

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice:
Service, Skills, Knowledge, Ethics

ELPS 472 Administration of Special Education and Pupil Services

Professor: Susan P. Sostak, Ed.D.

Meeting Time and Dates: Tuesdays
4:30–7:30 p.m. 8/20/2011 to 11/29/2011

Phone: 630-269-8827

Location: Shepard Middle School
440 Grove Avenue
Deerfield, IL 60015

E-mail: spsostak@yahoo.com

Office Hours: By appointment

Conceptual Framework:

This course is designed for students whose goals are school leadership positions. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to understand the diversity and complexity of roles and responsibilities when managing the administration of special education and pupil services. Most importantly, we will simulate and create opportunities to practice what is “right,” with respect to serving students and their families through special education management and leadership, regardless of the circumstances of the day.

Course Description:

The administration of special education and pupil services in public and private schools is a significant component to an administrator’s practice. There are currently over 670 school districts in Illinois, all of which must provide a continuum of special education services to all children who are eligible for special education. All schools must also provide services to children who are eligible for Sec. 504 of the Americans with Disabilities. Issues arise in the course of schools’ efforts to implement these laws and provide these services. This course seeks to familiarize prospective school administrators with an overview of the law of special education and other laws related to handicapped children in schools as they impact administration. Issues to be addressed will include: IDEA; Section 504; ADA, RtI; AYP; appropriate parties; providing a free, appropriate public education; child find, identification and evaluation; eligibility; in- school and independent evaluations; individualized education plans; placement; notice and consent; discipline; due process hearings; remedies; and, infants and toddler services. This course will also review NCLB issues.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility, and care applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: [http:// www.luc.edu/education/academic_policies.shtml/honesty](http://www.luc.edu/education/academic_policies.shtml/honesty).

Accessibility

Students who have disabilities, which they believe, entitle them to accommodations under the American with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice:
Service, Skills, Knowledge, Ethics

of the semester or term. More information is available at:
<http://www.luc.edu/sswd/register.shtml>.

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origins, gender, sexual orientation, disability, religion, age, or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination, or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer to p. 25-26 in the Loyola University Chicago Student Handbook, located at:
<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>.

Diversity:

While our student population becomes more and more diverse, the teaching staff of our schools remains predominately white and female-the supervisor staff predominately white and male. As we look at questions of recruitment, hiring, staff development and professional appraisal, we will concentrate our efforts on creating systems to hire the best staff possible while honoring our shared desire for diversity.

Technology:

The information pertinent to human resources in schools changes constantly. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to our topics. Technology tools pertinent to recruitment, certification, hiring, staff development, professional appraisal, and health care costs will be examined and utilized in classroom activities and assignments.

Course Objectives:

Course Objectives: As a result of this course the student will:

- Demonstrate an understanding of the legal issues of special education impacting school operations.
- Understand federal, state and local statutory and regulatory provisions and judicial decisions governing special education.
- Comprehend parents' rights, including the right to an independent evaluation and use of that evaluation by special education individualized education plan teams.
- Understand state and federal requirements regarding special education for children ages 3-21 yrs. and infants and toddlers.
- Will be aware of operational policies and procedures involved in special education.
- Will treat people fairly, equitably, with dignity, with respect and will protect the rights and confidentiality of others.
- Will understand the law of special education as it relates to regular education.
- Will be able to analyze the law of special education with its implications to the school setting.

Required Texts:

The Law and Special Education, 2nd edition, by Mitchell L. Yell, Pearson Merrill Prentice Hall, 2006 ISBN-0-13-110670-8. Or

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice:
Service, Skills, Knowledge, Ethics

The Law and Special Education, 3rd edition, by Mitchell L. Yell, Pearson Merrill Prentice Hall, 2006 ISBN-0-13-110670-8.

Individuals with Disabilities Education Act, Parts B and C

WEBSITES FOR REVIEW AND ACCESS TO STATE LAW AND POLICY

- Illinois State Board of Education Website: www.isbe.state.il.us
- U.S. Office of Education Website: www.ed.gov/

Evaluation:

- | | |
|---|--------------------------|
| • Class participation: | 20 points = 20% |
| • Case Study Preparation and Staff Development Presentation | 40 points = 40% |
| • Child Find Paper | 40 points = 40% |
| Total | 100 points = 100% |

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA style 5th edition.

ALL OUT OF CLASS WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought, and higher-level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, all assignments (except for the Child Find Plan Project) may be rewritten and resubmitted for re-evaluation.

Class Participation:

20 points = 20%

This class is designed as a workshop; therefore, students will participate individually and cooperatively in a variety of simulations, role-plays, case study analysis, and discussions. Our classroom will be considered a laboratory in which we develop and hone our understanding and application of special education management strategies and leadership styles that foster improved teaching and learning. Your participation score will be based upon your attendance pattern, class participation, as well as your contributions to class discussions and activities. *(All course objectives).*

Classroom Activities:

1. Students will be required to analyze readings and cases presented in the readings. From these materials, students will be required to identify key legal aspects of special education, examine the law, rules and regulations and apply them to real problems. Then the students will be asked to work through the issues, seek solutions and methods of handling the cases from an administrator's perspective. All students will be asked to participate in this endeavor. Real life cases will be presented weekly.

NCATE: 11.1, 11.3, 11.4, 11.5, 11.6, and 11.7

ISBE Principal Standards: 3G, 3N, 4B, 4H, 5J, 6A, 6C, 6D, 6I, 6J, 6E, 6H, 6K, 5G, 6P, 4A, 6G, 3B, and 6M.

2. In the context of class discussions, students will be required to examine preventative measures administrators can take to avoid legal liability and enhance the educational opportunities for handicapped children and compliance with legal mandates in a school. This includes holding meetings with appropriate parties, developing protocols for institutionalization within a school,

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice:
Service, Skills, Knowledge, Ethics

and institutionalizing models for faculty and staff that would comply with legal mandates.
NCATE: 1.6, 2.3, 3.3, 5.3, 5.5, 11.1, 11.2, 11.6
ISBE Principal Standards: 1G, 1R, 3J, 5E, 6B, 2D, 2HH, 2B, 2D, 2Z, 2AA, 2M, 2NN, 3C, 2B, 2BB, 3G, 3N, 4B, 4H, 5J, 6A, 6C, 6D, 6I, 3B, 3O, 6C, 6L, 4A, and 6G.

Class Participation and Attendance

Score	Score Point Description
20	Attends class consistently; 0 unexcused absences; arrives on-time Contributes to class discussions Often leads small group work
15	Attends class regularly; 0 unexcused absences, arrives on-time Sometimes contributes in class discussions Sometimes leads in small group work
10	Attends class; 1 unexcused absence; arrival time sporadic Sometimes leads in small group work Sometimes leads in small group work
5	Attendance unacceptable; often tardy Rarely contributes in class discussions Does not lead in small group work

Case Study Analysis, Class Presentation and Written Research Paper: 40 points = 40%
 Each student will be assigned a case study analysis. Students will be required to: (1) research the topic in special education, (2) write a research paper, and (3) make a professional development presentation to the class regarding the case study and the role of the district administrator in dealing with issues generated by the case study. Students are requested to forward a copy of the Power Point presentation used for the professional development segment to the instructor for posting on Blackboard.
 NCATE 1.3, 5.4, 6.3, 10.2, 10.3, 10.4, 10.5, 11.1, 11.2, 11.3, 11.5, 11.7.

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice:
Service, Skills, Knowledge, Ethics

Case Study Analysis, Class Presentation, and Written Research Paper Rubric

Name: _____ Topic: _____

Criteria	Point Allocation	Points Earned	Comments
Identification of the issues: <ul style="list-style-type: none"> • Identify the role of staff personnel. • Identify which aspects of the legal issues require resolution and those that do not. • Determine the relief the school is seeking 	10		
Identification of applicable federal and state law, rules, and regulations: <ul style="list-style-type: none"> • Identify federal law • Identify state law • Identify rules and regulations. 	10		
Application of the law to the set of facts in the case and come to conclusions requiring school action and administrative direction: <ul style="list-style-type: none"> • Apply the law • Determine the required school action. • Describe the role of the administrator in carrying out the law. 	10		
Research into best practice and other models for addressing the issue: <ul style="list-style-type: none"> • Online research • Other research sources • Best Practice • Bibliography 	10		
Total Score	40 Points		

Loyola University Chicago
School of Education
*Professionalism in Service of Social Justice:
Service, Skills, Knowledge, Ethics*

Child Find Plan Team Project:

40 points = 40%

The scope of this project as well as the evaluation rubric are detailed in a separate attachment.

Each team member will upload into their individual LIVETEXT account the work products completed for this team project.