

Loyola University Chicago School of Education  
The Exceptional Child- CIEP 401  
Leading Inclusive Catholic Schools Certificate (LInCS 4)

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Required Textbooks: None.

The information on exceptional learners sometimes changes rapidly, as new research comes to light, new events shape educational policies, or as federal law is newly interpreted by the courts. For example, it is unlikely that any textbook that might have been selected would have included information about "tele-learning" for students with exceptionalities, and yet this will certainly be an important part of our discussion this summer. You will find links in the "Resources" section to reliable organizations that publish information about the latest developments in working with exceptional learners. You are encouraged to become familiar with these sites and organizations, so you can stay current and also share the latest, accurate information with parents.

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 "professionalism in the service of social justice" (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.

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.

## 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 evaluate 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 neuro-diverse 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 all schools. You may focus on the type of school where you currently work, or plan to work, whether it is Catholic, public, charter, etc. (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 at least weekly 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

4.00003.6667A

3.66663.3334A-

3.33333.0001B+

3.00002.6667B

2.66662.3334B-

2.33332.0001C+

2.00001.6667C

1.66661.3334C-

1.33331.0000D

0.99990.0000F