

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 Objectives

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1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Conceptual Framework and Conceptual Framework Standards

Through this course, the School of Education's Conceptual Framework—*Social Action Through Education*—will be exemplified through its commitment to a democratic learning community. Students are expected to acquire and apply the knowledge, skills, and dispositions that will prepare them to support the development and education of all students. Through this course, our goal is to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

SOE Conceptual Framework Standards (CFS)

- 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.

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. Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including professionalism, inquiry, social justice, fairness and the belief that all students can learn are

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important considerations in individual professional development.

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.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Technology

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

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.

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***.

Required Texts:

Exceptional Lives: Special Education in Today's Schools, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package, 8th Edition

Turnbull, Turnbull, Wehmeyer & Shogren

©2016 |Unbound (saleable) with Access Card |ISBN-13: 9780133589344 .

[LiveText](#). - This link allows students to have access to LiveText to complete the benchmark assignments aligned to the Conceptual Frameworks Standards and all other accreditation, school-wide and/or program-wide related assessments.

TENTATIVE CLASS SCHEDULE

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>	<u>DUE</u>
Week One (8-28-17)	* Course Overview *Ch 1 Overview of SPED CLP#1 assigned	Ch. 1	
Session Two (9-11-17)	* Ch 2-Universal design *Ch 3-Collaboration & Multi-cultural Responsiveness Achievement Gap assigned	Ch. 2 & 3	CLP# 1 due
Session Three (9-18-17)	*Ch 4- Families/Partnerships #Watch Sean's Story(SS) CLP #2 (Sean's Story) assigned	Ch. 4	Achievement Gap assignment due
Session Four (9-25-17)	* Ch 5-learning disabilities CLP # 3 assigned	Ch. 5	CLP#2-(SS discussion guide) is due

Session Five (10-2-17)	Test one-chs 1-5 Test One assigned(due 10-24-16)		CLP #3 is due
Session Six (10-16-17)	*Ch 6 Communication Disorders CLP #4 assigned	Ch 6	Nothing due
Session Seven (10-23-17)	*Ch 7 Emotional Disabilities *Ch 8 ADHD FBA/BIP assigned (due 11-7-16)	Ch. 7 Ch. 8	Test One due CLP #4 Due
Session Eight (10-30-17)	Ch 9 Intellectual Disabilities Ch 10 Severe and Multiple Disabilities CLP #5 assigned	Chs 9 & 10	Nothing due. Work on FBA/BIP (due 11-7-16) and CLP #5 (due 11-7-16)
Session Nine (11-6-17)	Ch 11 Autism 2nd Test-chs 6-10 assigned	Ch. 11	FBA/BIP due CLP #5 due
Session Ten (11-13-17)	Ch 12 Physical Disabilities & OHI Ch 13 Traumatic Brain Injury Test Three assigned	Ch. 12 & 13	complete test 2 by 11-21-16 complete test three by 12-5-16

	(due 12-5-16)		
Session Eleven (11-20-17)	Ch 14 Hearing Loss Ch 15 Visual impairments	Ch 14 & 15	Test Two due Work on test three due 12-5-16
Session Twelve (11-27-17)	Ch 16 Gifted	Ch 16	Work on test three due 12-5-16
Session thirteen 12-4-17			Test Three Due

Grading System

1. FBA/BIP project 100 points

2. Achievement Gap Assignment 100 points

3. Cooperative Learning Projects 500 points

4. Tests (3) 300 points

- 1. FBA/BIP project:** consists of reading the FBA/BIP power point and FBA/BIP video lecture. Then completing certain sections of IEP FBA/BIP paperwork.
- 2. Achievement Gap Assignment:** you will find details in Sakai under assignments
- 3. Sean's Story Assignment:** will be completed after viewing the Sean's Story film

4. COOPERATIVE LEARNING PROJECTS:

The cooperative learning project points will be fulfilled in the following manner: You will be assigned an essay question or two focusing on current issues in special education. Typically, they will be related to the topic being covered that week in class. You will be asked to write a written reply to the essay questions, including citing supportive references you used. Most essays will be 2-3 pages in length.

5. Test-3 tests, 100 points each, multiple choice (approximately 50 questions per test)

WEBSITES OF INTEREST:

US Department of Education	Illinois State Board of
Education	
http://www.ed.gov/	
http://www.isbe.state.il.us/	
US Office of Special Education	Council for Exceptional
Children	
http://www.ed.gov/offices/OSERS/	
http://www.cec.sped.org/	
ERIC Clearinghouse	National Council on
Disability	
http://ericec.org/	http://www.ncd.gov/

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University of Virginia – Special Education
Disability Association

Learning

<http://curry.edschool.virginia.edu/go/specialed/>

<http://www.ldanatl.org/>

US Autism Society

<http://www.autism-society.org/>

FILM TITLES

A Beautiful Mind
Awakenings
Best Boy
Bill
Born On The Fourth Of July
Boys On The Side
Butterflies Are Free
Children Of A Lesser God
Death Be Not Proud
Dominic And Eugene
Elephant Man
Forest Gump
Good Will Hunting
If You Could See What I Hear
Interrupted Melody
Lorenzo's Oil
Mask
Miracle Worker
My Left Foot
My Private Idaho
Of Mice And Men
Passion Fish
Patch Of Blue
Philadelphia
Places Of The Heart
Rain Man
Scent Of A Woman
Sneakers
The Switch
The Best Years Of Our Lives
The Doctor

DISABILITY

Schizophrenia
Rare Neurological Disorder
Mental Retardation
Mental Retardation
Paraplegic
Aids
Visual Impairment
Hearing Impairment
Brain Tumor
Mental Retardation
Neurofibromatosis
Paraplegic, Cognitive Disability
Gifted
Visual Impairment
Polio
Rare Brain Dystrophy
Physical Deformity
Deaf/Blind
Cerebral Palsy
Narcolepsy
Mental Retardation
Unknown Disability
Visual Impairment
Aids
Visual Impairment
Autism
Visual Impairment
Visual Impairment
Quadriplegia
Physical Disability
Cancer

THE EXCEPTIONAL CHILD – F 2017

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The Homecoming	Paraplegic
The Hunchback Of Notre Dame	Physical Deformity
The Light That Failed	Visual Impairment
The Man Without A Face	Physical Disfigurement
Other Side Of The Mountain	Paraplegia
To Race The Wind	Visual Impairment
Wait Until Dark	Visual Impairment
Water Dance	Physical Disability
What's Eating Gilbert Grape?	Retardation
When Billy Broke His Head	Traumatic Brain Injury
When You Remember Me	Muscular Dystrophy