

**SPEC 8030**  
**Leadership in Special Education Programs**  
**3 SEMESTER HOURS**

.....

**Dewar College of Education**  
**Valdosta State University**  
**Department of Early Childhood and Special Education**  
**Conceptual Framework: Guiding Principles**  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**REQUIRED TEXTBOOKS**

All required readings provided by the instructor through the online Learning Modules  
LiveText Portfolio

**COURSE DESCRIPTION**

A review of and in-depth study of legal issues that govern programs for children and youth with disabilities.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

### **COURSE OBJECTIVES (CO):**

Advanced candidates will:

1. assess administrative/leadership practices related to effective schools for children and youth with disabilities through observations and interviews with the special education director using a variety of data collection techniques. (CFS III, IV, VI)
2. read about the historical and social significant of laws, regulations and policies as they apply to the administration/leadership of programs and the provision of services for children and youth with disabilities and their families. (CFS I, II, III, VI)
3. discuss (in written form) emerging issues legal (national and state) and trends that potentially affect the school community and the mission of the school as they relate to legal rights, and responsibilities for children and youth with disabilities, their families/guardians and staff. (CFS I, II, III)
4. discuss (in written form) local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for children and youth with disabilities and their families. (CFS I, II, III, VI)

5. use models, theories, and philosophies to assess the foundation for the administration/leadership of programs and services to children and youth with disabilities and their families. (CFS I, II, III, IV)
6. apply leadership, organization, and systems change theory to the provision of evidence-based policy, and services and practice recommendations in the least restrictive environment for children and youth with disabilities and their families. (CFS I, II, III, VI)
7. self-evaluate communication of high ethical administrative/leadership and advocacy when working with staff and other educators serving children and youth with disabilities and their families. (CFS VI)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Advanced candidates will:

1. Field Experience Journal-Special Education Director. Document at least 20 hours field experience hours collaborating with the district special education director. Activities to include, but not limited to classroom observations (with appropriate permissions), meetings with principals, compliance planning, inservice and other professional activities (committees and other school meetings), disciplinary actions, and other such activities that are appropriate to the position. A written journal that describes the purpose of the activity, what happened and the consequence of each activity is required. Specific instructions are provided in the learning module. (CO 1)
2. Findings of Assessment of Local Policies. Conduct a needs assessment and write report of findings. From interview of director of special education (#1 above), using a format provided in learning module, describe administration/leadership policies and foundation of local programs and services children and youth with disabilities and their families. Include descriptions of models, theories, and philosophies in current practice. (CO 1, 4, 5)
3. Evidence-based Policy/Service Recommendations. Based on findings (#2 above), write recommendations (with director of special education as mentor) based on current leadership, organization, and systems change theory to the provision of evidence-based policy, and services and practice recommendations in the least restrictive environment for children and youth with disabilities and their families. Also include measurable procedures to assess the impact of recommendations on providing services to children and youth with disabilities. (C 2, 3, 4, 5)
4. Learning Module QuikWrites. POST research-based responses to assignments and issues related to national and state emerging administration and leadership issues and trends of

programs and services children and youth with disabilities and their families. Responses are considered formal writing, use APA style and cite resources. Specific instructions are provided in the learning module. (CO 2, 3, 4, 5)

5. QuickWrite Responses to Colleagues. RESPONSE to discussion board POSTs of colleagues is required. Responses are considered formal writing. This means that they should be grammatically correct and have no errors in punctuation and spelling. Points awarded for DB responses and POSTs are based on quality not length. They should be supported with research-based evidence (citations required—use APA style). (CO 1, 2, 3, 4, 5, 6, 7)
6. Final Examination. Material covered on the final examination will come from the learning modules, QuikWrites, discussion boards, and assigned readings. The final examination is comprehensive. (CO 1, 2, 3, 4, 5, 6, 7)
7. COE Advanced Dispositions Survey. Self-evaluate communication of high ethical administrative/leadership and advocacy when working with staff and other educators serving children and youth with disabilities and their families using the COE Advanced Dispositions Survey in LiveText portfolio. (CO 7)

#### General Requirements:

1. Each class member is responsible for all assigned readings, LM materials, videos, discussion board POSTs and group and individual assignments.
2. Discussion boards (DBs). Respond to discussion board POSTs made by the course instructor and course colleagues for each learning module. You will be assigned to a group for all assignments. Points are earned based on quality of individual participation.
3. Tentative Course Schedule. Course instructor reserves the right to change tentative course assignment schedule of due dates based on the individual needs of the class. Changes and updates will be POSTed on the General Course DB.
4. Computer malfunction or loss of internet service in not grounds for failure to meet course requirements. It is required that class members will have a back up for technology issues.
5. Each class member is responsible for all information on the course syllabus.
6. Each class member is responsible for all information on the tentative course schedule.
7. Assignments are NOT accepted late.

## **COURSE EVALUATION**

\*Assignments submitted to LiveText portfolio

<b>Assignment #</b>	<b>Point Value</b>	<b>Assignment</b>
1.	25	Field Experience Journal-Special Education Director
2.	50	*Findings of Assessment of Local Policies
3.	75	*Evidence-based Policy/Service Recommendations
4.	75	Learning Module QuikWrites 5 @ 15
5.	70	QuikWrite Responses TO Colleagues 7 @ 10
6.	50	Final Exam
7.	10	*COE Advanced Dispositions Survey
	355	Total Points

If 0 points are recorded in any of the categories, the advanced candidate is ineligible to receive a grade of A in the course.

### Grading Scale

A = 355-319

B = 318-284

C = 283-248

D = 247-213

F = 212 and below

## **ATTENDANCE POLICY**

Participation/preparation in LMs is required—think of this as coming to class. Being prepared is a professional responsibility. Class members are responsible for participating in all LM assignments and discussions. Therefore, expectation is to come to this virtual class thoroughly prepared. This means having all materials submitted in the required format and due date and all required selections read. Class members are responsible for discussion board (DB) ideas, concepts and issues in the required format and due date. Class members are required to check the general class discussion board at least weekly for updates. It is the place where you ask and respond to course content, requirements and questions (think of it as “raising your hand in class”).

## **PROFESSIONALISM**

Advanced candidates are expected to abide by the [Code of Ethics](#) developed by the Georgia Professional Standards Commission while engaged in all aspects of their teacher training experiences.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

### **ACCESS OFFICE**

Class members requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all class members are expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term) is sent from the College of Education. SOI responses are anonymous, and instructors will view only a summary of all responses two weeks after they have submitted final grades. While instructors cannot view individual responses or access any of the responses until after final grade submission, they can see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

## **INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: