Loyola University Chicago School of Education

The Exceptional Child- CIEP 401

Leading Inclusive Catholic Schools Certificate (LInCS 4)

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CIEP 401 offers an introduction to special education and focuses on the diverse needs of exceptional children from an educator's perspective. Definitions, classification systems, etiologies, epidemiological information and the educational, cultural, social and biological characteristics of individuals with learning and behavioral disabilities will be addressed.

Significant historical trends, current issues and the impact of local, state and federal laws and regulations on educational services for children with disabilities will be examined. Students will learn how to apply psychological principles to instructional situations and how to avoid discriminating against students with exceptional needs.

SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "Social Action through Education." (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance distributive justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 401 maintains this focus on social justice with regard to providing services to all individuals. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others-particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

PROFESSIONALS IN SERVICE OF SOCIAL JUSTICE

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators,
administrators and school psychologists to be competent in the exercise of professional skills, to
display a respect for diversity, to embrace distributive justice as social justice, and to recognize
that education is a life-long process. Loyola University’s School of Education seeks to develop
professionals who use their scholarship to evaluate actions and decisions in light of their
ramifications and impact on students, school organizations, and the broader community. We see
the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and
monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions
and actions. The School of Education develops persons of conscience devoted to the service of
others. The faculty of the School of Education seeks to educate professionals able to develop and
offer educational opportunities for children, adolescents, and adults that enable them to
contribute to and benefit from the social, political, and economic opportunities in their lives and
to promote social justice. Professional educators in service of social justice will know the
subjects they teach and how to convey content of those subjects to learners; engage in disciplined
inquiry based on informed reason, reflect on experiences of self and others, consider alternative
perspectives, and pursue a problem solving orientation; evidence respect for and ability to
respond to differences in learners’ personal, social, economic and cultural experiences; evaluate
the effects of their decisions on others (learners, families, and other professionals in the learning
community); provide learning opportunities to support all learners’ intellectual, social, and
personal development; possess the knowledge and skills to teach all learners well and with rigor;
create a learning environment that promotes positive social interaction, active engagement in
learning and self-motivation; and maintain standards of professional conduct.

COURSE GOALS & OBJECTIVES

COURSE OBJECTIVES ARE IN ACCORDANCE WITH NASP/ISBE PROGRAM
REQUIREMENTS

Based on the Performance Goals for this course, at the end of this course students should be able to:

- Recognize the educational, psychological, medical, and sociological characteristics of
  learners with exceptionalities, including disabilities, disorders, and high abilities.
- Understand socially constructed concepts of race, culture, ethnicity, socioeconomic class
  (SES), gender, and identity.
- Develop ways to address issues related to social justice such as those involving racism,
  sexism, classism, and other forms of discrimination in classrooms and communities.
- Describe educational services, instructional practices, and community resources that are
  appropriate for students, based on their learning profile: abilities, interests, and learning styles.
- Understand the importance of developing instruction that considers personal differences
  in learners, as well as the influences of family, cultural, and social contexts upon
  learning.
- Understand the role of assessment in learning and instruction, and construct methods that
  appropriately evaluates the performance of diverse learners.
ONLINE ATTENDANCE AND PARTICIPATION POLICY

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.

If you are confused or lost, contact me immediately. I can only help you navigate course requirements if you ask.

IDEA COURSE OBJECTIVES

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)

*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.

Assessment of Learning

**Book talk:** (50 points)

Find a children's book that focuses on a disability. Give a 60-90 second book talk on Voicethread discussing if the book gives an accurate depiction of the disability (according to the materials from the module). Give your recommendation on how this could be used to support student understanding of the disability.

**Resource guide:** (100 points)

Develop a local resource guide that identifies local agencies that can provide families with support in four disability areas. Use this assignment to do some homework and identify agencies that could be of assistance for your families. For each agency, identify contact person, contact information, types of services offered and any other unique features of the agency. Use the template on Sakai to configure your report.

**Movie Review** (50 points per review)
Watch movies posted on the Sakai site. Each of these movies tell the story of neurodiversity in its own unique way. For each review, report your insights, observations and discoveries. Does this movie help you to understand neurodiversity in a different way?

**Back to School Night Slides (50 points)**

Think of the times that you naturally have contact and speak with groups of parents due to your position in a Catholic School. (Back-to-School night, Catholic Schools Week and Open Houses come to mind.) In addition to your usual presentation, what is one thing you could say at each of these events that to let parents learn something new about how your school welcomes neurodiverse students? For this assignment, develop several slides that you could insert into your Back to School presentation (that you might normally do) to show how your school views neurodiversity.

**Elevator Pitch (50 points)**

Using the knowledge and concepts from this course, make your “elevator pitch” for why children with disabilities can be and should be included in Catholic Schools. (An “elevator pitch” is a cohesive argument that can be offered to someone in the time it would take to ride an elevator with them, maybe about 90 seconds.) This could be useful if you run into a potential donor or are asked a question about this out of the blue. Use Voicethread to record your pitch.

**Participation (100 points)**

Because this class is online, on-going participation in both synchronous and asynchronous elements of this class are critical for student success. There will be expectations to participate and respond via the following vehicles throughout modules:

- Discussion forum
- Voice Thread

Participation will be assessed through your timely and thoughtful posts/commentary and responses. Your “presence” (by participating in these various forums) is expected and encouraged throughout the entire semester. Failure to actively have continuous participation will negatively impact the participation grade.

**GRADING**

Assignments will be weighted as designated above. All assignments will be graded according to a four-point rubric.

At the end of the term, grades will be weighted according to the relevant percentages and final grades will be calculated. Final grades will be converted from numbers into letters based on the following point scale:
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**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

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**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/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education.*