



**Your University of Choice**

## **Elementary LA & SS Methods**

**Term: Fall 2015**

**Course Number: EDUC 483 Room 308**

**Instructor: Mark B. Sperling, Ed.D.**

**Office: Education**

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**Office Hours: Daily by Appointment**

**Course Times: Monday through Thursday 8:00 am – 12:00 pm**

**Course Dates: September 2<sup>nd</sup> – October 8<sup>th</sup>**

### **Mission of the Education Program:**

*Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21<sup>st</sup> Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.*

### **Vision of the Education Program:**

*Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.*

### **About Your Professor:**

Dr. Sperling has been fortunate enough to be in education for the past 30 years, as a teacher of Economics and Social Studies at the high school level and Language Arts/Social Studies at the Middle School Level, Assistant Principal, Principal, Assistant Superintendent, and

Superintendent. He has taught both on the undergraduate and graduate levels in the Colleges of Education at Wayne State University in Detroit, Michigan, Indiana University Northwest, Purdue University Calumet, and have lectured in Curriculum at Calumet College of St. Joseph. Prior to coming into education, he spent 16 years in Psychiatric Social Work at the Boys Republic, a residential treatment center for Emotionally Disturbed and Socially Maladjusted adolescents as a child care worker, Therapist, and Assistant Executive Director. He has a Bachelor's Degree in Sociology/Social Work from the University of Detroit, Master's Degree in Counseling from Eastern Michigan University, Specialist in Educational Leadership from the University of Detroit, and Doctorate in Administrative and Organizational Studies from Wayne State University in Detroit, Michigan. Currently, he is working with AdvancED Indiana working with Focus and Priority Schools in the area of School Improvement and is a Lead Evaluator in both their Accreditation and Diagnostic Review programs.

### **Course Description:**

Teacher candidates will gain knowledge, understand, and use the major concepts to teach reading, writing, speaking, viewing, listening, and thinking skills while incorporating instructional strategies and materials for developing a language arts lesson plan according to the academic standards. Teacher candidates will use the major concepts and modes of inquiry from the social studies or integrated study of history, geography, the social studies, and other related areas that will promote students' abilities to make informed decisions as citizens of a culturally democratic society and interdependent world while exploring multicultural perspectives and backgrounds as they relate to social studies. Teacher candidates will observe practicing teachers to examine critically effective teaching practices and network with HQT to develop insights into the teaching of social studies and language arts.

### **Field Experience:**

A Field Experience will be scheduled during this course so that you will have the opportunity to observe a practicing educator within a classroom environment and then teach or assist in instruction during a specified Language Arts or Social Studies time block. Your instructor will facilitate the scheduling and implementation of this experience.

**Text(s):** Hipsky, Shellie (2011). *Differentiated Literacy and Language Arts Strategies for the Elementary Classroom*. Robert Morris University. New Jersey: Pearson Education, Inc.

Parker, Walter C. (2012). *Social Studies in Elementary Education 12<sup>th</sup> Ed.*, University of Washington. Massachusetts. Pearson Education, Inc.

### **Learning Outcomes/ Competencies:**

Students in this course will:

- Identify and describe instructional strategies for approaching elementary students in the areas of Language Arts and Social Studies
- Identify and describe factors/issues associated with academic success and risk (i.e., language acquisition, culture, gender, socioeconomic status and varying exceptionalities).
- Analyze underlying views of the cognitive process as relates to engaging students
- Understand how motivation affects learning and engagement
- Recognize the varied instructional methodologies

- Understand the variables associated with student behavior, self-regulation, engagement, classroom management and discipline.
- Apply knowledge through simulated classroom activities
- Field experience for development of comfort and understanding of actual classroom practices.

**Learning Strategies:** These include: Group Discussions, Team Projects, Collaborative Learning and Direct Instruction and Technology presentations along with other instructional methodologies).

**Class Policy for Assignments:** Adhere to the Student Handbook for rules and regulations regarding student teaching. In short, all assignments are due as assigned under there are mitigating circumstances discussed with the instructor.

**Class Policy on Attendance:** Refer to the Student Handbook regarding absenteeism. Please try to be present for all classes. Plan to email your instructor through Blackboard if going to be absent.

**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.

**Assignments:**

**Movie Review Response:** Each candidate will select one of the following movies: Dead Poet Society, Mr. Holland’s Opus, or Dangerous Minds. You will be required to discuss your response in class. Please address the following:

1. What are the roles and expectation of the teacher captured in the film (both in the classroom and in the broader society)? How might the portrayal shape attitudes and expectations for teachers (by students, parents, community members, other teachers, administrators)?
2. Which of the three central components of pedagogy (curriculum development, instructional design, and assessment) make up the bulk of the teachers’ portrayal in the film?
3. What are the characteristics of “good” teaching that are evidently valued in the film? To what degree does the teacher character embody these characteristics?
4. What ethical and/or moral dilemmas does the teacher face? On what basis did they make professional judgments?
5. How might such media portrayals of schools and teachers complicate the development of professional identity for new teachers?
6. In what ways do these portrayals reinforce or contradict your understandings of teachers and teaching?

**Language Arts Poetry Presentations:** Teacher candidates will author and illustrate 9 original poems and bind the poems in a book form. Follow the formula for each poem as explained in the section Writing Poetry in Chapter 7 (beginning on page 117). You can find examples on the internet, but please be creative, your book should be something that you will use in your

elementary classroom. Please title your book of poetry as well as label the following forms of poetry that you author into an original poem:

1. Acrostic
2. Concrete
3. Cinquain
4. Diamante
5. Limerick
6. Color
7. I Wish
8. Free Verse
9. Haiku

**You will present this booklet to the class and turn in a copy.** In your presentation consider a **diverse** classroom and the **need to engage** all students (regular or special education).

**Lesson Plan and Class Lesson:** The candidate will develop a 6 day LA and a 6 day SS unit plan utilizing the CCSJ less plan template. The candidate will teach one day of developed LA or SS plan. Your unit should show evidence of academic standards, differentiation and instructional techniques that must be evident during delivery of your lesson. **You will turn in the entire 6 day unit plan for LA and the entire 6 day plan for SS. You are only required to teach 1 day of either unit plan in order to demonstrate your knowledge of instructional method. Please utilize Smart Board, Document Imager or any other technology available. Please dress professionally for presentations!**

**Reflections on Clinical Assignment:** Each candidate will be responsible for a one page reflection on their clinical experience. Did you see engagement? Was there quality instruction taking place? How was the quality instruction evident? What did you see that motivated or caused questions? How was the experience positive or negative? What would you have liked to have seen? How was student accountability evident? Was there a clear learning objective with associated standards? Describe the classroom management and if needed redirection.

**Grading Scale:**

<b>Grade</b>	<b>Points</b>
A	200-189
A-	189-181
B+	180-177
B	176-167
B-	166-158
C+	159-151
C	150-148
C-	147-140
D+	139-132
D	131-128
D-	127-120
F	119 and below

**Requirements and Assessments:**

Attendance	Mandatory
Participation	10 Points
Blackboard	10 Points
Poetry Book Presentation	30 Points
Movie Review	10 Points
Lesson Plan Presentation	20 Points
Clinical Reflection Paper	10 Points
Unit Plans for SS & LA	100 Points (50 points each)
In Class assignments	10 Points

**Note:** All written assignments are typed, double-spaced, in appropriate grammar/sentence structure and following APA Rules.

**\*class assignments subject to change\***

<i>Day</i>	<i>Assignments</i>	<i>Topics</i>
<b>Pre-Class</b> Remember to read chapters 1 in Hipsky.	<b>Assignment Due:</b> Watch one of the following: Dead Poets Society Dangerous Minds Mr. Holland's Opus	
<b>Day One</b> Remember to read chapter 2 in Hipsky. Power Point on Movies  9/21/15	<b>Assignment Due:</b> Discussion of movie response. <u>Please Turn in Movie Reflection based on questions (we will work on this in class)</u>	Discussion on Differentiation and the movie clip. Begin lecture for Chapters 1 & 2.
<b>Day Two</b> Remember to read Chapter 3 in Hipsky. Power Point on Literacy  9/22/15	<b>Assignment Due:</b> Build your ideal classroom. Present your ideas and justify your choices (Classroom Assignment)	Differentiation of learning environments.

<p><b>Note on Day Three</b></p> <p>9/23/15</p> <p><b>Day Three</b> Remember to read chapters 4 &amp; 5 Hipsky</p>	<p><b>There will not be in-person class on this date. (9-23-2015)</b></p>	 <p><b>For Day Four: Read Chapters 4 &amp; 5 in Hipsky.</b></p> <p><b>Prepare a short paper (one page) to be discussed in class tomorrow on</b></p> <p><b>“What should we know about students at grade level/their needs and abilities?”</b></p>
<p><b>Day Four</b> Remember to read chapter 6 in Hipsky Power Point on Literacy</p> <p>9/24/15</p>	<p><b>Assignment Due:</b> Discussion on chapter seven and poetry in writing. Social Studies that is not boring! Classroom Assignment 2. Red Skelton video – Pledge of Allegiance – discussion about understanding vocabulary”</p>	<p>Discussion - how poetry can be used in class presentations.</p> <p>How to make Social Studies the highlight of a student’s day. (incorporating technology into your lessons)</p>
<p><b>Day Five</b> Remember to read chapters 7-8 in Hipsky 9/28/15</p>	<p><b>Assignment Due:</b> School Visit Jacques Marquette Elementary 6401 Hemlock Ave. Gary, IN. 46403</p>	<p>Writing Observation and participation in a K-6 classroom.</p>
<p><b>Day Six</b> Remember to read chapters 7-8 in Hipsky 9/29/15</p>	<p><b>Assignment Due:</b> School Visit Jacques Marquette Elementary 6401 Hemlock Ave. Gary, IN. 46403</p>	<p>Illustration of book and meaning. Observation and participation in a K-6 classroom.</p>

<b>Day Seven</b> 9/30/15	<b>Assignment Due:</b> School Visit Jacques Marquette Elementary 6401 Hemlock Ave. Gary, IN. 46403	Teach Like a champion Observation and participation in a K-6 classroom.
<b>Day Eight</b> 10/1/15	<b>Assignment Due:</b> <b>Reflection of classroom  observation discussion</b> School Visit Jacques Marquette Elementary 6401 Hemlock Ave. Gary, IN. 46403	Making SS interesting to young students Observation and participation in a K-6 classroom.
<b>Day Nine</b> Review Social Studies Essential Skills – 1 10/5/2015	<b>Assignment Due:</b> <b>Back to class at CCSJ:</b>	Clinical Experience Reflection Prepare answers to questions posed in the Power Point
<b>Day Ten</b> Review Social Studies Essential Skills - 2 10/6/15	<b>Assignment Due:</b> Poetry Writing/Reflection*	Focus on methodology, instrument and strategy As well as current events and public issues
<b>Day Eleven</b> The Connection between Literacy and Social Studies. 10/7/15	<b>Assignment Due:</b> Presentation of Poetry Booklet	Social Studies assessment strategies (formative and summative)
<b>Day Twelve</b> <b>Reflecting on Literacy and  Social Studies Teaching  Skills</b> 10/8/15	<b>Assignment Due:</b> Unit Plan presentations	Reflection of the class.

## Standards

### ACEI Standards

#### Development, Learning and Motivation

1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

### CURRICULUM STANDARDS

2.1 English language arts—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child

development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

## **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.

INTASC	COURSE OBJECTIVES	ACEI	IDOE	NBPTS
1	<ul style="list-style-type: none"> <li>Examine education reform (CORE curriculum/CORE 40) related to social studies and language arts.</li> <li>Examine requirements of a social studies and language arts teacher</li> <li>Apply social studies and language arts standards.</li> </ul>	2.1, 2.4	2b, 2n	2
2	<ul style="list-style-type: none"> <li>Teach developmentally appropriate language arts and social studies lesson using developmentally appropriate graphic organizers.</li> <li>Prepare and demonstrate developmentally appropriate unit plans and instruction according to ACEI, INTASC and Indiana Developmental Standards.</li> </ul>	1.0	1	1
3	<ul style="list-style-type: none"> <li>Align multiple intelligence to learning styles and to teacher methods.</li> <li>Develop lesson plans for social studies and language arts using a variety of instructional strategies that focus on meeting the needs of different learning styles.</li> </ul>	3.2	3a	1
4	<ul style="list-style-type: none"> <li>Experience and practice a</li> </ul>	3.4	3b	2,3

	<p>variety of methods for teaching social studies and language arts.</p> <ul style="list-style-type: none"> <li>• Utilize Learning Centers to motivate and differentiate learning.</li> <li>• Plan and implement instruction based on knowledge of students.</li> </ul>			
5	<ul style="list-style-type: none"> <li>• Critically examine how to increase social studies and language arts performance.</li> <li>• Develop and implement techniques for motivating students and creating an organized classroom conducive of learning.</li> </ul>	3.3,3.4	1, 3c	3
6	<ul style="list-style-type: none"> <li>• Collaborate, reflect and share thoughts and ideas via Blackboard.</li> <li>• Utilize smart board, power points, document digital projector and other technologies to communicate and teach lessons.</li> </ul>	3.5	3d	2
7	<ul style="list-style-type: none"> <li>• Develop and implement lesson plans for social studies aligned to Blooms Taxonomy.</li> <li>• Develop and implement lesson plans for language arts aligned to Blooms Taxonomy.</li> <li>• Develop lesson plans for integrated social studies and language arts using an innovative approach – i.e.: technology or visual aids.</li> <li>• Develop a thematic social studies and language arts unit plan to state standards and all INTASC principles.</li> </ul>	2.1, 2.4, 3.1	2b, 2d	4
8	<ul style="list-style-type: none"> <li>• Develop and administer classroom assessments to students.</li> <li>• Become aware of developing a lesson based on feedback from assessment.</li> <li>• Become aware of school-wide assessments for social studies and language arts.</li> <li>• Develop a variety of informal, formative and summative assessments.</li> </ul>	4.0	4	3,4
9	<ul style="list-style-type: none"> <li>• Observe HQT of social studies and language arts to gain an understanding of central concepts, tools of inquiry, and the structures of disciplines he or she teaches to create learning experiences that make</li> </ul>	5.1	5a	4,5

	<p>these aspects of the subject matter meaningful to students.</p> <ul style="list-style-type: none"> <li>● Reflect on how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</li> <li>● Display a disposition that is appropriate for a teacher.</li> <li>● Team teach with HQT</li> <li>● Observe and discuss teaching methods with HQT</li> </ul>			
10	<ul style="list-style-type: none"> <li>● Develop developmentally appropriate social studies/language arts field trips or guest speakers aligned to Indiana Standards.</li> </ul>	5.2	5b-c	5

**National Board for Professional Teaching Standards NBPTS:**

<p><b>Proposition 1: Teachers are Committed to Students and Their Learning</b></p> <ul style="list-style-type: none"> <li>● NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.</li> <li>● They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</li> <li>● NBCTs understand how students develop and learn.</li> <li>● They respect the cultural and family differences students bring to their classroom.</li> <li>● They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.</li> <li>● NBCTs are also concerned with the development of character and civic responsibility.</li> </ul>	<p><b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b></p> <ul style="list-style-type: none"> <li>● NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</li> <li>● They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</li> <li>● They are able to use diverse instructional strategies to teach for understanding.</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b></li> <li>● NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</li> <li>● They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</li> <li>● NBCTs know how to assess the progress of individual students as well as the class as a whole.</li> <li>● They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</li> </ul>	<p><b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b></p> <ul style="list-style-type: none"> <li>● NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</li> <li>● They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.</li> <li>● They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</li> </ul>
<p><b>Proposition 5: Teachers are Members of Learning Communities.</b></p> <ul style="list-style-type: none"> <li>● NBCTs collaborate with others to improve student learning.</li> <li>● They are leaders and actively know how to seek and build partnerships with community groups and businesses.</li> <li>● They work with other professionals on</li> </ul>	

<p>instructional policy, curriculum development and staff development.</p> <ul style="list-style-type: none"> <li>• They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.</li> <li>• They know how to work collaboratively with parents to engage them productively in the work of the school.</li> </ul>	
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Please see specific standards for elementary and secondary content found under the Indiana Department of Education Website - <http://www.doe.in.gov/>

**Class Policy on Attendance:**

Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Therefore, if a student is absent “three (3) times the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.

**Student Success Center:**

The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473-4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a “peer facilitator” who can help students’ master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219 473-4352.

**Statement of Plagiarism:**

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

**Citation Guidelines:**

Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

### **Withdrawal from Classes Policy:**

After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

### **Disability Services:**

Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form in order to request an accommodation and/or an auxiliary aid (*e.g., additional time for tests, note taking assistance, special testing arrangements, etc.*). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

### **CCSJ Alert:**

Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the

beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

## **School Closing Information:**

**CCSJ Alerts:** An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

**Internet:** <http://www.ccsj.edu>

<http://www.EmergencyClosings.com>  
Facility: Calumet College of St. Joseph  
Phone: 219.473.4770

**Radio:**

WAKE – 1500 AM  
WGN - 720 AM  
WIJE – 105.5 FM  
WLS – 890 AM  
WZVN – 107.1 FM  
WBBM NEWS RADIO 78

**TV Channels:**

2, 5, 7, 9, 32