



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:

High	Low	Grade
4.0000	3.6667	A
3.6666	3.3334	A-
3.3333	3.0001	B+
3.0000	2.6667	B
2.6666	2.3334	B-
2.3333	2.0001	C+
2.0000	1.6667	C
1.6666	1.3334	C-
1.3333	1.0000	D
0.9999	0.0000	F

**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***.