

SPE 5120

Current Issues in Special Education

Fall 2012

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Appointments: Sign up in the Red Notebook in the SPE
office

Location/Time: 2444 Buzzard Hall / Tuesdays,
4:30-7:00 pm

Course Information Summary

Course (Prefix, Number, Title):

SPE 5120 - Current Issues in Special Education

Course Description:

A study of the cultural, sociological educational and legal factors which are relevant to the understanding of special education.

Pre-requisites/Co-requisites

Upper division or Graduate level standing in special education or a related field.

Required Text:

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston: Pearson.

Support of Conceptual Framework:

Through the various issues discussed throughout this class, candidates gain knowledge regarding the most current information regarding instructional practices and strategies, diversity and culture, and policies and procedures which impact all students. Discussions and topics support the conceptual framework theme which is “Educators as Creators of Effective Educational Environments.”

Methods of Instruction:

This course is candidate-centered in that the topics explored are those of interest and relevance to the candidates and to the field of special education. With each candidate-led discussion, others’ knowledge is expanded and topics are further evaluated. Electronic communication, as well as written and oral communication, will be utilized throughout the course.

Learning Outcomes/Objectives

EIU Graduate level Outcomes addressed in this course:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

CEC Advanced Content Standards

Advanced Standard 1: Leadership and Policy

Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to

provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development & Organization

Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. . Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research & Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional

learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

CEC Advanced Core Standards (CEC ACC_K or CEC ACC_S)

Standard #1: Leadership and Policy

- ACC1K1 Needs of different groups in a pluralistic society.
- ACC1K3 Emerging issues and trends that potentially affect the school community and the mission of the school.
- ACC1K5 Current legal, regulatory, and ethical issues affecting education

Standard #3: Research and Inquiry

- ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings.
- ACC3S1 Identify and use the research literature to resolve issues of professional practice.

Standard #5: Professional Development and Ethical Practice

- ACC5S4 Disseminate information on effective school and classroom practices
- ACC5S6 Develop and implement a personalized professional development plan.

CEC Specialty Area Knowledge and Skills: Special Education Administrator (CEC SEA_K or SEA_S)

Standard 1: Leadership and Policy

- SA1K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families
- SA1K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families

Standard 2: Program Development and Organization

- SA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs
- SA2K2 Programs and strategies that promote positive school engagement for individuals with exceptional learning needs
- SA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs

Standard 3: Research and Inquiry

SA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

Standard 5: Professional Development and Ethical Practice

SA5K2 Adult learning theories and models as they apply to professional development programs

SA5S1 Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptional learning needs and their families

SA5S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families

State of Illinois Director Standards (IL DIR)

Standard 1 – Facilitating a Vision of Educational Excellence

1A knows and understands the needs of different groups in a pluralistic society

1H. knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice.

1K. facilitates and engages in activities that promote the success of all students in the least restrictive environment by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1V. facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, goals, and implementation plans regularly.

Standard 2 - Learning Environment and Instructional Program

2D. knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.

2O. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.

2Q. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.

2S. facilitates and engages in activities that promote high expectations for self, staff, and students.

2T. facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.

Standard 3 - Knowledge of Laws, Regulations, and Professional Ethics

3K. knows and understands the role of public education in developing and renewing a democratic society and an economically productive nation.

3M. facilitates and engages in activities that ensure an ongoing dialogue with and among representative of diverse community groups.

3R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

3S. facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

Standard 7 - Collaboration with Families and Communities

7M. facilitates and engages in activities that demonstrate formal and informal listening skills.

7O. facilitates and engages in activities that identify and consider various political interests within the community in organizational decision making.

Grading Policy:

Grades are earned on a point basis. Each assignment has an assigned point value. Final grades are reflective of points earned out of the total points available during the semester, as is consistent across the Department of Special Education:

90% or more of total points	= A
80-89% of total points	= B
70-79% of total points	= C
60-69% of total points	= D
less than 60% of total points	= F

Assignments:

Written statement of issue; preparation of annotated reference list; facilitation of leadership seminar on chosen issue; written position paper/ literature review (IL DIR Standards 1, 2, 3, and 7)

Chart of Assessments:

See Chart.

Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed						Dispositions Addressed					
		1	2	3	4	5	6	1	2	3	4	5	
Statement of Issue	Candidates write a clear statement of an issue in the field of special education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Position Paper/Literature Review	Candidates research a specific topic, finding the most relevant information to support their topic.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Seminar Leadership	Candidates prepare an annotated reference list to be distributed to the class and lead a discussion regarding the chosen topic.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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List of Graduate/Advanced Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Critical Thinking and Problem Solving
- Standard 3 – Oral and Written Communications
- Standard 4 – Advanced Scholarship/Research/Creative Activity
- Standard 5 – Working with Diverse Clientele
- Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:

- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity

Current Issues in Special Education SPE 5120

Course Description

SPE 5120 Current Issues in Special Education (3). A study of the cultural, sociological educational and legal factors which are relevant to the understanding of special education.

Learning Model

The primary learning model for this course is the Information Processing Model. See: Costa, A. (Ed.). (1991). *Developing minds: A resource book for teaching thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.

Textbook

Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Boston: Pearson.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of “zero”. At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Candidates are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, candidates are expected to be respectful and professional. In addition, candidates must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the candidate’s responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Course Outline

- I. Defining the Issues
What do we perceive they are?

- II. What is an issue?
- III. What is your issue?

Course Requirements

The requirements of this course are structured upon the *Taxonomy of Educational Objectives (Bloom, et al., 1956)*. That taxonomy is as follows:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

The performance of a graduate candidate should be reflective of, at least, the third level of this taxonomy, Knowledge is assumed in the possession of a Bachelor's degree and comprehension of that knowledge is expected in someone pursuing an advanced degree.

Research Your Issue

Your chosen topic/issue may not have numerous citations appropriate to it but a very exacting search attempting to find related materials is expected and required to uncover materials germane to the question. You are seeking evidence.

Steps to do to complete seminar leadership assignment and your final product:

1. Write a clear statement which defines the issue.
2. Acquaint yourself with the topic. Zero in on 2-3 really germane article(s) to assign the rest of us and prepare an annotated reference list. Your annotated reference list should contain 10-12 articles which present the various perspectives. Mark with a "*" those articles you want the class to read. Provide each class member with a copy of these 2-3 articles.
3. Do an extensive search for related materials. Spend at least 10 hours in the library looking for materials.
4. Lead the group on your assigned day. On this day you will need to present both sides or perspectives of the issue and lead a discussion of the topic/issue.
5. Produce a final product. (See the following.) NOTE: You must have instructor approval to write a paper which is a review of the literature.

Choices of Final Products:

- A. Write a concise position paper. Cite references appropriately and prepare a reference list. Submit this paper in typewritten form (10-12 pages) in APA style. Summarize; synthesize those articles that most strongly support your position. This means that you should take a specific perspective or side. Credit sources appropriately. (NOTE: This means you will have a set of articles, supporting a different point of view, that you have read and taken notes on but won't use), OR
- B. Complete a thorough review of literature on a topic of your choice with the instructor's approval.

Specific Requirements

1. Statement of the issue = 10 points
2. Seminar Leadership = 75 points
Prepare an annotated reference list for the class with 10-12 articles. Lead the group discussion in an informative, interesting way, demonstrating your knowledge base and using non-labeling language (both orally and on annotated reference list.). Present both sides of the issues.
3. One position paper (or literature review) = 200 points
 - A position (or literature review) paper that is typed.
 - Paper to be written in APA style/format.
 - Reference list (APA format) must be included.
 - The quality of the literature review (appropriateness and extensiveness) will be evaluated.
 - You need to use non-labeling language.
 - You should demonstrate good written language skills.
4. Participation Points = variable
Each opportunity will be worth 5 points. Participation will be judged on quality and quantity of responses plus use of assigned articles.

Course Department Policies

Written Language Standards

Written assignments are expected to follow *American Psychological Association (APA)* style, format, and guidelines. Non-labeling language is expected in all written materials. Candidates in SPE 5120 will be expected to meet performance criteria associate with grammar, spelling, and sentence structure.

Attendance

Attendance will be taken during each class period. As stated in the Department Attendance Policy, students are expected to attend all classes. The Department of Special Education endorses the notion that attendance in classes is essential. Participation points occur each day of class. Candidates who are absent cannot participate in the activities. These points cannot be “made up,” regardless if the absence was excused or unexcused. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

Grading Scale

A	=	90%
B	=	80%
C	=	70%
D	=	60%
F	=	below 60%

**** The instructor reserves the right to modify course assignments or the course outline as necessary.**

Late Assignments

Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

Appointments/Assistance

Each candidate is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

Learning Outcome Assessed in this Course:

EIU Graduate Level Outcomes addressed in this course:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
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- ACC3S1 Identify and use the research literature to resolve issues of professional practice.

Standard #5: Professional Development and Ethical Practice

- ACC5S4 Disseminate information on effective school and classroom practices
- ACC5S6 Develop and implement a personalized professional development plan.

CEC Specialty Area Knowledge and Skills: Special Education Administrator (CEC SEA_K or SEA_S)

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- SA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs

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Standard 2 - Learning Environment and Instructional Program

2D. knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.

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Standard 7 - Collaboration with Families and Communities

7M. facilitates and engages in activities that demonstrate formal and informal listening skills.

7O. facilitates and engages in activities that identify and consider various political interests within the community in organizational decision making.

References

References in this course will include those from each research project and presentation.

SPE 5120: Current Issues in Special Education

Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies
1. Complete written assignments in American Psychological Association (APA) style.	-Position paper	Reads and interprets APA Manual	- Instructor's rubric for position paper assignment.
2. Through writing and oral assignments, serve as an advocate for all learners.	-Position paper -Seminar leadership - Participation	Uses non-labeling language, uses non-judgmental statements.	- Instructor's rubric for position paper. - Seminar leadership. - Participation.
3. Utilize a variety of library sources to complete written and oral assignments.	-Statement of issue -Seminar leadership -Position paper	Through hands-on experience learns how to access databases from library, Internet and accesses articles from library search manually and electronically.	- Instructor's rubric for position paper. - Statement of issue. - Seminar leadership.
4. Present information on Special Education topics, either orally or in writing, using non-labeling language.	-Statement of issue -Seminar leadership -Position paper -Participation	Identified the individual first and the disability second (e.g., a person with a disability).	Rubric for: - Position paper - Seminar leadership assignment
5. Interpret data that is reported in various types of educational research.	-Statement of issue -Position paper -Seminar leadership -Participation	1. Synthesizes data to identify issues in Special Education. 2. Synthesize data from research articles to show both sides of an issue and use data to support one side over the other.	Rubric for: - Statement of issue - Position paper - Seminar leadership
6. Analyze current legal, instructional, and service delivery issues in Special Education in oral and written assignments.	-Statement of issue -Position paper -Seminar leadership assignment -Participation	Synthesizes research: 1. To determine a relevant issue in Special Education. 2. To determine two sides of an issue in presentation.	Rubric for: - Statement of issue - Position paper - Seminar leadership assignment - Participation

Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies
		3. To support one side in position paper. 4. To contribute to discussion during oral presentation.	
7. Orally present information to professionals/peers on current Special Education legal, instructional, and service delivery issues.	-Seminar leadership assignment	Present both sides of an issue and facilitate discussion to determine the best position.	Seminar leadership assignment rubric.
8. Engage in dialogue and support own perspective on current Special Education issues utilizing professional literature.	-Seminar leadership assignment -Participation	<ul style="list-style-type: none"> - Present support of both sides of an issue. - Discussion based on research that supports one side of the issue. 	<ul style="list-style-type: none"> - Seminar leadership rubric - Participation rubric
9. Present relevant information for all facts of current legal, instructional, or service delivery issues in Special Education.	-Position paper -Seminar leadership assignment -Participation	<ul style="list-style-type: none"> - Discerns information relevant to the issue. - Discuss in written and oral form. 	Rubric for: <ul style="list-style-type: none"> - Position paper - Seminar leadership assignment - Participation
10. Complete a review of a research issue on a current legal, instructional, or service delivery issue in Special Education.	-Position paper -Seminar leadership assignment	<ul style="list-style-type: none"> - Gather information from written and electronic material. - Synthesize research material to determine salient points. 	Rubric for: <ul style="list-style-type: none"> - Position paper - Seminar leadership assignment
18. Analyze current curricular, instructional, and legal issues in Education.	-Statement of issue -Position paper -Seminar leadership assignment -Participation	Synthesize research to: <ol style="list-style-type: none"> 1. Determine a relevant issue in Special Education. 2. Determine two sides of an issue. 3. Support one side of an issue. 4. Contribute to discussion during other's presentations. 	Rubric for: <ul style="list-style-type: none"> - Issue of statement - Position paper - Seminar leadership assignment - Participation
19. Synthesize knowledge gained from published research in Education on	-Statement of issue -Position paper -Seminar leadership assignment	Synthesize research to: <ol style="list-style-type: none"> 1. Determine a relevant issue in Special Education. 	Rubric for: <ul style="list-style-type: none"> - Issue of statement - Position paper

Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies
curricular, instructional, and legal issues.	-Participation	2. Determine two sides of an issue. 3. Support one side of an issue. 4. Contribute to discussion during other's presentations.	- Seminar leadership assignment - Participation
20. Engage in reflective inquiry about program and practice.	-Seminar leadership assignment -Participation	Use critical thinking skills to discuss two sides of an issue and determine side of issue to support.	Rubric on: - Seminar leadership assignment - Participation
21. Apply knowledge gained from published research in Education to current curricular, instructional, and legal issues.	-Position paper -Seminar leadership assignment -Participation	- Read and interpret research articles on issues in Special Education. - Use the research to support one side of an issue in Special Education.	Rubric on: - Position paper - Seminar leadership assignment - Participation
24. Demonstrate the professional competence to analyze, propose, and defend educational policy in appropriate educational forums (e.g., oral presentations, position papers, literature reviews, research, and grants).	-Position paper -Seminar leadership assignment	- Read and interpret educational policy relevant to selected issue in Special Education. - Support one side of an issue with pertinent research references.	Rubric for: - Position paper - Seminar leadership assignment
27. Describe past and current historical, philosophical, sociological, and psychological trends, issues, and events in education.	-Position paper -Seminar leadership assignment	Gather and organize background relevant to selected issue in Special Education.	Rubric for: - Seminar leadership assignment - Position paper

Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies
28. Identify and explain philosophical, sociological, and psychological perspectives/models that undergird curricular and instructional approaches.	-Position paper -Seminar leadership assignment	- Read and interpret information related to a specific issue in Special Education. - Articulate a clear description of perspectives on an issue.	Rubric for: - Position paper - Seminar leadership assignment
29. Articulate and defend one's own philosophical, sociological, and psychological perspectives.	-Position paper -Seminar leadership assignment -Participation	- Clearly state philosophy related to issue in written and oral form. - Support philosophy with research references and experiences.	Rubric for: - Position paper - Seminar leadership assignment - Participation
32. Complete a literature review on a current issue in Education in APA style.	-Position paper -Seminar leadership assignment	- Written and electronic materials. - Synthesize research material to determine salient points.	Rubric for: - Position paper - Seminar leadership assignment

SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

- Clear the building as rapidly and orderly as possible.
- Move to the designated areas as directed by the Police Departments or Fire Departments.
- Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at <http://www.eiu.edu/~environ/welcome.htm> that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972)). If building residents express a "cause to feel

uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page,
<http://www.eiu.edu/~environ/safmanl/accdform.htm>.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011