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Calumet College

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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, an ethic of service, student empowerment, opportunity, and lifelong learning.*

## COURSE SYLLABUS, Summer 2019

<b>MAT 524: Exceptional Child</b>
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<b>Instructor Information:</b>	
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<b>Instructor Name</b>	Angela Szczepanki-Sanchez
<b>Office Number:</b>	169
<b>Phone Number:</b>	219-473-4349
<b>Email:</b>	aszczepaniksanchez@ccsj.edu
<b>Office Hours:</b>	By Appointment
<b>Instructor Background:</b> Current Coordinator of Academic and Disability Services for Calumet College of St. Joseph. Angela Szczepanik-Sanchez, M.Ed., M.S	

<b>Course Information:</b>	
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<b>Course Time:</b>	Saturdays: 6/29-7/13/2019 (8:30-3:30 PM)
<b>Classroom:</b>	307
<b>Prerequisites:</b>	MAT 500, 502, 504 & 506
<b>Required Books and Materials:</b>	Turnbull, Ann; Turnbull, Rud and Wehmeyer, Michael (2012): <i>The Exceptional Child</i> . New Jersey: Pearson Education. Inc.

<b>Learning Outcomes/ Competencies:</b>
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**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:**

1. 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
2. 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
3. Incorporate the most current media and technology in planning, organizing, and assessing student needs
4. Demonstrate professional skills and educational leadership to address evolving educational trends Academic Programs
5. Demonstrate competency as skilled, reflective teaching professionals, cognizant of their roles in transforming self, students, and the community
6. Demonstrate integration of the skills of reflection, analysis, evaluation, synthesis, communication, and problem solving in educational situations
7. 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.

**Learning Strategies:**

Discussions, Team Projects, Collaborative Learning and Direct Instruction.

**Experiential Learning Opportunities:**

Field Experience Required.

**Requirements and Assessments:**

Attendance/Participation	Mandatory
Classroom Observation	20 Points
Review of Exceptional Child Lit. (Exceptionality)	20 Points
Oral Presentation	20 Points
Legal Cases	20 Points
Blackboard/Final	20 Points

**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	

### Course Schedule:

<i><b>Date</b></i>	<i><b>Topic</b></i>	<i><b>Related Assignments</b></i>
<b>Pre-Class</b>	<b>Welcome!</b>	Review and reflect on <u>Educational Philosophy and update resume.</u> <i>Please correct all spelling and grammatical errors prior to submission.</i>
<b>Week One</b>	<p><b><i>Legal Background of Special Education Law</i></b></p> <p>Special Education overview and background law (ADA, FAPE, IDEA). In-class video. -Discussion on Special Education categories (including learning disabilities), IEP and Inclusion. -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> -<i>Legal Case Summaries and presentations (in class)</i> - Read Chapters 3 &amp; 4 in preparation for class.</p> <p><b>- Due: Exceptionality topic choice - must be approved before the end of class-NO DUPLICATES!</b></p> <p><i>-In Class RTI assignment</i></p>
<b>Week Two</b>	<p>-Parents of disabled students. Building meaningful partnerships. -Gifted and Talented/When exceptionalities mean advanced learners/ ELL</p> <p><b>Class Presentations</b></p>	<p>Read Chapters 5 &amp; 6 in preparation for class.</p> <p><b><u>Due: Exceptionality Presentation with PowerPoint (Please do not read the presentation!)</u></b></p>
<b>Week Three</b>	<b><i>Topics in Special Education</i></b>	<b>Final</b>

**I reserve the right to change this schedule to meet the needs of the class.**

<b>Responsibilities</b>	
<b>Attending Class</b>	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. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.
<b>Turning In Your Work</b>	You cannot succeed in this class if you do not turn in all your work when due.

<b>CCSJ Student Honor Code</b>	<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"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Using Electronic Devices</b>	Electronic devices can 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.
<b>Participating in Class</b>	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, you may be asked to leave, in which case you will be marked absent.
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you will be subject to judicial review by the Faculty-Student Grievance Committee. These procedures can be found in the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines to document sources avoids plagiarism. You'll find guides to the major citation methods at the CCSJ Specker Library Web page at  <a href="http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite">http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite</a></p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Sharing Your Class Experience</b>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <b>essential</b> 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!
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

<b>Resources</b>	
<b>CCSJ Book Rental Program</b>	The CCSJ Book Program ensures that everyone has the right course materials on the first day of class to be successful. You pay a book rental fee each semester, and in return, receive all the materials for all your classes prior to the beginning of classes. At the end of the semester, simply return the books. For traditional students, the Book Rental Program is conveniently located in the library, where students can pick up and return their books. For students in accelerated programs and graduate programs, books will be delivered to their homes and they can return them by mail. For more information, see <a href="http://www.ccsj.edu/bookstore">http://www.ccsj.edu/bookstore</a> . <b>All books must be</b>

	<b>returned at the end of the semester or you will incur additional fees, which will be charged to your student account.</b>
<b>Student Success Center:</b>	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.
<b>Disability Services:</b>	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.
<b>Student Assistance Program</b>	Through a partnership with <b>Crown Counseling</b> , Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week and off-site at the Crown Counseling offices in Crown Point or Hammond. For more information, <b>contact Kerry Knowles SAP Counselor</b> , at 219-663-6353 (office), 219-413-3702 (cell), or <a href="mailto:kerryk@crowncounseling.org">kerryk@crowncounseling.org</a> .
<b>CCSJ Alerts:</b>	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: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .