<table>
<thead>
<tr>
<th>Course Title</th>
<th>SEMINAR IN ADMINISTRATION OF SPECIAL EDUCATION</th>
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<tbody>
<tr>
<td>Course Number and Prefix</td>
<td>EDAD/EXED 620</td>
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<tr>
<td>Course Discipline</td>
<td>Exceptional Education and Administration</td>
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<tr>
<td>Professor's Name</td>
<td>Dr. Nedra Atwell</td>
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<tr>
<td>Semester</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Professor's Office</td>
<td>361 Tate Page Hall</td>
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<td>Telephone</td>
<td>(270) 745-4647</td>
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<td>Mailing Address</td>
<td>College of Education and Behavioral Sciences</td>
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<tr>
<td></td>
<td>Western Kentucky University</td>
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<td></td>
<td>1906 College Heights Blvd. #71030</td>
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<td></td>
<td>Bowling Green, Kentucky 42101-1030</td>
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<td>EMAIL Address</td>
<td><a href="mailto:nedra.atwell@wku.edu">nedra.atwell@wku.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>As posted.</td>
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<td>Email for an appointment.</td>
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<tr>
<td>Course Description</td>
<td>This seminar in the administration of special education explores the ISLLC and CEC Standards; educational reform; issues in consultation and collaboration in creating inclusive school environments; and team building strategies of school resource personnel to enhance the educational achievement of all students with disabilities.</td>
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<tr>
<td>Course Rationale</td>
<td>The course examines the administration and management of special programs in relation to the federal and state requirements for accountability, disciplinary policies and parent involvement; the rights and responsibilities of the special education director, building administrator, teachers, students with disabilities, and parents in the administrative due process; professional development requirements; technology in the service delivery at the district and classroom levels; and ethical considerations of district policy makers, SBDM Councils within the school community.</td>
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<tr>
<td>Prerequisites</td>
<td>Permission of professor.</td>
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| Outcomes and Objectives | Develop an understanding of leadership responsibilities of special education directors in the administration of programs to identify eligible students, plan programs, allocate staff, budget funds and monitor program operation;  
Demonstrate the ability to utilize assessment data and accountability results to assist teachers in designing special education services to improve enhance individual achievement;  
Plan professional development activities to train special/regular education personnel in collaboration/consultation related to curriculum development, instructional practices, and behavior management skills;  
Develop strategies for team building resource personnel district-wide and within buildings to supplement program services;  
Demonstrate an understanding of the use of technology to support educational programs and provide professional personnel, staff and parents with technology training;  
Develop an understanding of reporting requirements for compliance with IDEA and the education laws and regulations of Kentucky;  
Develop administrative skills in budget and finance by reviewing district budgets, assisting in the planning and preparation of the annual budget, participating in the preparation of supplementary resource grants;  
Demonstrate knowledge and ability to work with parents and community in developing quality special education programs by: establishing contact with parent groups; executing parent outreach and input;  
Provide information and training: plan methods for improving home/school parent involvement; |
maintain open communications; and developing
district-wide parent network to enhance family
support systems for students with special needs.

<table>
<thead>
<tr>
<th>Dispositions and Standards</th>
<th>CEC Knowledge and Skill Base for Special Education Administrators</th>
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<tbody>
<tr>
<td><strong>Standard #1: Foundations</strong></td>
<td>• Laws and policies for general and special education.</td>
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<tr>
<td></td>
<td>• Evolution of laws and policies that impact the lives of individuals with exceptionalities and their families from birth through adulthood.</td>
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<tr>
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<td>• Political and economic issues that affect policy development.</td>
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<td>• Models, theories, and philosophies that provide the basis for educational systems.</td>
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<td></td>
<td>• Development and implementation of policies and regulations for individuals with exceptional learning needs and their families.</td>
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<td></td>
<td>• Laws and policies regarding assessment, program evaluation, and accountability related to individuals with exceptional learning needs.</td>
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<td></td>
<td>• General Curriculum theories and implications for individuals with exceptional learning needs.</td>
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<td>• Research related to educational change.</td>
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<td></td>
<td>• Education, social and health agency fiscal policies.</td>
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<td></td>
<td>• Human resources management, recruitment, personnel assistance and development, and evaluation.</td>
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<td>• Sources of funding.</td>
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<td><strong>Standard #2: Development and Characteristics of Learners</strong></td>
<td>• Human Development, principles of learning and the relationships to individuals with exceptional learning needs.</td>
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<td>• Characteristics of individuals with exceptional learning needs and implications for the development of programs and services.</td>
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Standard #3: Individual Learning Differences

- Impact of diversity on educational expectations and programming.

Standard #7: Instructional Planning

- General Curriculum, instruction, and how special education services support access to the general curriculum.
- Develop and implement a continuum of services that responds to individual educational needs and family characteristics.
- Incorporate post school outcomes for individuals with exceptional learning needs in the general curriculum standards.
- Design and implement professional development and constructive evaluation procedures that are designed to improve instructional content and practices.
- Develop and implement a plan to provide instructional and assistive technologies.
- Develop collaborative programs that ensure that individuals with exceptional learning needs have access to and participate in the general curriculum.
- Develop and implement flexible service delivery that addresses the range of individuals with exceptional learning needs.
- Develop and implement prevention strategies and programs.
- Develop budgets to ensure the efficient and effective allocation of resources.
- Use a variety of technologies to enhance management of resources and programs.

Standard #8: Assessment

- Advocate for the participation of individuals with exceptional learning needs in accountability systems.
• Implement procedures within the assessment accountability system to ensure the participation of individuals with exceptional learning needs.
• Develop and implement ongoing evaluations of special education programs and practices.

Standard #9: Professional and Ethical Practice
• Communicate a personal inclusive vision for meeting the needs of individuals with exceptional learning needs.
• Advocate for individuals with exceptional learning needs and their families.
• Respect and support individuals with exceptional learning needs in self-advocacy.
• Communicate and demonstrate a high standard of ethical practice.
• Make decisions concerning individuals with exceptional learning needs based on open communication, trust, mutual respect, and dignity.
• Participate in the activities of the professional organization relevant to the field of Special Education Administration.

Standard #10: Collaboration
• Approaches for involving parents, family and community members in educational planning, implementation and evaluation.
• Role of parent and advocacy organizations as they support individuals with exceptionalities and their families.
• Develop and implement intra-and interagency agreements that create programs with shared responsibility for individuals with exceptional learning needs.
• Promote seamless transitions of individuals with exceptional learning needs across educational and other programs from birth through adulthood.
- Implement administrative procedures to ensure clear communication among administrators, instructional staff, and related service personnel.
- Develop family education and other support programs.
- Engage in shared decision making to support programs for individuals with exceptional learning needs.
- Provide ongoing communication with families of individuals with exceptional learning needs.
- Consult and collaborate in administrative and instructional settings.

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<tr>
<th>Critical Performances</th>
<th>Case Study Portfolio</th>
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| Instructional Methods | Include but are not limited to the following:  
· Web-based Instruction  
· Discussion  
· Readings  
· Research  
· Written Assignments  
· Case Reviews  
· Portfolio Development  
· Technology Utilization  
· Online support  
· Video taping  
· Interactive Video |
| Instructional Materials | Case Studies  
Technology Utilization  
Video Taping  
Interactive Video  
Web Support |
| KERA Elements | Core Content for Assessment, Program of Studies, KERA Goals and Academic Expectations |
| Class Topics | The following topics are meant to guide reading and preparation for class. They are subject to change. All topics will begin with a national focus and include Kentucky specific information.  
· Professional and Ethical Practice |
| Class Policies | 1. Please do not procrastinate on assignments since you have the due dates well in advance. Your grade will be docked by 10% for each day an assignment is late. This is an effort to be fair to students who have their assignments at the proper time.  
2. The dates listed in the syllabus are the dates by which the assignment must be postmarked.  
3. All assignments must be mailed by the US Postal Service to Dr. Atwell at Western Kentucky University or emailed to Dr. Atwell at Nedra.atwell@wku.edu. List the course number and contents on the outside of the envelope or in the RE line of the email. Make sure you write your name on all products. You can find the address in the upper section of this syllabus.  
4. Check your WKU email at least three times a week.  
5. All papers must be typed, double-spaced and grammatically correct. Number all pages, except the title page.  
6. Extra credit to improve grades will not be granted. Put your full efforts into completing the course requirements as presented. Work cannot be redone.  
7. Students requesting an incomplete for any reason must |
contact the instructor to ask for an incomplete, which may or **may not** be granted, depending on the instructor’s judgment regarding the circumstances of the student’s request. According to the Graduate Catalog, p.13, “A grade of 'X' (incomplete) is given only when a relatively small amount of work is not completed because of illness or other reason satisfactory to the instructor. “An 'X' received by a student will automatically become an “F” unless removed within **twelve (12) weeks** of the next full term (summer excluded). The grade of ‘X’ will continue to appear as the initial grade on the student’s transcript, along with the revised grade.

| Disability Accommodations | **Disability Accommodations Statement:**  
Students with disabilities who require accommodations (academic adjustment and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Room 445 Potter Hall. The OFSDS telephone number is (270) 745-5004 V/TDD. Please DO NOT request accommodations directly from the professor instructor without a letter of accommodation from the Office for Student Disability Services.  

Criminal check, TB test and a health screening is required prior to any work in the schools. Additional information is available in Tate Page Hall 408. |
|---------------------------|----------------------------------------------------------------------------------|
| Plagiarism                | **Plagiarism Policy:**  
To represent ideas or interpretations taken from another source as one’s own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. (Source: WKU Faculty Handbook, 16th ed., p. 59) |
| Assignments               | All assignments for the class are listed below. Reference material to assist is in the course CD. Contact Dr. Atwell for questions. |
**Midterm and Final Exams**
This is an advanced seminar. There will be no midterm and final examination. The research project is a culminating performance that demonstrates competency in the class.

**Webpage**
Each student will be expected to complete the personal web page in the Student Tools section of this course. Be sure to include your picture and list at least three links. This page needs to be completed for **review by October 1**.

**Discussion Boards**
Questions will be posted on the discussion board for all members of the class to respond. You have a Discussion board Rubric in the Course Information Section of the class. You should post no more than three times per each discussion board. Be sure to read your peers responses. You will find the questions and responses a lively and interesting part of this course. The date listed with each question is the last date the Discussion Board will be open for discussion. You are to participate in each discussion prior to the date listed. **The 9/15 Discussion Board will be disabled 9/16.** In addition to posting responses, you are to read what your peers write. The computer software allows me to check both the number of times and amount of time spent in the discussion board section of the class. You will have discussion questions to complete 9/15, 10/15, 11/15 and 12/2.

**Individual Research Project**
Students will engage in a school project that identifies a particular special education problem within their district. To investigate the problem and plan strategies to address the solution, students will:

1. Access and review demographic, assessment,
student/parent and school/community data;

2. Read and critique research articles associated with the chosen problem;

3. Design and plan administrative goals, steps and processes to respond to the need for change;

4. Identify and inaugurate building teams of essential teaching and resource personnel;

5. Develop training programs to implement program changes;

6. Evaluate outcomes of project implementation.

In the process, students will:

- Utilize technology to gather and disseminate information;
- Articulate the social, political, legal and ethical issues related to the problem addressed in the paper;
- Discuss the outcomes/benefits to the district resulting from the project;
- Review the federal/state statutory/regulatory standards in the context of the problem;
- Present results of individual projects to class.

Your project will have the following components:

- **Introduction**
  - Statement of the problem.
  - Purpose of the study.
  - Research questions.

- **Literature Review**

- **Methodology/Administrative Plan**
  - Goals and objectives.
  - Processes and action plan.
  - Building teams.
  - Training plan of action.

- **Summary**
  - Implications of what you discovered.
The paper will be graded using the following criteria:

- **Ideas:** Depth & relevance - 40 points
- **Development:** Clear direction and purpose - 30 points
- **Coherence:** Transitions, logic, & unity - 30 points
- **Variety:** Originality & imagination - 30 points
- **Research:** Utilization of resources/references - 50 points
- **Conventions:** Word usage, spelling, syntax/semantics, punctuation/capitalization - 20 points.

**PAPERS WILL ONLY BE ACCEPTED WHICH UTILIZE THE APA FORMAT**

Students must successfully complete this assignment in order to pass this class. The paper is worth 250 points and is due November 30.

**Research Supports**

Each student must complete the following activities in connection with their research project.

1. Get your topic and a research question approved by September 20.
2. Turn in a detailed methodology/administrative plan section and outline of literature review of research by October 15.

This will enable you to receive feedback prior to your research activity. You will need to incorporate the feedback into your final research project write up. These two activities are worth a total of 100 points.

**Case Study Portfolio**

Each case in your text is designed to extend student thinking about the job and skills needed by a director of special education. Hopefully, each case will cause you to question and reflect. You are to select six cases from the book and answer the questions at the end of each case. Additionally, for each case, complete a Case Study
Analysis Form (Appendix B). Chapter 1 provides some ideas on how to do this. I expect your answers to be both insightful and thorough.

You have two parts to this assignment. **Part One** will include your write-up of the cases you selected. Be sure that after you answer the questions listed above; you do a thorough analysis of that specific case. Your analysis should answer the questions and provide an individual reflection for each case. Many students list each question and answer it. At the end of the answered questions, they include a section titled reflections.

**Part Two** requires you to look at all six of the cases holistically. What are the implications for you? Your district? This needs to be a reflective analytic essay.

*You will need a Table of Contents for this assignment. Be sure that all writing is professional. Twenty percent of your grade will be determined by your writing. Do not put this in a binder. Use a binder clip to put it together. This assignment is due November 1.*

<table>
<thead>
<tr>
<th>Grading and Evaluation</th>
<th>The course grade will be calculated as follows:</th>
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<tbody>
<tr>
<td>On Line Discussions</td>
<td>120 Points</td>
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<tr>
<td>Webpage</td>
<td>30 Points</td>
</tr>
<tr>
<td>Individual Research Paper</td>
<td>250 Points</td>
</tr>
<tr>
<td>Research Supports</td>
<td>100 Points</td>
</tr>
<tr>
<td>Case Study Portfolio</td>
<td>200 Points</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td>700 Points</td>
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</tbody>
</table>

**Grading Scale**
- A = 651-700 points
- B = 609-650 points
- C = 560-608 points
- D = 511-561 points
- F = 510 and Below

**Bibliography**
*Bibliography/References/Websites: Course CD and External Links*