<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Practicum in Administration of Special Education</th>
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<tbody>
<tr>
<td><strong>Course Number</strong></td>
<td>EDAD/EXED 625</td>
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<tr>
<td><strong>Course Prefix</strong></td>
<td>Education Administration and Leadership</td>
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<tr>
<td><strong>Professor</strong></td>
<td>Dr. Nedra Skaggs Atwell</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>Spring 2009</td>
</tr>
<tr>
<td><strong>Office</strong></td>
<td>Tate Page Hall 361</td>
</tr>
<tr>
<td><strong>Telephone</strong></td>
<td>270-756-4647</td>
</tr>
<tr>
<td><strong>Mailing Address</strong></td>
<td>Western Kentucky University College of Education and Behavioral Sciences 1906 College Heights Boulevard #71030 Bowling Green, Kentucky 42101-1030</td>
</tr>
<tr>
<td><strong>EMAIL Address</strong></td>
<td><a href="mailto:nedra.atwell@wku.edu">mailto:nedra.atwell@wku.edu</a></td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="http://edtech.tph.wku.edu/~nwheeler/">http://edtech.tph.wku.edu/~nwheeler/</a></td>
</tr>
<tr>
<td><strong>Office Hours</strong></td>
<td>As posted by appointment.</td>
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<td><strong>Course Description</strong></td>
<td>This practicum 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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<td><strong>Course Rationale</strong></td>
<td>The field-based 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><strong>Prerequisites</strong></td>
<td>Instructor permission.</td>
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<td><strong>Texts</strong></td>
<td>None</td>
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| **Outcomes and Objectives** | Primary Objectives of the Practicum  
  - Assist the sponsoring school or agency in training administrative staff. |
- Assist the sponsoring school or agency in maintaining an energetic administrative staff stimulated by the practicum program to continue their professional growth.
- Provide the student with specific administrative area training while he/she gains an understanding of the total broad range of educational administration activities and responsibilities in the field.
- Allow the student to apply administrative theory to practical administrative activities.
- Instill in the student an understanding of the Code of Ethics of the Education Profession and the Code of Ethics for School Administration.
- 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</th>
<th>CEC Knowledge and Skill Base for Special Education Administrators</th>
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</table>
| **Standard #1: Foundations** | Laws and policies for general and special education.  
Evolution of laws and policies that impact the lives |
of individuals with exceptionalities and their families from birth through adulthood.

- Political and economic issues that affect policy development.
- Models, theories, and philosophies that provide the basis for educational systems.
- Development and implementation of policies and regulations for individuals with exceptional learning needs and their families.
- Laws and policies regarding assessment, program evaluation, and accountability related to individuals with exceptional learning needs.
- General Curriculum theories and implications for individuals with exceptional learning needs.
- Research related to educational change.
- Education, social and health agency fiscal policies.
- Human resources management, recruitment, personnel assistance and development, and evaluation.
- Sources of funding.

Standard #2: Development and Characteristics of Learners

- Human Development, principles of learning and the relationships to individuals with exceptional learning needs.
- Characteristics of individuals with exceptional learning needs and implications for the development of programs and services.

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.

**Critical Performance Standards Based Portfolio**

**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
- Field-based Visits

**Instructional Materials**
- Case Studies
- Technology Utilization
- Video Taping
- Interactive Video
- Web Support
- Field-based Visits

**KERA Elements**
- Learner Goals and Academic Expectations
- Program of Studies
- Core Content for Assessment
- Individual Educational Planning
- Leadership Development

**Course 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.
- Training administrative staff.
- Maintaining an energetic administrative staff stimulated by the practicum program to continue
their professional growth.

- Administrative area training while he/she gains an understanding of the total broad range of educational administration activities and responsibilities in the field.
- Apply administrative theory to practical administrative activities.
- Understand the Code of Ethics of the Education Profession and the Code of Ethics for School Administration.
- 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.

### 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. List the course number and contents on the outside of
the envelope. 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.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Class participation is imperative. Your success depends on active participation and organization. If you do not understand or miss an assignment, <strong>it is your responsibility to get any material from your peers and contact the professor.</strong></th>
</tr>
</thead>
</table>
| Disability Accommodations | 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.** The OFSDS telephone number is 270-745-5004 V/TDD. Please **DO NOT** request accommodations directly from the professor without a letter of accommodation from the **Office for Student Disability Services.**

**Criminal check, TB test and a health screening is**
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| • Possession of a MA.  
• Three years of satisfactory teaching experience.  
• Commitment from the local director of special education for a practicum assignment.  
• Receive approval from advisor prior to registration.  
• Spend the equivalent of 2 hours per day for one semester (a minimum of 120 hours) with the cooperating director of special education doing assigned tasks related to the practicum.  
• Establish measurable objectives in conjunction with the director of special education and the approval of the university supervisor. |

**Midterm and Final Exams**

This is a field-based practicum. There will be no midterm and final examination. The reflective analytic research paper in conjunction with the log of activities for each standard is a culminating performance that demonstrates competency in the class.

**Signature of Forms**

You will find attached at the end of the syllabus two forms: (1) Information Sheet for Director of special Education and (2) Director of Special Education.
Cooperating Administrator Form. These must be signed and mailed to me by February 1.

Webpage
Each student will complete the personal web page in the Student Tools section of this course. Digital cameras are available to make your picture. Complete this for review by February 1. This assignment is worth a total of 50 points.

Administrative Standards-based Portfolio
Each individual will develop an administrative standards-based portfolio. This portfolio will include the following.

- Description of the district.
- Log of activities.
- Documentation of activities by standards.

Each individual will develop a log of activities. Each activity must be signed by both the student and the supervising director of special education. The student must demonstrate competency in each of the specific CEC Standards listed in the syllabus. You will need to organize the log by both date and activity.

Your Table of Contents will look something like the following.

Table of Contents
Description of District
- (General information about district, number of schools, students, testing data, etc.)

Log of Activities
- (This is a chronologically list of activities. You can use any log sheet of your choice. Be sure it includes date, time, activity, and who is involved.)

(For each of the following, list the activity that you engaged in that demonstrated this competency. You will
need to do a narrative summary of the activity.)

CEC Knowledge and Skill Base for Special Education Administrators

**Standard #1: Foundations**
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- Evolution of laws and policies that impact the lives of individuals with exceptionalities and their families from birth through adulthood.
- Political and economic issues that affect policy development.
- Models, theories, and philosophies that provide the basis for educational systems.
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- Develop family education and other support programs
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- Provide ongoing communication with families of individuals with exceptional learning needs.
- Consult and collaborate in administrative and instructional settings.

The Administrative Standards-based Portfolio will be graded using the following criteria:

- Creativity/ Variety of presentation-20 points
- Coverage of topic-150 points
- Utilization of resources-50 points
- Utilization of time-50 points
- Organization-30 points
- Research: Utilization of resources/references-50 points
- Conventions: Word usage, spelling, syntax/semantics, punctuation/capitalization -50 points.

Your Administrative Standards-based Portfolio is due April 28. The student must pass this requirement to complete the class.

Reflective Analytic Essay

You have completed a portfolio of your experiences and several of the classes in your director of special education program. Write a reflective analytic essay, using examples from all of the materials about the job as a director of special education today. Are your experiences similar to or different from what you
thought they would be? Philosophically answer the question; what does it take to be a good director of special education? **This assignment is worth 150 points and is due by May 4.**

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**

<table>
<thead>
<tr>
<th>Grading and Evaluation</th>
<th>Grading Procedures:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>The course grade will be calculated as follows:</td>
</tr>
<tr>
<td></td>
<td>Webpage 50 Points</td>
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<td></td>
<td>Administrative Standards-based Portfolio 400 Points</td>
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<td></td>
<td>Analytic Reflective Essay 150 Points</td>
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<td></td>
<td>Total Points Possible 600 Points</td>
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</tbody>
</table>

**Grading Scale**

- A = 540-600 points
- B = 480-539 points
- C = 420-479 points
- D = 360-419 points
- F = 359 and Below
Information Sheet for Director of Special Education
EXED/EDAD 625

Complete and return to Dr. Atwell by February 1.

Student Name:
Current Position:
Social Security Number:
WKU ID #:
Mailing Address:

Home Telephone Number:
Work Telephone Number:

EMAIL Address:

Name of Cooperating Administrator:
Current Title of Administrator:
School/District:
Mailing Address:

Office Telephone Number:

Mail to:
Dr. Nedra Atwell
Western Kentucky University
1906 College Heights Blvd. #71030
Bowling Green, Kentucky 42101-1030
Director of Special Education Cooperating Administrator Consent Form

_________________________________________ has enrolled in a practicum at Western Kentucky University. The student and you will select activities that document the CEC Standards for Administrators of Special Education. The student must spend a minimum of 120 hours, for the three-hour fieldwork course. These hours are to be arranged at the convenience of the administrator and the student. No more than 15 hours may be duty assignments (bus, cafeteria, or ball games).

I, the undersigned Cooperating Administrator, do hereby accept the above-named student. I will assist in supervising his/her activities for the required amount of time this semester.

_________________________________________   ________________
Cooperating Administrator    Date

Mail to Dr. Nedra Atwell by February 1.