

Supervision of Programs for Exceptional Children

EEND-606

Template 2015 Section TMPL 3 Credits 07/22/2015 to 07/22/2115 Modified 07/29/2019

MISSION STATEMENT

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Description

Examines the administrative principles, concepts, processes, structures and the legal and fiscal responsibilities associated with the provision of educational services to students with disabilities in the United States with emphasis on systems in Illinois. This course will prepare the participants for the administrative and leadership responsibilities associated with the position of Director of Special Education.

Objectives

College of Education Mission

The mission of the College of Education is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Understanding Students

Candidates will gain knowledge of the continuum of programs and array of services available to students with disabilities and within federal and state laws and regulations.

Serving the Community

Candidates will gain an understanding of the moral and ethical responsibilities of schools and members of the community in creating successful partnerships with multiple stakeholder groups that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.

Finding Our Professional Selves

Candidates will understand principles of professional development and management and how to maximize the effectiveness of all constituents within an organization.

Outcomes

Access to standards referenced in this section can be found [HERE](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320)
(<https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320>)

By the conclusion of the course, each participant will be able to do the following:

1. The candidate will demonstrate competence in the Standards for approval as a director of special education by the Illinois State Board of Education and Knowledge and Skill Base for Special Education Administrators (SA) developed by the Council for Exceptional Children (CEC). The course goals are aligned with the knowledge indicators for directors of special education found in the 23 IL Administrative Code (IAC), Section 29.
2. Candidates will facilitate and engage in activities that promote the needs of differing populations in a pluralistic society and the success of all students in the least restrictive environment based on the larger political, social, economic, legal, and cultural context (IAC 1A,1K; CEC SA3K1) .
3. Candidates will facilitate and engage in activities that demonstrate knowledge of the principles of human growth and development, ranges of individual variation, and their application to the school environment and instructional program (IAC 2A,2K,2L,2M,2N,2Q; CEC SA2K1,SA2K2).
4. Candidates will facilitate and engage in activities that lead the school community to operate within the framework of policies, laws and regulations enacted by local, State, and federal authorities and professional ethical standards (IAC 3C-3N; CEC SA1K1,SA1K6,SA1K12,SA1K13).
5. Candidates will facilitate and engage in activities that promote public awareness, sound screening practices, and early identification of students with disabilities (IAC 4A,4B,4C,4D,4E,4F,4G,4H,4I; CEC SA1K2).
6. Candidates will facilitate and engage in activities that demonstrate understanding of the continuum of placement options and array of services available to students with disabilities and knowledge of activities that promote a free, appropriate public education in the least restrictive environme (IAC 4,4L; CEC SA7K1).
7. Candidates will facilitate and engage in activities that demonstrate understanding of various federal, state and local funding sources, activities that result from these sources, strategies for developing and managing special education budgets and activities that obtain maximum reimbursement from all sources of funding (IAC 5B,5C,5E,5F,5G; CEC SA1K11).
8. Candidates will facilitate and engage in activities that demonstrate knowledge of the application of management techniques used to define roles, assign functions, and delegate accountability relative to achieving goals (IAC 6D,6E,6F,6G,6H,6I,6J,6K,6L,6M,6N,6O,6P,6Q,6R,6S).
9. Candidates will facilitate and engage in activities that identify strategies for addressing barriers to achieving an educational vision and achieving educational goals through negotiation, collaboration, and consensus building (IAC 1G). Candidates will facilitate and engage in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies (IAC 3H,3R).
10. Candidates will facilitate and engage in activities that demonstrate understanding of the groups that compose the school community (e.g. parents/guardians, business and industry, service organizations, local and county government) and the community resources that provide services to support the vision, mission, and goals of the school organization (IAC 7A-7H; CEC SA10K1 and SA10K2).
11. Candidates will facilitate and engage in activities that identify and consider various political interests within the community in organizational decision making (IAC 7E,7F,7G,7H,7I,7J,7K,7L,7M,7N,7O).
12. Candidates will facilitate and engage in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities (IAC 7F,7G,7H,7I,7J,7K,7L,7M,7N,7O, 7P,7Q, 7R,7S,7T).
13. Candidates will facilitate and engage in activities that promote high expectations for self, staff, and students (IAC 2H,2I,2J,2K,2L,2M,2N,2O,2P,2Q,2R,2S; CEC SA9K1).
14. Candidates will facilitate and engage in activities that demonstrate understanding of practices and models for the management of an organizational system and operational policies and procedures that enhance student learning (IAC 6A-6H,6I).
15. Candidates will facilitate and engage in activities that involve recruitment, selection, induction, and negotiation, that would result in the employment and retention of qualified personnel to support an effective learning environment (IAC 6B,6L).
16. Candidates will facilitate and engage in activities that demonstrate knowledge of methods for identifying management functions that can be improved using technology and ensuring that organization management functions are supported by current technologies (IAC 6G-6V,6W).

Materials

Bateman, Bright, & others. (2007). *The special education program: Administrator's handbook*. Boston: Pearson.

Osborne & Russo, (2014). *Special education and the law (3rd)*. Thousand Oaks, California: Corwin Press.

☰ Assignments

Assignment 1 – Discussion Questions and Reflections

Candidates will participate in weekly discussions and/or reflections.

Outcome: 1

Standard: 23ILAdmin.Code(IAC),Section29.140

Assignment 2 – Case Study/Questions

Candidates will read scenario in which there is conflict between parents and school district regarding placement and respond to questions.

Outcomes: 5,6

Standards: IAC 4-4L;CEC SA7K1

Assignment 3 – Acronym Assignment

Candidates will complete an activity involving special education acronyms and complete a reflection.

Outcomes: 4,9

Standards: IAC3C-3N;CEC SA1K1,SA1K6, SA1K12,SA1K13

Assignment 4 – Budget Analysis

Candidates will analyze and respond to questions about their local school/cooperative budgets.

Outcome:7

Standards: IAC 5B,5C,5E,5F,5G;CEC SA1K11

Assignment 5 – Discipline Resource Document

Candidates will create a document for staff to follow when a student is faced with disciplinary action.

Outcomes: 5,6

Standards: IAC 4A-4L;CECSA7K1

Assignment 6 – Case Study/Questions

Candidates will read scenario in which the special education teacher disagrees with how a student's services are being delivered and respond to questions.

Outcomes: 10,11,12

Standards: IAC 7A-7H;CEC SA10K1,SA10K2

Assignment 7 – Supporting Special Educators Activity

Candidates will read journal articles and respond questions regarding teacher retention in special education.

Outcomes: 8,14,15,16

Standards: IAC 6B-6L

Final Project – Special Education Leadership

Candidates will identify research and respond to current issues and concerns of educational leaders regarding the provision of educational services to students with disabilities.

Outcomes: 10,11,12

Standards: IAC6A-6H,6I,7F-7T

* Course Policies

Policies for the College of Education at University of St. Francis

[CLICK HERE \(https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320\)](https://myusf.stfrancis.edu/portal/secure/content/8F295CCBB83C48C882D94A15B887B320) for policies, including but not limited to:

- Method of Instruction
- Expectations of Candidates
- Online Courses
- Attendance Policies for Site-Based and Online Courses
- Minimum Standards for Writing

Course Evaluations | IDEA Surveys

USF has elected to participate in the AQIP Program which requires a focus on continuous quality improvement as part of our Higher Learning Commission accreditation. The information learned during the IDEA Course Evaluations is an important part of maintaining quality and continuous improvement in courses, and it is the University's expectation that students will thoughtfully participate in this evaluation process.

Institutional Policies

Students should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the "For Students" section of the USF portal.

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog and Student Handbook. For the most current version of the catalog, please visit <http://stfrancis.edu/academics/university-catalog>

Academic Integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student's academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the [USF Catalog \(https://www.stfrancis.edu/academics/university-catalog/\)](https://www.stfrancis.edu/academics/university-catalog/) for further clarification and information on grievance procedures.

Services and Accommodations for Students with Disabilities (ADA)

The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs, regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at [815-740-3631](tel:815-740-3631) or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability

Services for an appointment.

Technology Support

1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including:
 - a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select **Chat with Canvas Support** for a “live” text-based click-to-chat session,
 - b. select **Report a Problem** to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline.

NOTE: Responses to Canvas’ email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at <http://learnitnow.stfrancis.edu>

3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via:

- Phone: 1-815-768-TECH (8324)
- Email: techsupport@stfrancis.edu
- Web: <http://techsupport.stfrancis.edu>
- Or visit them on the first floor of Marian Hall

Notice of Copyright

This course may contain copyrighted materials that are intended to support the learning experiences of students currently enrolled in the course. No student may retain or further disseminate any copyrighted materials, in their entirety or any portion thereof, under penalty of law.

Academic Support Services

The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

Additional Items

Course References

- Bateman, Bright, & others. (2007). *The special education program: Administrator’s handbook*. Boston: Pearson Education Inc.
- Kroth, R. L. & Edge, D. (2007). *Communicating with parents and families of exceptional children* (4th ed.). Denver: Love Publishing Company.
- Latham, Latham, & Mandlawitz, (2008). *Special education law*. Boston: Pearson Education Inc.
- Osborne & Russo. (2014). *Special education and the law* (3rd edition). Thousand Oaks, California: Corwin Press.
- Schimmel, Fischer, & Stellman, (2008). *School law: What every educator should know*. Boston: Pearson Education Inc.

Turnbull, H. R., Stowe, M. J. & Huerta, N. E. (2007) *Free appropriate public education: The law and children with disabilities* (7th ed.). Denver: Love Publishing Company.

Additional Course References

Illinois State Board of Education www.isbe.net www.isbe.state.il.us/rules/archive/pdfs/226ark.pdf

Illinois Program Accounting Manual- www.isbe.state.il.us/sfms/pdf/ipam/pdf

Wrightslaw – www.wrightslaw.com

Harrisburg Project – <http://www.hbug.k12.il.us>

Director of Special Education – http://www.icts.nesinc.com/PDFs/IL_SG_Generic_Front.pdf

Director of Special Education Study Guide - http://www.icts.nesinc.com/PDFs/IL_field180_SG.pdf

Other sites will be referenced from textbooks and other sources via lectures and/or assignments