
Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, and an ethic of service, student empowerment, opportunity, and lifelong learning.

Course Syllabus, Fall 2017

The Exceptional Child

INSTRUCTOR INFORMATION

Course Number: MAT 524 R

Instructor: Dr. Dawn Greene

Office: 500A

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About Your Professor:

Dr. Dawn Greene, after eventually transitioning to full time high school teaching, pursued and obtained a Master of Education Administration and began working with schools in teaching, administrative educational leadership, financial planning and operations. After working as a teacher, school principal, administrator, district assistant superintendent and higher education professor, she accepted the position of Assistant Professor with Calumet College of St. Joseph. Dr. Greene received her doctorate in Educational Studies from Purdue University, West Lafayette, Indiana. In addition, she received a Master of Business Administration (Indiana Wesleyan University) a Master of Educational Administration (Purdue University) and a Bachelor of Business and Education Certification (Calumet College of St. Joseph).

COURSE INFORMATION

Office Hours: Daily ** 8:00 A.M. – 4:00 P.M. ** By Appointment

Course Times: Saturday November 11, 18 & 25, 2017 8:00 AM – 3:00 PM

Text(s): Turnbull, Ann; Turnbull, Rud and Wehmeyer, Michael (2012): *The Exceptional Child*. New Jersey: Pearson Education. Inc.

Pre-requisites: MAT 500, 502, 504 or 506

Learning Outcomes/Competencies:

Students in this course will:

- Examine the history and legal foundations for special education including IDEA, ADA, 504 and FAPE.
- Understand and analyze the meaning of inclusion and the concept of LRE (Least Restrictive Environment)
- Identify students with exceptionalities; examine the issue of labeling students

- Apply the referral and placement processes including the role of the classroom teacher
- Examine and implement the Individualized Education Plan (IEP)
- Become familiar with responsibilities associated with Response to Intervention (RTI)
- Explore and research English Learner concepts and their implications for teaching
- Apply knowledge of instructional planning, strategies, and assessments to meet the needs of exceptional students.
- Analyze educational institutions and teacher response to exceptional students
- Explore issues of socializations and behavior Management
- Create opportunities for collaboration with families and other professionals

This course meets the following program objectives:

- Demonstrate competency in core knowledge and skills essential to the various disciplines: English, Mathematics, Theology, Philosophy, Humanities, Physical Life, Social Sciences and the Fine Arts
- Demonstrate knowledge of current state and national standards (e.g., ACEI, INTASC, IDOE and NBTS standards.), theories, and theorists associated with the framework of educational methodology and pedagogy needed to serve a diverse student population
- Incorporate the most current media and technology in planning, organizing, and assessing student needs
- Demonstrate professional skills and educational leadership to address evolving educational trends Academic Programs
- Demonstrate competency as skilled, reflective teaching professionals, cognizant of their roles in transforming self, students, and the community
- Demonstrate integration of the skills of reflection, analysis, evaluation, synthesis, communication, and problem solving in educational situations
- Collaborate with community, its resources and services to provide quality educational experiences and opportunities to meet the future needs of all students.

Course Description:

The characteristics, capabilities, and expectations of students with special needs, students who are at-risk for learning problems, English Learners (EL) and gifted students encompass the diverse approach to evaluating strategies for quality learning. Students research the teacher's role in assisting students who face attention, behavioral, learning, physical and social challenges, and other relevant and practical issues unique to educating exceptional students. As well, students engage in descriptive research on parenting the exceptional child. Field experience required.

Learning Strategies: Group Discussions, Team Projects, Collaborative Learning and Direct Instruction.

Experiential Learning Opportunities: Field experience required.

Course Expectations and Assignments:

- ***Review of the Literature Paper & Exceptionality Report:*** Review current research on the latest theory concerning a chosen exceptionality. Research how to facilitate educational growth for students who have the exceptional challenge. Write a literature review that encompasses supportive research and understanding of law and theory. Research should include information on the nature of a chosen exceptionality based on the latest research and trends. Present chosen topic

during class (there will be no duplicates). Paper should include works cited and be no more than six-pages in length (DS, 12 pt. font with standard margins).

- **Oral Presentation:** Presentation of the above literature review findings to the class. This presentation should include handouts and a PowerPoint, activities and interaction with audience of peers. Speaking time should be no more than 10 minutes.
- **Black Board Discussions and Assignments:** Postings will occur weekly throughout the duration of the class. Please respond to the prompt and comment twice to postings made by others.
- **Field Experience and Reflections (Required):** A field experience must be scheduled with a required reflection on the experience. A visit to an exceptional learner classroom (this cannot be your own classroom) shall be scheduled and reflected upon. Please write a three-page reflection (DS, 12pt. font with standard Margins). This is assignment is graded as a classroom observation.
- **Legal Backgrounds and Support:** Research will be conducted of watershed cases that have shaped Special Education as it is today.
- **Comprehensive Final over Exceptionality.**

Class Policy on Attendance: Refer to the Student Teaching Handbook regarding absenteeism during student teaching. In short-Don't be absent! **Being absent, tardy or leaving early will result in a grade reduction.**

Class Policy on Electronic Devices: Please do not use cell phone for talking or texting during class!

BLACKBOARD: All teacher candidates will access Blackboard weekly to respond to posted assignments and fellow class participant posts. **You are required to post your thoughts on the discussion topic and then to respond to two other classmate posts.**

Grading Scale:

100 – 92: A 91 – 90: A-
 89 – 88: B+ 87 – 82: B 81 – 80: B-
 79 – 78 : C+ 77 – 72: C 71 – 70 : C-
 69 – 68: D+ 67 – 62: D 61 – 60: D-
 59 and below F

****The instructor reserves the right to restructure the grading scale and required work as needed for additional assignments and projects.***

Requirements and Assessments:

Attendance/Participation	Mandatory
Classroom Observation	10 Points
Educational Philosophy and Resume	5 Points
Review of Exceptional Child Lit. (Exceptionality)	20 Points
Oral Presentation	20 Points
In-Class Assignment	10 Points
Legal Cases	20 Points
Blackboard/Final	15 Points

<i>Date</i>	<i>Topic</i>	<i>Related Assignments</i>
Pre-Class	Welcome!	<u>Review and reflect on Educational Philosophy and update resume.</u> <i>Please correct all spelling and grammatical errors prior to submission.</i>
Week One	<p><i>Legal Background of Special Education Law</i></p> <p>Special Education overview and background law (ADA, FAPE, IDEA). In-class video.</p> <p>-Discussion on Special Education categories (including learning disabilities), IEP and Inclusion.</p> <p>-RTI and classroom cultural issues including disproportional representation in sub-groups discipline (mental illness).</p>	<p>Read Chapters One and Two prior to class.</p> <p>- <i>Completion of Student Teaching applications.</i></p> <p>-<i>Legal Case Summaries and presentations (in class)</i></p> <p>- Read Chapters 3 & 4 in preparation for class.</p> <p>- Due: Exceptionality topic choice - must be approved before the end of class-NO DUPLICATES!</p> <p>-<i>In Class RTI assignment</i></p>
Week Two	<p>-Parents of disabled students. Building meaningful partnerships.</p> <p>-Gifted and Talented/When exceptionalities mean advanced learners/ ELL</p> <p>Class Presentations</p>	<p>Read Chapters 5 & 6 in preparation for class.</p> <p><u>Due: Exceptionality Presentation with PowerPoint (Please do not read the presentation!)</u></p>
Week Three	<p><i>This is a holiday weekend so we will not meet, there will be a Module to view and assignment to complete. The module will post on 11/19 along with your final exam-due on Sunday November 26 at 4:00 PM.</i></p>	<p>Module available:</p> <p>Special Needs in the 21st Century</p>

Instructor reserves the right to change the schedule based on need.

INTASC Teaching Standards:

THE LEARNER AND LEARNING	
Standard #1: Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Standard #3: Learning Environments	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
CONTENT KNOWLEDGE	
Standard #4: Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) him or her teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Standard #5: Application of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Standard #7: Planning and Instruction	The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard # 8: Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
PROFESSIONAL RESPONSIBILITY	
Standard #9: Professional Learning and Ethical Practice	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Standard 10: Leadership and	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with

Collaboration	learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
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INSTRUCTION STANDARDS

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4. **Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 **Practices and behaviors of developing career teachers**—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children.

5.4 Collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

Please see specific standards for elementary and secondary content found under the Indiana Department of Education Website - <http://www.doe.in.gov/>

Responsibilities	
Attending Class	You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent does not excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course. Make up work will only be accepted from a college-sponsored event absence on the day that you return to class.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work on the day it is due. The instructor reserves the right to decline to accept late work.
CCSJ Student Honor Code	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> • Continuously embrace honesty and curiosity in the pursuit of my educational goals; • Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my community; • Do my own work with integrity at all times, in accordance with syllabi, and without giving or receiving inappropriate aid; • Do my utmost to act with commitment, inside and outside of class, to the goals and mission of Calumet College of St. Joseph.
Using Electronic Devices	Electronic devices may only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent. The instructor reserves the right to ask that all electronic devices be turned off during class.
Participating in Class	You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you will not be allowed to complete work during class time, you will be asked to leave and marked absent.
Doing Your Own Work	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of</p>

	<p>each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
Tracking Your Progress	Be sure to see how you are doing and follow up with your instructor.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
Withdrawing from Class	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

Resources	
Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
Student Assistance Program	This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067.
CCSJ Alerts:	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at http://www.ccsj.edu/alerts/index.html .

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.

4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Do not touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything, you can use as a weapon.
8. **Forget about being shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, and neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.