I. Course Description

EDAD 721 – Administration and Supervision of Special Education: Development of a rational problem solving approach through case studies and research concerning current problems in special education administration.

II. Rationale

Reflective decision makers are skilled individuals whose leadership, practice and decisions draw upon the best available theory, research, and experiential wisdom. Reflective decision making engages individual in cycles of thought and action based on theoretical, ethical, and professional knowledge. The USD Reflective Decision Making + Leadership model for preparing educators provides the framework supporting the School of Education professional programs. The purpose of this course is to prepare graduate students to effectively administer and supervise programs in special education.

III. Textbooks and Readings

The textbook adopted for this course is:

The text is available through Barnes and Noble at USD. You can contact them at bn@usd.edu or by going to their website at http://usd.bncollege.com to order a copy of the text. They can also be reached at (605) 677-6291.

Technology Requirements

D2L is the course management software for this course. Please review the student resources for online learning. These resources may be found at:
Course materials will be provided as online documents that you can read online or print off. Assignments will be submitted in the Drop Box of the Course in D2L.

IV. Course Objectives

Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Standards /Code</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>1) Discuss the management of instructional programs to ensure that all students have access to the general education curriculum.</td>
<td>DOE 24:16:08:45 (6) SOE # 1 and 2</td>
<td>Case Studies Review of Reporting Requirements Online Discussion</td>
</tr>
<tr>
<td>2) Define the decision-making process within special education programs.</td>
<td>DOE 24:16:08:45 (6) SOE #2 and 5</td>
<td>Case Studies Review of Reporting Requirements Online Discussion</td>
</tr>
<tr>
<td>3) Describe leadership skills needed to ensure appropriate delivery of instruction, staff supervision, and budget oversight of special education programs.</td>
<td>DOE 24:16:08:45 (6) SOE #2 and 3</td>
<td>Case Studies Review of Reporting Requirements Online Discussion</td>
</tr>
<tr>
<td>4) Describe the interrelationship of school climate/culture, community-school relations and effective special education programs.</td>
<td>DOE 24:16:08:45 (6) SOE #3, 4 and 5</td>
<td>Case Studies Review of Reporting Requirements Online Discussion</td>
</tr>
</tbody>
</table>

VI. Instructional Methods and Activities

Please note: This course takes place entirely online using D2L and can be accessed by using this link: [https://d2l.sdbor.edu](https://d2l.sdbor.edu) or [https://my.usd.edu](https://my.usd.edu)

Methods and activities for instruction include:

1) Distance Experiences
   a. Online lecture/discussion
   b. Student responses in discussion groups

2) Clinical Experiences
   a. Review of State Reporting Requirements
   b. Case studies
   c. Procedure Projects

Online Student Handbook: For information about the university's technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook in the Getting Started widget on the course home page. This document also contains important information pertaining to minimum technology requirements, registration information, netiquette expectations, as well as other university services and policies.
VII. Course Requirements and Assessment

A. Course Requirements

**Online Discussion:** (15 points-ten points for response to the instructor; five points for responses to other two students in discussion group; 13 days of discussion x 15 points = 195).

Class materials will be posted in the content section of the course. This material will provide:

1) Instructor’s Notes, which include the page numbers of the reading assignment from the text and notes/brief comments from the instructor on the reading assignment.

2) Additional resources and reading material related to the topic for the day’s class (journal article or websites, for example).

Students will be divided into groups of 7-8 students in order to participate in the online discussion. After reading the textbook assignments and any additional reading materials/assignments, students will post their responses to the prompts/questions from the instructor. The responses are posted to members within discussion groups and not to the whole class. The responses are posted in the discussion portion of D2L.

In order to be more thoughtful about your responses and assignments, please prepare your responses first using a word processor and then copy and paste them into the D2L site.

There are three expectations regarding the online discussion/postings:

1) The first expectation is to respond with one original posting to the instructor's prompts/questions. Initial responses should be at least 500 words in length.

2) The second expectation is to participate in group discussions. Each student in a group should respond to at least two of their colleagues’ postings for each module. The responses to team members should be substantive in nature, adding to what was said, supporting the comments with rationale, or agreeing with the comments and providing different reasons. Please avoid phrases such as “good post” without additional explanation or response to another person’s discussion posting.

3) The third expectation is to respond to the instructor and two members of your discussion group by the due dates listed in the course schedule.

**Grading of discussion responses:**

During the summer session, the discussion will be read by the instructor within 48 hours after the due date for the assignment. All due dates are listed in the course schedule which may found in this syllabus. Points will be recorded in the grade book at that time. A rubric for the discussion may be found in the content for Day 1 in D2L. The rubric will be used to guide the grading of the discussion responses. The rubric will not be sent to the student unless the responses do not meet the expectations as outlined in the rubric.

**Procedure Projects:** (4 x 20 points = 80 points)

Students will create 4 procedural documents (i.e., checklist, flowchart) that can be used by a teacher or administrator. Special education administrators are responsible for developing district procedures for collecting information, communicating responsibilities and ensuring that
documents are compliant. The goal of these projects are to check for understanding of what is required in different special education situations and also help future administrators communicate with non-administrators.

**Grading of procedure projects**

The procedure project will be graded within seven days of submission. A rubric will be used to assess the submitted project. The rubric for the procedure may be found in the content for Day 1 in D2L. The rubric comments will be returned to the students and points will be recorded in the grade book.

**Pamphlet Project:** (1 x 30 points = 30 points)

Students will create a pamphlet that would be used to communicate the LEAs responsibility and obligation with regards to child find and evaluations (initial and re-evaluations). The goal of this assignment is to emphasis the importance of communicating with individuals new to special education and/or not trained in special education.

**Grading of Pamphlet Project**

The pamphlet will be graded within seven days of submission. A rubric will be used to assess the submitted project. The rubric for the pamphlet may be found in the content for Day 1 in D2L. The rubric comments will be returned to the students and points will be recorded in the grade book.

**Case Studies:** (1 x 75 = 75 points)

Students will submit analytical summary of one case study. The summary should be at a minimum three pages in length, double-spaced, 12-point font size. The case study and guidance for completion of the analysis will be provided by the instructor under content in D2L. The goal of this assignment is to have students examine issues and problems related to the administration of special education. Completed case studies should be submitted in the Drop Box in D2L. **Due dates for submission of the completed case studies are listed in the course schedule.**

**Grading of the Case Studies:**

The case studies will be graded within seven days of submission. A rubric will be used to assess the submitted analysis. The rubric for the case study assignment may be found in the content for Day 1 in D2L. The rubric with comments will be returned to the students and points will be recorded in the grade book.

**Review of South Dakota’s Special Education Reporting System:** (100 points)

Typically, special education administrators/directors in South Dakota are responsible for submitting data and reports to the Department of Special Education. The special education administrators/directors are also responsible for helping other administrators understand the process/requirements. Since there are several pieces to the process, it is important to have an understanding of the steps and procedures involved.
Students will create a document that would be used in a presentation to other district administrators about the state performance plan, accountability process, comprehensive plans, and the reporting requirements for school districts in South Dakota.

The document could be a PowerPoint, a Pamphlet, a Fast Fact Sheet, etc.

The document should explain the:

1) key components of the state performance plan.
2) overall process involved in the accountability process.
3) basic requirements of comprehensive plans.
4) specific requirements for reporting data on the twenty indicators to South Dakota’s Department of Special Education.

All of the information needed for this assignment may be found at the following:


Documents that will assist in completion of this assignment and are found on the website listed above include:

1) Accountability Process
2) Comprehensive Plans
3) State Performance Plan
4) Annual Performance Report
5) Data Collection Calendar
6) State Performance Plan Overview
7) Technical assistance (TA) documents for each of the 20 indicators.
8) Live Meetings that are archived

The document should be detailed and clearly explain the requirements for reporting data as well as the responsibilities of the school district in the accountability process and for submission of comprehensive plans. The document that would be used should include any presentation notes that would be used (i.e., if using a PowerPoint write your notes in the “notes” section, if creating a Fast Fact sheet include what notes you would use while presenting) and should be submitted in the Drop Box by midnight on August 5th.

**Grading of the Summary:**

The summary will be graded within seven days of submission. A rubric will be used to assess the submitted summary. The rubric for this assignment may be found in the content for Day 1 in D2L. The rubric with comments will be returned to the students and points will be recorded in the grade book.
B. Grading Scale and Criteria

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Online Participation</td>
<td>13 prompts x 15 points = 195 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Procedure Projects</td>
<td>4 projects x 20 points = 80 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Pamphlet Project</td>
<td>1 pamphlet x 30 points = 30 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>1 case studies x 75 = 75 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>Review of South Dakota’s Special Education Reporting System</td>
<td>1 Project (final) x 100 = 100 pts.</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>475 pts.</td>
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</table>

**Grading Scale**

A = 475-428 points (90-100%)
B = 427-380 points (80-89%)
C = 379-333 points (70-79%)
D = 332-285 points (60-69%)
F = 284 points and less (<59%)

**Grading Criteria:**

All responses, abstracts and postings will be assessed on the following indicators:

**Sophistication of Analysis:** The writer does more than just explain or describe.

There is evidence that the writer has thought about the topic in depth and has analyzed the issue from a number of perspectives.

**Organization and logical development:** The responses, abstracts or postings show evidence of prior planning. Paragraphs are linked to each other in a logical sequence using transitional sentences. Arguments, examples, facts, opinions and details explain the main point and lend credibility to each point being developed.

**Clarity of Expression:** Words are chosen carefully and sentences constructed purposefully so that each point which is made by the writer is expressed exactly and precisely as possible.

**Grammar, Punctuation, and Spelling:** Correct grammar, punctuation and spelling are used throughout the paper. Verbs agree with subjects. There are no single-sentence paragraphs.
## VII. Course Schedules and Policies

### Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>Day 1</td>
<td>Welcome and Introductions Course Requirements</td>
<td>Syllabus Content for Day 1 in D2L</td>
<td>Introduce yourself to the class under Discussion in D2L; complete by midnight (central time) on Monday June 12</td>
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<tr>
<td>Mon. June 12</td>
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<tr>
<td>Day 2</td>
<td>Special Education Law, 504 Accommodation Plans, And Preparing for Due Process</td>
<td>Chapters 1, 2, and 3 in text And Content for Day 2 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central time) on Thursday June 15 PROCEDURE Project: Due in dropbox midnight (central) June 15</td>
</tr>
<tr>
<td>Tue. June 13</td>
<td></td>
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</tr>
<tr>
<td>Day 3</td>
<td>Dealing with Discipline and decoding behavior</td>
<td>Chapter 4 and IRIS video And Content for Day 3 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Fri., June 16</td>
</tr>
<tr>
<td>Wed. June 14</td>
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<tr>
<td>Day 4</td>
<td>Dealing Effectively with Child Find; The referral and Evaluation Process</td>
<td>Chapter 5 and 6 And Content for Day 4 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Sun., June 18 PAMPHLET Project: Due in dropbox midnight (central) June 18</td>
</tr>
<tr>
<td>Thu. June 15</td>
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<tr>
<td><strong>Week 2</strong></td>
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<tr>
<td>Day 1</td>
<td>Monitoring Students in Special Education</td>
<td>Chapter 7 Content for Day 5 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Wed. June 21</td>
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<tr>
<td>Mon. June 19</td>
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<tr>
<td>Day 2</td>
<td>Understanding Placement</td>
<td>Chapter 8 And Content for Day 5 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Thur., June 22 PROCEDURE Project: Due in dropbox midnight (central) by June 22</td>
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<tr>
<td>Tue. July 20</td>
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<tr>
<td>Day 3</td>
<td>Transition Services in the IEP</td>
<td>Chapter 9 And Content for Day 7 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Fri., June 23</td>
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<td>Wed., June 21</td>
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<tr>
<td>Day 4</td>
<td>Working with Parent groups</td>
<td>Chapter 10 And Content for Day 8 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Sun., June 25</td>
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<tr>
<td>Thu., June 22</td>
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<tr>
<td><strong>Week 3</strong></td>
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<tr>
<td><strong>Day 1</strong></td>
<td>Effectively supporting within-district and School transitions</td>
<td>Chapters 11 And Content for Day 9 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Wed., June 28</td>
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<tr>
<td>Mon., June 26</td>
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<tr>
<td><strong>Day 2</strong></td>
<td>Managing Federal Funds AND Managing Special Education Budgets</td>
<td>Chapter 12 and 13 And Content for Day 10 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Thurs., June 29</td>
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<tr>
<td>Tues., June 27</td>
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<tr>
<td><strong>Day 3</strong></td>
<td>Independent Education Evaluation</td>
<td>Chapters 14 And Content for Day 11 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Fri., June 30</td>
</tr>
<tr>
<td>Wed., June 28</td>
<td></td>
<td></td>
<td><strong>PROCEDURE Project:</strong> Checklist, flow chart or process when an IEE is received in dropbox June 30 at midnight (central)</td>
</tr>
<tr>
<td><strong>Day 4</strong></td>
<td>Roles of Service Providers</td>
<td>Chapter 15 And Content for Day 12 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Sun., July 2</td>
</tr>
<tr>
<td>Thur., June 29</td>
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<tr>
<td><strong>Week 4</strong></td>
<td>Navigating the Mental Health System</td>
<td>Chapters 16 And Content for Day 13 in D2L</td>
<td>Complete all responses in your discussion group by midnight (central) on Wed., July 5</td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
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<tr>
<td>Mon., July 3</td>
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</tbody>
</table>
Day 2  
Wed. July 5  
Running Efficient and Effective Staff Meetings; Building Relationships with Special Education Staff; AND Evaluating Special Education Staff  
Chapter 17, 18 and 19  
And  
Content for Day 14 in D2L  
Complete all responses in your discussion group by midnight (central) on Thurs., July 6

Day 3  
Thurs. July 6  
No readings – use your time to review  
Content for Day 15 in D2L  
Complete all responses in your discussion group by midnight (central) on Fri., July 7  
CASE STUDY: Due in dropbox by midnight (central) July 7

Day 4  
Fri. July 7  
Submit Review of State Reporting Requirements  
Submit Review in Drop Box by midnight (central) on Sun., July 9

VIII. Class Policies

Academic honesty. As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism is defined as (but not limited to) the following:

1) The use of paraphrase or direct quotation of published or unpublished works of another person without full and clear acknowledgment
2) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. No credit can be given for a dishonest assignment.

At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

1) Given a zero for that assignment.
2) Asked to rewrite and resubmit the assignment for credit.
3) Assigned a reduced grade for the course.
4) Dropped from the course.
5) Failed in the course.

Freedom in learning. Students are responsible for learning the content of any course of study in which they are enrolled. Under the Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college offering the class in order
to initiate a review of the evaluation. (South Dakota Board of Regents Policy)

**Late assignments.** Written assignments are part of the learning experience. Therefore, to benefit most from the assignment, it is important to complete the assignment by the due date. Assignments turned in after the due date will have 10 points deducted for each week the assignment is late. Please contact me, preferably in advance, about extenuating circumstances that prevent you from completing assignments on time. *Note that a grade of “I” may only remain incomplete for one calendar year, at which time it converts to a grade of “NCI” and the course must be repeated (and repaid) for credit.*

**Academic appeals.** Students have the right to initiate the Academic Appeals Policy of the University of South Dakota as a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting a student’s academic performance and progress. This includes a decision to terminate a student from the Department of Health Sciences. Further instructions for filing an academic appeal can be located under the link in the section titled University Wide Student Policies.

**Student’s rights to assistance or accommodations.** Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Ernetta L. Fox, Director, Disability Services, Service Room 119 Service Center (605) 677-6389, [www.usd.edu/ds; dservices@usd.edu](mailto:dservices@usd.edu)

**USD’s drop or withdrawal from course policy.** This course begins on Monday, June 12, and ends on Friday July 7. The last day to drop the class and receive a 100% refund is Tuesday, June 13, 2017. Again, dropping the course after June 13 means that the student is fully financially responsible for the course in the event of a “drop,” whereby some credits remain for the semester, or are partially responsible for the course in the event of a “withdrawal,” whereby all credits for the semester are dropped. The latter is based on the date of the withdrawal. The last day to drop the class with a grade of “W” is Thursday, June 28, 2017. Faculty members have the right and responsibility to drop a student from the course if the student is not responding, progressing, or participating.

**IX. Bibliography**

**A. Contemporary References (1990-2004)**

*Deskbook encyclopedia of American school law.* (new edition each year). Rosemont, MN: Data Research, Inc.

Worth, TX: Harcourt Brace & Co.


**B. Key Journals**

1) *Journal of Law and Education*
2) *Individuals with Disabilities Law Report*
3) *National Disabilities Reporter Highlights*
APPENDIX A

ACCREDITATION STANDARDS FOR THE USD SCHOOL OF EDUCATION

DOE (South Dakota State Department) Standard 24:16:07:01 (8)

(8) Understanding the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession.

School of Education Standards for Advanced Professionals

1. **Theoretical Foundations:** the advanced professional understands the theoretical foundations of the profession and applies knowledge of theoretical foundations to professional practice.

2. **Professional Studies and Research:** the advanced professional accesses, reads, and interprets the literature in his or her field and applies information from the research to professional practice.

3. **Leadership:** the advanced professional assumes leadership roles in the profession and shares knowledge and expertise with others in the profession and community.

4. **Diversity and Exceptionality:** the advanced professional addresses issues of cultural diversity and exceptionality in his/her professional practice.

5. **Professional Practice:** the advanced professional recognizes and addresses current issues in the profession, solves problems encountered in professional practice, and reflects on his/her professional practice and its effects.

6. **Assessment:** the advanced professional uses a variety of formal and informal assessments to evaluate his/her performance and the performance of others.

7. **Technology:** the advanced professional uses technology in his/her professional practice.

8. **Management of the Work Environment:** the advanced professional creates and maintains a safe and effective work environment.

9. **Interpersonal Skills:** the advanced professional fosters and maintains positive work relationships and models effective oral and written communication.

10. **Personal Characteristics:** the advanced professional displays the beliefs, values, and behaviors that guide the ethical dimension of professional practice.