

Loyola University Chicago
Legal Issues: Educating Exceptional Children
CIEP 410 – Spring 2021

Instructor: Cassie Black

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Telephone: 312.848.0432

Classroom: Online

Class time: Tuesday, 7:00-9:30PM

Virtual Office hours: By appointment

Responsiveness: I will respond to all email messages within 24 hours. Reflections will be graded within one week, while the four major assignments will be graded and returned within two weeks.

TA: Don Sibley

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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](#)

Recording of Synchronous Lessons:

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. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e., shortly after the course ends, per the Sakai administrative schedule). 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.

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.

The purpose of this course is to provide graduate students with both theoretical knowledge and practical strategies for adhering to law as a school psychologist. A strong understanding of legal issues in disability law is a necessary foundation for promoting social justice for students who receive special education services.

School of Education Vision: The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission: The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework

The SOE's Conceptual Framework (CF)—***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 application of federal and state laws governing disability law in schools. Careful attention will be given to the impact of poverty, language differences, and racial/ethnic differences have on the quality of services rendered. This is a concern grounded in a commitment to social justice.

For your reference, here is the full text of the SOE Conceptual Framework:

Our conceptual framework is described here - www.luc.edu/education/mission/

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?”**

Dispositions

All courses in the SOE assess student dispositions. The SOE dispositions are as follows: ***Professionalism, Inquiry, and Social Justice***. The specific disposition for this course are Professionalism and Social Justice, although all standards are can be found on the rubric posted in LiveText for this course. The disposition evaluated in this course is Inquiry, although all three dispositions are important to every school psychology endeavor.

Diversity

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, disability, socioeconomic status, sexual orientation, and gender identity. This course addresses diversity first by attempting to provide sensitivity to the need to understand that special education law, IDEA (2004), is applied differently for majority, middle class heterosexuals. Students should reflect on the ways in which a lack of respect for diverse populations creeps into school psychological practices. In order to pursue social justice, school psychologists constantly need to be aware of differential practices within schools that depend upon the diverse characteristics of the child and family.

Smart Evaluation

In addition to the specific goals for the course, the university-wide course assessment system requires that generic objectives be identified for each course. When you complete the online course evaluation, the following goals will be weighted more heavily in the evaluation process.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing ethical reasoning and/or ethical decision making
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

Each course you take in the School of Education is evaluated through the Smart Evaluation. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it, as this feedback is important so that I can gain insight in how to improve my teaching and the department can learn how best to shape the curriculum. Toward the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding you to provide feedback on the course. You will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once you 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 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.

Text/Resources

Main Text:

Yell, Mitchell L. (2019). *The law and special education* (5th ed.). Upper Saddle River, NJ: Pearson.

Additional Reading:

Greene, Ross W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York, NY: Schribner.

Sakai: You will use Sakai to access all instructional materials and to submit assignments. Step by step instructions for using Sakai are here: [Sakai Student Site](#). For additional assistance, contact the IT Service Desk at itsservicedesk@luc.edu or 773-508-4487.

Zoom: We will use Zoom for weekly online meetings and office hours. In these meetings, you can share your audio and video with the rest of the class. You will need to download and install Zoom on the computer you plan to use for online meetings. View [How do I download Zoom?](#) for additional instructions. A camera and microphone are recommended to fully participate in the online meetings. Many laptops will already have a microphone and camera built-in. If you do not have a microphone, there is a call-in option. If you would like to test Zoom before our first scheduled meeting, view [How do I test prior to joining a meeting?](#) To join the Zoom meeting for this course, you will select the **Zoom** tab from the tool menu on the left-hand side of the page and

select the appropriate meeting. For additional Zoom assistance, you can contact 24/7 Zoom support. Visit [How do I contact Zoom support?](#) (cut and pasted directly from template provided by Loyola’s Office of Online Learning)

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 IDEA 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

Be sure to complete all reading for the week BEFORE CLASS MEETS. Please note that this syllabus is subject to change. Additional readings may be assigned throughout the course.

Date	Topic	Reading	Assignment Due
January 19 (Module 1)	Introduction on Law/Constitution (Synchronous-Zoom)	Chapters 1 and 2 (Read <i>Lost at School</i> on your own schedule – paper is due February 23)	
January 26 (Module 2)	Legislative History/IDEA (Asynchronous)	Chapters 3 and 4 Module 2 documents	
February 2 (Module 3)	Section 504 and the Americans with Disabilities Act (Asynchronous)	Chapters 5 and 6 Module 3 documents	
February 9 (Module 4)	FAPE (Synchronous-Zoom)	Chapter 8 Module 4 documents	
February 16 (Module 5)	Identification, Assessment, and Evaluation (best practices, requirements, and disability categories) (Synchronous-Zoom)	Chapter 9 Module 5 documents	
February 23 (Module 6)	Identification, Assessment, and Evaluation cont. – focus on English Learners (Asynchronous)	Module 6 documents	<i>Lost at School</i> Paper Due

March 2 (Module 7)	Identification, Assessment, and Evaluation – Practice in Action (School Psychologist panel) (Synchronous-Zoom)	Module 7 documents	
March 9 (Module 8)	NO CLASS – SPRING BREAK		
March 16 (Module 9)	The Individualized Education Program (IEP) (Synchronous-Zoom)	Chapter 10 Module 8 documents	
March 23 (Module 10)	LRE (Synchronous-Zoom)	Chapter 11 Module 10 documents	
March 30 (Module 11)	Parent Participation and Procedural Safeguards (Asynchronous)	Chapter 12 Module 11 documents	Parent Pamphlet Due
April 6 (Module 12)	Student Discipline (Synchronous-Zoom)	Chapter 13 Module 12 documents	
April 13 (Module 13)	Law Applied to Special Populations (undocumented students, LGBTQ, McKinney-Vento eligible) (Synchronous-Zoom)	Module 13 documents	Comprehensive Case Review Due
April 20 (Module 14)	Additional Topics: Transition Services, Services to Students in Private Schools (Asynchronous)	Module 14 documents	
April 27 (Module 15)	Additional Topics: Bullying and Students with Disabilities, RtI, Educational Records, Liability for Student Injury (Synchronous-Zoom)	Chapter 14 Module 15 documents	Six Principles Paper Due

Student Evaluation

Dispositions

You are expected to demonstrate professional behavior by attending class, being prompt to class, responding 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. Responsible class participation also requires use of the internet and social media only as a tool to assist in the learning that takes place in the class. Respectful class participation also requires students to be open to the ideas and viewpoints expressed by others in the class, and to engage in a conversation that challenges those viewpoints and ideas without personal attacks or demeaning comments.

Dispositions will be assessed each semester according to the criteria available in the Student Handbook. The underlying dispositions in all programs include: *Professionalism, Inquiry, and Social Justice*, and 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. Understanding of Social Justice is mainly assessed by the Six-Principles paper. 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. Papers should include the following specifications: font size 12; one-inch margins; 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 Black-ComprehensiveCaseReview.docx. Your cooperation is appreciated.

Final course grades will be assigned as follows:

Class Percentage%	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 7th edition.

Late Work/Makeup Policy:

Readings are due before the start of class on the date indicated on the course schedule. Assignments are also due before the start of class on the date on the course schedule and must be submitted on Sakai. Please contact me prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact me as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at my discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

Attendance Policy:

If you have to miss class for an excused reason (e.g., religious holiday, University-sanctioned activity, verified illness), please reach out to me beforehand to make arrangements.

Assignments

1. Lost at School/CPS (75 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. Students will write a paper as described below:

Discipline Code Paper: Students will find and review a school student code of conduct (discipline code). These documents 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 student code of conduct and compare it to the points made by Greene in *Lost at School*.

- After reviewing the code of conduct, how would you describe this school/district's approach to discipline?
 - Describe aspects of the code of conduct that support CPS.
 - Describe aspects of the code of conduct that conflict with CPS.
- Describe how the code of conduct could be improved to align more closely 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 code of conduct, how would you describe the orientation of this school/district's approach to discipline?	5
1b. Describe any aspects of the code of conduct that support CPS.	10
1c. Describe aspects of the code of conduct that conflict with CPS.	10
1d. Describe any aspects that may be improved to align more closely with the CPS approach.	10
1e. What actionable steps could be taken to make those improvements to support student and staff needs?	10
1f. If barriers arise from differing opinions, how can they be resolved in a socially just manner?	10
2a. How might a CPS perspective inform one's future practice in regard to parents' rights and school discipline for students covered by IDEA.	15
Professional Writing Style (i.e., grammar, punctuation, spelling, word choice, APA style)	5

2. Parent Pamphlet/Brochure (75 points)

Create a pamphlet that parents could use to inform themselves on the requirements outlined in IDEA, 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 in parent-friendly language. You may create a pamphlet/brochure using a template of your choice, but it should be no more than 2 pages (a single page front and back).

Directions	Points
IDEA, 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, IDEA and ADA are presented in a concise, easily read fashion.	15
Clear comparison of <u>differences</u> among Section 504, IDEA, 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

3. Comprehensive Case Review (100 points)

Pick a case that was brought in a **federal appeals court** under any provision of the **Individuals with Disabilities Education Act (IDEA)**. You can find full text of cases on-line in Lexis-Nexis Academic [Lexis-Nexis](#) or in a general law library. There are also additional electronic databases available. Please divide the paper by the following subsections (A-H) both to make sure you cover all topics and to facilitate grading. This paper should be 6-8 pages in length.

You will be provided with cases from which to choose and must provide the full citation in the Discussion Board on SAKAI entitled “Case Review Citations” no later than two weeks before the paper is due. No more than 6 students may select the same case.

Comprehensive Case Review

	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Total Points
Caption Citation (A)	Caption citation is correct and complete, and is error-free.	Caption citation is correct and complete with one error.	Caption citation identifies the case but is incomplete or has two or more errors.	Citation missing, incorrect, or does not identify the case.	5
Case History (B)	Case history completely and correctly identifies rulings and courts/hearing officer decision. Identification is concise and articulate.	Case history completely and correctly identifies rulings and courts/hearing officer decision.	Case history correctly identifies either rulings OR courts/hearing officer but does not identify both.	Fails to trace history of the case.	15
Identification of Issues (C)	Correctly identifies all issues within the case. Concise and articulate reasoning is included in identification.	Correctly identifies all issues within the case.	Correctly identifies some issues in the case.	Issues are missing or incorrectly identified.	10

Identification of Plaintiff(s)/Appellant(s) (D)	Clearly and concisely identifies which party is the plaintiff/appellant at all levels of court. Correctly identifies what is being sought by each party at each level of hearing/court.	Identifies which party is the plaintiff/appellant at all levels and correctly identifies what is being sought overall.	Identifies some of what plaintiffs/appellant is seeking but not at each level or misidentifies parties.	Identifies neither plaintiff/appellant nor what is being sought.	10
Identification of Statutes (E)	Correctly identifies all parts of statutes referred to. Identification is clear and concise.	Correctly identifies all parts of statutes referred to.	Correctly identifies some parts of statutes referred to.	Correctly identifies no parts of statutes referred to or statutes are missing.	10
Identification of Holdings (F)	Correctly identifies all holdings at each level of hearing/court. Identification is clear and concise.	Correctly identifies all holdings at each level of court.	Correctly identifies some holdings at some of the levels.	Does not correctly identify all holdings at each level.	10
Identification of Reason(s) Given by the Court (G)	Correctly identifies all reasons given by the court at each level discussed within the case. Discussion is clear and concise.	Correctly identifies all reasons given by the court at each level discussed within the case.	Correctly identifies some reasons given but not for each court level.	Reasons are missing or incorrect.	10
Agreement/Disagreement (H)	Clearly indicates agreement or disagreement stating rationale supported by case law and/or statute. Support for statement of position is provided and clearly articulated.	Indicates agreement or disagreement stating rationale supported by case law and/or statute.	Clearly indicates agreement or disagreement but does not state rationale supported by case law and/or statute.	Agreement or disagreement is not clear; no rationale given; no case law or statutes	15

Inclusion of Case	A full copy of the case is uploaded to Sakai.			A full copy of the case is not uploaded to Sakai	5
Professional Writing	Writing is professional in tone and completely free from errors in grammar, punctuation, and spelling with no prepositional errors. Paper demonstrates correct use of APA style.	Writing is professional in tone. Writing contains one to two errors in grammar, punctuation, spelling, and/or prepositional errors. Paper demonstrates correct use of APA style.	Writing demonstrates professionalism but requires improvement. Writing contains three to four errors in grammar, punctuation, spelling, and/or prepositional errors. Paper does not demonstrate correct use of APA style.	Writing is not professional in tone. Writing demonstrates poor word choice. Writing contains five or more errors in grammar, punctuation, and/or spelling.	10

4. Six Principles Paper (100 points)

Write a five to six-page paper explaining how the six principles embodied in IDEA 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 BOTH A NASP PORTFOLIO REQUIREMENT AND A COURSE REQUIREMENT.

THIS IS A NASP PORTFOLIO REQUIREMENT AND A COURSE REQUIREMENT	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard	Points
Defining Principles	Thoroughly and clearly explains how the Six Principles interact with different racial, SES, severity of disability, language, and cultural groups	Explains how the Six Principles interact with different groups but is not as thorough or succinct as papers that “Exceeds Standards”	Explains how some Principles affect one or two groups but is not elaborated	Does not explain how the Principles work differently for relevant groups or is incorrect in explanation	30

Advances or does not advance social justice for students	Clearly identifies Principles that function better or worse in advancing social justice for all relevant groups of students	Identifies Principles that function better or worse in advancing social justice for some groups of students	Identifies one or two Principles that interact differentially with student characteristics	Treats all Principles as equal in serving groups of students	25
Identifies which Principles are “parent friendly” or not	Clearly identifies all Principles that are more or less difficult for parents to be effective advocates for their child(ren) using relevant examples	Identifies several Principles and describes their effect on parents’ ability to be effective advocates	Identifies some Principles that can differentially affect parents’ abilities to advocate	Does not indicate how Principles affect parents’ abilities to advocate	25
Paper length and appearance	Paper is five to six pages with 1” margins and at least 12-point type	Paper is five to six pages but either margins or type size is incorrect, but not both	Paper is less than five or more than six pages but either margins or type size is incorrect, but not both	Paper is wrong length, does not have 1” margins and type that is at least 12 point	10
Paper is well-written using professional tone and is free of grammatical and spelling errors	Report is error-free. APA style is used correctly.	Report has few grammatical, spelling, writing, or citation errors.	Report has some grammatical, spelling, writing, or citation errors.	Report has several obvious grammatical, spelling, writing, and/or citation errors.	10

5. Professional Behavior and Communication (15 Points)

These points are earned by demonstrating appropriate communication and behavior throughout the duration of this course, including attendance, participation, engagement and on-task behavior. If you must miss a class or arrive late, you must email the instructor in advance of the class meeting or as soon as possible. In-class behavior expectations include attending to class lectures, participating in in-class activities and refraining from engaging in competing activities (e.g., text messaging, surfing the internet, side conversations, reading book, etc.).

6. Reflections on Learning (15 points)

Periodically you will be asked to complete reflections on readings, class lectures, and assignments. This information will be used to assess your learning and guide instruction. You will be graded on completion of these reflections.

Syllabus Addendum

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

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

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, Digication or another platform.* 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](#).

Additional ONLINE Course Policies

***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.

***Synchronous Meetings**

In this course we will have both synchronous and asynchronous class session, as noted above in the syllabus. Our synchronous sessions will occur on Tuesdays from 7:00-9:30 PM, CST. Please see the course schedule within this syllabus for more specific information. We will be using the Zoom platform and a link to the meeting can be found on Sakai.

***Student Participation**

It is the expectation that you join the Zoom synchronous sessions and fully participate. You are also expected to read materials listed by week prior to the start of class to participate in an engaged discussion. Materials will all be posted on Sakai and you should review Sakai in the week prior to class to access class materials.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a

classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***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***.

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>