

**Stanford University
Graduate School of Education**

Course Syllabus

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

2022-2023 Academic Year

Instructors

Lakshmi Balasubramanian, Ph.D. | blakshmi@stanford.edu | 510.304.0815
Renee Starowicz, Ph.D. | starowi@stanford.edu | 315.345.2723
Chris Lemons, Ph.D. | chris.lemons@stanford.edu | 650.725.2276

Office Hours: Immediately following class and by appointment.
450 Jane Stanford Way | Wallenberg Hall, Room 431 |

Class Schedule and Location

Class Location:

San Miguel Elementary School
777 San Miguel Ave,
Sunnyvale, CA 94085

Meeting Schedule:

July 6, 2:30-5:30pm;
July 13, 2:30-5:30pm;
July 20, 3-5:30pm;
July 27, 2:30-5:30pm;
August 3, 2:30-5:30pm; *note location change, CERAS, 2nd Floor

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.

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. We 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, we 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/oea>)

Assignments and Grading

This course runs through the entire academic year. We have provided the assignment schedule for the entire year. We will give more specific information related to the assignment due this quarter during our first class meeting.

Assignments, due dates, and contribution to final course grade are below. Late assignments must be due to a valid reason and the arrangement for completion must be made with an instructor in advance of the original due date. Active class participation is key in this class and

will account for a portion of the final grade. Students are expected to attend all class meetings. Additional detail on assignments will be provided in class.

<u>Assignment</u>	<u>Due Date</u>	<u>Percentage of Final Grade</u>
Initial Reflection	Summer Class 3	5%
Family Partnerships Activity	End of Fall Quarter	20%
IEP Activity	Winter Class 5	20%
ADAPT Lesson 1	Mid-Fall Quarter	10%
ADAPT Lesson 2	Winter Class 5	15%
ADAPT Lesson 3	Spring Class 5	20%
Final Reflection	End of Spring Quarter	5%
Participation	On-going	5%

Course Procedures

This course will be taught across the academic year with sessions held in Summer, Fall, Winter, and Spring quarters. There will be an in-person learning component 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 in-person meeting. The goal is to have dynamic 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 an instructor *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 an instructor for further directions on meeting course requirements for material missed.

The STRIP

This formative assessment allows us 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, we encourage you to provide anonymous feedback. We will calculate averages for each class and share this with you.

Schedule of Topics

Summer

- Class 1: What makes Special Education special? Role as general education teacher. How do we build inclusive practices?
 - Readings:
 - Textbook, Chapter 1
 - Zigmond, N., & Kloo, A. (2011). General and special education are (and should be) different. *Handbook of special education*, 160-172.
 - Resources:
 - [OSEP Impact Panel talk](#) [If you are short on time, jump to student presentation at about 29 min.]
- Class 2: Overview of Multi-Tiered System of Supports (MTSS)/ Response to Intervention (RTI) ; Universal Design for Learning (UDL) as Tier 1
 - Assignment: Initial Reflection due next class
- Class 3: How to design, deliver differentiated instruction; Explicit instruction; PBIS
Assignment : Initial Reflection due
- Class 4: Overview of IEPs; 13 disability categories; introduction to accommodation and modifications; ADAPT Framework
- Class 5: Intersectionality; over/underrepresentation; school-to-prison pipeline; differing perspectives