A blue and orange sign with white text

KIngsborough logo

***EDC 5000: Foundations of Disability and Inclusive Education***

**Semester:** Spring 2025

**Class Time:**

**Location**: Online Synchronous

**Zoom link:** [**Click here**](https://us02web.zoom.us/j/4179598024)

**Professor:** Maureen Greco-Blois

**Email**: maureen.greco-blois@kbcc.cuny.edu

**Office Hours:** Tuesdays and Thursdays 5-6

**Course Description:** The class in an introduction to disability studies with an emphasis on the historical, cultural, and social foundations of inclusive education. **This is a zero textbook cost course.**

**Prerequisite**: EDC 200

**Course Learning Outcome**

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| 1. Develop an understanding of disability as a social and historical category. |
| 1. Learn the history of the disability rights movement and the ongoing struggle of disabled people for inclusion in society. |
| 1. Compare and contrast the medical and social models of disability. |
| 1. Develop an understanding of the legal framework around inclusive education, including the 13 disability categories under IDEA law and their basic characteristics. |
| 1. Engage with issues related to disability classification (e.g., racial disproportionality; linguistic diversity mistaken for speech and language impairments; the link between increased high stakes testing and rising ADHD diagnoses). |
| 1. Develop ideas for working with children with disabilities in some of the major categories (e.g., sensory impairments, learning disabilities, intellectual disability, emotional disturbance, autism spectrum). |

**EDUCATION PROGRAM PROFESSIONAL STANDARDS:**

The Education Program at Kingsborough Community College requires that students maintain professional behavior both in college classes and at school sites. Here is a list of professional behaviors that as a student, you should adhere to as you grow into the role of a teacher. These are part of the assessment for class and internship grades, as well as for successfully progressing through and completing our Education Program. We’ll be discussing these more as the semester progresses but, for now, I just wanted you to be familiar with them. Demonstrating professional and responsible attitudes and behavior includes, but is not limited to the following:

* Understanding roles and their boundaries, including but not limited to appropriate interactions and collaborations in the college setting and in fieldwork settings, with teachers, staff, children & families, community members, both in-person and online, as well as recognizing your growth and progression from being a student, an observer, a student teacher, to becoming a teacher.
* Respecting the dignity and rights of all. You are responsible for ensuring that your conduct is always without prejudice as to religious beliefs, cultural values, race, gender, sexual orientation, physical attributes, age, socio-economic status, ethnicity, or national origin.
* Adapting to the professional requirements of the classroom, including supervision from college instructor and cooperating teacher in field site classrooms/head teacher in worksite classrooms.
* Submitting timely and original work and keeping accurate and honest records. Fulfilling ALL field hours by course deadline to the satisfaction of college instructor/supervisor AND the fieldwork cooperating teacher and school. Being dismissed from the fieldwork setting will result automatically in a failing grade for the course.
* Maintaining professional presentation of self, including but not limited to professional attire, arrival time, using appropriate verbal and on verbal language in both the college and field site classroom.
* Using personal devices/technology appropriately in both the college classroom and the fieldwork classroom (e.g., putting away phone, headphones/earbuds, etc.).
* Keeping cameras on and remaining fully engaged for online, synchronous courses.
* Abiding by the ethical standards from both the National Association for the Education of Young Children (NAEYC) & the New York State Education Department (NYSED).

**SUPPORTING YOUR SUCCESS IN THIS COURSE:**

KBCC is committed to the health and well‐being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

**COUNSELING CENTER** https://www.kbcc.cuny.edu/counselingservices/counselinghealthservices.html, D102, 718‐368‐5975. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more.

**REASONABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

Accommodations work differently in college than they do in high school. To receive accommodations, you’ll need to initiate contact with the college’s office of Access-Ability Services (AAS) in D205 and talk to them about your needs: Tel.: 718-368-5175, Email: aas@kbcc.cuny.edu, Web page: http://kingsborough.edu/access-ability/ Access-Ability Services serves as a liaison and resource to the KCC community regarding disability issues, promotes equal access to all KCC programs and activities, and makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. Your instructor will make the accommodations you need once you provide them with documentation from the Access-Ability office. I am committed to working with all students to support your success in this course. Let’s work together so that I know how best to support you.

**CENTER FOR ACADEMIC WRITING SUCCESS (CAWS)** https://tour.kingsborough.edu/html/FAC\_2019110771036.html Room L219 (718)368-5405. This office offers help developing essential skills in reading, writing and critical thinking skills. They can help you think through your ideas, revise and edit your work.

**PREFERRED GENDER PRONOUN AND NAME:**

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me of your preferred gender pronoun or if you do not have a pronoun or about any other matters related to your gender identity that you would like to share with me.

**PLAGIARISM AND ACADEMIC INTEGRITY STATEMENT:**

Plagiarism is a violation of academic integrity and is defined as the intentional use of another’s intellectual creation(s) without attribution. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. The full plagiarism policy can be found on KBCC’s website: https://www.kbcc.cuny.edu/faculty\_staff/Documents/CUNYAcademicIntegrityPolicy.pdf Any work that is plagiarized need to be redone.

**PROFESSIONAL GUIDELINES:**

We are a community of learners. To build and grow within our community, please make every effort to attend class and be present while doing so. In other words, while in class, respectfully take time to hear what your classmates are saying and contribute to conversations as much as possible. Also, please keep your phones silent and resist the urge to check them often. We have a lot to learn from each other and will do so collectively if we each make the effort to make the most of our time together. Cameras must remain on for the entirety of the class to earn participation credit.

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| **Week** | **Topic** | **Readings/Assignments** |
| **Module 1: The struggle for inclusion and disability rights** | | |
| 1 | Course introduction/Syllabus review  Personal experiences  Disability Studies Overview  Definitions/Terminology  Intro to Disability Rights Movement History | Watch:  [Crip Camp documentary](https://youtu.be/OFS8SpwioZ4?si=ASe1CrWXvhMih9w9)  Read:  [Crip Camp - The disability community has a lot to teach a world in crisis](https://www.vox.com/culture/2020/3/25/21192859/crip-camp-netflix-streaming-interview) |
| 2 | The fight for inclusive education  The Civil Rights Movement and desegregating schools  Intersectionality (e.g., Black Panthers and Disability Rights struggle; Black Disabled Lives Matter protests) | Read:  [Creating Inclusive and Accessible Learning](https://pressbooks.library.virginia.edu/accessiblelearning/)  Watch:  [Brown v. Board of Ed](https://youtu.be/NBlqcAEv4nk?si=Csz2LwgEathcR39Y)  Watch:  [Black Disabled Lives Matter](https://www.youtube.com/watch?v=q5hWP5-UpM0) |
| 3 | Disability Rights Struggles continued  ADA & IDEA  Least Restrictive Environment | Read:  [“What the Americans with Disabilities Act (ADA) means to me”](https://www.nytimes.com/2020/07/20/us/judy-heumann-alice-wong-haben-girma-disability-activists.html)  Watch:  [Including Samuel clip](https://youtu.be/Xfg1pswiOgM?si=t4QY-SbAnvSh1Vhv) |
| **Module 2: Disability models, ableism, and media representation** | | |
| 4 | Social and Medical Models of Disability  Vygotsky and the social model  Primary and secondary effects of disability  Universal Design for Learning | Read:  [Models of Disability](https://pressbooks.library.virginia.edu/accessiblelearning/chapter/models-of-disability/)  Watch: [Vygotsky](https://youtu.be/8I2hrSRbmHE?si=UbkTwtUqImEP6YwM) |
| 5 | Sensory Impairments: Primary and secondary effects | Watch:  [Helen Keller](https://www.cultureunplugged.com/play/2920/The-Real-Helen-Keller)  Read:  [Early Interactions with Children Who Are Deaf-Blind](https://www.nationaldb.org/info-center/early-interactions-factsheet/) |
| 6 | Intellectual Disability: A growing movement for inclusion  Melissa Riggio program, higher education inclusion, and employment transitions | Watch: “Intelligent Lives”  Read:  [Adults with Intellectual Disabilities](https://cuny-kb.primo.exlibrisgroup.com/permalink/01CUNY_KB/19qq0el/cdi_unpaywall_primary_10_1111_jar_12275) |
| 7 | Ableism: Bias, self-awareness, advocacy, and micro aggression | Watch:  [“Being Heumann”](https://youtu.be/ABFpTRlJUuc?si=rCKYHu08Yw9NIxLi)  Read:  [“What is ableism, and what is its impact?”](https://www.medicalnewstoday.com/articles/ableism) |
| 8 | The media portrayal of disability  Growing representation, but accurate? | Watch:  [Margot Cole](https://youtu.be/37zAqRdCXTU?si=PuHz_RbI68XYqeZK)  **Disability Interview due** |
| **Module 3: Common disabilities and IEP meetings** | | |
| 9 | Learning Disability | Read:Chapter 2  [Learning Disabilities](https://cuny-kb.primo.exlibrisgroup.com/permalink/01CUNY_KB/9nmabe/alma9994280902606129)    Watch: [F.A.T City](https://www.youtube.com/watch?v=Q3UNdbxk3xs) |
| 10 | Autism Spectrum  Assistive Communication Devices  Early Intervention | Watch:  [Temple Grandin](https://www.ted.com/talks/temple_grandin_the_world_needs_all_kinds_of_minds?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)  **Media & Entertainment Disability Film Analysis Due** |
| 11 | Emotional Disability (Emotional Disturbance)  Introduction to IEPs and IEP meetings  Special Education Services | Read:  [SPECIAL EDUCATION STANDARD OPERATING PROCEDURES MANUAL](https://infohub.nyced.org/docs/default-source/default-document-library/specialeducationstandardoperatingproceduresmanualmarch.pdf)  [Risk of Rewards](https://www.alfiekohn.org/article/risks-rewards/) |
| 12 | Presentations |  |
| 13 | Final Exam (Presentations) |  |

**Assignment Descriptions:**

**Disability Interview**: To learn more about the lived experiences and perspectives of people with disabilities, students will have the opportunity to conduct an interview with either: someone they know who has a disability; a parent who has a child with a disability; or someone who works with children with a disability. I will provide guidelines for asking permission for the interview, along with suggestions for appropriate interview questions through Brightspace. After the interview, you will submit a transcript of your interview questions and the interviewee’s responses, along with a three-paragraph reflection on what you learned from the interview. A rubric will be provided.

**Media & Entertainment Disability Film Analysis**: Students will create a written draft and PowerPoint presentation that analyzes the depiction and portrayal of people with disabilities in a film. To do so, they will choose a disability to focus on and choose a film and particular short clips from a film featuring a person with a disability. Student will discuss why they were drawn to this film. Next, they will report whether actors with disabilities were employed in the acting or making of the film, whether the depiction seemed realistic, and whether it helps to educated or mislead the public about the nature of disability. Finally, students will write some tips regarding how teachers can best help a student with this disability in a classroom setting. A rubric will be provided that summarizes these

expectations.

**Fieldwork**: Students will complete one hour of fieldwork each week. Fieldwork assignments will be assigned and will correspond to the topic being covered each week.

**Grading:**

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| --- | --- |
|  | **Percentage of Grade** |
| Class Participation | 20% |
| Homework Assignments/group assignments/quizzes | 20% |
| Disability Interview and Written Reflection: | 20% |
| Fieldwork Assignments | 20% |
| Final Exam | 20% |

**Calculating your grade**

A+= 97-100

A = 93-96

A - = 90-92

B+= 87-89

B = 83-86

B - = 80-82

C+=77-79

C = 73-76

C - = 70-72

D+= 67-69

D = 63-66

D - = 60-62

F = below 60

**Let’s have a great semester!**

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