

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**The Exceptional Child
CIEP 401
Spring 2021**

Instructor: John Forde, Ph.D.
Phone: 773-330-6380
Email: jforde@luc.edu

Time: Mondays
Online

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return Spring 2021 RETURN to CAMPUS Checklist Spring 2021 RETURN to CAMPUS Guidance Required Personal Safety Practices COVID-19 Testing and Reporting Protocol COVID-19 Campus Updates

Course Description:

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.

1. Students will gain an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional.
2. Students will understand the basic processes and procedures involved in assessment, identification, and placement of students referred for special education.
3. Students will gain an appreciation of the impact of educational and psychological disabilities upon the individual and the destructive role of prejudice.
4. Students will gain an understanding of the legal and ethical considerations that directly affect how society is challenged to meet the needs of exceptional students.
5. Students will learn about regulatory requirements, legislation, and the history of education for students with specific needs.
6. Students will use electronic resources to research educational resources for teachers and parents of exceptional students.
7. Students will participate in exploring awareness, acceptance, and embracement of diversity through discussions and classroom activities.

Conceptual Framework and Conceptual Framework Standards:

Our School of Education Conceptual Framework ***Social Action through Education*** and conceptual framework standards are available at: <http://www.luc.edu/education/mission/>. Through this course, the School of Education's Conceptual Framework—*Professionalism in Service of Social Justice*—will be exemplified through its commitment to a democratic learning community. Students are expected to acquire and apply the knowledge, skills, and dispositions that will prepare them to support the development and education of all students.

Dispositions:

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, Inquiry, and Social Justice are important considerations in individual professional development.

Smart Evaluation:

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

-The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

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

Syllabus Statement:

In this class, software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

B. The use of all video recordings will be in keeping with the University Privacy Statement shown below. Please add the following statement to your revised syllabus and post on all course Sakai pages.

LUC Privacy Statement:

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Please see the SOE Syllabus Addendum at the end of this syllabus for important SOE course policies and procedures.

Required Readings/Materials:

"Exceptional Lives: Practice, Progress, & Dignity in Today's Schools." Turnbull, Turnbull, Wehmeyer, and Shogren. (2020) Ninth Edition.

The ISBN-13 # is 978-0-13-498433-9.

The ISBN - 10 # is 0-13-498433-1.

- The instructor may assign additional readings, such as journal articles, posted as supplemental readings to the textbooks on Sakai.

Required Assignments and Due Dates:

All written assignments (unless otherwise specified) must be typewritten and conform in general to the writing style and formats specified in the Publication Manual of the American Psychological Association, 7th edition. **Please submit an electronic copy of each assignment under "Assignments" within Sakai.** Feedback on all assignments will be sent back through Sakai. All points and grades will be posted in the Sakai grade book. Please see assignment descriptions and point values below:

1. **FBA/BIP project 100 points**
2. **Opportunity/Achievement Gap Assignment 100 points**
3. **Cooperative Learning Projects 500 points**
4. **Tests (3)300 points**

1. FBA/BIP project: consists of reading the FBA/BIP power point and FBA/BIP video lecture. Then completing certain sections of IEP FBA/BIP paperwork.

2. Opportunity/Achievement Gap Assignment: you will find details in Sakai under assignments: will be assigned once thread is opened in Sakai-instructor will let you know when that occurs.

3. COOPERATIVE LEARNING PROJECTS:

The cooperative learning project points will be fulfilled in the following manner: You will be assigned an essay question or two focusing on current issues in special education. Typically, they will be related to the topic being covered that week in class. You will be asked to write a written reply to the essay questions, including citing supportive references you used. Most essays will be 2-3 pages in length.

4. Test-3 tests, 100 points each, multiple choice(approximately 50 questions per test)

Final course grades will be assigned as follows:

Class Percentage%	Grade
900-1000	A
800-899	B
700-799	C
600-699	D
<600	F

CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>DUE</u>
Week One (1-19-21)	Course Overview Ch 1 Purpose, People, and Law-Panopto Ch 2 Disability and Cultural Justice-Synch	<i>Ch. 1,2</i>	

	CLP#1 assigned		
Session Two (2-1-21)	Ch 4-Ensuring Educational Progress, Ch 5-School-wide Systems of Supports Ch 6- Cross-cutting Instructional Approaches Achievement/Opportunity Gap assigned	Ch. 4,5 & 6	CLP#1 due
Session Three (2-8-21)	Ch 3-Families/Partnerships #Watch Sean's Story(SS)Video CLP #2 (Sean's Story) assigned	Ch. 3	Achievement/Opportunity Gap assigned
Session Four (2-15-21)	Test one-chapters 1-6 Test One assigned	Ch. 7	CLP#2-(SS discussion guide) is due
Session Five (2-22-21)	Ch 7-Learning Disabilities CLP # 3 assigned		Test One Due
Session Six (3-1-21)	Ch 8 Speech and Language Disorders CLP #4 assigned	Ch 8	CLP #3 is due
Session Seven (3-15-21)	Ch 9 Emotional Disorders Ch 10 ADHD FBA/ BIP assigned (due 3-29-21)	Ch. 9 Ch. 10	CLP #4 Due
Session Eight (3-22-21)	Ch 11 Intellectual Disabilities 2nd Test-chapters 7-11 assigned	Chs 11	Nothing Due --- Work on FBA/BIP assignment
Session Nine (3-29-21)	Ch 12 Autism CLP #5 assigned-due	Ch. 12	FBA/BIP due if not attendingSynch S
Session Ten (4-5-21)	Ch 13 Multiple Disabilities and TBI Ch 14 Physical disabilities & OHI Test Three assigned	Ch. 13 & 14	Test Two due complete CLP #5 by 4-12-21 complete test 3 by 4-26-21
Session Eleven (4-12-21)	Ch 15 Hearing Loss Ch 16 Visual Impairments	Ch 15 & 16	CLP #5 due Work on test three due
Session Twelve (4-19-21)	Ch 17 Gifted	Ch 17	Work on test three due

Session thirteen (4-26-21)	3rd test		Test Three Due
----------------------------------	----------	--	----------------

**Loyola University Chicago
School of Education
Syllabus Addendum**

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

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. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data are 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/

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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***.