

**Loyola University Chicago**  
Fall 2011

**CIEP 512 Section 001: Special Education the Profession**  
**CIEP 340 Section 001: Special Applications in Special Education**

Dumbach Hall – Room 229  
Mondays 7:00-9:30

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**The Mission of the Loyola University Chicago School of Education**

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

**Course Description**

This course examines, tests, and clarifies the teachers candidate's commitment to and understanding of the teaching profession and in specific the work of a special education teacher. The course includes a study of current trends and issues in special education with particular attention to the demands of teaching in a diverse society, as well as working with paraprofessionals, parents and other community members. The council for Exceptional Children (CEC) Ethical Standards for special education will be discussed. This course also focuses on what empirical research has taught us works in the classroom. Emphasis will be laced on keeping current in the field of special education by monitoring peer reviewed research and educational websites.

**Conceptual Framework**

The conceptual framework of the School of Education is "Professionalism in Service of Social Justice." This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities. Discussion of the mission of the school of education and the framework can be found online at:  
<http://www.luc.edu/schools/education/programs/>

## **Framework Domains**

### Context, Critical Thought and Reflection

Candidates will learn to be critical consumers of educational research and will reflect on what they find at websites that monitor the newest trends.

### Experience and Action

Students will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work to concrete situations in their student teaching site.

### Authentic Assessment

Students will be provided with feedback from multiple sources (e.g., feedback from peers, course activities).

All domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

## **Course Objectives**

Upon completion of this course candidates will demonstrate the ability to:

- train, monitor, evaluate, and provide feedback to paraprofessionals (CC7S, LBS107)
- critically evaluate articles in peer reviewed journals that relate to teaching strategies that increase student achievement
- identify best practices in reading, vocabulary, writing, math, science and social studies (CC4A-F)
- identify the impact of federal legislation on providing special education services to individuals with disabilities (CC1B)
- reflect on and evaluate their own biases/opinions towards education of students with disabilities and how those biases influence decision making (CC5D, CC5P, CC8A)
- engage in professional dialogues that focus on issues related to the profession of special education (CC9D)
- reflect on the central concepts and method of inquiry for the improvement of instruction and guidance (CC9C, CC9D, LBS9B)
- develop and/or select relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences (CC4Q)
- evaluate the overrepresentation of minorities in special education placements (LSB108)
- incorporate into lesson plans ethical practices identified by the Council for Exceptional Children (CC8H, CC8M, LBS108)
- evaluate the legal responsibility associated with related services within the student teaching experience of free and appropriate public education and least restricted environment (CC8E, CC1B, CC8M, CC8L, LBS108)

## **Required Textbook**

Gibb, G.S. & Taylor, T. (2006). (2<sup>nd</sup> edition). *Writing quality Individualized Education Programs*. New York: Allyn and Bacon.

## **Recommended Textbook**

Halhuber, N. & Beauvais, K.J. (2001). *Case studies about children and adolescents with Special needs*. New York: Allyn and Bacon.

Additional materials related to the course will be posted on Blackboard.

## References

- Churchill, L.R., Mulholland, R, & Cepello, M.R. (2008). *A Practical guide for special Education professionals*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Cohen, M.K., Gale, M. & Meyer, J.M. (2005). *Survival Guide for the first-year special Education teacher*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Grant, C. & Gillette, M. (2006). *Learning to teach everyone's children: Equity, Empowerment, and Education that is multicultural*. Canada: Thomson- Wadsworth.

## Professionalism in Service Of Social Justice

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

## Social Justice and Exceptionalities

The proposed philosophy of social justice for working with students with exceptionalities is adapted from TASH (a national organization for individuals with disabilities).

Teachers should use innovative strategies, cutting-edge research, and support grassroots, personal, and collaborative advocacy for people with disabilities. These are the qualities that have come to symbolize TASH's work (<http://www.tash.org/>). Described by many as pioneers of social change for persons with disabilities who have been underserved and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living.

## **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/>

## **Language**

In course discussions and in your writing, please adhere to the recommendations in the TASH "People First Language" article which can be accessed from the TASH website.

## **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](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](http://www.luc.edu/education/academics_policies_main.shtml)

## **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/>

## **Technology**

Throughout the course, students will do internet research using educational databases.

## **Diversity**

Throughout the course, students will look at the research on educating students of diverse backgrounds, especially in urban settings. They will begin to broaden their definition of diversity to include students with learning differences. They will begin to educate themselves about the issues related to bias in educational tests used to identify

students with learning differences and the tendency for some children of color to be over-identified in some categories defined by IDEA.

## **Evaluation Procedures**

### Class Participation and In Class Work

Candidates must be on time and able to stay for the whole class. More than one absence or frequent tardies jeopardizes a candidate's chances of earning an "A". This is a seminar style class and only works if class members come prepared to discuss readings, share ideas, and participate in group activities. 25%

### Oral Report on Special Education Resources

Candidates will give a short (ten to fifteen minute) presentation on the results of research done regarding professional journals, organizations, websites, listservs that target special education and students who are served by special educators. 15%

### Presentation of Research

Each student will research an article which discusses a current issue in special education. Students will lead a discussion with the group about the topic. Teacher candidates will turn in a one page essay discussing why the topic is of importance to special educators starting out in the field. Students will also send/copy the article for each member of the class so that they can read it prior to the discussion. 30%

### Professional Development Plan

Each candidate will select a set of standards from CEC that relates the best to their current student teaching assignment or to the setting and students they wish to work with in the immediate future. If he or she will be moving into a new role with a group of students with whom they have little prior experience, thinking in terms of those future students may be very useful. Sets of standards can be accessed from the CEC website: (<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome>). Each candidate should rate their level of mastery on each of the individual standards by answering the following questions: Could I improve my knowledge/skill base in this area? If yes, what can I do to improve my mastery in this area? The candidate should look closely at those domains where they have indicated the most need for change and choose one or two to focus attention on during the early part of their career. The candidate should pay close attention to those domains where they feel the least prepared or confident. The candidate should develop a two-page Professional Development Plan based on the above analysis. The two-page plan, along with the list of standards and remarks about need for improvement, should be turned in together. 30%

## **Grading**

A	93-100	C+	77-79
A-	92-90	C	76-73
B+	87-89	C-	72-70
B	86- 83	D+	67-69
B-	82-80	D	63-66
		D-	60-62

## Class Calendar

Date	Topic	Assignment
August 29 <sup>th</sup>	Introduction to the Class Planning Weekly Topics Expectation Setting	
September 5 <sup>th</sup>	NO CLASS – Labor Day	
September 12 <sup>th</sup>	TBA	TBA
September 19 <sup>th</sup>	TBA	Submit Resources Oral Report Topic  TBA
September 26 <sup>th</sup>	TBA	Resources Oral Report
October 3 <sup>rd</sup>	TBA	
October 10 <sup>th</sup>	NO CLASS – Mid-Semester Break	
October 17 <sup>th</sup>	TBA	TBA
October 24 <sup>th</sup>	TBA	Email a copy of your research article to the group
October 31 <sup>st</sup>	TBA	Presentation of Research
November 7 <sup>th</sup>	TBA	TBA
November 14 <sup>th</sup>	TBA	TBA
November 21 <sup>st</sup>	TBA	TBA
November 28 <sup>th</sup>	TBA	TBA
December 5 <sup>th</sup>	Wrap Up and Reflections	Professional Development Plan Due

### Possible Topics to Include

- Preparing for IEP Meetings
- Grant Writing
- Working with Paraprofessionals
- Brain-Based Education and Research
- The Common Core Standards: What Does this Mean for Special Education?
- Professionalism: School Politics and Ethical Dilemmas

- Understanding Psychological Tests and Results
- The Job Search: Resumes, Applications, and Interviews
- Working with Students who are English Language Learners
- Special Education Law Review
- Academic Interventions
- Academic Assessments
- Response to Intervention: A Shifting in the Profession
- Co-Teaching
- First Year Advice
- Resources: Tools and Technology
- Navigating the Structures of Chicago Area Schools