

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION  
CIEP 401  
2016-2017  
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SYLLABUS**

**This is an online course in The Exceptional Child. We will be exploring the law, the theory and the family dynamics that contribute to providing equitable educational opportunities to all children. We will examine the multiple layers necessary to provide you the knowledge and skills to advocate and provide guidance to families and schools to provide a free and equal education for all children.**

**Your development as an agent of critical inquiry and social justice is central to this course. You will be asked to analyze, reflect and develop theories of practice that address this topic. You will be doing this within an online course. If you are new to this teaching you will have to readjust your learning strategies to meet the demands of this modality.**

#### **ONLINE ATTENDANCE AND PARTICIPATION POLICY**

- 1. Taking an online class requires knowledge and skills. You must complete the online orientation offered by Loyola: <http://www.luc.edu/online/aboutloyolaonline/preparing-for-online/>**
- 2. Be prepared for an exciting and challenging learning experience. It is true, you can come to “class” in your pajamas. However, expect to work hard and be an active learner in the process. You may even raise your hand when we meet together online in what is known as a synchronous session.**

3. There are some rules you will need to follow about online etiquette and expectations. Online learning has its own rules for interacting with others. Since all communication is online you need to watch your netiquette. Written text can be interpreted many ways, so be careful when you speak and respond. I will be available to guide you through this process. As in many courses it is important to keep up, it is more important in an online course. As in many courses it is important to participate, in an online course it is more important. I do not have the advantage of seeing your eager faces and getting the nonverbal feedback that you are hearing and understanding what I am teaching. I can only know that by your blogs, discussions and assignments.
4. If you are confused or lost, contact me immediately. I can only help you navigate if you ask.

#### **LEARNING OUTCOMES:**

1. Recognize the individuality of all children in the schools
2. Identify important characteristics which will enhance learning
3. Describe socially constructed concepts of race, culture, ethnicity and socioeconomic class, gender and identity.
4. Apply the process of second language acquisition and strategies to support the learning of students whose first language is not English in a lesson plan.
5. Demonstrate in a paper the importance of the law and IDEA in special education.
6. Consider the importance of developing instruction that considers individual differences and the impact of families, culture and social context in learning.
7. Reflect on the impact and limitations of assessment in learning and instruction.
8. Describe the role of evidence based interventions in educational instruction.
9. Through assignments reflect on the importance of parent and family partnerships with the schools to optimize student success.

#### **COURSE 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. Candidates will acquire knowledge of the traditions, cultures, and languages of principal minority and ethnic groups residing in the state.**

**Objective 1c: Candidates will demonstrate an understanding of the process of second language acquisition and strategies to support the learning of students whose first language is not English. The needs of English language learners will be embedded in instruction throughout the coursework.**

*CEC Common Core Standard 1; NCATE Standard 5a.*

**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. Candidates will**

*CEC Common Core Standards 1-3, 6, 9; NCATE Standard 1.*

**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. Candidates will demonstrate an understanding of all types of classroom assessments and begin to acquire an ability to analyze student data. Candidates will receive exposure to the key principles from cognitive psychology about how human beings learn and children develop. Candidates will demonstrate knowledge of classroom management strategies and special education. Candidates will become familiar with the most critical education issues of the day, including the “achievement gap.”**

**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. While employing the Response to Intervention Model (RtI), candidates will demonstrate knowledge of scientifically based reading and math instruction for Tier Two and Tier Three diverse learners. Candidates will demonstrate knowledge of research-based Positive Behavioral Interventions for diverse learners.**

*CEC Common Core Standards 4, 5, 7, 8; NCATE Standards 2f, 2i, 3b, 3d, 4*

**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). Candidates will demonstrate knowledge and skills needed by special education teachers at the elementary and secondary level, including behavioral analysis and modification.**

*CEC Common Core Standard 10; NCATE Standard 5a, 5c, 5d.*

**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. Applications of technology will be integrated into the coursework as it relates to diverse learners.**

*CEC Common Core Standard 4; NCATE Standards*

## **IDEA OBJECTIVES**

**This course will address the following IDEA objectives:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to apply knowledge and skills to benefit others or serve the public good

## **METHODS FOR COMMUNCIATING**

1. **You will be required to use a variety of techniques to communicate with me and the other students in the class. You will use blogs, discussion boards, panopoto and voice thread. You may also use email and telephone when appropriate.**
2. **I will stay in touch with you by email and video conversations and feedback on your assignments.**
3. **All electronic communication must be returned in a timely fashion (2 business days).**
4. **Please adhere to rules of etiquette appropriate to online and face to face interactions.**

**MATERIALS:**

**Textbook:**

**Turnball, Ann, Turnball, Rud, Wehmeyer, Michael Shogren, Karrie. Exceptional Lives (2015). Pearson Enhanced etext. ISBN- 9780134019062**

**or**

**Pearson Enhanced etext + Loose-Leaf version ISBN- 9780133589344**

**PLEASE NOTE COURSE ID 694310EB**

**How to Access your ematerials information in Sakai under syllabus**

**The etext allows you easy access to many of the materials being used in the class and also Pearson support for technology issues. Some of you may prefer to have both the etext and a hard copy (option 2)**

**Solomon, Andrew. Far from the Tree: Parents, Children, and the Search for Identity (2012). Simon and Schuster. ISBN 0743236178**

**TECHNOLOGY REQUIREMENTS:**

Headset requirements:

**Headset Recommendations** ( headsets may be necessary for this course )

Logitech H390 ClearChat

[http://www.bhphotovideo.com/c/product/533300-](http://www.bhphotovideo.com/c/product/533300-REG/Logitech_981_000014_ClearChat_Comfort_USB_Headset_.html)

[REG/Logitech\\_981\\_000014\\_ClearChat\\_Comfort\\_USB\\_Headset\\_.html](http://www.bhphotovideo.com/c/product/533300-REG/Logitech_981_000014_ClearChat_Comfort_USB_Headset_.html)

Logitech H540

<http://www.newegg.com/Product/Product.aspx?Item=N82E16826104783>

Headsets can be purchased from Best Buy and most stores where technology items are sold.

Teaching with technology:

<http://www.luc.edu/fcip/teachingwithtechnology/teachingwithtechnologyguide/>

Are you ready for online learning:

<http://www.luc.edu/online/aboutloyolaonline/preparing-for-online/>

Panopto:

<http://www.luc.edu/itrs/teachingwithtechnology/panopto/>

## CONCEPTUAL FRAMEWORK:

The School of Education conceptual framework is: Social Action Through Education. As School Psychology interns, your experiences this year will require you to put this statement into action in your practice within the schools, with parents and the community partners. Utilizing the constructs of ethical practice you will strive to



meet these goals. This is a course in Exceptional Children and we will work this semester to use this framework to demonstrate each week ways to make sure that all children and families receive a full complement of educational experiences which will provide them the tools to be the best version of themselves.

## **DISPOSITION**

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

## **KNOWLEDGE BASE**

The Loyola University program of studies in School Psychology is designed to prepare students to assess, consult and design behavioral and cognitive science instructional interventions. Prior to pursuing the internship, the intern is expected to have a basic knowledge base related to a wide range of psychological and cognitive assessment instruments as well as curriculum based measurement and using problem solving procedures to address educational questions. The intern is expected to be able to administer these instruments and to craft a clearly articulated written reports. The intern is also expected to be able to provide counseling services to school age children and youths. During the internship, the intern is expected to increase his/her familiarity with the literature and to keep abreast of developments in the field. This will be accomplished through readings and attendance at professional seminars and workshops during the year. Specific activities are included in the internship plan.

## **SUPERVISION**

Supervision will be done in group meetings and individually throughout the year. The instructor is available on email or by phone at all times. Please do not hesitate to contact the instructor for any questions or concerns.

## **IMPORTANT LINKS:**

<http://luc.edu/education/syllabus-addendum/>

- **Academic Honesty**
- **Accessibility**
- **Conceptual Framework**
- **Ethics Line Reporting Hotline**
- **Electronic Communication Policies and Guidelines**

## **DIVERSITY**

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and

respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

## **PLAGIARISM**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

### **Definition:**

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission.

### **IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

### **Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

### **LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

### **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

**WEEKLY SCHEDULE:**

	<b>asynchronous</b>	<b>assignment</b>	<b>Video assignment Using Voice Threads</b>
<b>Prior to class</b>	<b>Introduction on panapoto Instructions for online classes Instruction for microphone Instructions for adobe connect Instructions for panapoto</b>		
<b>Week 1</b>	<b>Watch video of Solomon TED talk: <a href="http://www.ted.com/talks/andrew_solomon_love_no_matter_what">http://www.ted.com/talks/andrew_solomon_love_no_matter_what</a></b>	<b>Read Chapter 1 and 2 in Turnball book Chapter 1 in Solomon Book Complete quiz online</b>	<b>include the following: 1.an interesting non academic fact 2.why you are taking the course 3.have you ever had</b>

			<b>an online class before</b>
<b>Week 2</b>	<b>The six principles</b>		<b>Six principles paper</b>
<b>Week 3</b>	<b>Watch interview with parent Watch Power points for Chapter 3 and 4</b>	<b>Read Chapter 3 and 4 Turnball Chapter V in Solomon Quiz</b>	
<b>Week 4</b>	<b>Watch video lecture Watch power points Chapter 5</b>	<b>Read Chapter 5 and 6 Turnball (LD) Complete Quiz</b>	<b>See instructions for interactive Assignment #1</b>
<b>Week 5</b>	<b>Watch video lecture Watch power point for Chapter 7</b>	<b>Read chapter 7 in Turnball Complete assignment on interview a parent of a child with special needs. See list of questions to cover Write a brief summary and post on Sakai in blog</b>	
<b>Week 6</b>	<b>8-ADHD</b>	<b>Chapter VII in Solomon</b>	
<b>Week 7</b>	<b>9-ID</b>	<b>Chapter IV in Solomon (Disability) Watch at least one episode of "Born this Way" an A &amp; E program about families with a child with Down Syndrome</b>	<b>See instructions for interactive assignment #2</b>
<b>Week</b>	<b>10-Autism</b>	<b>Capter VI (Schizophrenia)</b>	

<b>8</b>		<p><b>Watch the movie “How to Dance in Ohio”</b></p> <p><b>Also the following movie:</b>  <a href="https://www.autismspeaks.org/blog/2015/09/17/watch-women-diagnosed-autism-late-tell-their-stories?utm_medium=text-link&amp;utm_content=Watch:%20Women%20diagnosed%20with%20autism%20late%20tell%20their%20stories%20&amp;utm_campaign=mostpopular">https://www.autismspeaks.org/blog/2015/09/17/watch-women-diagnosed-autism-late-tell-their-stories?utm_medium=text-link&amp;utm_content=Watch:%20Women%20diagnosed%20with%20autism%20late%20tell%20their%20stories%20&amp;utm_campaign=mostpopular</a></p>	
<b>Week 9</b>	<b>11-multiple</b>	<b>Chapter X (Crime)</b>	
<b>Week 10</b>	<b>12-OHI</b>	<b>Chapter XI (Transgender)</b>	
<b>Week 11</b>	<b>13-TBI</b>		
<b>Week 12</b>	<b>14-Hearing Loss</b>	<b>Chapter II (Deaf)</b>	
<b>Week 13</b>	<b>15-Visual impairments</b>		
<b>Week 14</b>	<b>16-Gifted and Talented</b>	<b>Chapter VIII (Prodigies)</b>	
<b>Week 15</b>	<b>Presentations</b>		

**Interactive Assignment #1**

## **Assignment 1**

### **Description of the Project:**

**Each student will be required to complete an interview of a parent of a child with special needs. The assignment may be completed as a video interview or as a written summary of the meeting. The following areas will need to be addressed:**

- 1. Please tell me about your child. If the parent responds that my child has (name the disability) it is your responsibility to redirect the conversation to have the parent talk about the child not the disability.**
- 2. Ask the parent to provide you with a brief summary of diagnosis and the pathways to getting the diagnosis.**
- 3. Include in your questions and answers information which will provide you and your classmates an insight into the ease of finding professionals who were helpful in diagnosis and treatment.**
- 4. Also make certain to have parents provide information on their first encounter with the school system.**
- 5. Please also include information about social interactions for the child the parent and other siblings and how this, may have been, impacted by barriers to success and how the doors have been opened to help the family.**
- 6. Parents advice to you as a professional educator to become a partner in this process.**

### **Before the Assignment:**

**Each student will have the opportunity to view a video of the instructor interviewing a parent of a child with special needs. This will serve as a model for the above assignment. After viewing the video the students will be required to answer the following questions that have informed the project above:**

- 1. Tell me about your child.**
- 2. Who made the diagnosis?**
- 3. In what setting was the information given to you?**
- 3. Did you feel the information from the professional answered your questions**



4. **Were you given emotional support by the professional and resources to help you gain further information that would be helpful to your child?**
5. **After the initial diagnosis, were you able to find resources to provide interventions, if yes who was most helpful.**
6. **Do you think that the educational program your child is receiving now is optimum.**
7. **What could we as educational professionals do to assist you in this journey and how can you assist us in helping us learn to be sensitive and helpful.**

**During the assignment:**

**All students will have access to my assistance via email or phone as they develop this project. The major communication will be done after the assignment is posted.**

**After the assignment:**

**All students will have received instruction on the use of Panopto at the beginning of the course. The syllabus will have the link to the training and it will be demonstrated in the introductory sessions on technology that will be available to the students prior to the first class. I will make a video that walks them through the steps to access the university training.**

**Each student will upload the activity either as a video or as a written assignment on the discussion board. Each student is responsible for reading or watching each video and providing a reflection paper which is entitled:**

**A guide for learning to be a sensitive educator: Parents as partners in the process.**

**The instructor will then provide a video which will discuss this assignment and a list of ideas generated by these assignments to serve as a guide for all students as they begin their career as educators.**

**After the assignment:**

**Each student will upload the activity either as a video or as a written assignment on the appropriate thread in the discussion forum.**

**Each student is then responsible for reading or watching peers' videos/written summaries and providing a commentary post "*A guide for learning to be a sensitive educator: Parents as partners in the process.*" Your commentary should be the equivalent of a 1 page written paper (roughly three paragraphs of content) and should build off of content already provided by your peers rather than duplicating any information already written on the Wiki page. For example, instead of simply writing "I agree with the point made by Sarah and found the same was true for the parent I interviewed," consider how you can add to the content by drawing in information from the readings, raise a new question based on the common issue observed by you and your classmate(s), or propose an area for further analysis or study based on the observations made by you and your classmate(s). Because we are using a Wiki format to create a collaborative document, you will be able to re-enter the Wiki and edit or add to your submission as many times as you like until the due date. The completed Wiki should be saved for your future reference as it is expected to be a useful resource as you begin working in schools to support children with special needs. Your submission will be graded based on the quality of critical reflection, synthesis of information from your interview with information contributed by your peers, and on your ability to incorporate content from the readings to support your statements.**

## **Interactive Assignment #2**

### **Description:**

**The second assignment will be a required interview with a school administrator or teacher, school psychologist, school social worker, occupational therapist or physical therapist who is directly involved with the special education classroom. The question for the professional is the major lesson learned about working with families of children with special needs.**

**Before the assignment or activity:**

**Each student will be assigned to a small group where they will discuss a school observation of a special education classroom and come up with a series of questions that they feel is relevant for their own personal growth as a professional sensitive to the multiple needs in the classroom of the student and the teacher.**

**These questions will be posted to Sakai on the discussion board and shared with all the groups. A list will be made, from these questions which will be required to be used by all students in their interviews. The instructor will monitor the discussion board and give final approval to the questions via a posted video summarizing the activity to all students. The list will also be posted in the unit.**

**During the assignment:**

**Each student will complete their assignment independently and post it to the discussion board. Every student is required to read all postings and complete a personal reflection based on their own experience and others.**

**After the assignment:**

**Feedback will be given to each student individually through the assignment entry on Sakai. The instructor will post a summary of the items and questions generated by the assignment on the discussion board. A video summary of the activity will also be posted.**

**Instructions for Paper on 6 Principles:**

Student knows six legal principles embodied in IDEIA (2004).

Students will write a three-page paper explaining how the six principles found 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.

Updated: 9.23.14 42

### Six Principles Paper

	Target	Acceptable	Unacceptable
Principles	Knowledge of law is clearly explained for each of the principles with nuanced detail.	Knowledge of law is generally stated for all six principles.	Information is missing about one or more principles.
Social Justice	Explain how each principle advances or hinders social justice.	General discussion of social justice and IDEIA.	No connection between the law and social justice.
References	References are made to specific sections of the law in the appropriate format.	References are included for all of the principles but not all use the correct format citing specific sections of the law.	The appropriate legal citation is not included.
Compare and Contrast	Use critical thinking skills to explain the interaction between racial, ethnic, and socio-economic status in the functioning of the principles.	Briefly explain how the principles function for parents from diverse backgrounds.	No mention of differences in experience among families.
Domain 10 Standard VIII Element 8.2 Total Assessment	Student must receive no more than one section rated as Acceptable (with all others rated at the Target level).	All sections must be rated as Acceptable or Target. No section receives a rating of Unacceptable.	Any Unacceptable section ratings will result in a rating of Unacceptable for the Standard.
Overall	Target	Acceptable	

## FINAL PAPER

**This paper will provide you the opportunity to summarize the various readings and projects you have experienced this semester. The readings in the Solomon book has provided you another viewpoint to think about the impact of**

**exceptionality in a family system. Please choice from the following topics and provide a scholarly 3-5 page paper which will synthesize your emerging understanding of how to be an effective professional and advocate for children in your schools.**

- 1. Choose a chapter in “Far From the Tree” and using the perspective of one of the parents used in the book as an example, describe how you, the school professional can help facilitate a program that would benefit both the academic and social emotional needs of the child.**
  
- 2. Identify an area of exceptionality in the Turnbull book and using your new learning from this class describe how you can advocate for the parent and child and provide them a safe learning environment.**
  
- 3. Utilizing special educational law describe how you would provide an inservice to your team to articulate the roles of the school professional in providing an education for each child in the least restrictive environment.**

GRADING

COURSE ASSIGNMENTS:

ASSIGNMENT	POINTS EACH	TOTAL POINTS
Introduction video thread assignment	10	10
Online quizzes	20 points (x16)	320
Six principles Paper	150	150
Parent Interview Voice Thread	100	100
Parent Interview	100	100
Response to viewing other interviews	50	50
Practitioner Interview	100	100

Response to Viewing other practitioner interviews		
Final paper	300	300

#### GRADING SCALE

SCALE	LETTER GRADE	POINTS
94% and above	A	1062
90%-93%	A/B	1017
85%-89%	B	960
81%-84%	B/C	915
75%-80%	C	847
68%-74%	D	768
BELOW 68%	F	BELOW 768