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

COURSE SYLLABUS, Fall 2019**Course: EDUC 430 The Exceptional Child (Hybrid Course)****Instructor Information:**

Instructor Name	Dawn Greene, MBA, Ph.D.
Office Number:	537
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Email:	dgreene@ccsj.edu
Office Hours:	Monday 12-2 (By Appointment); Tuesday – Thursday 7:30-11:00 AM and 1:00-2:00 PM
Instructor Background:	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:

Course Time:	Hybrid Course Course: Meeting T/R 8:00 AM – 10:00 PM	
Classroom:	Room 308	
Prerequisites:	MAT 500 & 511	
Required Books and Materials:	Turnbull, Ann; Turnbull, Rud and Wehmeyer, Michael (2012): <i>Exceptional Lives</i> . New Jersey: Pearson Education. Inc.	
Learning Outcomes/ Competencies:	Students in this course will: <table border="1"><tr><td>1. Demonstrate knowledge of the overview of laws that govern special education.</td></tr></table>	1. Demonstrate knowledge of the overview of laws that govern special education.
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2. Describe the role (including collaboration) of each participant in the referral, assessment, and IEP process.
3. Describe the role of an educator with Section 504, ADA, and ESSA.
4. Demonstrate understanding of creating safe, inclusive, and culturally responsive learning environments for students with exceptionalities.
5. Demonstrate knowledge of the definitions, development, and individual differences of individuals with exceptionalities identified by IDEA.
6. Identify learning characteristics of students with exceptionalities.
7. Demonstrate application of Multi-Tier System of Supports (MTSS).
8. Determine evidence-based general and specialized curricula to individualize instruction for students with exceptionalities.
9. Demonstrate understanding of how cultural and linguistic differences of students with exceptionalities should be considered in minimizing bias in assessment.
10. Demonstrate understanding of how cultural and linguistic differences of students with exceptionalities should be considered in selecting and adapting evidence-based general and specialized curricula.
11. Demonstrate understanding of the variety of high technology and low technology assistive technology devices available to students with exceptionalities.

This course meets the following learning objectives for the Education Program (InTasc):

Course Objective	CAEP	CEC**	InTASC**
1. Demonstrate knowledge of the overview of laws that govern special education.	1.1	4,6,7	9,10
2. Describe the role (including collaboration) of each participant in the referral, assessment, and IEP process.	1.1	4,5,6,7	6,7,10
3. Describe the role of an educator with Section 504, ADA, and ESSA.	1.1	4,6	9,10
4. Demonstrate understanding of creating safe, inclusive, and culturally responsive learning environments for students with exceptionalities.	1.1, 1.2	1,2	2,3
5. Demonstrate knowledge of the definitions, development, and individual differences of individuals with exceptionalities identified by IDEA.	1.1, 1.2	1,5	1,4,6,8
6. Identify learning characteristics of students with exceptionalities.	1.2	1,5,6	1,7
7. Demonstrate application of Multi-Tier System of Supports (MTSS).	1.2	5,7	1,7

8. Determine evidence-based general and specialized curricula to individualize instruction for students with exceptionalities.	1.1, 1.2	3,5	7,8
9. Demonstrate understanding of how cultural and linguistic differences of students with exceptionalities should be considered in minimizing bias in assessment.	1.2, 1.3	1,2,4,6	1,2,7
10. Demonstrate understanding of how cultural and linguistic differences of students with exceptionalities should be considered in selecting and adapting evidence-based general and specialized curricula.	1.1, 1.2, 1.3, 1.4	1,2,3,6	1,2,7,8
11. Demonstrate understanding of the variety of high technology and low technology assistive technology devices available to students with exceptionalities.	1.1, 1.2, 1.4, 1.5	3,5	3,4,8,9, 10

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. Field experience required.

Learning Strategies:

Online Discussions, Projects, Research and Virtual Instruction.

Experiential Learning Opportunities:

Field Experiences Required: Candidates will engage with students in an actual classroom setting under supervision of current practitioners.

Assessments:

- **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 via recording. Paper should include works cited and be no more than seven-pages in length (DS, 12 pt. font with standard margins). Due: Power point, Presentation and Paper.
 - **Recorded Presentation:** Presentation of the above literature review findings. This presentation should include a PowerPoint that is used as a resource, but not to be read. Speaking time should be no more than 10 minutes. Please use a thumb drive to turn in or a private YouTube (submit the URL).
 - **Questions:**
 - **Assignments on last page!**
 - What does the research say about the prognosis, long-term outcomes, classroom manifestation and outlook for this condition
 - What Supports are needed in the classroom, challenges, modifications and possible training

- Reflect on current experiences with or potential challenges you may face if confronted with this condition.
- **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 assignment is graded as a classroom observation.
- **Legal Backgrounds and Support:** Research will be conducted of watershed cases (**You must choose 5 cases from the list**) that have shaped Special Education as it is today. These cases should focus on the rights provided to Special Education students and/or their families as prescribed in Article 7 (refer to Navigating Article 7 found in your Course Documents). Your Paper should be 6-8 Pages doubles spaced with works cited.

Consider:

- Why each case is significant
- Reflect on how each case changed education for all students
- Discuss your own experience with each law/case or your anticipated classroom utilization of the legal ramification
- When using actual students as examples omit all names in favor of initials
- Cite cases appropriately (**cases listed below**)
- **IRIS Modules-5** modules to review complete modules and post assessments in discussion
- **Comprehensive Final over Exceptionality (Final will post on November 23, due November 26).**

Participation	Mandatory
Reading Reflections	10 Points
Field Experience Reflection	10 Points
Review of Exceptional Child Lit. (Exceptionality)	15 Points
Recorded Presentation	10 Points
Modules	25 Points
Legal Cases	15 Points
Blackboard/Final	15 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:

Week 1	Class Session	Topic	Readings/ Modules Due	Assignments Due Dates (Midnight on Saturday of class)
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Week 1	Pre-class1	Introduction	Text: Chapters 1-4	Reading in text chapter 1-3. Write a four page reflection on the reading.
	Tuesday/ Thursday 8-10 AM	Special Education Overview IDEA Legal Aspects Section 504/ADA Inclusion Intellectual Disabilities 1	H10 & 14 Text: Chapters 5-8	<i>IRIS: Classroom Diversity Module</i> <i>Complete work for IRIS module and engage in discussion board 2X's.</i> <u>Write a Reflective summary for Modules H10 & 14</u> <u>Due: Research on Watershed cases and how they shaped Special Education today.</u>
	Tuesday/ Thursday 8-10 AM	Intellectual Disabilities 2 IEP Emotional Behaviors Learning Disabilities	H17 – H19 H46 Text: Chapters 9-12	<u>Due: Exceptionality Literature Review and Presentation.</u> <i>IRIS: RTI</i> <i>IRIS: Addressing Disruptive Behaviors</i> <i>Complete work for IRIS module and engage in discussion board 2X's.</i> <u>Write a reflective summary of H17, H19 and H46</u>
Week 3	Pre-class 3	Reading	Text: Chapters 13-16	Reading in text: Please write a 4 page reflection on the reading.
	Tuesday/ Thursday 8-10 AM	Classroom Management Transition Family Complete Blackboard Discussions!!	H21	<u>Due: Written Field Experience after Observation.</u> <u>Write a reflective summary of H21</u> <i>IRIS: Instructional Accommodations &</i>

		The final will be posted for week 3-Due week 4		IRIS: Collaborating w/Family Complete work for IRIS module and engage in discussion board 2X's.
Final		FINAL EXAM (Based on Book Reading)		

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

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. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.
Turning In Your Work	You cannot succeed in this class if you do not turn in all your work when due. <u>All work must be submitted when due, the instructor reserves the right not to accept late work.</u>
CCSJ Student Honor Code	This course asks students to reaffirm the CCSJ Student Honor Code: 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: <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 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. <u>Instructor reserves the right to have "tech-free" times throughout the class.</u>
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, you may be asked to leave, in which case you will be marked absent. <u>Those tardy to class by more than one hour, or those who leave early may be marked as absent for the day.</u>
Doing Your Own Work	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. 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 http://www.ccsj.edu/library/subjectsplus/subjects/guide.php?subject=cite

	PLEASE NOTE: All papers may be electronically checked for plagiarism.
Sharing Your Class Experience	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are essential 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 in the CCSJ Course Catalog), you may withdraw from a course by following the policy outlined in the Course Catalog.

Resources	
CCSJ Book Rental Program	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 http://www.ccsj.edu/bookstore . All books must be returned at the end of the semester or you will incur additional fees, which will be charged to your student account.
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	Through a partnership with Crown Counseling , 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, contact Kerry Knowles SAP Counselor , at 219-663-6353 (office), 219-413-3702 (cell), or kerryk@crowncounseling.org .
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 .

Online Module Resources:

IRIS Resources

- RTI (Part 1): An Overview. This Module outlines the differences between the IQ-achievement discrepancy model and the response-to-intervention (RTI) approach. It also offers a brief overview of each tier in the RTI model and explains its benefits (est. completion time: 1 hour). This Module was developed in collaboration with the Tennessee State Improvement Grant and the Tennessee Department of Education. <https://iris.peabody.vanderbilt.edu/module/rti01-overview/>
- Classroom Diversity: An Introduction to Student Differences. This revision of the Teaching and Learning in New Mexico: Considerations for Diverse Student Populations Module offers a broad overview of how diversity (i.e., culture, language, exceptionality, and socioeconomic status) affects learning and how teachers can better meet the needs of all their students in their classes (est. completion time: 1 hour). <http://www.iriscenter.com/module/div/>
- Collaborating with Families. Designed to help teachers build positive relationships with families, this Module highlights the diversity of families and addresses the factors that school personnel should understand about working with the families of children with disabilities (est. completion time: 1 hour). This Module was developed in collaboration with the PACER Center, Minneapolis, Minnesota. <https://iris.peabody.vanderbilt.edu/module/fam/>
- Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan. This Module—a revision of Who’s In Charge? Developing a Comprehensive Behavior Management System—highlights the importance of establishing a comprehensive classroom behavior management system composed of a statement of purpose, rules, procedures, consequences, and an action plan. It also provides information about how culture, classroom factors, and teacher actions can influence student behavior (est. completion time: 1 hour). <https://iris.peabody.vanderbilt.edu/module/beh1/>
- Addressing Disruptive and Noncompliant Behavior (Part 1): Understanding the Acting-Out Cycle. The first in a two-part series, this Module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle’s different phases (est. completion time: 1 hour). When you have completed this module, be sure to learn more in Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions. <https://iris.peabody.vanderbilt.edu/module/bi1/>
- Instructional Accommodations: Making the Learning Environment Accessible to Students with Visual Disabilities. This Module highlights tips for modifying lessons and ways to make lessons accessible for students with disabilities (est. completion time: 1.5 hours). <https://iris.peabody.vanderbilt.edu/module/v02-successsight/>
- **Information Briefs**

- H10: Developmental Delay
<http://www.parentcenterhub.org/dd/>
- H14: Comparison of the Individuals with Disabilities Education Act (IDEA '04), Section 504 of the Rehabilitation Act (Section 504), The Americans with Disabilities Act (ADA), and The Elementary and Secondary Education Act (also known as No Child Left Behind Act of 2001 – NCLB '01)
http://www.vtc.edu/sites/default/files/wysiwyg/PDFs/Student_Affairs/CAS/laws-compare.pdf
- H17: Intellectual Disabilities
<http://www.parentcenterhub.org/intellectual/>
- H18: Down Syndrome
<http://www.parentcenterhub.org/downsyndrome/>
- H19: Learning Disabilities
<http://www.parentcenterhub.org/ld/>
- H21: Attention Deficit/Hyperactivity Disorder
<http://www.parentcenterhub.org/adhd/>
- H23: Emotional Disturbance
<http://www.parentcenterhub.org/emotionaldisturbance/>
- H32: Autism/PDD: Autism Navigator
<http://www.parentcenterhub.org/autism-navigator/>
- H34: Cerebral Palsy
<http://www.parentcenterhub.org/cp/>
- H42: Multiple Disabilities
<http://www.parentcenterhub.org/multiple/>
- H43: Other Health Impairment
<http://www.parentcenterhub.org/ohi/>
- H46: Traumatic Brain Injury
<http://www.parentcenterhub.org/tbi/>

<https://iris.peabody.vanderbilt.edu>

Legal Cases:

- **Brown V. Board of Education, 347 U.S. 483 (1954)**

This is a landmark decision by the Supreme Court which found that segregated schools are inherently unequal. The decision is relevant to children in segregated special education placements.

- **Board of Education of Hendrick Hudson Central School District v. Rowley - 458 U.S. 176 (1982)**

The lower courts had interpreted the Act to mean that the school district had to provide an interpreter for the student, who was deaf, because having an interpreter would maximize the student's educational potential. The school district argued that the Act did not require this level of services.

- **Irving Independent School District v. Amber Tatro 468 U.S. 883 (1984)**

The Court affirmed the order of the court of appeals granting the parents of the handicapped child the right to medical procedures as part of her individualized educational program, to be provided by the school district under the Education for the Handicapped Act. The Court reversed the part of the order granting relief, including attorney fees, under the Rehabilitation Act.

- **Burlington School Committee v. Massachusetts Board of Education, 471 U.S. 359 (1985)**

Petitioner town sought review of a decision of the United States Court of Appeals for the First Circuit, which remanded the decision of the district court against respondents, Massachusetts Department of Education Bureau of Special Education Appeals (BSEA) and parents, that required the town to pay for private school expenses for the parents' handicapped son, pursuant to the Education of the Handicapped Act (Act), 20 U.S.C.S. § 1401 et seq

- **Honig v. Doe, 484 U.S. 305 (1988)**

A case involving an emotionally disturbed student who has brought suit for injunctive relief against a state's superintendent of public instruction--in which suit the student claims that he was deprived of his educational rights under the Education of the Handicapped Act (EHA) (20 USCS 1400 et seq.) when he was suspended indefinitely from a public high school for violent and disruptive conduct related to his disability.

- **Florence County School District Four v. Shannon Carter, 510 U.S. 7 (1993)**

Petitioner parents filed suit under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.S. § 1400 et seq., claiming that respondent school district breached its duty to provide the student with a free appropriate public education and seeking reimbursement for tuition and costs from a private school.

- **Cedar Rapids v. Garret F., 526 U.S. 66 (1999)**

The court affirmed the judgment that petitioner school district was financially responsible under the Individuals with Disabilities Education Act to provide continuous one-on-one nursing services for respondent student. Respondent student, who was paralyzed from the neck down, attended school within petitioner school district. Respondent depended on a ventilator for life support. Respondent's mother asked petitioner to pay for the health care services that respondent needed to attend school.

- **Davis v. Monroe Board of Education, 526 U.S. 629 (1999)**

Petitioner brought suit against respondent school district, alleging that her fifth-grade daughter was the victim of sexual harassment by another student in her class. Petitioner claimed monetary and injunctive relief under Title IX of the Education Amendments of 1972, 20 U.S.C.S. § 1681 et seq.

- **Schaffer v. Weast, 546 U.S. 49 (2002)**

Petitioners, a minor and parents, sued respondents, including a school district, challenging an administrative law judge's decision in an individualized education program (IEP) hearing under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C.S. § 1400 et seq. The United States Court of Appeals for the Fourth Circuit ruled in favor of the school district, finding that the parents bore the burden of persuasion

- **Arlington Central School District Board of Education v. Pearl and Theodore Murphy, 548 U.S. 291 (2006)**

Using the federal Individuals with Disabilities Education Act (IDEA), Joseph Murray's parents sought reimbursement from the school district for fees they had paid to an educational consultant during the proceedings.

- **Winkelman v. Parma City School District, 550 U.S. 516 (2007)**

Under the Individuals with Disabilities Education Act (IDEA), a non-lawyer parent of a disabled child may argue in federal court either on his own behalf ("pro se") or on behalf of his child.

- **Board of Education of New York City v. Tom F., 552 U.S. (2007)**

The question was whether parents of a child who has never received special education from the public school district can obtain reimbursement for a unilateral private placement. The Supreme Court issued a split decision (4-4).

- **Fitzgerald v. Barnstable, 555 U.S. 246**

Petitioners alleged an inadequate response to peer-on-peer sexual harassment, and they raised a claim under § 1983 for violation of the Equal Protection Clause under U.S. Const. amend. XIV. The court of appeals held that Title IX's implied private remedy was sufficiently comprehensive to preclude the use of § 1983 to advance constitutional claims and to advance statutory claims based on Title IX. The Supreme Court reversed the U.S. Court of Appeals for the First Circuit.

- **Forest Grove School District v. T.A., 557 U.S. (2009)**

When a public school failed to provide a free appropriate public education (FAPE) and the parents placed the child in an appropriate private school without the district's consent, reimbursements for the private education costs could be ordered.