Stanford University
Graduate School of Education

Course Syllabus
EDUC 285: Developmental Foundations, Dis/ability, Access, & Inclusion

Winter 2021

Instructor

Chris Lemons, Ph.D.
485 Lausen Mall | EDUC 319
Phone: 615.322.8728
Email: chris.lemons@stanford.edu
Office Hours: By appointment.

Class Schedule and Canvas Link

Meeting Schedule:

Classes meet 3:00pm-4:45pm
Alternating Wednesdays, Jan 13th through Mar 10th.

Canvas Link: https://canvas.stanford.edu/courses/126787

General Description

The purposes of this course are to increase STEP candidates’ knowledge related to (a) evidence-based practices for providing high-quality, inclusive instruction for students with disabilities, and (b) successfully co-teaching and collaborating with special education teachers.

(Note, for 2020-2021, this course will be taught across the academic year. Additional information for later quarters will be provided at the beginning of each quarter.)

Required Text

Bryant, D.P., Bryant, B.R., & Smith, D.D. (2020). Teaching Students with Special Needs in Inclusive Classrooms (2nd ed.). Sage Publications, Inc. [Purchase Interactive eTextbook here.] Please select the ‘LIFETIME’ option because we will be using the book through the end of the spring quarter.

Note. I encourage you to purchase the interactive eTextbook (eText ISBN: 9781544365008, 1544365004) as it includes many high-quality videos we will watch across the academic year. Additionally, the eTextbook allows you to have the text read aloud, and it includes features such as highlighting, annotation, etc. If you prefer a
paper version of the text, I encourage you to purchase the bundled option (ISBN: 9781544378237) which provides eTextbook access plus a paper copy of the text. [You can purchase the bundle here.]

**Additional Readings and Resources**

These will be posted on Canvas.

**Students with Documented Disabilities**

Students who may need academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: [http://studentaffairs.stanford.edu/oae](http://studentaffairs.stanford.edu/oae))

**Grading**

For the winter quarter you will complete three assignments that will contribute to 30% of your final grade. The final grade for this course will be assigned at the end of the spring 2021 quarter. Late assignments must be communicated in advance and require a valid reason. Active class participation is key in this class and will account for 10% of the final grade. Students are expected to attend all class meetings. A student who misses more than 30% of the class meetings will not receive credit for the course. Additional detail on assignments in later quarters will be provided.

**Course Procedures**

This five-session course extends on the ground work started in Summer and Fall 2020. There will be a synchronous learning component via Zoom in which we will discuss and actively engage with the materials assigned. Some asynchronous learning activities (readings, short videos, and tasks) need to be completed in preparation for the next Zoom meeting. The goal is to have dynamic online meetings where we actively work with the materials through exercises and discussion. It is therefore key that students prepare the readings before class and attend every class meeting. Contact me prior to class if you cannot attend or will be late. If you are absent, you are responsible for collecting in-class assignment materials for the day you missed. In addition, you will need to contact the instructor for further directions on meeting course requirements for material missed.

**Course Requirements**

For the winter quarter, your assignments will be three differentiated lessons plans (i.e., reading, writing, math) and a reflection for each implemented lesson. Each lesson plan plus reflection will be worth 10% of your course grade (i.e., 10% each = 30% of final grade). Due dates: Lesson 1 – 2/8; Lesson 2 – 3/1; Lesson 3 – 3/22. Additional detail on the assignments will be provided.
The STRIP

This formative assessment allows me to collect information from you at the end of each class period regarding your understanding of covered content and your enjoyment of class. After each class, you will complete a quick survey to indicate your understanding and enjoyment of the class session, on a scale between 1 (low) and 5 (high). Additionally, I encourage you to provide anonymous feedback. I will calculate averages for each class and share this with you.

Schedule of Topics

Winter

Class 11: Wed, Jan 13th

- Topic: Universal Design for Learning
- Readings:
  - Textbook, Ch. 8
  - Articles from understood.org
  - Optional: Accommodations and modifications handout (PACER center) or understood.org

Class 12: Wed, Jan 27th

- Topic: Teaching Reading
- Readings:
  - Textbook, Ch. 11
  - Additional Readings TBD

Class 13: Wed, Feb 10th

- Topic: Teaching Writing; Procedural Safeguards and Initiating Referral
- Readings:
  - Textbook, Ch. 12
  - Additional Readings TBD

Class 14: Wed, Feb 24th

- Topic: Teaching Mathematics
- Readings:
  - Textbook, Ch. 13
  - Additional Readings TBD
Class 15: Wed, Mar 10th

- Topic: Promoting Positive Behavior and Facilitating Social Skills; Section 504
- Readings:
  - Textbook, Ch. 10
  - Additional Readings TBD

*Topic Schedule for Spring TBD.*