/31/2026

### Contact Information

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### Course Information

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**Course Format** :This is a hybrid course that meets twice per week:

- One in-person class every Tuesday from 4:00 to 7:45 p.m. at East Avenue Middle School in Livermore in Room 201.
- One asynchronous class session each week (online, self-paced)

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.

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

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Examines the unique considerations of working with emergent bilinguals with and without disabilities in schools. Teaching applications and a conceptual understanding of the intersections of race, culture, disability, and language will be included and applied to the development of curriculum and delivery of instruction and assessment.

Prerequisite(s): Department consent.

Letter Graded

## \* Classroom Protocols

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In this class, students are expected to adhere to the following norms and expectations:

- **Respect and Professionalism:** Foster an inclusive and supportive environment by treating others with respect and engaging thoughtfully with diverse perspectives.
- **Preparedness and Participation:** Attend class on time, come prepared, and actively engage in discussions, assignments, and group work.
- **Academic Integrity and Technology:** Uphold academic honesty and use technology including AI responsibly for academic purposes during class.
- **Communication and Accountability:** Communicate professionally, stay informed of course updates, meet deadlines, and be open to constructive feedback.

## AI Policy

### Course AI Use Policy

Teacher candidates are encouraged to critically engage with Artificial Intelligence (AI) tools while recognizing their limitations. AI systems are not neutral; they are shaped by the data on which they are trained and can reflect or amplify existing social, cultural, and linguistic biases. Responsible use of AI requires thoughtful evaluation, cross-checking with reliable sources, and a commitment to equity and inclusivity in teaching practice.

### Permitted Uses of AI

In this course, the responsible use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Claude, Bard, etc.) is permitted to support your learning. AI can be a valuable tool for generating ideas, clarifying concepts, and summarizing information. However, it is not a substitute for your own knowledge, analysis, or application of course concepts. As future educators, your work must reflect your professional judgment, your understanding of course content, and your responsiveness to the individualized needs of students.

You may use AI to:

- Summarize readings, lectures, or other course materials as a study support.
- Brainstorm ideas or generate initial outlines to get started on assignments.
- Explore multiple perspectives on a topic to deepen your understanding.
- Check clarity of written communication (grammar, flow, readability).

## Prohibited Uses of AI

You may not use AI to:

- Generate final submissions for written assignments, lesson plans, IEP goals, or case studies.
- Write analytical reflections or apply course content on your behalf.
- Replace your professional judgment in designing instruction or assessing student needs.
- Fabricate citations, references, or data.

## Expectations for Authentic Work

While AI may serve as a resource for generating ideas, frameworks, and examples, it cannot replace the professional judgment, lived experience, and human understanding required to meet the unique needs of your students. All instructional decisions should be grounded in your direct knowledge of students, collaboration with colleagues, and professional expertise. All submitted assignments must demonstrate your personal application of course knowledge, professional skills, and understanding of student diversity and individualized needs. Specific student information, including names, identifying details, or confidential records, should not be submitted to or used with AI tools. Lesson plans, IEP goals, and instructional designs must reflect your professional reasoning and commitment to inclusive practices. If AI is used at any stage, you must substantively adapt, critique, and expand upon its output.

# Program Information

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## **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

This course is designed to support candidates in meeting selected Universal, Mild/Moderate Support Needs, Extensive Support Needs (ESN), and Early Childhood Special Education (ECSE) Teacher Performance Expectations (TPEs).

Emphasis is placed on inclusive instructional practices for Emergent Bilinguals with disabilities, including language development, differentiated planning, culturally responsive assessment, and universal design for learning.

Universal	Mild/Mod	ESN	ESCE
1.4, 1.5	1.6	1.6	1.1
2.1			
3.1	3.5	3.5	3.1
4.1, 4.4	4.5	4.5	4.1
5.8	5.7	5.7	5.6
6.1, 6.3			

## Course Learning Outcomes (CLOs)

- **Differentiate between language acquisition and disability** to appropriately identify and support Emergent Bilinguals with and without disabilities.
- **Plan and adapt standards-based instruction** using evidence-based strategies that address both linguistic and learning needs across disability categories.
- **Apply principles of Universal Design for Learning (UDL)** to create accessible and inclusive lessons that support diverse language proficiencies and cognitive abilities.
- **Demonstrate familiarity with assistive and instructional technologies** and augmentative and alternative communication (AAC) tools to enhance access and communication for students with disabilities.
- **Analyze and respond to the language demands of academic tasks**, selecting appropriate scaffolds and supports for Emergent Bilinguals with disabilities.

- **Engage in reflective practice** by examining personal biases and considering students' cultural, linguistic, and ability-related backgrounds in instructional planning.
- **Collaborate effectively with families** and multidisciplinary teams to support the educational success of multilingual students with disabilities in inclusive settings.

## Course Materials

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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. The Canvas Learning Management System course login website at <http://sjsu.instructure.com>. (<http://sjsu.instructure.com/>) 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](mailto:sjsu.edu)).

## Making Content Comprehensible for Multilingual Learners: The Siop Model

**Author:** Echevarria, Vogt & Short

**Publisher:** Pearson

**Edition:** 6th

**Year:** 2023

**ISBN:** 9780137878857

**Availability:** rent, buy, or access provided download

**Price:** depending on how you to choose to access

The 5th edition is able to be used if the 6th edition is unavailable.

Both editions are widely available online.

## IEPs for ELs and Other Diverse Learners

**Author:** Hoover and Patton

**Publisher:** Corwin Press 2017

**ISBN:** 978-1-5063-2818-8

**Availability:** University Library

**Price:** free

Available for download from University library.

<https://research-ebSCO-com.libaccess.sjlibrary.org/linkprocessor/plink?id=b53b493b-e16c-3b1e-b123-1f563dffc152> (<https://research-ebSCO-com.libaccess.sjlibrary.org/linkprocessor/plink?id=b53b493b-e16c-3b1e-b123-1f563dffc152>)

## Course Requirements and Assignments

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## Time Commitment and Workload Expectations

This is a fast-paced, 5-week summer course delivered in a hybrid format. We will meet in person once per week, and the second class session each week will be asynchronous, with required activities and assignments posted on Canvas. Because of the shortened timeline, we'll move quickly, and it's important to stay on top of readings, class activities, and due dates each week. Active participation in both the in-person and online components is essential for success in this course.

### Assignments

1. Online Modules Readings, Questions, Discussion Prompts, and Activities (5 x 10= 50 points) Candidates will complete five online Modules which can be found in CANVAS under the "Modules" tab. Modules will open on Monday. Candidates should read the Module Overview to find details on readings and assignments. Module assignments are due in CANVAS on Sundays.
2. In class activities. (5 x 10=50 points) Candidates will complete in class activities during each of the face-to-face class sessions. In class activities are directly related to the course readings and topics covered during the session. In class activities are due at the end of the class session. In class activities are designed to support applied learning through real-time discussion, collaboration, and practice. These activities are intended to be completed during scheduled class time and cannot be replicated outside of class. These assignments are not able to be made up when class is missed.
3. Written Paper on Distinction between Language Acquisition and Dis / ability (30 points) Candidates will submit a 3 page, double-spaced paper discussing the similarities and differences between students who are emergent bilinguals, students with learning disabilities, and students who are both emergent bilinguals and students with disabilities. The paper should also discuss steps general education teachers and Education Specialists can take within a Multi-Tiered System of Support to determine whether a student who is an emergent bilingual should be referred for special education and the pros and cons of making the referral. The paper must follow APA format and must be submitted to CANVAS.
4. Lesson Plan and Demonstration (50 points) Candidates will work in partners or groups of three to create a lesson plan in the content area of reading/language arts, math, science, or social studies. Candidates may choose the age level they wish to work with to plan the lesson. The lesson plan will follow the SIOP framework and will include specific SDAIE strategies to support students who are emergent bilinguals and students with disabilities with rationales provided for each area of the lesson.

## ✓ Grading Information

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### Late Policy

All assignments are due on the assigned date at the assigned time and must be submitted through CANVAS.

Emailed or paper copies of assignments cannot be accepted. 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., late IEP meetings can - and do - lead to legal action). It is, therefore, critical that you practice the skills necessary to manage your time as part of your coursework. 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 receive a 10% deduction on the points earned for each week the assignment is turned in late as follows:

Days late	Late deduction
1-6	10%
7-13	20%
14-20	30%
21+ days	40%

All written work must be turned in using Microsoft Office Word or pdf. Other formats will not be accepted. The Microsoft Office Suite is available for free from the university. If you do not have Microsoft Office on your computer, please refer to Information Technology Services (<https://www.sjsu.edu/it/services/applications/office.php>) for information on how to download the software on your device. Assignments turned in using Google Docs, Apple Pages, or any other unique format will be returned and the student will need to resubmit. The above late policy will apply if an assignment is turned in using an alternative format, and ends up requiring resubmission in Microsoft Office or pdf.

All written assignments must meet standards of academic and professional quality. Unless so stated, all written assignments must be typed, paginated, and free of spelling and grammatical errors. You must cite all referenced work using APA guidelines for citation and referencing. Similarly, professional standards dictate that assignments shall not be turned in in multiple parts. Multi-piece assignments must be turned in as one complete document.

## Criteria

Grade	Percentage
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A	94-100%
A-	90-93%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D	63-65%
D-	60-62%
F	0-59%

## University Policies

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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

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Session Date	Topics	Readings	Assignments & Deadlines
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<p>[WEEK 1] Online Module 1 Opens June 1</p>	<ul style="list-style-type: none"> <li>• Who are emergent bilinguals</li> <li>• Stages of Language Acquisition</li> <li>• Family Engagement</li> <li>• Asset-based instruction</li> <li>• PED Dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishing Language Acquisition from Learning Disabilities- Klinger</li> <li>• Bilingualism Deficit or Advantage: Perspective of Latinx Mothers- Cioé- Pena (2020)</li> <li>• The Role of Asset-Based Pedagogy in Promoting Belonging and Ethnic-Racial Identity among Latine Students- Lopez, et al (2025)</li> <li>• Funds of Knowledge</li> </ul>	<p>Online Module 1 due Sunday, June 7 @ 11:59pm</p>
<p>[WEEK 1] In Person June 2</p>	<ul style="list-style-type: none"> <li>• LD vs. Language Acquisition</li> <li>• UDL</li> <li>• Content &amp; Language Objectives</li> <li>• Building Background</li> <li>• Comprehensible Input</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook (Echevarria, Vogt &amp; Short) chapters 1 &amp; 2</li> </ul>	<p>Week 1 In Class Assignment due by the end of class June 2.</p>
<p>[WEEK 2] Online Module 2 Opens June 8</p>	<ul style="list-style-type: none"> <li>• Frameworks for Diverse Learners</li> <li>• IEP Components for ELs</li> <li>• Academic Language in IEPs</li> <li>• Begin working on LD versus Language Acquisition Paper</li> </ul>	<ul style="list-style-type: none"> <li>• From the Ground Up: Providing Support to Emergent Bilinguals to Distinguish Language Difference From Disability- Golloher et al (2018)</li> <li>• Textbook (Hoover &amp; Patton) chapters 1-3</li> </ul>	<p>Online Module 2 due Sunday June 14 @ 11:59pm</p>
<p>[WEEK 2] In Person June 9</p>	<ul style="list-style-type: none"> <li>• Proficiency Levels</li> <li>• SDAIE</li> <li>• Strategies</li> <li>• Interaction</li> </ul>	<ul style="list-style-type: none"> <li>• SIOP Textbook Chapters 4– 6</li> <li>• CA ELD Proficiency Levels Handout</li> </ul>	<p>Week 2 In Class Assignment due by the end of class June 9.</p>

<p>[WEEK 3] Online Module 3 Opens June 15</p>	<ul style="list-style-type: none"> <li>Aligning Objectives to Standards and IEP goals</li> <li>Finalize and Submit LD versus Language Acquisition Paper</li> </ul>	<ul style="list-style-type: none"> <li>CA ELD Standards</li> <li>CCSS</li> </ul>	<ul style="list-style-type: none"> <li>Online Module 3 due Sunday June 21 @ 11:59pm</li> <li>LD versus Language Acquisition Paper due Sunday June 21 @ 11:59pm</li> </ul>
<p>[WEEK 3] In Person June 16</p>	<ul style="list-style-type: none"> <li>Practice &amp; Application</li> <li>Lesson Delivery</li> <li>Review &amp; Assessment</li> <li>Using the Lesson Template- begin work on lesson plan in class</li> </ul>	<p>Read before class: SIOP textbook chapters 7-9</p>	<p>Week 3 In Class Assignment due by the end of class June 16.</p>
<p>[WEEK 4] Online Module 4 Opens June 22</p>	<ul style="list-style-type: none"> <li>Work with partner on lesson plans</li> <li>PLAAFP &amp; Measurable Goals</li> </ul>	<ul style="list-style-type: none"> <li>Hoover &amp; Patton textbook chapters 4 &amp; 5</li> <li>How to Write a Lesson Plan article</li> </ul>	<p>Online Module 4 due June 28 @ 11:59pm</p>
<p>[WEEK 4] In Person June 23</p>	<ul style="list-style-type: none"> <li>Lesson Plan Demonstrations</li> </ul>		<p><b>Lessons Plans and Demonstration due in class June 23</b></p>
<p>[WEEK 5] Online Module 5 Opens June 29</p>	<ul style="list-style-type: none"> <li>Critical Issues: dual language programs for students with IEPs</li> <li>IEP Transition Plans &amp; IEP Meetings</li> </ul>	<ul style="list-style-type: none"> <li>IRIS module</li> <li>Hoover &amp; Patton Textbook chapters 9 &amp; 10</li> </ul>	<p>Online Module 5 due Sunday July 2 @ 11:59pm</p>
<p>[WEEK 5] In Person June 30</p>	<ul style="list-style-type: none"> <li>Analyzing language demands of a lesson</li> <li>Adapting lessons to meet the needs of emergent bilinguals</li> </ul>	<ul style="list-style-type: none"> <li>ELD Standards</li> </ul>	<p>Week 5 In Class Assignment due by the end of class June 30</p>