

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**THE EXCEPTIONAL CHILD
CIEP 339 (Sect 005)
FALL SESSION 2011**

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Time: Thursday: 8:30 a.m. to 11:15 a.m.
Classroom: Mundelein Center, room 508
Office hours: by appointment

Course Description

This is an introductory course designed to help pre-service teachers and others develop an understanding of characteristics of young children with exceptional needs (age birth to eight). It will also explore the ways that young children are identified through child find initiatives, the use of various service delivery models, the importance of universal design for learning, and the role of collaboration with families and community organizations. All categories of exceptionality will be surveyed including: communication delays, developmental disabilities, learning and behavior disorders, hearing and vision impairments, physical disabilities, and other health impairments. The intersection of cultural diversity and exceptionality will be discussed, as well as family systems and transitions which occur throughout early childhood services.

Conceptual Framework and Diversity

“Professionalism in Service of Social Justice” is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. A desire to help others is an admirable first step, but collaborating cross-culturally to make a lasting impact beyond the level of the individual involves a more specialized set of competencies, some of which will be emphasized in this course. Education-related professionals who desire to demonstrate effectiveness in diverse settings (where social justice is of such primary importance) must strive to understand themselves while simultaneously trying to assess the needs, resources, and priorities of the communities they serve. Commitment to the challenging interpersonal work of collaborative professionalism is the tool to be developed here. But serving students, clients, families, and communities requires a commitment to a larger and more abstract notion of social justice, because a true ‘end’ or measurable goal of social justice may not be immediately apparent. Professionals must aim for fairness or equality for all while planning for various local purposes. Otherwise, they inadvertently reinforce a status quo that contains an inherent socially unjust power imbalance. For current or future school professionals, this might mean moving from an attitude of awareness of diversity to actually trying to bring others together. Some of this may come from increasing others’ awareness of diversity. One may lead by example through demonstrating reflection about one’s heritage, social class, and family dynamics, and one’s place in various systems. These skills can also be put to use in school collaborations. To join a team that is already successful and striving to enhance their current work is a privilege. To join a team that has failed in the past and views itself as being at the mercy of systemic and societal forces is, needless to say, a challenge. Often these organizations are in need of a fresh viewpoint and a renewed commitment to social justice, and it is in addressing this need that students in Loyola’s School of Education are uniquely qualified to assist. The following Conceptual Framework standards are emphasized in this course. Standards of primary emphasis are shaded:

CF Standards Candidates demonstrate...	Course Activities
CF1: ...an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	- Class lectures addressing the state of the field related to various exceptionalities -Practice with available search techniques and resources
CF2: ...knowledge and skills in a variety of school and professional settings.	-Development of UDL plans -Application of library research techniques to areas of personal interest -Field trip to ECSE school and guest lecturer presentation from child advocacy organization
CF3: ...an understanding of issues of social justice and inequity.	- Class lectures which highlight the needs and diversity of exceptional populations
CF4: ...skills that will enable them to work effectively with diverse clients.	- Coverage of universal design for learning - UDL plans and Exceptionality Immersion Project
CF5: ...technological knowledge and skills which enhance education.	- Exploration of various options for assistive technology
CF6: ...professional decision-making skills and behaviors in advancing social justice and service.	-Discussion and activities related to designing appropriate interventions
CF7: ...how moral and ethical decisions shape actions directed toward service to others.	-Students will be encouraged to explore these issues in class discussions
CF8: ...an ability to apply principles in professional decision-making.	-Class lectures and discussions as they apply to professional issues represented in a diverse group.

Learning objectives:

This course is designed to address the following objectives:

Objective 1a: Candidates will demonstrate knowledge of the connection between civil-rights issues and people with exceptionalities. Specifically, this course will cover the six principles of the Individuals with Disabilities Education Act 1997 (IDEA), IDEA 2004, Section 504, the use of “people first” language, and the four outcomes identified by Congress for persons with special needs.

Objective 1b: Candidates will demonstrate an understanding of socially constructed concepts of race, culture, ethnicity, socioeconomic class (SES), gender, and identity

CEC Common Core Standard 1; NCATE Standard 5a; ECSE Standard 1A; NAEYC Standards 2A & 6E

Objective 2a: Candidates will demonstrate knowledge of where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members.

Objective 2b: Candidates will demonstrate an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional.

CEC Common Core Standards 1-3, 6, 9; NCATE Standard 1; ECSE Standards 1F, 2B – 2F, 3A; NAEYC Standard 1A

Objective 3a: Candidates will demonstrate an understanding of state-of-the-art assessments and interventions for individuals with exceptionalities. These will include, but will not be limited to, problem solving, Response to Intervention, positive behavioral supports (e.g., universal, group, individual), community schools, wrap-around services, access to the general curriculum approaches, quality of life, family-school partnerships, and curriculum-based assessment.

Objective 3b: Candidates will demonstrate an understanding of the role of assessment in learning and instruction, and construct methods that appropriately evaluate the performance of diverse learners

CEC Common Core Standards 4, 5, 7, 8; NCATE Standards 2f, 2i, 3b, 3d, 4; ECSE Standards 8A & 8B; NAEYC Standard 3B & 3C

Objective 4a: Candidates will demonstrate knowledge of how to collaborate with others (e.g., teachers, parents, community members, candidates, politicians) in advocating for the success of all students and their families.

Objective 4b: Candidates will be able to discuss professionals' collaborative roles in referrals and in developing programming plans for students with special needs, using the 6 primary principles of IDEA through an individualized program plan (IEP)

CEC Common Core Standard 10; NCATE Standard 5a, 5c, 5d; ECSE Standards 3B, 4L, 7A – 7D, 9; NAEYC Standards 2C & 6C

Objective 5: Candidates will demonstrate knowledge of how to use assistive and adaptive technology to support learner-centered strategies that address the diverse needs of students.

CEC Common Core Standard 4; NCATE Standard; ECSE Standards 4I & 4G; NAEYC Standard 4A

Required Text

Allen, K.E., & Cowdery, G.E. (2012). *The exceptional child: Inclusion in early childhood education (7th edition)*. Belmont, CA; Wadsworth/Cengage.

Additional readings will be assigned throughout the course.

Additional optional and useful text:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Learning Experiences and Instructional Strategies

Course objectives will be met through a combination of instructor-led lecture and discussion; video presentations; student-led discussion; in-class activities; and independent study.

Assessment Strategies

Final grades are based upon the following assignments and components:

REQUIREMENT	DESCRIPTION / EXPECTATIONS	POINTS
Attendance, class participation, & Reflection Journal	<p>You will receive all ten points for attending all class sessions, arriving on time, remaining in class until the session ends, and completing in-class reflection journal activities.</p> <p>One absence will result in a loss of 4 attendance points. Two absences will result in a loss of all attendance points. Three absences will result in a failing grade for the course. Deductions for missing any portion of the class session will be made at the instructor's discretion.</p> <p>Class dialogue, facilitated by the instructor, will be an essential component of this course. You will receive participation points throughout the semester as you contribute to this dialogue. Participation points may also be lost by engaging in any of the behaviors outlined more extensively in the following section.</p>	10
Quizzes (2)	These quizzes will be objective in format and open on Blackboard for specific windows of time. Each will consist of questions focused exclusively on the text chapters assigned up to the date of the quiz.	20
Universal Design for Learning Assignment	For this assignment, you will develop/adapt two lessons that allow meaningful access to students of diverse ability levels and strength/need profiles, without significant physical, affective, or cognitive barriers. Guidelines will be posted on Blackboard and discussed in the coming weeks.	20
Midterm exam	Like the quizzes, the midterm exam will focus on the text. However, it will consist of a variety of question types. A midterm study guide will be offered in class later in the term. This exam will be completed in class and will consist of approximately 50 questions.	20
Exceptionality Immersion Final Project	This project will focus on an exceptionality area of your choice and will include the following components: historical background/timeline, a 3 page research paper with APA formatted bibliography, an interview with an ECSE professional or family member, and a class presentation. It will be worth a maximum of 30 points. Guidelines will be posted on Blackboard and discussed in the coming weeks.	30

TOTAL	100
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POLICIES:

Notes on Attendance and Participation

It is your responsibility to attend class, arriving and departing at the appropriate times. Missed classes or tardiness will result in point deductions as outlined in the section above. Participation is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of presentation include contributing comments and examples from your experiences, building on the comments of others, and reflection journal entries focused on our current topic of discussion. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate. Examples of behavior leading to the loss of participation points include the following: allowing your cell phone to disturb others, using lab/personal computers, and failure to engage in the positive forms described above. You will lose participation points when you are engaged in activities such as side conversations with classmates, text messaging, and/or making/accepting phone calls during class. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

Late Assignments

This course includes assignments requiring formative feedback. Therefore, it is imperative that work be completed on time. Assignments are expected on the dates noted. Point deductions will be made as follows, with no exceptions. These apply only to major assignments for the course. For tests and quizzes, no late assignments will be accepted:

- a. 1 to 3 days late: 50% of points will be deducted
- b. 4 to 6 days late: 75% of points will be deducted
- c. 7 or more days late: 100% of points will be deducted

All written assignments (with obvious exceptions) must be typewritten and conform to the *reference* formats specified in the Publication Manual of the American Psychological Association, 5th edition. You are not required to use APA formatting for the papers as a whole, but please double-space, utilize a 12-point font, and margins no greater than one inch. In addition, please submit papers in the format(s) outlined by the instructor.

Final course grades will be assigned as follows:

Percentage	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

Technology

Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. It assumes that students will be proficient at word processing (including creating tables and diagrams), communicating via Loyola GroupWise e-mail, using Blackboard, downloading Microsoft Word and Acrobat Reader files, and creating/displaying PowerPoint presentations. In terms of performing article searches, it is helpful to have had experience; however, resource

librarians are usually more than happy to help you with this. Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

CIEP339 Course Calendar for Fall 2011

DATE	TOPIC	READINGS (due on this date)	ASSIGNMENTS DUE
9/1	Introduction and Syllabus		
9/8	-Introduction to Early Childhood Special Education -Current Trends	Chapter 1 & 3	Reflection Note card
9/15	-IDEA and other relevant legislation -The IFSP & IEP	Chapter 2 & 10	Clinicals begin 9/14/2011 Quiz #1: Ch. 1-3
9/22	Characteristics of children with special needs: Developmental Disabilities	Chapter 4 & 5	
9/29	Characteristics of children with special needs: Hearing, Vision, and Physical Disabilities	Chapter 6 & 7	
10/6	Characteristics of children with special needs: Learning and Behavior Disorders	Chapter 8	
10/13	Collaboration & Teaming with Families, Community & Colleagues	Chapter 9 & 11	Reflection Journal Midpoint Check-in
10/20	-The Role of Play -ECSE Community Resources	Additional reading posted on Blackboard	Guest Speaker: Madelyn James (Voices for Illinois Children http://www.voices4kids.org/)
10/27	Midterm Exam	Chapters 1 - 11	
11/3	-Inclusion -Discussion of UDL Assignment -Accommodations & Modifications	Chapter 13 & 14	Peruse website before class: http://www.CAST.org Field Trip: Langston Hughes Elementary School: ECSE Program
11/10	-Developmentally Appropriate Practice -Social & Emotional Development	Chapter 15 & 18	
11/17	Readiness, Cognition, & Communication	Chapter 16 & 17	Quiz #2: Chapter 13 - 18
11/24	NO CLASS: Thanksgiving break		
12/1	-Transition -Assistive Technology	-Chapter 19 -Additional reading posted on Blackboard	Clinicals end 11/30/2011 UDL Assignment Due
12/8	Working with families (revisited) and the importance of cultural competence	Additional reading posted on Blackboard	Reflection Journal Due
12/15	Final Project Presentations		Exceptionality Immersion Project Due