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# All Learners: An Introduction to Disabilities

## Section 80

### 192

Fall 2024 1 Unit(s) 09/25/2024 to 10/23/2024 Modified 08/18/2024

## Contact Information

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Instructor: Eva Stephens

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Office hours: Virtual by appointment

## Course Information

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This course will adopt a virtual delivery format. Students will need access to a computer, tablet or device with internet connectivity to access content. Students are expected to complete the lecture and reading activities in face-to-face and “online weeks” to be ready to engage in active activities in class. 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-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.

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

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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

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Students will make efforts to...

1. Be on time to class. If you arrive late or need to miss class, it is your responsibility to "ask 3 before me" and check with peers about what you missed before directing questions to the professor.
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 eā



- **4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
  - **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.
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CLO # 3: Candidates will use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs [HLP 4]

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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.

**#1 (4 @10 =50 )**

It is essential that you develop a foundational understanding of special education policy and law, including developing an understanding of the context in which these policies emerged and current issues influencing the field. Each week, you will be asked to complete an online quiz.

**#2 / (10 )**

This IRIS Module provides a comprehensive overview of Hearing and Vision. After you complete the vision module, you will answer the assessment questions at the end of the module, submitting your responses on Canvas. Please review the information on impairments.

**#3 (50 )**

A [Padlet](#) is a web-based resource that compiles existing articles, documents and media.

Please explore this padlet, [K. Breslow's Padlet](#), select two resources that you feel would be useful to parents/families. Please write a short description of the resource and how it is useful to parents and families.

**#4 (50 )**

Of the 13 disability categories, select 5. Describe the category, and briefly discuss the potential educational impact.

**#5 (50 )**

You will be asked to list all 13 disability categories and match to their definitions in IDEA.

## ✓ Grading Information

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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	134 or below
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*\*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.*

## Breakdown




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1	09/25/24	<p>Introductions/Expectations</p> <p>Intellectual Disabilities</p> <p>Autism Spectrum Disorder</p>	<p>Readings:</p> <p>Gargiulo &amp; Bouck Chapter 6</p> <p>Gargiulo &amp; Bouck Chapter 10</p> <p><b>9/29: 1</b></p>	<p>PLO 1, 4</p> <p>CLO 1</p> <p>ESN2.3</p>
2	Week of 09/29/24	<p>Learning Disabilities</p> <p>Emotional/Behavioral Disabilities</p>	<p>Readings:</p> <p>Gargiulo &amp; Bouck Chapter 7</p> <p>Gargiulo &amp; Bouck Chapter 9</p> <p><b>10/06: 2</b></p>	<p>PLO 1,4</p> <p>CLO 3</p>
3	Week of 10/06/24	<p>Physical, Health, Medical, TBI and Low Incidence Disabilities</p>	<p>Readings</p> <p>Gargiulo &amp; Bouck Chapter 14</p> <p>Westling &amp; Fox Ch. 14 (2009)</p> <p><a href="#">TBI Guide</a></p> <p><b>10/13: 3,</b></p>	<p>PLO 1, 4</p> <p>CLO 2, CLO 3, CLO 4</p> <p>MM 2.3, 4.5</p> <p>ESN1.3, 2.14, ESN 4.6</p> <p>ECSE 4.6</p>
4	Week of 10/13/24	<p>IRIS MODULE HEARING/VISION</p> <p>Hearing Impairments</p> <p>Visual Impairments</p>	<p>Reading:</p> <p>Gargiulo &amp; Bouck Chapter 12</p> <p>Gargiulo &amp; Bouck Chapter 13</p> <p><b>10/20:</b></p>	<p>PLO 1, 4</p> <p>SLO 1, 3</p> <p>ECSE 4.1, 4.6</p>



5	Week of	ffff		
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