New York University
Steinhardt School of Culture, Education, and Human Development
Department of Teaching and Learning
Programs in Special Education

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Office Hours: Mon 11-12; Wednesdays 2pm-4pm by appointment,
Fall 2014
Classroom: 19W4 Room:102
SPCED-UE 83 (section 5) Foundations of Special Education

Course Description:
History, philosophy and role of education as the foundation of education for all students will be the focus of the course. Significant legislation and litigation affecting the provision of services and life opportunities for individuals with diverse characteristics and needs will be presented. Characteristics of individuals with disabilities and the effect of those disabilities on learning and behavior will be studied. The delivery of educational programs and special education, employment, and community-based resources and supports will be explored.

Course Overview and Learner Objectives:
Major teaching & learning themes: Look for these themes in the lectures, readings, and assignments and most importantly, when you explore your experiences, your beliefs and your values.

- Achievement of a valued life in home, school, work and community is predicated on establishing a positive VISION for the future regarding what can be achieved.
- The historical roots of special education have shaped the present.
- The role of education is to benefit all children the future lies in our ability to allocate the financial, instructional and creative means to serve children and families who are traditionally un- and underserved.
- The judicial system has worked to establish the rights of people with disabilities ...the ability of schools and communities to provide the appropriate supports have varied.
- Special Education is a service, not a place! The key is to provide the Instructional and community resources (accommodations and adaptations) needed to support individuals with disabilities through their lifespan, and their families, in the pursuit of quality life and outcomes in school, home, recreation and eventually work.
- There are key components, models, and characteristics used to label students with a disability. However, special education considers individual differences as well as similarities (understanding characteristics of the individual vs. stereotype perceptions of their disabilities) ... with particular emphasis on what the person CAN do, not what he or she can’t do.
- People with disabilities can achieve their vision of a valued life, given the appropriate instructional services, accommodations and supports throughout their lifespan.

In this course you will study people—children and adults— with a range of abilities, dreams, gifts and challenges. Although the text chapters are organized by categorical labels of various disabilities, our discussions and applications will recognize that it is the characteristics of the individual, not the stereotypic generalization associated with the “label” or category that will guide our understanding of the individual person and help us determine the most appropriate educational methodologies and settings and supports and services for that person.
**Required Readings:**

Multiple other readings will be posted on CLASSES. All reading assignments will be posted at least one week before they are required for class.

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<thead>
<tr>
<th>Topics</th>
<th>Readings and Assignments Due: See CLASSES (on-line) for additional weekly REQUIRED and recommended additional readings and written assignments</th>
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<tbody>
<tr>
<td><strong>9/8</strong></td>
<td><strong>Course Introduction</strong>&lt;br&gt;From where have we come? And where are we going? Historical roots of treatment of individuals with disabilities;</td>
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<td><strong>9/15</strong></td>
<td><strong>Overview of today’s special education:</strong>&lt;br&gt;• What is education? What is special education?&lt;br&gt;• What is disability?&lt;br&gt;• What are exceptional lives?&lt;br&gt;• What is a positive vision for the future?&lt;br&gt;<strong>Six Values to guide practice</strong> in the education and life-span support of individuals with disabilities.&lt;br&gt;<strong>Six Principles of IDEA</strong>&lt;br&gt;Turnbull: Chapter 1 Overview of Spec Ed Access and study the &quot;parents guides&quot; to Special Education in NYC (on CLASSES) <a href="http://schools.nyc.gov/NR/rdonlyres/DBD4EB3A-6D3B-496D-8CB2-C742F9B9AB5C/0/Parent_Guide_for_Students_with_Disabilities_Updated_web.pdf">http://schools.nyc.gov/NR/rdonlyres/DBD4EB3A-6D3B-496D-8CB2-C742F9B9AB5C/0/Parent_Guide_for_Students_with_Disabilities_Updated_web.pdf</a> as always-see full Assignment on CLASSES</td>
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<td><strong>9/22</strong></td>
<td><strong>Policies/Practices/Programs</strong>&lt;br&gt;Models for supporting students with disabilities Cultural and Linguistic Diversity &amp; Exceptionality&lt;br&gt;<strong>LRE/ continuum of services/RTI</strong>&lt;br&gt;Chapter 2: Progress in Gen Ed Curriculum, UDL and Inclusion&lt;br&gt;Chapter 3: Multicultural, Bilingual and</td>
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<td><strong>9/29</strong></td>
<td><strong>Pulling it together: foundations of special education law and service delivery</strong>&lt;br&gt;Chapter 4: Families/Partnerships&lt;br&gt;<strong>Exam I: Legislation/litigation/ models of service delivery (one hour)</strong></td>
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<td><strong>10/6</strong></td>
<td><strong>Identifying Learning Disabilities</strong>&lt;br&gt;Chapter 5: Learning disabilities</td>
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<td><strong>10/13</strong></td>
<td><strong>NO CLASS- Fall Break (Columbus Day)</strong></td>
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<td><strong>10/20</strong></td>
<td>The following 6-7 sessions will focus on understanding the characteristics of students with learning and behavior challenges, with a focus on tailoring assessment and instruction to the individual needs of students, regardless of disability category (or &quot;label&quot;).&lt;br&gt;Although the chapters are organized in a categorical framework, you will note that there is a great deal of overlap among the various disability categories, in regard to characteristics, as well as recommended “interventions”. Read carefully -- and with an open mind, as we continue to focus on the unique characteristics and support needs of the individuals as they pursue their dreams (and their family’s dreams) for a quality life.</td>
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<td><strong>10/27</strong></td>
<td><strong>Chapter 5 : LD (review)</strong>&lt;br&gt;<strong>Chapter 6: Communication Disorders</strong>&lt;br&gt;<strong>Chapter 7: Emotional and Behavior Disorders</strong>&lt;br&gt;<strong>Chapter 8: Attention Deficit/Hyperactivity Disorder</strong>&lt;br&gt;<strong>Chapter 9: Intellectual Disabilities</strong></td>
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<td><strong>11/3</strong></td>
<td><em>Chapter 10: Multiple Disabilities&lt;br&gt;Chapter 12: Physical Disabilities &amp; other Health Impairments</em></td>
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<td><strong>11/10</strong></td>
<td><em>Chapter 11: Autism&lt;br&gt;Chapter 13: TBI</em></td>
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<td><strong>11/17</strong></td>
<td><strong>Chapter 14 : Hearing Loss&lt;br&gt;Chapter 15: Visual Impairments</strong></td>
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**12/8**
Tying it together: What is special about special education?

Ethical issues

**12/10**
Staying focused on the individual – not the label or the placement
Where have we been? / We are we going?

Visions for an inclusive society.

review/recap

**NOTE: Although 12/10 is a Wednesday, NYU follows Monday schedule! We will meet!**

**12/16**
Take-home Final Exam due

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### Course Requirements:

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<th>Exam I: Legislation/litigation/models of service delivery (one hour)</th>
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<td>Exam II (Final)</td>
<td>Cumulative, (with emphasis on chapters 5-13)</td>
<td>20%</td>
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| Group project        | • Part I: 20-30 minute class presentation/facilitation of discussion (20%)  
|                      | • Part II design Quality of Life through EC, childhood, adolescence and adulthood: your vision, challenges, opportunities and resources: written and oral... (20%)   
|                      | Project description will be distributed and posted on CLASSES.    |
|                      | Groups and topics will be assigned on 9/22                      | 40% |

**class participation:**
up-to-date readings (text and those posted weekly on CLASSES) participation in whole class and small group discussions completion of readings

Class participation that reflects thoughtful responses, **supported by up-to-date assigned readings** (text and those assigned on CLASSES) is a critical part of the course.

There will be small group discussions and whole class discussions, providing a comfortable environment for everyone to participate.

Most weeks will also have an assignment posted on CLASSES. Although these assignments will not be graded, you will be expected to bring them to class, completed (or respond, as directed, on CLASSES). Your ability to participate in discussions and activities associated with these assignments is critical to your class participation grade.

### Classroom etiquette
- All students are expected to behave in a manner that is respectful, and does not distract me and your fellow students in the class.
- Distractions include reading a newspaper during class or using your cell phone (text, talk or email!). Please remember to shut off your phone ringer before coming to class. Texting, reading and responding to emails are NOT acceptable in class. **Keep your phones away during class.**
- You may use laptop computers to take notes in class, or to be accessing the materials relevant to our discussions. However, using them to write emails, surf the web, or play solitaire or free-cell, is distracting and disrespectful to other students and me – don’t consider it, or you will not be permitted to use your laptop in class.

### Attendance
- **Class attendance and participation is expected.** Class meets only once per week. More than one absence may result in a lowering of your grade. Appointments with advisors, doctors, and other personal should be arranged during non-class time.
Grading Policy:
A  = 93-100
A- = 90-92
B+ = 87-89
B  = 83-86
B- = 80-82
C+ = 77-79
C  = 73-76
C- = 70-72
D+ = 65-69
D  = 60-64
F  = 0-59

IP Incomplete/Passing
IF Incomplete/Failing
N No Grade

Please note- Students seeking a grade of "incomplete" must REQUEST the option of an Incomplete before the date of the final...and complete and sign a "contract" regarding the completion of course requirements.

Students with Disabilities:

Students with physical or learning disabilities are required to register with the Moses Center for Students with Disabilities, 726 Broadway, 2nd Floor, (212-998-4980) and are required to present a letter from the Center to the instructor at the start of the semester in order to be considered for appropriate accommodation.

Academic Integrity:

The following has been retrieved from NYU Steinhardt’s Policies and Procedures (available from http://steinhardt.nyu.edu/policies/academic_integrity):

The relationship between students and faculty is the keystone of the educational experience in The Steinhardt School of Culture, Education, and Human Development at New York University. This relationship takes an honor code for granted. Mutual trust, respect and responsibility are foundational requirements. Thus, how you learn is as important as what you learn. A university education aims not only to produce high quality scholars, but to also cultivate honorable citizens.

Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours.
You violate the principle of academic integrity when you:

- Cheat on an exam;
- Submit the same work for two different courses without prior permission from your professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize.

**Plagiarism**, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning and discovering knowledge, plagiarism cannot be tolerated.

Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:

- Copy verbatim from a book, an article or other media;
- Download documents from the Internet;
- Purchase documents;
- Report from other's oral work;
- Paraphrase or restate someone else's facts, analysis and/or conclusions;
- Copy directly from a classmate or allow a classmate to copy from you.

Your professors are responsible for helping you to understand other people's ideas, to use resources and conscientiously acknowledge them, and to develop and clarify your own thinking. You should know what constitutes good and honest scholarship, style guide preferences, and formats for assignments for each of your courses. Consult your professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources.

Through reading, writing, and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

**Avoiding Academic Dishonesty**

- Organize your time appropriately to avoid undue pressure, and acquire good study habits, including note taking.
- Learn proper forms of citation. Always check with your professors of record for their preferred style guides. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks, footnotes and other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both professors even if you believe that work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.
Disciplinary Sanctions
When a professor suspects cheating, plagiarism, and/or other forms of academic dishonesty, appropriate disciplinary action may be taken following the department procedure or through referral to the Committee on Student Discipline.

Departmental Procedure

- The Professor will meet with the student to discuss, and present evidence for the particular violation, giving the student opportunity to refute or deny the charge(s).
- If the Professor confirms the violation(s), he/she, in consultation with the Program Director and Department Chair may take any of the following actions:
  - Allow the student to redo the assignment
  - Lower the grade for the work in question
  - Assign a grade of F for the work in question
  - Assign a grade of F for the course
  - Recommend dismissal

Once an action(s) is taken, the Professor will inform the Program Director and Department Chair, and inform the student in writing, instructing the student to schedule an appointment with the Associate Dean for Student Affairs, as a final step. Copies of the letter will be sent to the Department Chair for his/her confidential student file and the Associate Dean for Student Affairs. The student has the right to appeal the action taken in accordance with the School's Student Complaint Procedure as outlined in The Steinhardt School of Culture, Education, and Human Development Student's Guide.

Referral to the Steinhardt Committee on Student Discipline
In cases when dismissal is recommended, and in cases of repeated violations and/or unusual circumstances, faculty may choose to refer the issue to the Committee on Student Discipline for resolution, which they may do through the Office of the Associate Dean for Student Affairs.

The Steinhardt School Statement on Academic Integrity is consistent with the New York University Policy on Student Conduct, published in the NYU Student Guide.