

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
CIEP 401 – Online Section, Summer 2017
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SYLLABUS

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

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

ONLINE ATTENDANCE AND PARTICIPATION POLICY

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

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

LEARNING OUTCOMES:

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

OBJECTIVES FOR THIS COURSE

Objective 1a: Candidates will demonstrate knowledge of the connection between civil-rights issues and people with exceptionalities. Specifically, this course will cover the six principles of the Individuals with Disabilities Education Act 1997 (IDEA), IDEA 2004, Section 504, the use of “people first” language, and the four outcomes identified by Congress for persons with special needs.

Objective 1b: Candidates will demonstrate an understanding of socially constructed concepts of race, culture, ethnicity, socioeconomic class (SES), gender, and identity. Candidates will acquire knowledge of the traditions, cultures, and languages of principal minority and ethnic groups residing in the state.

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

CEC Common Core Standard 1; NCATE Standard 5a.

Objective 2a: Candidates will demonstrate knowledge of where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members.

Objective 2b: Candidates will demonstrate an understanding of the characteristics and educational needs of students with a wide range of characteristics commonly classified as exceptional. Candidates will

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

Objective 3a: Candidates will demonstrate an understanding of state-of-the-art assessments and interventions for individuals with exceptionalities. These will include, but will not be limited to, problem solving, Response to Intervention, positive behavioral supports (e.g., universal, group, individual), community schools, wrap-around services, access to the general curriculum approaches, quality of life, family-school partnerships, and curriculum-based assessment. Candidates will demonstrate an understanding of all types of classroom assessments and begin to acquire an ability to analyze student

data. Candidates will receive exposure to the key principles from cognitive psychology about how human beings learn and children develop. Candidates will demonstrate knowledge of classroom management strategies and special education. Candidates will become familiar with the most critical education issues of the day, including the “achievement gap.”

Objective 3b: Candidates will demonstrate an understanding of the role of assessment in learning and instruction, and construct methods that appropriately evaluate the performance of diverse learners. While employing the Response to Intervention Model (RtI), candidates will demonstrate knowledge of scientifically based reading and math instruction for Tier Two and Tier Three diverse learners. Candidates will demonstrate knowledge of research-based Positive Behavioral Interventions for diverse learners.

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

Objective 4a: Candidates will demonstrate knowledge of how to collaborate with others (e.g., teachers, parents, community members, candidates, politicians) in advocating for the success of all students and their families.

Objective 4b: Candidates will be able to discuss professionals’ collaborative roles in referrals and in developing programming plans for students with special needs, using the 6 primary principles of IDEA through an individualized program plan (IEP). Candidates will demonstrate knowledge and skills needed by special education teachers at the elementary and secondary level, including behavioral analysis and modification.

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

Objective 5: Candidates will demonstrate knowledge of how to use assistive and adaptive technology to support learner-centered strategies that address the diverse needs of students. Applications of technology will be integrated into the coursework as it relates to diverse learners.

CEC Common Core Standard 4; NCATE Standards

IDEA COURSE OBJECTIVES

(Objectives shown in bold are those considered important or essential in this course.)

- 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

Link to complete 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.

CONCEPTUAL FRAMEWORK:

Conceptual Framework and Conceptual Framework Standards

School of Education's 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. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just professionals. The case studies used in this course illustrate how consultation and supervision can illuminate issues of social justice. In addition, the topics covered in this course also add to students' ability to understand the diversity of perspectives that educators use to address social problems.

www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS) Assessed in this Course:

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.

In addition, during this course, we will utilize this conceptual framework as a lens to put these statements into action in your practice within the schools, with parents and with community partners.

METHODS FOR COMMUNCIATING

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

MATERIALS:

Textbooks:

Turnbull, Ann, Turnbull, Rud, Wehmeyer, Michael, & Shogren, Karrie. *Exceptional Lives* (2015). Pearson. ISBN-10: 013358934X

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

Additional readings/materials may be posted on Sakai.

TECHNOLOGY REQUIREMENTS:

In order to keep up with the pace of online coursework, a computer with consistent internet access is critical. A computer with a webcam is necessary to participate in video chats. To record video responses or interviews you can use a computer, tablet, smart phone with a camera, or other video camera of your choice as long as the device records video in a format that can be easily shared, emailed, and opened by others (.mpeg, .mp4, .avi, .mov, .wmv, etc.). When participating in online discussions using Adobe Connect, video chat, or recording podcasts it is extremely helpful to have headphones or a headset with a microphone and to work in a quiet area with as little background noise as possible. Below are some recommendations for headsets if you are interested in purchasing:

Logitech H390 ClearChat

http://www.bhphotovideo.com/c/product/533300-REG/Logitech_981_000014_ClearChat_Comfort_USB_Headset_.html

Logitech H540

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

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

Using technology in this course:

Preparing for online learning:

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

Instructions for using Panopto video recording tool:

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

Instructions for using VoiceThread video recording tool:

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

Instructions for using Adobe Connect:

<http://www.luc.edu/itrs/teachingwithtechnology/adobeconnect/adobeconnectstudentdocumentation/>

LiveText: <https://www.livetext.com/>

LiveText is an electronic system that provides you with access to a very valuable technology tool that assists you in assessing and documenting your academic efforts, and allows the School of Education to gather necessary outcome information for ongoing program assessment and to build the finest professional preparation programs as possible. Various key projects and assignments will be assessed using the LiveText system. The system will permit you to create your own on-line professional portfolio documenting the mastery of skills and knowledge benchmarked against professional standards. 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 also visit this page on the Loyola website for additional information about LiveText: <http://www.luc.edu/education/admission/tuition/course-management-fee/>.

LiveText Support: After you log into *LiveText*, a training video can be found on your Dashboard that reviews how to submit an assignment (whether a *LiveText* or a Word document). Support is also provided right here at Loyola. Students trained in *LiveText*, are available by appointment to assist you with any issues you may be experiencing.

KNOWLEDGE BASE

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

readings and attendance at professional seminars and workshops during the course. Specific activities are included in the internship plan.

SUPERVISION

Supervision will be done during synchronous and asynchronous online instruction as well as through feedback on assignments. The instructor is also available via email or phone at all times. Please do not hesitate to contact the instructor for any questions or concerns.

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. These dispositions, *Professionalism, Inquiry, and Social Justice*, are indicators of growth for across our programs. Dispositions will be assessed each semester according to the forms available in the Student Handbook. Ongoing assessment and reflection on dispositions are important considerations in individual professional development. A description of how we use disposition data in the SOE is included in the [SOE syllabus addendum](#).

IMPORTANT COURSE LINKS:

Syllabus Addendum Link

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.

School of Education Syllabus Addendum: www.luc.edu/education/syllabus-addendum/

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 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.

DIVERSITY

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

PLAGIARISM

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

Definition:

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

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

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

GRADING:

Course Assignments:

Assignment	Points Each	Total Points
Introduction Blog Post	10 points	10 points
Online Quizzes	20 points (x16)	320 points
Adobe Connect Class Sessions	50 points (x2)	100 points
Six Principles Paper	150 points	150 points
Parent Interview Recording/Summary	100 points	100 points
Parent Interview Wiki Submission	50 points	50 points
Practitioner Interview Recording/Summary	100 points	100 points
Practitioner Interview Wiki Submission	50 points	50 points
		Total Points: 880

Grading Scale

Scale	Letter Grade	Points
94% and above	= A	823 and above
90%-93%	= A/B	792-822
85%-89%	= B	748-791
81%-84%	= B/C	713-747
75% - 80%	= C	660-712
68% - 74%	= D	598-659
Below 68%	= F	below 598

Assignment Instructions

Introductory Blog Post/Personal Blog

Students will be required to create a personal blog page on Sakai that will include:

1. A photograph of yourself (a profile picture, family picture, picture with your pet, etc.)
2. Introduction of yourself to your peers/the instructor that tells us:
 - a. Your degree program/area of study
 - b. Your prior experience you have taking online courses (if any)
 - c. Your prior experiences working with children with special needs (if any)
 - d. Your prior experiences working in school settings (if any)
 - e. What you are hoping to learn/get out of this course
 - f. What you enjoy doing in your free time

Once the introductory post is complete, you are welcome to continue adding to your blog if you would like to offer a resource to your classmates, share additional information about yourself or course topics, or to respond to questions or ideas shared throughout the course.

Online Quizzes

Students will be asked to complete online quizzes covering the content included in the Turnbull text to demonstrate understanding of the concepts addressed in the assigned chapters. Links to complete each quiz will be available on Sakai and due dates for completing each quiz will be included in the quiz link information section, however quizzes may be completed anytime before the end of the course for partial credit (18 points possible instead of the full 20 points possible when completed on time).

Adobe Connect Class Sessions

Two times during the course, students will be asked to participate in a synchronous online Adobe Connect class session. A time and date will be determined mutually to find the best date for all participants. Participation in the Adobe Connect class session requires the availability of high speed internet access, webcam, headphones and a built-in microphone, or a headset

with microphone. In order for others to see you and hear you clearly, please plan to join the class session from a quiet location with as minimal background noise as possible (i.e., NOT in a coffee shop, computer lab, or room with small children playing nearby, etc.). In the event that you are unable to make the selected date for the Adobe Connect class session, you may complete an alternate assignment by viewing the recorded class session after it is conducted and creating a 1 pg blog post with your thoughtful commentary on the topics discussed during the Adobe Connect class session.

Paper on Six IDEIA Principles:

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

Students will write a three-page paper explaining how the six principles found in IDEIA (2004) advance (or fail to advance) social justice for all groups of children with disabilities and their parents with appropriate references to sections of the law. Compare and contrast how the principles function for parents of different racial, ethnic, and socio-economic status groups.

Rubric for the Six Principles Paper:

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

Parent Interview Assignment

Description of the Project:

Each student will be required to complete an interview of a parent of a child with special needs. The assignment may be completed as a video interview or as a written summary of the meeting. You are encouraged to communicate with classmates, faculty, friends and family as soon as the course begins to identify a parent who is willing to be interviewed. The following areas will need to be addressed during your interview with the parent:

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

Before the Assignment:

Watch the sample video of an interview with a parent of a child with special needs. Students will identify a parent of a child with special needs who is willing to be interviewed for this assignment. Parent and child names can be masked with fake names in your written summary to maintain the family's privacy. If parents complete a video recorded interview you should offer them the choice whether to use their/their child's real name or not.

Students will be required to at least address the following questions during their interview with the parent (additional questions you would like to include are welcomed, but optional):

1. Tell me about your child.
2. Who made the diagnosis?
3. In what setting was the information given to you?
3. Did you feel the information from the doctor or professional answered your questions about your child's development/disability?
4. Were you given emotional support by the diagnosing professional and resources to help you gain further information that could be helpful to your child?
5. After the initial diagnosis, were you able to find resources to provide interventions, if yes who was most helpful (school staff, medical professional, community support network, etc)?
6. Do you think that the educational program your child is receiving now is optimal in supporting their development?
7. What could we as educational professionals do to assist you in this journey and how can you assist us in helping us learn to be sensitive and helpful to families of children with special needs?

During the assignment:

Make a video recording of your interview with the parent OR complete a written summary (approx. 4-5 pages in length) of your interview. Review information and training on the use of Panopto provided in a link in the syllabus and on Sakai if you would like to use this tool to make your video recording. You can also use Voice Thread (see link to VoiceThread instructions for more information). If you have any questions, concerns, or feedback as you complete your interview, please feel free to contact me via email or phone.

After the assignment:

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

Each student is then responsible for reading or watching peers' videos/written summaries and providing a commentary post to the Parent Interview Wiki entitled: *"A guide for learning to be a sensitive educator: Parents as partners in the process."* Your

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

Practitioner Interview Assignment

Description:

Students will be required to complete an interview with a school administrator, teacher, school psychologist, school social worker, speech pathologist, occupational therapist or physical therapist who is directly involved with a special education classroom. The question for the professional is the major lessons learned about working with families of children with special needs.

Before the assignment or activity:

Students will view videos of special education classrooms prior to completing their interview of a special education practitioner. During a synchronous Adobe Connect class session, students will discuss their observations during these videos as well as any prior experiences working with students with special needs in school settings. Together, students will create a series of questions that they feel are relevant for their own personal growth as professionals who are sensitive to the diverse, multiple needs of both students and teachers in a special education classroom. The complete list of questions will then be posted on Sakai for use during Practitioner Interviews.

During the assignment:

Each student will complete their Interview assignment independently and post a video or written summary of their Practitioner Interview to the appropriate discussion thread in the Sakai Forum.

After the assignment:

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

SCHEDULE OF READINGS & ASSIGNMENTS:

	Materials/Readings	Assignment
Week 1: July 5 - 9	<p>Syllabus links: Introduction to Panopto Instructions for online classes Instructions for adobe connect</p> <p>Read Chapter 1-4 in Turnbull book Chapter I & V in Solomon Book</p> <p>Watch video of Solomon TED talk: http://www.ted.com/talks/andrew_solomon_love_no_matter_what</p> <p>Watch Power points on Sakai</p>	<p>Complete Quizzes 1-4 online</p> <p>Begin identifying a parent of a child of special needs to interview for Parent Interview Assignment</p> <p>Begin identifying a practitioner who works with children with special needs to interview for the Practitioner Interview Assignment</p>
Week 2: July 10 - 16	<p>Six Principles materials posted on Sakai</p>	<p>Participate in Adobe Connect Class Session (Day/time to be mutually determined)</p> <p>Six principles paper</p>
Week 3: July 17 - 23	<p>Read Chapter 5-8 Turnbull (LD, ED, ADHD)</p> <p>Chapter VII in Solomon (Disability) Read Solomon Chapter VI (Schizophrenia)</p> <p>Watch video lectures/power points</p>	<p>Complete Quizzes 5-8 online</p>

<p>Week 4: July 24 - 30</p>	<p>Read Turnbull Chapter 9-11 (ID, Autism, Multiple Disabilities)</p> <p>Read Solomon Chapter IV (DS)</p> <p>Watch at least one episode of “Born this Way” an A & E program about families with a child with Down Syndrome</p> <p>OR</p> <p>Watch the following movie: https://www.autismspeaks.org/blog/2015/09/17/watch-women-diagnosed-autism-late-tell-their-stories?utm_medium=text-link&utm_content=Watch:%20Women%20diagnosed%20with%20autism%20late%20tell%20their%20stories%20&utm_campaign=mostpopular</p>	<p>Complete Quizzes 9-11 online</p> <p>Post Video or Written Summary of Parent Interview in Sakai Forum</p> <p>Post Commentary on Parent Interview Wiki on Sakai</p>
<p>Week 5: July 31 - August 6</p>	<p>Read Turnbull Chapter 12-14 (OHI, TBI, Hearing Loss)</p> <p>Read Solomon Chapter II (Deaf), Chapter X (Crime) & Chapter XI (Transgender)</p> <p>Watch the movie “How to Dance in Ohio”</p> <p>Watch Special Education Classroom Videos posted on Sakai</p>	<p>Complete Quizzes 12-14 Online</p> <p>Participate in Adobe Connect Class Session (Day/time to be mutually determined)</p>

Week 6: August 7 - 11	Read Turnbull Chapter 15-16 (Visual impairments, Gifted and Talented) Read Solomon Chapter VIII (Prodigies)	Complete Quizzes 15-16 Online Post Video or Written Summary of Practitioner Interview in Sakai Forum Post Commentary on Practitioner Interview Wiki on Sakai
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QUESTIONS?

Please do not hesitate to contact me by email or phone if you have any questions about the schedule for the course, course assignments, feedback on an assignment, or expectations.

Mary Satchwell, Ph.D.

Email address: msatchw@luc.edu

marysatchwell@gmail.com

(773) 751-9517

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

IDEA Course Evaluation Link for Students

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

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, 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 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.