

Loyola University Chicago
Legal Issues: Educating Students with Disabilities
CIEP 410 – Spring 2016

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Intended Audience: This course is intended for all graduate level school personnel, as all school personnel are likely to have responsibilities with regard to students with disabilities.

Conceptual Framework Applied to this Course: The conceptual framework of Loyola’s School of Education is **Social Action through Education**. This course is consistent with that framework in that it seeks to orient students to the ethical and legal issues surrounding services provided to persons with disabilities within our schools. Students are encouraged to think about educational issues from the perspectives of differing parties in conflict including parents and students with disabilities and the educational establishment. The history of providing services to students with disabilities is mixed, and how well we do this in the U.S. should be considered within the context of our conceptual framework – Social Action through Education. The overarching question posed in this course then is, **“What does social justice demand when addressing issues associated with the education of students with disabilities and their families?”**

GENERAL CONCEPTUAL FRAMEWORK

Social Action through Education

Our Conceptual Framework – The SOE uses transformative education as a tool for changing students and to inspire them to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

In this course in particular, the mission of the SOE is expressed as follows:

- **Service.** This course emphasize service to others. This implies a life-long commitment of reflection on each possible professional decision: how does my action serve others? In being taught how to critically evaluate their own social realities as well as the social realities of those different from them, professionals form moral and ethical convictions. These convictions become the basis for meaningful actions directed toward issues of social justice and service to others. Field experiences and structured service experiences followed by opportunities for reflection help shape this dimension.
- **Skills.** In this course, professionalism implies practice in the use of relevant skills at a level of competency and developing expertise. Each professional field has a set of skills, termed variously methods, interventions, or treatments that all professionals in the discipline must be able to provide. Often a regulatory body specifies these skills or credentialing agency and these requirements inform our performance expectations. Our programs emphasize developing a repertoire of skills and being able to modify and adapt these skills for diverse settings and clients. In addition competence with rapidly changing technologies is part of each professional's skill set.
- **Knowledge.** In this course, students' learning contributes to gaining a strong knowledge base that provides a functional understanding of legal issues. This requires not only the understanding of the current explication of **Individuals with Disabilities Education Act (IDEIA (2004))**, but also knowing how to critically evaluate new practices and a commitment to life-long learning because legal rules and regulations are not static. The SOE places particular emphasis on expanded knowledge for working with diverse populations and the ways technology can enhance education.
- **Ethics.** Knowledge or skills alone cannot make the outcome of professionals' work socially just. Both knowledge and skills must be accompanied by a capacity to make reasoned decisions about what is just and an understanding of ethical principles. Development of a professional ethical sense is essential to the School of Education's learning community and a component of each program. All members of our community are to be life-long learners about the complex issues of what is just.

Further information about the SOE Conceptual Framework may be found at:

<http://www.luc.edu/education/socialjusticeanddiversity/>

DIVERSITY

This course prepares students to address the diverse needs of all learners in both the general and special education settings within schools. The course considers the impact of children's unique academic, emotional/behavioral, cognitive, and adaptive needs in the context of applied legal principles and practices. Multicultural and bilingual issues in education are also covered. It is important to recognize that everything we do as professionals interacts with the diversity of the children and adults served. This is true for all forms of diversity including race, ethnicity, gender, gender identity, disability, socioeconomic status, and sexual orientation. In order to pursue social justice in practice, professionals need to account for the best interest of ALL children, not just those who have knowledgeable parents who are able to assert their rights on behalf of their child. In other words, you are upholding social justice when services to children depend upon what the child needs, not who the child is.

IDEA CENTER OBJECTIVES FOR THE FACULTY INFORMATION FORM

In addition to the specific goals for the course, the university-wide course assessment system (IDEA) requires that generic objectives be identified for each course. When you complete the on-line course evaluation, the highlighted goals will be weighted more heavily in the evaluation process. The yellow highlighted goals are “Essential” and those highlighted in green are “Very Important.” All other objectives are weighted as less important in the evaluation.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers

Revised objectives sent in APRIL to the faculty:

Learning Objectives	Minor	Important	Essential
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to apply course material (to improve thinking, problem solving, and decisions)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills in working with others as a member of a team	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing skill in expressing oneself orally or in writing	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Learning how to find, evaluate, and use resources to explore a topic in depth	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing ethical reasoning and/or ethical decision making	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to analyze and critically evaluate ideas, arguments, and points of view	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Learning to apply knowledge and skills to benefit others or serve the public good	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Text/Resources

Weber, M., Mawdsley, R., & Redfield, S. (2013). *Special Education Law: Cases and Materials, 4th Ed.* Newark, NJ: LexisNexis.

Wright, P., & and Wright, P. (2014). *Special Education Law*, 2nd Ed, Print and E-Book Combination. Harbor House Law Press.

***More information will be supplied for a supplemental book that you should purchase on-line. The first edition has been used in the past, but in 2014, a new edition has been released. **THIS BOOK WILL NOT BE IN THE WTC BOOKSTORE. YOU SHOULD ORDER ON LINE.**

Council for Exceptional Children – Public Policy and Legislative Information

<http://www.cec.sped.org/Policy-and-Advocacy>

Individuals with Disabilities Education Act (IDEIA). The full text is buried behind several tabs in this site; however, it does provide the full text of IDEIA (2004) without charge.

<http://IDEA.ed.gov/>

This site references IDEIA '97 rules that are often used as a basis for understanding changes to IDEIA 2004

<http://www.ed.gov/offices/OSERS/Policy/IDEA/regs.html>

This site highlights the differences between IDEA 97 and IDEIA 2004

<http://www.wrightslaw.com/idea/idea.2004.all.pdf>

This is a 56 page PDF file that you need to print if you want to have it because the source book has been out of print. One might think that ten years after the rules and regs for the 2004 IDEIA revision (promulgated in 2006), a comparison with 1997 would be obsolete. Nevertheless, many schools still implement 1997 law unknowingly. Therefore, understanding what was, as well as what is, is important.

Most recent Illinois rule changes (effective 7/1/2005) summarized

http://www.illinoislegaladvocate.org/index.cfm?fuseaction=home.dsp_content&contentID=4117

Advocacy, Parents' Rights and Selected Legal Cases

<http://www.wrightslaw.com>

Americans with Disabilities Act (this is a full text site, best opened through a browser rather than WORD)

<http://www.ada.gov/pubs/adastatute08.htm>

The Rehabilitation Act of 1973 (including Section 504) (this is a full text site)

<http://www.access-board.gov/enforcement/Rehab-Act-text/title5.htm>

To assist you in professional writing, the following resources are recommended:

The Blue Book of Grammar and Punctuation

<http://www.grammarbook.com/>

University of Illinois Grammar Handbook

<http://www.cws.illinois.edu/workshop/writers/>

Common Errors in English Usage

<http://public.wsu.edu/~brians/errors/errors.html>

Grammar Girl

<http://grammar.quickanddirtytips.com/>

Grammarly

<http://www.grammarly.com/?q=grammar&gclid=CIOiwdr74bQCFSWoPAod3HcApQ>

Loyola Writing Center

<http://www.luc.edu/writing/home/>

Verb + Preposition Resources

http://www.englishpage.com/prepositions/verb_preposition.html

http://www.bedavaingilizce.com/prepositions/verb_pre.htm

All students will need access to email and the World Wide Web for this course. Note – The course syllabus, course documents, and assignments are provided through SAKAI. It is recommended that you check SAKAI frequently for updates and information. All Loyola students are issued Outlook IDs as part of the initial enrollment process. If you prefer to use your own email provider, you can have Outlook forwarded to your email provider. Please be aware that all e-mail sent through the SAKAI system will be sent to your Loyola e-mail address. It is your responsibility to read individual and all-class e-mails in a timely manner. In addition to your home computer, you may access SAKAI from the computer labs on Loyola's various campuses.

Specific Course Goals:

Students will understand the legislative context of statutes affecting the education of students with disabilities with in-depth knowledge of the Individuals with Disabilities Education Act, significant knowledge of Section 504 of the Rehabilitation Act of 1973, and an awareness of the provisions of the American with Disabilities Act. (NASP/ISBE Standard 5)

Students will thoroughly understand the six major principles of IDEIA and special education law, in both statute and case law. (NASP/ISBE Standards 5 & 6)

Students will understand applicable case law, the constitutional principles upon which that case law is based, and their applicability to the six major principles. (NASP/ISBE Standard 10)

Students will know how to access legal information from electronic resources. (NASP/ISBE Standard 10)

Students will understand the ethical standards applicable to the delivery of special education, social work, and school psychological services. (NASP/ISBE Standards 1 & 10)

Course Schedule and Readings

N.B., Complete all reading for the week ON-TIME, i.e., BEFORE CLASS MEETS

Date	Topic	Readings
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1/19 Module 1	Introduction-Law/Constitution Judicial System and Education Professional writing	MAIN TEXT Ch 1; especially case law p. 51 http://www.archives.gov/ Course documents under this topic are references for you
1/26 Module 2	Legislative History and IDEIA How to find a case	MAIN TEXT Ch 1 pp 1-32 All Module 2 Course Documents http://www.archives.gov/exhibits/charters/bill_of_rights.html
2/02 Module 3	Zero Reject 1	MAIN TEXT Ch 1 pp 32-53 Module 3 Course Documents
2/09 Module 4	NO CLASS (Faculty and all doctoral students who might substitute will be at NASP)	Read all of <i>Lost at School</i>
2/16 Module 5	Zero Reject In-class discussion 1	MAIN TEXT Ch 2 pp 55-100 Module 5 Course Documents
2/23 Module 6	Eligibility and Evaluation Paper 1 DUE (ZR) In-class discussion 2	MAIN TEXT Ch 2 pp 100-129 Module 6 Course Documents
3/01 Module 7	Free Appropriate Public Education (FAPE) 1 Paper 2 DUE (EE) In-class discussion 3	MAIN TEXT Ch 4 pp 161-232 Module 7 Course Documents
3/08 Module 8	NO CLASS SPRING BREAK	
3/15 Module 9	Free Appropriate Public Education (FAPE) 2 IEPs Paper 3 DUE (FAPE) Comprehensive Case Citations POSTED	MAIN TEXT Ch 5 pp 233-286 Module 8 Course Document
3/22 Module 10	Least Restrictive/Inclusion 1 <i>Lost at School</i> Paper DUE	MAIN TEXT Ch 6 pp 287-317 Module 10 Course Documents
3/29 Module 11	Least Restrictive/Inclusion 2 In-class discussion 4 Comprehensive Case Review DUE	Module 11 Course Documents

4/5 Module 12	Parental Participation 1 Paper 4 DUE (LRE)	MAIN TEXT Ch 5 pp. 248-286 Module 12 Course Documents
4/12 Module 13	Parental Participation 2 In-class discussion 5 Parent Pamphlet is DUE	MAIN TEXT Ch 8 pp 357-446 Module 13 Course Document
4/19 Module 14	Student Discipline Paper 5 DUE (PP) Integration Presumption Paper	MAIN TEXT Ch 9 http://www.youtube.com/watch?v=uLo7_ej0xfE Module 14 Course Documents <u>Zero Reject and Discrimination</u>
4/26 Module 15	Procedural/Substantive Due Process IEP PAPER DUE In-class discussion 6	MAIN TEXT Ch 8 Module 15 Course Documents
5/03 Module 16	Compliance Paper 6 DUE (DP) Defining Case Annotation is DUE Six Principles Paper is DUE	MAIN TEXT Ch 10 Module 16 Course Documents

Note: Additional readings may be assigned throughout the course.

Student Evaluation

Dispositions

You are expected to demonstrate professional behavior by attending class, being prompt to class and in response to emails, being prepared to participate in all class sessions, collaborating with classmates, and generally demonstrating professional deportment throughout the course, including accuracy and honesty in all course work completed for class or in school placements.

Dispositions will be assessed each semester according to the criteria available in the Student Handbook. The underlying dispositions in all programs include: *Professionalism, Fairness, and the Belief that all students can learn*, are indicators of growth for different levels in the program. In addition, professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning, instruction, and the profession will be assessed with the outcome of each behavior influencing successful course completion and program continuation. All dispositions are evaluated in LiveText. The criteria for this course are found in the *School Psychology Handbook*.

Course Projects

You are required to develop written products reflecting your knowledge of legal and ethical issues in educating students with disabilities. All written work is to be word processed, not typed. Specifications include: **font size 12**; **double-spaced**; on 8 1/2 x 11 paper.

When you upload **ANY** assignment, name the file as follows: Your LAST name-assignmentname.doc. That way, we can tell whose paper it is without opening and renaming all the files. In addition, with electronic submission, put your name on your paper itself as you would for any assignment. Since we are reading multiples of the same assignment, putting your name on your paper and also correctly naming the file is a double check on not confusing which paper belongs to whom. This method also allows us to utilize the alphabetizing functions of SAKAI and WORD. It takes you a minute to do this and it literally saves us hours. Using myself as an example, if a paper were mine it would be named WYNNE-ZeroRejectPaper.docx. Your cooperation is appreciated.

Student performance will be graded as follows:

A	= 470-500 points
A-	= 455-469 points
B+	= 435-454 points
B	= 415-434 points
B-	= 400-414 points
C	= 370-399 points
D	= 320-369 points
F	= below 321 points

N.B.: Individual assignments will have points reserved for “professional writing” that is defined as correct grammar, punctuation, spelling, and appropriate word choice for the context. It is important for your writing to be correct in order to be taken seriously as a professional.

Assignments (Rubrics follow in a separate document)

1. Comprehensive Case Review (100 points)

Pick a case that *was not discussed at length in the textbook* that was brought in a **federal appeals court** under any provision of the Individuals with Disabilities Act. You also may choose cases from the following Chapters in the textbook *that were not discussed at length* **and** that were not specifically assigned as readings: Residency (3), Related Services (7), Attorney’s Fees in Special Education Litigation (11), Children in Private Schools (12), or Early Childhood Programs (13). You

can find full text of cases in the Individuals with Disabilities Education Law Reporter, on-line in Lexis-Nexis Academic [Lexis-Nexis](#) or in a general law library. When you have identified the case you intend to review, please provide the full citation in the Discussion Board on SAKAI entitled "Case Review Citations" no later than two weeks before the paper is due. The graduate assistant or clerk will check all cases to make certain they are appropriate. Please divide the paper by the following subsections (A-H) as side-headers both to make sure you cover all topics and to facilitate grading.

No more than **two students** are allowed to review any particular case. (6 pp. maximum)

Directions	Points
A. Provide the full caption/citation of the case and one reporter series in which it was published	5
B. Trace the history of the case. In what court(s) had it been heard? Appealed? Affirmed? Reversed? (All cases will have initial administrative proceedings but you will not usually have access to them.)	15
C. What were the issues/questions facing the court(s)?	10
D. What were the plaintiffs seeking at each level?	10
E. What specific parts of statutes were referred to in the case(s)?	15
F. What were the holdings of the courts at each level?	10
G. What reasons were given by the court(s)?	10
H. With what parts do you agree or disagree? Explain your rationale and cite supporting case law and statute.	20
Professional writing style	5

2. IDEIA's Six Principles Papers (20 points per paper)

The Course Documents and textbook present six major principles reflecting special education law (statute and case). Write a **two-page** paper (one paragraph on p. 3 is OK; a full page 3 is not) on each principle. It is strongly recommended that you draft your papers as we reach each major principle in class and bring the draft to class. The opportunity will be provided for discussion and feedback for each principle (zero reject; eligibility and evaluation; free appropriate public education; least restrictive environment; parental participation; and procedural due process.) The paper is actually due the **NEXT** class meeting after the in-class discussion.

Each paper **MUST** address the following points and use these points as side headers:

Directions	Points
A. What are IDEIA's provisions regarding this principle?	4
B. What underlying values are advanced by this principle?	4
C. What competing interests could and/or do threaten this principle?	4
D. What are the implications of this principle for the day-to-day practice of your profession?	6
Professional writing style	2

3. In-Class Group Discussions (15 points per discussion = 90 points) will help students develop a clearer understanding of the six principles. Groups will be cooperative and receive a group grade for their six collective responses to the provided prompts. Please respond to the prompts by number for the sake of clarity. Only one computer per group may be used. This means that this is to be a GROUP discussion; therefore, you may not divide up the questions and work on them separately. This assignment is due by 4:00 p.m. following the end of class and must be submitted

on SAKAI. The full name of each person in the group must be on the paper and the last name of each person in the file name, i.e. JONES-SMITH-PATTERSON-RIVERA-CHOI-DISCUSSION-1.docx.

4. Parent Pamphlet (75 points)

Create a pamphlet that parents could use to inform themselves on the requirements outlined in IDEIA, ADA, and Section 504 highlighting the similarities and differences among them. The aim is to empower parents by making information about these laws accessible to them.

Directions	Points
IDEIA, ADA and Section 504 requirements are clearly outlined in language that parents can clearly understand. No jargon or complicated legal terms are used without explanation.	25
Clear comparison of <u>similarities</u> among Section 504, IDEIA and ADA are presented in a concise, easily read fashion	15
Clear comparison of <u>differences</u> among Section 504, IDEIA, and ADA are presented in an easily read fashion.	15
Resulting pamphlet is visually appealing with some graphics/pictures that aid in the overall understanding of the concepts. The overall appearance is “friendly” and does not look overwhelming to parents while maintaining correct grammar and punctuation	20

All of the above **CANNOT** be placed in a single tri-fold piece of paper, unless you use 11 x 17 inch paper. There are templates for pamphlets that can be visually appealing and easy to understand that use stand 8.5 x 11 paper. Type point in body must be no smaller than 10!! And the pamphlet must be printed correctly on both sides of the paper (no glued pages). Here are links with suggestions for producing pamphlets in WORD 2010

<http://blogs.office.com/b/microsoft-word/archive/2010/10/11/booklets-in-word-2010.aspx>

<http://www.groovypost.com/howto/microsoft/create-booklets-using-microsoft-office-word-2010/>

Templates developed for WORD 2003 are also available free on-line.

5. Lost at School/CPS (40 points)

Lost at School Collaborative & Proactive Solutions (CPS)

In order to better understand how school disciplinary practices exacerbate the problems of certain children in schools, students will read *Lost at School* by Ross Greene who was the Keynote speaker at NASP two years ago. Students will write a paper as described below:

Discipline Code Paper: Students will find and review a school discipline code. Some examples are uploaded onto SAKAI, but students may use any policy of their choice. Discipline policies can typically be found on school or district websites. This paper will be split into 2 parts. The first part may be up to three pages and the second part approximately one page long. The final paper should be around 4 pages in length.

Part 1: Find and review a school/district discipline policy and compare it to the points made by Greene in *Lost at School*.

- After reviewing the discipline policy, how would you describe this school/district’s approach to discipline?
 - Describe aspects of the discipline policy that support CPS.
 - Describe aspects of the discipline policy that conflict with CPS.

- Describe how the discipline code could be improved to align more close with the CPS approach.
- What actionable steps could be taken to make those improvements to support student and staff needs?
- If barriers arise from differing opinions, how can they be resolved in a socially just manner?

Part 2: In the second part, please reflect upon what, if any, insights you gained that may inform future practice in interacting with parents of students with disabilities and school administrators to increase social justice for marginalized families.

Directions	Points
1a. After reviewing the discipline policy, how would you describe the orientation of this school/district's approach to discipline?	5
1b. Describe any aspects of the discipline policy that support CPS.	5
1c. Describe aspects of the discipline policy that conflict with CPS	5
1d. Describe any aspects that may be improved to align more closely with the CPS approach.	5
1e. What actionable steps could be taken to make those improvements to support student and staff needs?	5
2a. How might a CPS perspective inform one's future practice in regard to parents' rights and school discipline for students covered by IDEIA.	10
Professional Writing Style	5

6. Defining Case Annotation (25 points)

Compile an **ANNOTATED LIST** for each of the *defining cases* in the assigned chapters.

For each case, provide:

- Complete and correct citation
- Brief summary of the content of the case
- Indicate why this is a defining case for the principle is included, i.e., meaningful to you.

Six Principles Paper (50 points)

Write a three to four-page paper explaining how the six principles embodied in IDEIA (2004) advance (or fail to advance) social justice for all groups of children with disabilities and their parents with appropriate references to sections of the law. Compare and contrast how the principles function for parents of different racial, ethnic, and socio-economic status groups. Writing style will be evaluated for tone, grammar, spelling, and punctuation.

THIS IS A NASP PORTFOLIO REQUIREMENT AND A COURSE REQUIREMENT

Comparison Paper: Integration Presumption

Read the three articles in the Module10 Course Documents (numbers 2-4) outlining the principal arguments advanced by the first author and the views of the respondents. Analyze these arguments with appropriate citation to law and evaluate your perception of the validity of the arguments presented. *Subdivide the paper into sections A-D below using side-headers.* (5 pp. maximum)

Directions
A. Outline Colker's principal arguments with appropriate citations to law
B. Analyze the views of the two respondents
C. Present a clear comparison of differences among the views presented
D. State your perception of the validity of the arguments presented
Professional writing style

THIS IS A NASP PORTFOLIO REQUIREMENT ONLY AND DOES NOT CONTRIBUTE TO YOUR COURSE GRADE; HOWEVER, YOU MUST PERFORM AT A LEVEL THAT WILL ALLOW YOU TO PASS THIS PORTFOLIO PRODUCT.

ALL ASSIGNMENTS MUST BE UPLOADED USING THE "ASSIGNMENT UPLOADER" EXCEPT THE PARENT PAMPHLET, WHICH IS TO BE HANDED IN AS A HARD COPY.

Five (5) Bonus points are available for students who develop a Homepage within SAKAI that includes a short description of your personal professional interests AND a picture by January 26, 2016 ("HOMEPAGE" is a tab on the left on SAKAI).

Due Dates

There will be group in-class discussion for each of the six principles. In order to complete this assignment, you must be in class. (See Syllabus for scheduled dates)

Each Principle Paper is due the class after the principle is covered in the course (See Syllabus for due dates.) Some topics do not have papers.

It is your responsibility to have read and understand this Syllabus thoroughly!!!!

SYLLABUS NOTES

The long list of "required in all Syllabi" statements has been replaced by the following link that is purported to be always up-to-date: www.luc.edu/education/syllabus-addendum/

