SPE 3000

EDUCATION OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS

Department of Special Education
Eastern Illinois University
Charleston IL 61920

Spring 2013 Semester
Dr. Christy Hooser
Office 1212 Buzzard Hall
Class: TR 4:30 p.m.; 1501 Buzzard Hall
CEC/NCATE Version

SPE 3000

Textbook Readings

Text: Smith, D.D (2010). *Introduction to special education: Making a difference (7th ed.).* Boston, MA: Allyn and Bacon.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

Module I.A-D: Theoretical Perspectives on Special Education and Learners with Exceptional Learning Needs
Chapter 1 (p. 4-12) and Chapter 3

TEST
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Module I.E-F & II: Legislation, Special Education Process and Delivery Systems for Learners with Exceptional Learning Needs
Chapter 1 (p. 12-30) and 2 (p 34-49

TEST
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Module III: Learners with Visual and Auditory Exceptional Learning Needs
Chapter 10 and Chapter 11)

TEST
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Module IV: Learners with Exceptional Learning Needs Across Severity Levels
Chapter 5 , Chapter 7 , Chapter 8, and Chapter 12

TEST
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Module V: Roles and Responsibilities of Teachers of All Learners with Exceptional Learning Needs
Chapter 2

TEST
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SPE 3000

THE EDUCATION OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS

The primary learning model for this course is the Ecological Model (Henley, Ramsey, & Algozzine, 1993; Kirk, Gallagher, & Anastasiow, 2003).

The Unit theme is: Educator as Creator of Effective Education Environments

- Knowledge of Diverse Students
- Knowledge of Diverse Societies/Communities
- Knowledge of Diverse Subject Areas and Levels
- Knowledge of Diverse Strategies
- Knowledge of Diverse Technologies

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SPE 3000 Modules

Module I (A)	Theoretical Perspectives on Special Education and Learners with Exceptional Learning Needs Learning Model Contributions to Special Education . Mental Measurement and Categorization . Labeling . Pluralistic Perspective The Family
Module I (B) Process, and & Module II	Legislation, Special Education Process, and Delivery Systems for Learners with Exceptional Learning Needs
Module III	Learners with Visual and Auditory Exceptional Learning Needs A. Vision B. Hearing
Module IV	Learners with Exceptional Learning Needs Across Severity Levels
Module V	Roles and Responsibilities Of Teachers of All Learners with Exceptional Learning Needs

Course Requirements/Assignments

Each module will indicate total number of points possible at the end of that module. Points will be assigned for:

1. Group Activities. Group activities will be conducted throughout the semester. These activities will focus on applying knowledge about learners with exceptional learning needs. Because these activities will occur during class, group activities may not be made up if you are not present at the time the activities were conducted. *CEC CC, IGC, & IIC Standards 1, 2, 3, 4, 5, 7, & 8; Illinois CC and LBS1 Standards 1, 2, 3, 4, & 5; and IPT Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9.*

2. Exams. Five multiple-choice tests will be given throughout the semester, and will increase in value. Tests will cover lecture material as well as reading material. *CEC CC, IGC, & IIC Standards 1, 2, 3, 4, & 5; Illinois CC and LBS1 Standards 1, 2, 3, 4, & 5; and IPT Standards 1, 2, 3, 4, 5, 7, 8, & 9.*

3. Class Attendance. Although non-attendance will not negatively affect your grade, you can accumulate points to help your grade by attending class. (Bonus points)

4. Resource Notebook: All students will be required to purchase a three ring binder notebook. This notebook will be used to develop a special education resource notebook that will contain course handouts, lecture notes, and book notes. In addition, the instructor will call for additional research/ application materials to be added as appropriate to the module/topic being addressed in the course. The notebook will be submitted on the day of the final exam to be evaluated. Failure to submit your notebook will result in your grade for the course being lowered by one letter grade. *CEC CC, IGC, & IIC Standards 1, 2, & 3; Illinois CC and LBS1 Standards 1 & 2; and IPT Standards 1, 2, 3, 4, 5, 7, 8, & 9.*

5. Philosophy Paper: Each candidate will write a paper that examines his/her philosophy specific to teaching students with disabilities. The paper will include a discussion of overall attitudes toward individuals with disabilities followed by views on the provision of instruction to students with disabilities and the value of students with disabilities in integrated settings. CEC,IGC, and IIC Standard 1; *and IPT Standards 2 & 6.*

6. Sensory Case Study: In a team approach, candidates are provided a case study that requires the integration of knowledge from the course packet, readings, and lecture specific to a learner with a vision and hearing loss. Candidates must utilize identification criteria and various sources of information to make recommendations specific to environmental and

instructional accommodations inclusive of assistive technology. Recommendations are required to have a rationale supported in the literature. CEC CC, IGC, & IIC Standards 1, 2, &3; Illinois CC and LBS1 Standards 1 &2;; IPT Standard 1, 2, 3, 4, 5, 6, 7, & 8.

7. Assessment/Planning Case Study: Across the semester, candidates will serve on a team with the purpose to complete an assessment and planning case study on learners with various types of exceptional learning needs. Through the case study, candidates will be expected to interpret formal and summative data to make instructional decisions for adaptations and accommodations. Assessment components within the case study will include interpreting an IEP, designing an instructional assessment, designing a lesson plan inclusive of instructional materials and recommended adaptations. CEC, IGC, and IIC Standard 1, 2 ,3, 4, 7, 8, 9, & 10; Illinois CC and LBS1 Standards 2, 3, 4, 7, & 8; IPTS Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Grading Scale:
A = 90% of total points or better
B = 80% of total points or better
C = 70% of total points or better
D = 60% of total points or better
F = 50% of total points or less

Department Attendance Policy

Students are expected to attend all classes. The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences, related assignments, and/or exams. Failure to call the Department of Special Education prior to the class period being missed will result in an unexcused absence. By definition, an *unexcused* absence is any absence that: 1) occurs without properly notifying the instructor/graduate assistant prior to the class period being missed; 2) an absence where prior notification is given, but the reason for not attending class is inappropriate; or 3) no attempt was made to contact the instructor/graduate assistant prior to class. Assignments, exams, and/or group activities missed or not submitted due to an *unexcused* absence can not be made up!

If you are ill or experience an emergency and will not be attending class, contact the Department of Special Education (581-5315) prior to the class period you will be missing. Leave a message with the departmental secretary stating your name, the class for which you are enrolled, and the reason for missing class. Following the notification procedures, given that the reason is acceptable, will result in an excused absence. While an excused absence will not permit you to make up group activity points, it will allow you to make up an exam or possibly submit an assignment without penalty.

Writing/Oral Language Policy

The Department of Special Education strongly supports the use of “non-labeling” language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing

writing difficulties will be referred to the Writing Center.

Assistance

Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you. If you are having problems with coursework, it is your responsibility to initiate contact to solve the problem. The instructor may refer you to other sources of assistance on campus if these other resources would be of greater assistance in solving a particular problem. If a referral is made, it is highly recommended that you seek assistance to remediate the problem prior to entering other major course sequences.

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 be 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

Students 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, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student'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).

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

THE EDUCATION OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS

An asterisk (*) denotes a Core Experience Reference

Module I: Theoretical and Legal Perspectives on Learners with Exceptional Learning Needs
(4.5 weeks)

A. Learning Model Perspective: Contributions to Special Education (*Bloom, 1956; Costa,1985; (*Dewey, 1916; Erikson, 1982; Guilford,1967; McCarthy,1987; *Piaget, 1952; Poplin, 1988; *Skinner, 1968; Sternberg, 1985)
   1. Developmental Model
   2. Psychological Model
      a. Assessment and Categorization (*Plato and Aristotle; Binet, A., 1902; Terman, L., 1916, 1921)
         1. Intelligence Tests
         2. Achievement Tests
         3. Progress Monitoring
            a. Curriculum-Based Measurement
            b. Response to Intervention
      b. Status of Labeling and Sociological Ramifications (Biklen & Foster, 1985; Bogdan, 1986; Bogdan & Bilken, 1977; Bogdan & Knoll, 1988; Gallagher, 1976; Purkey, W., 1970; Rosenthal and Jacobson, 1968)
   3. Behavioral Model
   4. Information Processing Model
   5. Ecological Model (Anastasiow & Kauffman, 2012; Kirk, Gallagher, & Anastasiow, 2003)
      a. Impact of Families on Learners
         1. Family characteristics
         2. Family interactions
         3. Family functions
      b. Impact of a learner with exceptional learning needs on the family
      c. Pluralistic Perspective (Amos & Landers, 1987; *Banks, J., & Banks, C., 1989; *Bennett, C., 1990; Cummins, 1991; Gollnick & Chinn, 2009; *Hernandez, H., 1989; *Hilliard, E., 1991; Lieberman, 1987; McCormick, 1987; Norton, 1988; Ramirez, 1988; *Tiedt & Tiedt, 1990, 1992;)

6. Cultural factors that may be mistaken for exceptional learning needs
7. Overcoming language and cultural barriers
8. Accommodating cultural diversity

B. Legislation Affecting Special Education, Related Terminology, and Provisions and Programs for Students with Exceptional Learning Needs (inc. L.D., B.D., and I.D.) (Smith, 2002; Yell, 2006)

1. Legislation
   a. Section 504 (Rehabilitation Act of 1973)
   b. PL 94-142 (Education of All Handicapped Children Act)
   c. PL 99-457
   d. PL 101-476 (IDEA)
   e. PL 101-336 (ADA)
   f. PL 105-17 (Reauthorization of IDEA)
   g. PL 107-110 (No Child Left Behind Act)
   h. PL 108-446 (Individuals with Disabilities Educational Improvement Act)
2. Legal Mandates and Related Terminology
   a. Least Restrictive Environment and FAPE
      (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
   b. Parent Involvement
      (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
   c. Diagnosis and Assessment, Placement Planning and the IEP
      (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
   d. Due Process
      (Illinois School Code, 1987; PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
   e. Transition/Transition Planning
      (PL 101-476, IDEA, 1990; PL 105-17, PL 108-446, 2004)
   f. Discipline and Behavioral Intervention Plans
      (SB 141; PL 105-17, 1997; Yell & Shriner, 1998, PL 108-446, 2004)
   g. Annual Yearly Progress (AYP) –(PL 107-110, 2001, PL 108-446, 2004)

Module II: Special Education Process and Delivery Systems for Learners with Exceptionalities
(2 weeks)
(Lewis & Doorlag, 1995; Lilly, M.S., 1986; Reynolds, M., & Wang, M., 1983; Reynolds, et al., 1987)

A. Prereferral and Response to Intervention (RTI) - The Process (Bradley, Danielson, & Doolitle, 2007; Buck, Polloway, Smith-Thomas, & Cook, 2003; Chalfant, Pysh, & Moultrie, 1979; Fuchs & Fuchs, 1989; Fuchs & Fuchs, 2005; Fuchs, Fuchs, Bahr, Fernstein, & Stecker, 1990; Johnson, L, Pugach, M., & Hammittee, 1988)
B. The Process of Special Education and the Referral Process
C. Educational Environments (Deno, 1970; Lewis & Doorlag, 1991) for learners with disabilities (with emphasis on L.D., B.D., and I.D.)
D. Inclusion (Reynolds, Wang, G., & Walberg, 1987; Semmel, Abernathy, Butera, & Lesar, 1991; Stainback & Stainback, 1984; Will, 1986 and 1987; Wang, Reynolds, & Walberg, 1989;; Waldron & McLeskey, 1998; Wood, 1998)

Module III: Learners with Visual and Auditory Exceptional Learning Needs
(2.5 weeks)

A. Vision
    1. Terminology
        a. Near sight/Near vision
        b. Far sight/Far vision
    2. Definitions
        a. Partially sighted
        b. Legally blind
    3. Visual Screening
        a. Michigan Junior Screener
        b. Snellen and after Snellen
        c. Titmus
        d. Keystone
B. Hearing
    1. Terminology
        a. Decibel
        b. Hertz
        c. Prelingual Loss (emphasis importance of age of onset)
        d. Postlingual Loss
        e. Types of Loss

2. Definitions
    a. Hard of hearing
    b. Deaf
3. Auditory Screening- Auditory pure tone audiometer

C. Specialists related with receptive problems

E. Effective Instruction/Adaptations for Learners with Visual and/or Auditory Exceptional Learning Needs
1. Classroom adaptation immediately following referral for help for a receptive problem
2. Special Education Adaptations

Module IV: Learners with Exceptional Learning Needs Across Severity Levels (4 weeks)

A. Measures of Intellectual Functioning and the Normal Curve (Binet, 1902; Hastings, Bloom, & Madaus, 1981; Jensen, 1980; Terman, 1916 and 1921; Wechsler, 1949)

B. Dysfunctions Affecting Processing and/or Output
1. Intellectual Disabilities (Dunn, 1968)
2. Learning Disabilities (Brulle, A., & Ivarie, J. 1990)
3. Behavior Disorders
4. Neurological Disabilities
    a. Epilepsy
    b. Traumatic Brain Injury
    c. Spina Bifida
5. Chronic Health Problems
    a. Diabetes
    b. Aids
6. Orthopedic Disabilities
    a. Multiple Sclerosis
    b. Muscular Dystrophy
7. Autism
8. Attention Deficit Disorder (TED, 1992, unpublished statement)
9. Communication Disorders
10. Language Differences (*Hall, E. 1981/Smith, 2007)
    a. Non-standard English
        1.) Regional speech patterns
        2.) Cultural issues
    b. English Language Learners
        1.) Equal Educational Opportunities
        2.) Assessment
        3.) Language Supports and Validated Practices

Module V: Roles and Responsibilities of Teachers of All Learners with Exceptional Learning Needs (2 weeks)

A. Disposition
    1. Willingness (Cook, 2001; Semmel, Abernathy, Butera, & Lesar, 1991)
    2. Expectations
B. Mandatory Reporting
C. Use of Evidence-Based Practices
    1. Effective Instructional Planning for Learners with Exceptional Learning Needs Across Severity Levels (Hunter, 1982, 1993)
    2. Effective Instruction/Adaptations for Learners with Exceptional Learning Needs Across Severity Levels (Bender, 1987; Berliner, D., 1979; *Brophy, 1979; *Brophy, 1982; Englert, 1983 & 1984; Englert, Gargiulo & Metcalf, 2010; Hamlett, Phillips, & King-Sears & Cummings, 1996;; Karns, 1995; McCarthy, B., 1987; Morsink, Soar, Soar, & Thomas, 1986; Rosenshine, 1983; Rosenshine & Stevens, 1981; Tarrant, & Mariage 1992; Tomlinson, 1999; Tralli, Colombo, Deshler, & Schumaker, 1996;)
    3. Behavior Management Strategies (*Canter, 1976; Carpenter & McKee-Higgins, 1996; *Pavlov, 1927; Scheuermann & Hall, 2008; *Skinner, 1968; Sugai & Horner, 2005)

Evaluation Method
A notebook including materials providing an overview of the field of Special Education and various types of organizational structures providing services and information relative to identification and educational programming for learners with exceptionalities across severity levels will be kept and organized in a manner such as to be readily useable five years from the time the course was taken. *CEC CC, IGC, & IIC Standards 1, 2, &3; Illinois CC and LBS1 Standards 1 & 2; and IPT Standards 1, 2, 3, 4, 5, 7, 8, & 9.*
Knowledge, awareness, and understanding of perspectives on Special Education and learners with exceptionalities; principles of various learning theories; terminology, federal and state legislation impacting the education of learners with exceptionalities; service delivery systems; cultural, family, and social perspectives; the identification, behaviors, and educational programming for learners with exceptionalities across severity levels; and roles and responsibilities of teachers in the Special Education and daily instructional process will be demonstrated by obtaining 70% of the points or better, cumulatively, on objective tests (4 or more) designed to test student's levels of knowledge, understanding, and awareness on materials disseminated, lectures, and textbook assigned material. *CEC CC, IGC, & IIC Standards 1, 2, 3, 4, 5, 7, & 8; Illinois CC and LBS1 Standards 1,2, 3, 4, & 5; and IPT Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9.*
Students will participate in group activities, application case studies (vision/auditory and mild/severe), assessment/planning project, and a behavior management case study designed to enhance their understanding of course material related to Special Education and learners with exceptionalities; principles of various learning theories; terminology, federal and state legislation impacting the education of learners with exceptionalities; service delivery systems; cultural, family, and social perspectives; the identification, behaviors, and educational programming for learners with exceptionalities across severity levels; and roles and responsibilities of teachers in the Special Education and daily instructional process. Students must demonstrate professional writing skills and use non-labeling language. *(**It is the department philosophy that a first step in reflecting the <u>affective</u> stature of a person who will be an <u>advocate</u> for <u>all</u> learners is to discuss, in written and spoken format, "person first" language. E.g., the child identified as Learning disabled*). *CEC, IGC, and IIC Standard 1, 2 ,3, 4, 5, 7, 8, 9, & 10;* Illinois CC and LBS1 Standards 2, 3, 4, 7, & 8; *IPTS Standards 1, 2, 3, 4, 5, 6, 7, 8, and 9.*

Curriculum:

Bloom, B., 1956;
Dewey, J., 1916;
Mager, R., 1962;
Popham, J.W., 1973;

Effective Schooling:

Berliner, D., 1979;
Bloom, B., 1956;
Good & Brophy, 1984;
Hunter, M., 1982;
Rosenshine, B., 1983;
Rosenthal & Jacobson, 1968;

Psychology and Learning:

Binet, A., 1902;
Bruner, J., 1960;
Gallagher, J., 1976;
Guilford, J.P., 1967;
Kirk, S., & Gallagher, J., 1989;
Piaget, J., 1952;
Skinner, B.F., 1968;
Terman, L., 1916, 1921;

History and Philosophy:

Aristotle, @400 B.C.;
Dewey, J., 1916;
Plato, @400 B.C.;

Observers, Critics, and Reconceptualists:

Lilly, M.S., 1986, 1988;
Reynolds, M., & Wang, M., 1983;
Reynolds, M., Wang, M., & Walberg, H., 1987;

Developmental Psychology:

Gesell, A., 1925;
Havinghurst, R., 1953;
Piaget, J., 1952;

Behavioral Psychology:

Canter, L., 1976;
Pavlov, I., 1927;
Purkey, W., 1970;
Skinner, B.F., 1968;

Instructional Strategies and Methods:
Berliner, D., 1979;

Thinking/Reasoning/Problem Solving:
Costa, A., 1985;

Research:
Berliner, D., 1979;
Bloom, B., 1956;
Brophy, J., 1984;
Bruner, J., 1960;
Rosenthal & Jacobson, 1968;

Multicultural:
Banks, J., & Banks, C., 1989;
Bennett, C., 1990;
Tiedt, P., & Tiedt, I., 1990;
Hernandez, H., 1989;

Exceptionalities:
Bloom, B.S., 1956;
Dewey, J., 1916;
Good & Brophy, J., 1984;
Kirk & Gallagher, 1989;
Pavlov, I., 1927;
Brophy, J., 1979, 1982, and 1984;
Piaget, J., 1952;
Skinner, B.F., 1968;
Canter, C., 1976;
Aristotle, @400 B.C.;
Plato, @400 B.C..

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Deno, E. (1970). Special education as development capital. Exceptional Children, *37*, 229-237.

Dewey, J. (1916). *Democracy and education*. New York: Macmillan.

Dunn, L.M. (1968). Special education for the mildly retarded - Is much of it justifiable? *Exceptional Children*, *35*, 5-22.

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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