Loyola University Chicago School of Education
CIEP 401
The Exceptional Child
Spring 2017

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COURSE DESCRIPTION:
CIEP 401 offers an introduction to special education and focuses on the diverse needs of exceptional children from an educator's perspective. Definitions, classification systems, etiologies, epidemiological information and the educational, cultural, social and biological characteristics of individuals with learning and behavioral disabilities will be addressed.
Significant historical trends, current issues and the impact of local, state and federal laws and regulations on educational services for children with disabilities will be examined. Students will learn how to apply psychological principles to instructional situations and how to avoid discriminating against students with exceptional needs.

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 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.

REQUIRED TEXTBOOKS:

Exceptional Lives: Special Education in Today's Schools (2016), Ann A. Turnbull, H. Rutherford Turnbull, Michael L. Wehmeyer, and Karrie A. Shogren. Pearson.

IDEA Course Evaluation
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.

IDEA Objectives (objectives in bold print are essential)

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
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 (inventing; designing; writing; 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, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

SOE Conceptual Framework Standards (CFS)
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. 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/

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.

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

• Describe educational services, instructional practices, and community resources that are appropriate for students, based on their learning profile: abilities, interests, and learning styles.

• Understand the importance of developing instruction that considers personal differences in learners, as well as the influences of family, cultural, and social contexts upon learning

• Understand the role of assessment in learning and instruction, and construct methods that appropriately evaluates 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.

Evaluation:

Class Participation and Attendance	20 points
Reflection Questions	25 points
Family Resource File	15 points
Observations	20 points
Presentation on Hot Topic	10 points
Assessments	10 points
	100 points

Description of Course Activities and Requirements:

Reflection Questions
The reflection entry is a chance to summarize your understandings of the materials for the unit. Five prompts will be included in Sakai as separate assignment.   Integrating the course content and reflecting your insights will be the focus of your journal entry. The responses can also provide an opportunity for you to ask questions and seek clarification on the material presented in the unit.

Family Resource File: Portfolio of Support Agencies for Children and Youth with Special Needs
Working with children and families identified with special needs or developmental delays requires educators to know the community resources that are available. Families often struggle with isolation and limited information in their work to advocate for their child(ren). Likewise educators may have limited backgrounds with knowing community resources that can support an inclusive setting. This file, once completed, will serve as a reference for teachers and families. Local and state agencies will be identified as well as federal programs that will support families.

Observations
Students will conduct three observations of diverse learners in their buildings.   Students will observe students with disabilities in two different settings including one while receiving supports, if possible. A paper detailing each observation and your reflection about what you saw including strengths and areas of improvement should be included.

Special Education Hot Topic Presentation
Select a topic of interest in the field of special education. Write a 6-8 paper and develop a presentation to share your topic and findings in class.

Chapter / Section Assessments
Upon completion of each chapter or section, there will be an assessment that must be completed. The questions will assess major concepts and ideas expressed in the material (readings and videos). The best way to prepare for these assessments is to review the questions in the text book.

<u>**Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.**</u>

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, assignments (except for the group project and final) may be rewritten and resubmitted for reevaluation.

Class Participation, Attendance and Professional Disposition: 20 points

Students will participate in discussions based on lectures, student presentations, assigned readings and hand-outs as well as extemporaneous role play. It is expected that students will attend class every day. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. (All course objectives)

Professional Dispositions

The School of Education has three dispositions—*Professionalism, Inquiry, and Social Justice*—as indicators of students' growth for different levels in their program. Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your disposition will be assessed in the course along with the rubric. The rubric for dispositions for the internship can be found below:

	Target	Acceptable	Poor	Unacceptable
PROFESSIONALISM	3	2	1	0
Candidate meets all deadlines	Candidate meets all deadlines consistently	Candidate meets deadlines with a few exceptions.	Candidate frequently does not meet deadlines.	Candidate does not complete any work
Candidate honestly and accurately cites other's work	Candidate honestly and accurately cites other's work in a consistent manner.	Candidate honestly cites other's work but at times is not accurate with the exact citation.	Candidate misrepresents other's work as his/her own.	Candidates does not complete or cite work
Candidate is punctual for meetings within the professional setting (internship)	Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)	Candidate is punctual for meetings, with a few exceptions, within the professional setting. (internship)	Candidate is consistently not punctual and or cancels consistently for meetings within the professional setting. (internship)	Candidate is consistently absent and unprofessional
Candidate communicates promptly with faculty	Candidate consistently communicates/ responds/confirms when needed in a prompt manner (either by email or phone) with faculty about appointments/ assignments.	Candidate usually communicates/ responds/confirms when needed with faculty in a prompt manner (either by email or phone).	Candidate does not communicate/ responds/confirms when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.	Candidates fails to consistently communicate with administrators or site supervisor.
Candidate uses technology in the classroom only for academic purposes	Candidate consistently uses technology in the classroom only for academic purposes.	Candidate uses technology in the classroom for academic purposes with a few exceptions.	Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.	Candidate does not know how to use any technology.
Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards	Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.	Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.	Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.	Candidate consistently displays unethical behavior

INQUIRY	Target	Acceptable	Poor	Unacceptable
	3	2	1	0
Candidate is able to reflect and respect other points of view within the school environment (internship)	Candidate consistently reflects and respects other points of view within the school environment. (internship)	Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school environment (internship)	The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)	Candidate does not respect other points of view.
	Target	Acceptable	Poor	Unacceptable
SOCIAL JUSTICE	3	2	1	0
Candidate demonstrates a belief that all students can learn within the school environment (internship)	Candidate consistently demonstrates a belief that all students can learn within the school environment. The candidate will not tolerate a culture complacent with failure. (internship)	Candidate demonstrates a belief that all students can learn within the school environment with a few exceptions. The candidate is not complacent with a culture of failure. (internship)	Candidate does not demonstrate a belief that all students can learn within the school environment and is complacent with a culture of failure. (internship)	Candidates is discriminatory in words and actions.
Candidate demonstrates respect for cultural differences within the school environment (internship)	Candidate consistently demonstrates respect for cultural differences within the school environment and continually seeks to gain greater inter-cultural competence. (internship)	Candidate demonstrates respect for cultural differences within the school environment with few exceptions. The candidate seeks to gain greater inter-cultural competence. (internship)	Candidate does not demonstrate respect for cultural differences within the school environment and does not seek to gain inter-cultural competence. (internship)	Candidate is consistently disrespectful.
Candidate demonstrates social justice within the school environment (internship)	The candidate advocates strongly for social justice within the school environment in both word and deed. (internship)	The candidate supports social justice within the school environment in both word and deed. (internship)	The candidate's words and deeds within the school environment do not support the principles of social justice. (internship)	Candidates does not display respect, understanding of social justice principles.

Class Session	Topics	Readings (Read *prior to* class)	Assignments Due
01/19/2017 Session 1	• Introductions • Course Overview • Syllabus • Assignments, Dispositions, Expectations	• Chapter 1	Buy your textbooks for next week and do the assigned readings for next week.
01/26/2017 Session 2	Ensuring Progress in the General Education Curriculum: Universal Design For learning and Inclusion	• Chapter 2	
02/02/2017 Session 3 – Independent Study			
02/09/2017 Session 4	• Today's Multicultural, Bilingual, and Diverse Schools • Disproportionate Representation • Becoming Culturally Responsive	• Chapter 3	
02/16/2017 Session 5	Today's Families and Their Partnerships with Professionals • Demographic Info • Partnerships • Resources	• Chapter 4	
02/23/2017 Session 6	• Student Discipline • SB 100 • Restorative Practices		**Observation 1 Due**
03/02/2017 Session 7	Understanding: • Students with Learning Disabilities • Students with Communication Disorders	• Chapters 5 and 6	
SPRING BREAK **03/09/2017**			
03/16/2017 Session 8	Understanding: • Students with Emotional or Behavioral Disorders • Students with Autism	• Chapters 7 and 10	**Observation 2 Due**
03/23/2017 Session 9	Understanding: • Students with ADHD • Students with Multiple Disabilities • Students with Physical Disabilities and Other Health Impairments	• Chapters 8, 11 and 12	**Observation 3 Due**

03/30/2017 Session 10	Understanding: • Students with Intellectual Disabilities • Students with Traumatic Brain Injury	• Chapters 9 and 13	
04/06/2017 Session 11	Understanding: • Students with Hearing Loss • Students with Visual Impairments, including Blindness	• Chapters 14 and 15	**Family/ Community Resource Tool Due**
04/13/2017 **EASTER BREAK**			
04/20/2017 Session 12	Understanding Students Who are Gifted and Talented • Designing Appropriate Education • Using Effective Instructional Strategies	• Chapter 16	
04/27/2017 Session 13	• **Presentations**		
05/04/2017 Session 1	• **Presentations** • **Course Evaluation**	• **Bring your laptops**	