

LOYOLA UNIVERSITY
School of Education
Introduction to the Exceptional Child
CIEP 401
Spring, 2011 – online

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“Office hours”:

I check e-mail every morning around 8am., in the evening around 7 pm, and on Saturday and Sunday’s before 1pm. I post most Announcements on Blackboard on Mondays before 8 pm. If you need to arrange a contact at another time, please send a regular email to kpluyme@luc.edu.

COURSE DESCRIPTION

School personnel can play a significant role in developing equitable educational experiences for all students. This has become increasingly apparent as our nation has become more culturally diverse. Our schools have also become much more inclusive over the last forty years. As a result, educators today must plan for learning opportunities that address and accommodate a wide variety of needs for academically and culturally diverse learners.

This course introduces you to critical issues that you will face and need to deal with working in schools. Throughout the course you will be asked to analyze, reflect upon, and critique traditional and contemporary views of educational practices that address meeting the needs of exceptional learners and those whose primary culture may be different from yours. Your development as an agent of *critical inquiry and social justice* is central to this course. This may challenge your existing paradigms of what you think contemporary schooling is or your beliefs about what it should be. However, upon completion, you should have a better understanding of various educational exceptionalities, formal and informal methods of assessment, as well as available teaching strategies and legal issues related to programming for exceptional needs.

A case study approach is used to give you a chance to relate to events that occur in classrooms in urban, suburban, and rural settings. You will read several cases that represent common dilemmas involving disabilities, exceptional talent, family and community involvement and their interaction with race, socioeconomic status, language, ethnicity, or gender. As you reflect upon these in conjunction with course readings, online discussions, and fieldwork experiences, it is hoped that your future professional practices will be challenged and expanded to meet the needs of diverse students in today’s schools.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 401 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others-particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

PROFESSIONALS 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 seeks to educate 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 upon informed reason, reflect upon 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 upon 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.

REQUIRED TEXTBOOKS:

Texts:

Hallahan, D., Kauffman, J. & Pullen, P. (2012) *Exceptional Learners: Introduction to Special Education* (12th Edition) (Hardcover) New York: Pearson Education. ISBN:0132679239

Kauffman, J. & Hallahan, D. (2009) *Cases for Reflection and Analysis for Exceptional Learners* (11th Edition) (Paperback) . New York: Pearson Education. ISBN:020560965-1

Kauffman, J. & Hallahan, D. (2004) *Special Education: What Is It and Why Do We Need It* (Paperback) New York: Pearson Education. ISBN:0205420397

Books:

Tatum, B. (2003). *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race: A Psychologist Explains the Development of Racial Identity.* New York, NY: Basic Books.

Tatum, B. (2007) *Can We Talk About Race?* Boston: Beacon Press

All texts are available by ordering on-line from LUC Bookstore at WTC or on-line from the bookseller of your choice.

The hardback textbook package is expensive. From what I was told, the textbook is available for rent through the bookstore, which would save you about 50% off the cover price. There are changes from earlier editions that are incorporated into the structure of the course, **so make sure you use the 12th edition.** The other books may be available used, some of them very inexpensively.

COURSE GOALS & OBJECTIVES

COURSE OBJECTIVES ARE IN ACCORDANCE WITH NASP/ISBE PROGRAM REQUIREMENTS

Based on the Performance Goals for this course, at the end of this course students should be able to:

- ▭ Recognize the educational, psychological, medical, and sociological characteristics of learners with exceptionalities, including disabilities, disorders, and high abilities.
- Understand socially constructed concepts of race, culture, ethnicity, socioeconomic class (SES), gender, and identity
- ▭ Develop ways to address issues related to social justice such as those involving racism, sexism, classism, and other forms of discrimination in classrooms and communities.
- ▭ Understand the process of second language acquisition and strategies to support the learning of students whose first language is not English

- ▮ Describe educational services, instructional practices, and community resources that are appropriate for students, based on their learning profiles: abilities, interests, and learning styles.
- ▮ Understand the importance of developing instruction or related mental health services that consider personal differences in learners, as well as the influences of family, cultural, and social contexts upon learning
- ▮ Understand the role of assessment in learning, instruction, and related services and construct methods that appropriately evaluate the performance of diverse learners
- ▮ 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)
- ▮ Use technology to support learner-centered strategies that address the diverse needs of students.

NASP/ISBE Training Standards

The following are NASP/ISBE training standards that are addressed in CIEP 401 in the above objectives.

NASP/ISBE Training Standards

(Standard 3 - Knowledge Indicators: A; B; D; E)

(Standard 1 - Knowledge Indicators: F; J; K; L; N)

(Standard 1 - Knowledge Indicators: E; H; I) (Standard 3 - Knowledge Indicators: F; G; H; I) (Standard 4 (Knowledge Indicators: I;J) (Standard 5 - Knowledge Indicators: B;C;D;F;H) (Standard 7 - Knowledge Indicators: D) (Standard 8 - Knowledge Indicators: A;B;C;D) (Standard 11 - Knowledge Indicators: B)

(Standard 2 - Knowledge Indicator: D) (Standard 3 - Knowledge Indicators: I) (Standard 5 - Knowledge Indicators: A; E) (Standard 6 - Knowledge Indicators: F) (Standard 7 - Knowledge Indicators: D) (Standard 10 - knowledge indicator: A)

(Standard 5 - Knowledge Indicators: I) (Standard 6 - Knowledge Indicators: E)

(Standard 2 - Knowledge Indicators: B; C) (Standard 3 - Knowledge Indicators: N) (Standard 4 - Knowledge Indicators: A; B) (Standard 5 - Knowledge Indicators: G;L;M) (Standard 7 - Knowledge Indicators: A; B; C; E; I)

(Standard 4 - Knowledge Indicators: H) (Standard 10 - Knowledge Indicators: F;H) (Standard 11 - Knowledge Indicators: D)

TIME COMMITMENT

Students can expect to spend 12-18 hours per week in this course. This includes reading text and online materials, reflecting on key goals and objectives for each topic, and completing discussions and assignments. On-line courses primarily involve reading and writing as a means of both acquiring and sharing information. Some students find that writing responses is very different from oral discussions in traditional classes, and tend not to like the Discussion Board format. Other students, however, find that writing responses allows for more reflection and thought than class discussions which may be less focused. These differences are a matter of personal preference but students should be aware of the types of assignments on-line instruction entail. Discussion Boards can be more thoughtful and considered than oral discussions in traditional classes; in addition, there is a permanent record of Discussion Boards that can be referred to as the course progresses.

ONLINE ATTENDANCE POLICY

Online courses are intended to be highly interactive and collaborative, as we believe authentic learning takes place within a social context. To help ensure an effective online learning experience, all students in online courses are expected to participate on a regular basis (as stated in the course schedule). Participation is defined as “being an active contributor and responder, on a timely basis, to fellow students and instructor as set forth by online discussion guidelines in each course.” Individual circumstances may prevent a student from entering the course site for a period of time. **It is the student’s responsibility to contact the instructor if the student wishes to receive credit for any missed online activities; exceptions to the timeline are at the discretion of the instructor.**

INFORMATION ON ASSIGNMENTS AND ACTIVITIES

Online threaded discussions

Students complete online discussions that include serving as a discussion thread leader and responding to postings from peers. Each post is due on the day of week listed under the Assignments section of the syllabus and as posted on the course schedule. Late or insufficiently constructed postings will result in lost points, at the discretion of the instructor. See “Late Work Policy” below.

Paper Assignments

Individuals complete a paper for each bi-weekly topic, which is to be posted in the Assignment Tool. A site visit paper and final paper are also required. Late or insufficiently constructed assignments will result in lost points, at the discretion of the instructor. See “Late Work Policy” below.

Late Work Policy

If work is submitted after the deadline, the following policy will apply. For papers and case studies, submitted more than 48 hours after the due date and time *may* lose points. The Late

Work Policy is designed to make the course “work” for everyone. Late papers affect only the particular student and instructor. Discussion Boards are a different matter and affect all students in the class.

Therefore, discussions submitted more than 24 hours after the due date and time will receive no points. Individual circumstances will be considered in amending the Late Work Policy. It is the student’s responsibility to contact the instructor if the student wishes to receive credit for any missed online activities. Decisions are at the discretion of the instructor.

To summarize, PLEASE read the above carefully and make sure you understand what is being required. The point of the Late Work Policy is an On-line Course will break down if timelines are ignored. Particularly, timeliness is important on the Discussion Boards because everyone must work together to accomplish those learning goals. If you make a conscientious effort to stay current with the stated calendar, you will never encounter the “Late Work Policy” in action.

GRADING:

Assignment weights:

▮ All Warm-up Assignments = 25 points (Total)

Threaded Discussions:

▮ Discussion Leader Original Post & Responses to Peer Posts* = 100 points

▮ Discussion Leader Summary Post = 20 points

▮ Discussion Topics--- Initial Post and Response Posts (2) = 20 points each X 6 = 120

▮ Personal/professional Reflection to the Threaded Discussion 15 points each X 7 = 105

Total Points for Threaded Discussion participants: 225 points

Total Points for Discussion Leaders: (1 week)

- Thread Topic & Management = 100 points
- Summary = 20 points

**You DO NOT receive 20 points for Initial and Response Posts during the week you serve as a Discussion Leader. You may earn up to 100 points for your original post and responding to your peers’ posts during that week and 20 points for your Thread Summary and Reflection.*

Reflective Cases/Papers = 210 points (35 points each X 6)

Site Visits Write-up = 150 points

Final Paper #7 = 135 points

TOTAL points = 865

Grading Scale

Scale:

Points:

94% and above =	A	813 and above
90%-93% =	A/B	778-812
85%-89% =	B	735-777
81%-84% =	B/C	701-734
76%-80% =	C	657-700
72%-75% =	C/D	623-656
67%-71%=	D	580-622
66% and below =	F	579 and below

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

STUDENTS WITH DISABILITIES

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/>

DIVERSITY

This course prepares students to address the diverse needs of all learners in both the general and special education settings within schools. The impact of children's unique academic, emotional/behavioral, cognitive, and adaptive needs are considered. Multicultural and bilingual issues in special education are also dealt with as well as the effects of poverty on equal opportunities in education.

STRUCTURE OF BLACKBOARD

- The “Course Information” tab contains directions for beginning and working within the structure of this on-line course.
- The “Assignment” tab of BlackBoard contains explanations/directions/rubric (in some cases) for the assignments described below.
- The “Course Documents” tab contains all reading for the week, whether they are actual documents (pdf files) or chapters of textbooks or supplementary books. This structure is a change from prior on-line courses where students had to check in at least two places to understand their tasks for the week.
- The “Discussion Board” tab is where the week’s discussion is found AND completed.

TECHNOLOGY

Since this is an on-line course, it meets all requirements for students’ using technology as part of learning. Students are expected to create a personal web page, engage in online discussion threads with peers, and submit written assignments via the online Blackboard Digital Drop Box throughout the course.

ASSIGNMENTS

It is important to get an overview of the structure of the assignments that “repeat weekly” in an on-line course as well as the “add-on” assignments that are due periodically. The weekly work combines aspects of information exchanges that would occur in a classroom based course as well as an opportunity for individual reflection in writing.

There are 4 types of assignments in this course that are described below

1. Threaded discussions:

Each student will serve as Discussion Leader one week during the course. There will be two (or possibly three) simultaneous discussions per week depending upon enrollment.

During your assigned week you will select a topic from the required reading for that week to pose as a discussion thread on Blackboard. *Discussion leaders should communicate with each other via email prior to sending their chosen topic to the instructor to ensure that they have not chosen the same topic or question.* Then Discussion Leaders must submit their question to the course instructor by **10 p.m. on SATURDAY** night before the week of their discussion. The instructor will approve or suggest improvements to the proposed thread questions by **10 p.m. on Sunday**. Discussion Leaders must post their initial thread question by **Monday at 10 p.m.** during their assigned week.

All other students who are not assigned to be a discussion leader must respond to ONE of the posted topics. Initial posts should be about 1 page each, single spaced, and must be posted by **Wednesday at 10 p.m.** Please LABEL this post as “Initial Response” followed by your name. The initial posts are graded based on how well the student provided a logical answer to the question that integrated evidence from the readings to support the response. The initial posts must be spread out so that there are an equal number of initial responses in each thread. This is so that one discussion leader won't have a very high number of posts to respond to compared to another leader. The actual number needed in each thread will depend on course enrollment. For example, there should never be 9 posts in one thread and 3 in another.

The Discussion Leaders must post a response to each initial posting made on their thread. The Leaders are encouraged to respond to peers' posts as they are received on their respective threads, but Leaders may continue posting responses to peers until **Thursday at 10 p.m.**

All students who are not discussion leaders must select the responses of two peers on **any** discussion thread to respond to by **Thursday at 10 p.m.** These two response posts should be labeled “Response to (name of student to whom you are responding)”, should be a minimum of one paragraph in length, and should be substantive—do not just say “I agree with you.” Students are free to agree or disagree, but reasoning and support for points of view are essential to having high quality Threaded Discussions. The Discussion Leaders do not have to respond to each of these response posts but may if they wish to, or may mention them in other responses.

The Discussion Leader will write a Summary and Reflection of the week's discussion and post this on the thread as the final entry by **Friday at 10 p.m.** The instructor will respond to each Discussion Leader's thread and provide feedback by Sunday at 12p.m.

The following criteria are used for determining Discussion Leaders' grades:

- ▮ Quality of the initial question—60 points
- ▮ Management of the Discussion, i.e., timeliness and quality of responses to peers—40 points
- ▮ Insight and thoughtfulness of the Summary Post---20 points

By the following **Monday at 10 p.m.**, all students including the Discussion Leader will write a one page, double-spaced, Personal Reflection of the previous week's discussion indicating how the discussion affected them in professional or personal ways. It is advisable to wait for the instructor's response before writing this Personal Reflection.

Summary of Weekly Discussion Thread Schedule:

By Saturday 10:00 p.m. (Central Time):

-The following week's Discussion Leaders will submit the proposed Discussion Threads to the Instructor by email.

By Sunday 10:00 p.m. (Central Time):

-The instructor will approve the Discussion Thread topic as written or suggest improvements by email.

By Monday 10:00 p.m. (Central Time):

- Discussion Leaders will have posted their initial thread topics on the Discussion Board.

- Peers may begin responding to one of the Discussion Thread topics. LABEL YOUR RESPONSE as "INITIAL RESPONSE followed by your name. (i.e. "initial response Swanlund").

- The discussion leaders begin responding to each of the peers' posts.

By Wednesday 10:00 p.m. (Central Time):

- Peers have completed posting a 1 pg Initial Response to one of the Discussion Thread topics.

- Leaders continue to respond to peers' posts on their thread.

- Peers may make additional posts to the discussion thread.

By Thursday 10:00 p.m. (Central Time):

- Discussion Leader has responded to EACH initial post on the discussion thread.

- Peers have posted 2 one paragraph responses to two peers. LABEL these as "Response to _____"

It is much easier for Discussion Leaders to manage the threads if you label your posts correctly, address them to someone, and also sign them. Since each of you will be a Discussion Leader, please observe this courtesy for your classmates and yourself.

By Friday 10:00 p.m. (Central Time):

- The Discussion Leader will post a Summary and Reflection of the week's discussion.

By Sunday 12 p.m. (Central Time):

- The instructor will respond to each Discussion Leader's thread and provide feedback.

By Monday 10:00 p.m. (Central Time)

- Each student will submit a one page Personal Reflection of the past week's discussion to the Instructor using the Digital Drop Box with the following file naming convention:

swanlundpersonalrelection1.doc, using your last name and the correct week number.

NOTE: Threads MAY end and a new one begin at the same time—
Monday at 10 p.m.

2. **Weekly Papers:** A brief case study or paper (2 – 3 pages) is due on approximately bi-weekly Fridays at 10:00 p.m. (Central Time). Papers are submitted to the Assignment Tool on Blackboard. The topic of the week will be a response to a case from the Case Book that accompanies the main text or a response to a selection from a text. Use the following format when handing in your papers: “SwanlundPaper1.doc” with your last name first.

3. **Site visits:** All students will visit two sites that represent two distinct models for delivery of special education services to students. The first is to be an INCLUSIVE model in which children are educated with their non-disabled peers. The second is to be a public or private day school that EXCLUSIVELY educates children with disabilities. There is an outline on BlackBoard for things to consider in your site visit paper that is the outcome of this assignment.

4. **Final Paper:** Students will write an analytic paper that incorporates multicultural considerations with the education of children with exceptional needs. It will be based on the following books, Chapter 3 in your text, and readings posted in blackboard.

Tatum, B. (2003) *Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race: A Psychologist Explains the Development of Racial Identity*

AND

Tatum, B. (2007) *Can We Talk About Race?*

Your paper should be based on the concepts presented in the readings in relationship to Loyola’s social justice mission and to your own view of equity in educational opportunity and social justice for all children. In this paper you will provide an analysis and personal reflection of the content in the readings. It is expected that you discuss how you will apply the multicultural considerations to the education of exceptional learners. The paper will be 7 to 10 pages, double-spaced.