



# LOYOLA UNIVERSITY CHICAGO

*Preparing people to lead extraordinary lives*

**TLSC 261 - 001 Significant Disabilities and Life Planning**  
*Teaching, Learning, and Leading with Schools and Communities*  
School of Education, Loyola University Chicago  
Spring Semester 2022

## **Instructor Information**

Name: Dr. Hank Bohanon

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Office hours: Virtual Office Hours following class following our class from 10-11 AM

## **Module Information**

Dates: February 7 – February 26, 2022

Days and times:

- Mondays synchronous between 8:15-11:15, Mundelein Center - Room 520
- Wednesdays, online/in person choice from 9:00-10:00 AM, + asynchronous work
- Fridays, group projects online/in person choice between 9:00-11:00 synchronous, completing asynchronous work

**Location:** Online – both synchronous and asynchronous

**Group or Class MTGS:** We will meet on Mondays from 8:15-11:15 on campus. On Wednesdays, we will be meeting as a whole class (i.e., synchronously) from 9-10 AM. I will stay on Zoom after class for office hours, you can also use Wednesdays to work on asynchronous content. On Friday's you will meet with your small groups to work on your course assessment for that week between 9:00-11:00 over Zoom. You can use the remainder of this time working on asynchronous content. The Zoom links for the Wednesday and Friday sessions are posted on Sakai.

**Response Time:** I try to respond to student emails within 24 hours during the week, and by Monday noon for weekend emails. I will attempt to respond to all online reflections within one week of their posting.

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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 2021-2022 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. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the **COVID -19 Related Information Tab** at the top of the page.

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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**\*COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

**\*COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.**

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## Module Description

This module addresses multiple methods for instruction, behavior supports and progress monitoring for students with moderate to severe cognitive disabilities. This module engages teacher candidates in looking at how to develop lesson plans, aligned to Common Core State Standards. This course offers the teacher candidates a clinical opportunity to participate in the development and demonstration of lessons in concert with the best practices for students with low incidence disabilities. Through this module, teacher candidates will: (a) understand the current trends in service delivery for students with low incidence/significant disabilities (e.g., partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs and (b) review components of Individualized Education Plans and Individual Transition Plans and (c) explore the etiology of low incidence disabilities, and identify and apply to practice supports for individual health care needs affecting students and families.

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## Module Goals

### Essential Questions:

- What are the key developmental milestones in the physical, cognitive, and social-emotional domains for typical development, and what are indications of atypical development at each stage?
- How does knowledge of typical and atypical development support the design of Individualized Education Plans?
- What does it mean to be an advocate for a person who has developed atypically at some stage of life?

As a part of this module, candidates will understand that effective educators:

- Explain the roles of an advocate, the process of advocacy, and how it can be used to challenge or promote policies and practices affecting students.
- Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities.
- Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts.
- Explain how relevant core concepts and constructs from theories and research relate to specific

TLLSC EUs and EU indicators from theories and research relate to specific TLLSC EUs and EU indicators.

As a part of this module, candidates will:

- Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I) (CEC, 2021, 7.1)
- Notice and critique implicit messages about families, communities and individuals. (i1F, i2I) (CEC, 2021, 2.2, 7.2, 7.3)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g2I); (CEC, 2021, 4.3)
- Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (i2A) (CEC, 2021, 5.2)
- Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB); (CEC, 2021, 2.1, 3.2, 5.5)
- Explain how and why core concepts, constructs and working principles from theories and research were used in their decisions and actions related to specific TLLSC EUs and EU indicators. (b2A, d2D, i2C) (IB); (CEC, 2021, 5.6, 6.1)

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## Related Council for Exceptional Children Standards (these are aligned with the objectives above)

2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and

implemented to achieve mastery of curricular standards and individualized goals and objectives.

4.3 Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

7.1 Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

#### **Required Text:**

- Westling, D.L. & Fox, L. (2015). *Teaching Students with Severe Disabilities*. 5<sup>th</sup> Ed., New York: Prentice Hall.

#### **Additional Resources:**

- Rubric of Quality Indicators for Specially Designed Instruction (ODLSS, Chicago Public Schools): Posted on Sakai.
  - Vanderbilt University IRIS Center, <https://iris.peabody.vanderbilt.edu/>
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#### **Attendance:**

- You are expected to arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.
  - Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor(s) regarding procedures to make up the work and/or time at the school site.
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#### **Class Communication**

*Sakai and University email will be the main methods of communication with candidates enrolled in this course.* Given that Sakai uses your Loyola computer account, candidates are responsible for making sure that their account is in good working order. Also, candidates are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you should arrange to forward emails from your student account to the personal account.

## **SOE 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 School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the 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; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area”.

(<http://www.luc.edu/education/mission/>)

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- 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.

Specifically grounded in the overarching principles of Professionalism in Service of Social Justice, this course focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students, particularly those with special needs. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

## **Technology/Communication/Electronic Etiquette**

Students are expected to check the course page on Sakai weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Sakai is located on the Loyola website. If you are unsure how to use this system, please see the instructor. Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class.

## Diversity

This module addresses multiple perspectives on diversity, including but not limited to: the diversity in students' backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs). We will use person-centered language when talking about students (i.e.

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### Module Assignments

#### 1) **Module Participation: 25 points**

These activities will include, but will not be limited to, online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, completing study guides, other synthesis/evaluation activities (in-class quizzes), keeping up with weekly reading assignments, and professional dispositions. Attendance: Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any other amount of reading or writing of papers. Online classes will include but not be limited to viewing a presentation, completing an activity, participating in reflection or discussion.

- Professional Attitude and Demeanor Part I
  - 2-Always prompt and regularly attend classes.
  - 1-Rarely late to class and regularly attend classes (No more than 1 absence).
  - 0-Often late to class and/or poor attendance of classes (More than 2 absences).
- Professional Attitude and Demeanor Part II
  - 2-Always prepared for class with assignments and required class materials.
  - 1-Rarely unprepared for class with assignments and required class materials.
  - 0- Often unprepared for class with assignments and required class materials.
- Level of Engagement in Class
  - 2-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class
  - 1-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
  - 0-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.
- Integration of Readings into Classroom Participation
  - 2-Often cite from readings; use readings to support points.
  - 1-Occasionally cite from readings; sometimes use readings to support points.
  - 0-Rarely cite from readings; rarely use readings to support points.
- Listening Skills
  - 2-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
  - 1-Listen when others talk, both in groups and in class.
  - 0-Rarely listen when others talk, both in groups and in class.

## **2. Task Analysis Project: 25 points, due Monday, 2/14/22, by 11:55pm.**

Each team will select a self-care activity that a student with a severe disability needs to learn (e.g., hand washing, brushing teeth, putting on an article of clothing, etc.), create a task analysis, and create instructions for completing the task. Information regarding task analysis can be found in your textbook and on materials posted in Assignments on Sakai. Several exemplars from previous classes will also be posted on the Sakai website. Candidates will use the template provided in Word to respond to this assignment.

## **3. CBM Scavenger Hunt – 25 Points: due Monday, 2/21/22, by 11:55pm.**

### **Locating Curriculum-Based Measurement Materials:**

Each team will visit *either* the DIBELS 8<sup>th</sup> Edition (<https://dibels.uoregon.edu/materials>) or Acadience (<https://acadiencelarning.org/acadience-reading-materials-download/>) website and download the benchmarking materials for 4th grade. On the DIBELS website you'll find these listed as "G4 Student Materials" and "G4 Scoring Booklet". Be sure to download both documents. On the Acadience website they will be listed as "Fourth Grade Benchmark Materials" and "Fourth Grade Benchmark Scoring Booklets". Again, be sure to download both documents. Each website will ask you to register and sign a usage agreement but there is no cost involved in accessing these materials. Each team should post their downloaded materials to Sakai no later than 11:55 on Tuesday, February 16.

### **Creating Curriculum-Based Measurement Probes:**

Each team will utilize the *SuperKids Math Worksheet Generator* website (<https://superkids.com/aweb/tools/math/>) to create curriculum-based measurement probes in math computation for addition and subtraction. Each team will create three math computation probes that include student and examiner (answer key) pages. The answer key can be obtained by clicking on the link at the bottom of the student page. Each probe should have 25 problems. The first probe will include basic addition problems, the second probe will include basic subtraction problems, and the third probe will include mixed addition and subtraction problems. Teams may select their own minimum and maximum numbers when creating the probes. The final product should be submitted to Sakai with a title page listing all of the team members.

## **4. Inclusion Interview During COVID-19: 20 points, due Monday, 2/28/22, by 11:55pm.**

Candidates will watch a video interview with a special education teacher and general education teachers ([link](#)) – it's about 43 minutes long. The video was an event sponsored by the Special Needs Network for Educators. Following watching the video, the students will meet in their small groups online using Zoom. The students can use Zoom to record their meeting where they talk about the perspectives about the video relates to course content. In particular, the team should respond to these questions below. The response to each question does not need to be more than 2 minutes. If for some reason a member of the team cannot make it to the time of the recording, they can share their written response for their section with a team-mate and that person can read their section (just make sure to state in the video that you are reading their section). You can upload the MP4 video file into Sakai for this assignment. Questions for the assignment:

- What components of effective inclusion did you hear in this interview?



- What components of effective co-teaching did you hear in this interview?
- What role does effective communication and co-planning play in co-teaching?
- What was the impact of COVID-19 on these teachers' ability to provide instruction?

**Grading Policy & Scale:**

The final grade is based upon the completion of course requirements, shown below, and following this scale:

Grade	Percentage	Points
A	93%-100%	>115
A-	90%-92%	112-115
B+	87%-89%	109-111
B	83%-86%	103-108
B-	80%-82%	100-102
C+	77%-79%	96-99
C	73%-76%	91-95
C-	70%-72%	87-90
D+	67%-69%	83-86
D	63%-66%	78-82
D-	60%-62%	<77



## Course Schedule

Date	Class Activities	Topics	Readings	Assignments
Mon., Feb. 7	Synchronous Class Meeting (On Campus)  8:15-11:15	Teaching Students to Acquire New Skills	Textbook Chapters 7	
Wed., Feb. 9	Online check-in and asynchronous content  9:00-10:00 Synchronous	Teaching Students to Acquire New Skills	<b>Online Content</b>  Autism Spectrum Disorders – IRIS – ( <a href="#">link</a> ) you do not need to watch every video – please do watch the videos on page 3 “Foundational Strategies” and one video of your choice on “Faces of Autism Spectrum Disorder” – 1 hour	
Fri., Feb. 11	Team Time  9:00-11:00 Synchronous – small groups	Teaching Students to Acquire New Skills	Complete Task Analysis with team  Chapter 17 – 369-374, then scan headings/tables	

Mon., Feb. 14	Synchronous Class Meeting - (On Campus)	Developing Instructional Programs: Learning/Academic Assessment	Chapters 18 pages 402-407, scan headings and tables  Westling et al., Chapter 8 pp. 157-165 (stop at section on using self-management): pp. 172-175.	DUE: <ul style="list-style-type: none"> <li>Task Analysis Project, Due <b>Monday, February 14th, 11:55 pm</b></li> </ul>
Wed., Feb. 16	9:00-10:00 Synchronous  Work asynchronous content	Developing Instructional Programs: Learning/Academic Assessment	<b>Online Content:</b> Implementing CBM's – Don Sibley ( <a href="#">link</a> ) 17:43 minutes, link to slides ( <a href="#">link</a> )  Explicit Instruction IRIS – <b>just the page “Explicit, Systematic Instruction”</b> ( <a href="#">link</a> ) – do watch the videos 15 minutes  UDL IRIS – <b>just the page “Instructional Methods”</b> ( <a href="#">link</a> ) – 15 minutes	
Fri., Feb. 18	Developing Instructional Programs: Learning/Academic Assessment	Developing Instructional Programs: Learning/Academic Assessment	Complete CBM project in Zoom between 9-11 AM  Read Chapter 12 Pages 262-269, then scan headings/tables  Read Chapter 10 Pages 204-220	
Mon., Feb. 21	Synchronous Class Meeting	Teaching for Generalization and Maintenance and Creating inclusive and supportive environments	Read Chapter 9 - All of Chapter	DUE: <ul style="list-style-type: none"> <li>Downloaded CBM Benchmark Reading Probes, CBM Math Computation</li> </ul>

				Probes, <b>Monday, February 21st , 11:55pm</b>
Wed., Feb. 23rd	9:00-10:00 Synchronous  Work asynchronous content		<p><b>Online Content:</b> Key ideas behind IEP's and 504 Plans: Don Sibley (<a href="#">link</a>), 10:15 minutes</p> <p>Autism Jargon: Generalization (<a href="#">link</a>)?, 6:30 minutes Interview with special education teacher and co-teacher (<a href="#">link</a>). 44 minutes – you can break this video up into 20 minute sections if that helps</p>	
Fri., Feb 25th	Team Time  9:00-11:00 Synchronous – small groups	Teaching Students to Acquire New Skills	Work on Team Projects – Inclusion Interview	Due: Interview Summary <b>Monday, February 28<sup>th</sup> , 11:55 pm</b>

**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.

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 Digication. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, *TaskStream* 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.

### Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

### Additional ONLINE Course Policies

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#### \*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

**Will be conducted over Zoom. I request you keep your camera on and mic muted unless you are speaking.**

#### \*Student Participation

I ask that student participate in all activities including chats, polls, and other online activities.

### \*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(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](http://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/academics/syllabi/>