👤 Contact Information

Instructor: Eva Stephens

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Office hours: Virtual by appointment

🕐 Course Information

Course Format: Online

This course will adopt an online delivery format. Students will need access to a computer or tablet device with internet connectivity. Students are expected to complete the reading activities and engage in online learning activities.

Computer labs for student use are available in theu te te ê

This course introduces special education policy and laws, situating these policies in the historical context in which they developed while highlighting the rights of all students as outlined in federal policy.

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Course may be repeated for up to 2 units.

Letter Graded

Asynchronous

Course Description and Requisites

Introduces special education policy and laws, situating these policies in the historical context in which they developed while highlighting the rights of all students as outlined in federal policy.

Course may be repeated for up to 2 units.

Letter Graded

B.

- Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- Apply knowledge of the py knowahowahowanowanowav ths

📘 Course Materials

Gargiulo, R. M., Bouck, & E. C. (2017). *Special Education in Contemporary Society* (6th ed.). Los Angeles: SAGE.

57-143, 144-227, 289-352.
http://students.aiu.edu/submissions/profiles/resources/onlineBook/i9w6i9_Special%20Education%20in%20Contemporary%20Society.pdf

Bicehouse, V., & Faieta, J. (2017). IDEA at age forty: Weathering Common Core standards and data driven decision making. *Contemporary Issues in Education Research, 10,* 33-44. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1126838.pdf

Lo, L. (2012). Demystifying the IEP process for dive
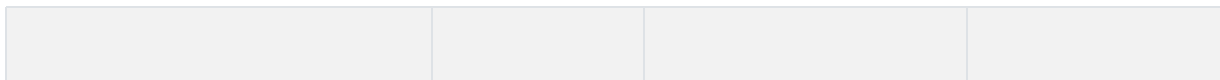
Quizzes	40	25%	PLO 4 CLO 1-5
Online Discussions	30	19%	PLO 4 CLO 1, 2, 4, 5
IRIS Module	25	16%	CLO 1, 2, 3, 5
Mandated Reporter	15	9%	CLO 6
Mock IEP	50	31%	PLO 4 CLO 1-5

🏛 University Policies

Per University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

Week	Date	Topics & Readings	Assignments Due	
1	Aug 21	- Course introduction - History of special education in the US: People, contexts, and perspectives - Dis/Ability rightsn the US: heassn		

2	Aug 28	- History of special education policy, up to and including IDEA (2004) - Six major principles of IDEA - Section 504, IDEA, and ADA: Policies impacting students with disabilities in today's schools - Gargiulo & Bouck (2017), Ch 2 - Mid-Atlantic ADA Center (n.d.)		
3	Sept 4	The Individualized Education Program (IEP): Working with the multi-disciplinary team (MDT), including the student, their family, and other professionals to individualize a student's education based on their strengrtb#		