UNIVERSITY OF NEVADA,
LAS VEGAS
DEPARTMENT OF SPECIAL EDUCATION

Preparing Professionals for Changing Educational Contexts

Course Syllabus

I. Prefix & Number: ESP 753
II. Title: Administration and Supervision of Special Education Programs
III. Credit: 3 credit hours
IV. Semester: Summer III, 2004
V. Class Location and Time: Tue., Wed., Thur., 7:00-9:30 p.m. CEB 210
VI. Instructor: Jane M. Williams, Ph.D.
VII. Office/Phone/E-mail CEB 154 895-3329; janew@unlv.nevada.edu
VIII. Office Hours: By appointment
IX. Prerequisite Course: None

X. Course Introduction:

This course addresses the legal requirements, policies, procedures, and practices for administering and supervising educational programs for students with disabilities in regular and special education settings in accordance with federal and state statutes and regulations.

Standards Addressed in this Course

- 1 - Foundations
- 2 - Development and Characteristics of Learning
- 3 - Individual Learning Differences
- 7 - Instructional Planning
- 8 - Assessment
- 9 - Professional and Ethical Practice

Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders
A school administrator is an educational leader who promotes the success of all students by—
- Standard 1 – facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community
• **Standard 2** – advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
• **Standard 3** – ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment
• **Standard 4** – collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
• **Standard 5** – acting with integrity, fairness, and in an ethical manner
• **Standard 6** – understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

**XI. Course Objectives:**

**Knowledge:** (Subject matter of discipline(s) Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge).

The special education administrator will demonstrate knowledge of:
• Laws and policies for general and special education (SA1K1)
• Development and implementation of policies and regulations for individuals with exceptional learning needs and their families (SA1K5)
• Laws and policies regarding assessment, program evaluation, and accountability related to individuals with exceptional learning needs (SA1K6)
• Characteristics of individuals with exceptional learning needs and implications for development of programs and services (SA2K2)
• General curriculum, instruction, and how special education services support access to the general curriculum (SA7K1)
• Organizations and publications relevant to the field of special education administration (SA9K1)
• Effective communication and effective consensus-building and negotiation skills (ISLLC 1)
• Legal issues impacting school operations (ISLLC 3)
• The law as related to education and schooling (ISLLC 6)

**Performance (Skills):** (The ability to use content, professional knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning).

The special education administrator will:
• Interpret laws and policies pertaining to individuals with exceptional learning needs (SA1S1)
• Design and implement professional development and constructive evaluation procedures that are designed to improve instructional content and practices (SA7S4)
• Develop collaborative programs that ensure that individuals with exceptional learning needs have access to and participate in the general curriculum (SA7S5)
• Develop and implement flexible service delivery that addresses the range of needs of individuals with exceptional learning needs (SA7S6)
• Develop and implement discipline policy and procedures for individuals with exceptional learning needs (SA7S10)
• Implement a range of strategies that promote positive behavior, crisis intervention and family involvement and support (SA7S11)
• Advocate for the participation of individuals with exceptional learning needs in accountability systems (SA9S1)
• Implement procedures within the assessment accountability system to ensure the participation of individuals with exceptional learning needs (SA9S2)
• Develop and implement ongoing evaluations of special education programs and practices (SA8S3)
• 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 (SA9S3)
• Communicate and demonstrate a high standard of ethical practice (SA9S4)
• Make decisions concerning individuals with exceptional learning needs based on open communication, trust, mutual respect, and dignity (SA9S5)
• Implement administrative procedures to ensure clear communication among administrators, instructional staff and related service personnel (SA10S4)
• Engage in shared decision-making to support programs for individuals with exceptional learning needs (SA10S5)
• Provide ongoing communication with families of individuals with exceptional learning needs (SA10S6)
• Consult and collaborate in administrative and instructional settings (SA10S7)
• All individuals are treated with fairness, dignity, and respect, barriers to student learning are identified, clarified and addressed, and student learning is assessed using a variety of techniques (ISLLC Standard 2)
• Diversity is recognized and values (ISLLC 4)
• Demonstrates a personal and professional code of ethics, protects the rights and confidentiality of students and staff, and applies laws and procedures fairly, wisely, and considerately (ISLLC 5)
• The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities (ISLLC 6)

**Dispositions:** (Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth – guided by beliefs and attitudes related to values such as caring fairness, honesty, responsibility and social justice).

The special education administrator believes in, values and is committed to:
• A school vision of high standards of learning and ensuring that student have the knowledge, skills, and values needed to become successful adults (ISLLC 1)
• The proposition that all students can learn and the benefits that diversity brings to the school community (ISLLC 2)
• High-quality standards, expectations, and performances (ISLLC 3)
• Collaboration and communication with families (ISLLC 4)
• The right of every student to a free, quality education (ISLLC 5)
• Using legal systems to protect student rights and improve student opportunities (ISLLC 6)

XII. Required Textbooks:


XIII. Supplemental Texts or Materials

**Supplemental Text:**

**Supplemental Readings:**
Required readings from the texts are indicated in the syllabus. Readings marked with an * are available through e-reserves. Students must download articles that are available through the Internet.

XIV. Assignments:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Attendance and Participation</td>
<td>150</td>
</tr>
<tr>
<td>2. Case Studies (4)</td>
<td>100</td>
</tr>
<tr>
<td>3. Article Reviews (5)</td>
<td>50</td>
</tr>
<tr>
<td>4. Reaction Paper</td>
<td>50</td>
</tr>
<tr>
<td>5. Action Plan - paper and presentation</td>
<td>150</td>
</tr>
</tbody>
</table>

TOTAL 500

1. **Class attendance and participation.** Each student is expected to prepare for, attend, and participate actively in each class session. Punctuality is also expected, as is staying throughout the entire class session. Points will be deducted for a student who is not present during the entire class session.
2. **Case studies** are an integral part of this class. Each student is expected to be prepared to discuss the components, pertinent regulations, and implications of the 13 case studies in the Weishaar and Borsa text on the date listed in the syllabus. Each student is expected to complete written responses to 4 case studies during the semester, with no more than one per chapter. Responses must be thorough and address requirements of IDEA and the NAC, as well as points discussed in class. The written case study must be between 3-5 pages and submitted on the date due.

3. **Article Reviews.** In addition to readings in the required texts, additional readings are required. For 5 of the articles, each student is expected to complete an article review with the following information: (1) bibliographic information in APA, 5th Edition format* (2) a brief synopsis of the contents of the reading; and (3) implications for prospective or practicing administrators of educational programs for students with disabilities. Article reviews must be typed and between 2-4 pages. It is suggested that the cards are submitted throughout the semester; half of the cards are due no later than July 24, 2003; the remainder are due no later than August 12, 2003. *Note: Points will be deducted for citations not in APA format.

4. **Reaction Paper.** Each student will prepare a reaction paper on readings provided on July 20, 2004 regarding issues, trends, challenges and futures of special education. The reaction paper will be include responses to the proposed language for reauthorization of IDEA as well as at least two of the papers discussed in class on July 20, 2004. The reaction paper will provide a summary of materials review and a thoughtful analysis of the implications of the current and future status of the provision of special education to students with disabilities. The paper must be typed, 12-point font, and consist of 5-8 pages. The paper is due on July 28, 2004.

5. **Action Plan.** For one of the issues pertinent to administration and supervision of special education programs discussed in class, each student must complete an action plan. The action plan should be on a topic which the student is most interested – e.g., implementation of P.L. 107-10, No Child Left Behind; participation of students with disabilities in accountability systems; recruitment and retention of highly qualified personnel; implementation of quality Individualized Education Programs (IEPs), including the role and responsibility of administrators; alternatives to suspension and expulsion for students with disabilities. The action plan must include the following components: (a) identification and description of the current status of the issue nationally, at the state level, and in the Clark County School District; (b) identification of the legal requirements of the issue as articulated by IDEA, the NAC, and, as appropriate, No Child Left Behind Act of 2001; (c) interview(s) with personnel responsible for the implementation of the issue in the district, ascertaining the needs of the district with regard to the topical issue; (d) a bibliography of at least 5 primary sources addressing the issue; and (e) an action plan for implementation in the district upon completion of the course. The action plan should include the following
components: (a) identification/description of the topic; (b) goals and objectives of the action plan; (c) resources available (human, fiscal, etc.); (d) resources needed to accomplish the goals/objectives; (e) timeline; (f) evaluation criteria. It is expected that the written product will be typed, between 8-15 pages. The paper is due on August 11, 2004. Each student will present his or her action research project on Thursday, August 12, 2004, during class (5-8 minutes). This activity is in lieu of a written final exam.

**Grading Policy:** (Note: There are no provisions for late work).

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>465-500</td>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>425-464</td>
<td>B</td>
<td>85-92%</td>
</tr>
<tr>
<td>375-424</td>
<td>C</td>
<td>75-84%</td>
</tr>
<tr>
<td>325-374</td>
<td>D</td>
<td>65-74%</td>
</tr>
<tr>
<td>&lt; 324</td>
<td>E</td>
<td>&lt;64%</td>
</tr>
</tbody>
</table>

**SPECIAL NOTES**

Disability Resource Center

The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Resources is located within the Learning Enhancement Services (LES) in the Reynolds Student Services Complex, room 137. The phone number is 895-0866 or TDD 895-0652.

Academic Integrity Statement and Fair Use Statements

UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting honesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the *Handbook of Regulations Governing Probation and Suspension Within The College of Education*. This publication may be found in the curriculum Materials Library (CML – CEB 101), the Department of Educational Leadership (CEB 320), or the Office of the Dean of the College Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at [http://www.unlv.edu/committees/copyright](http://www.unlv.edu/committees/copyright).

Religious Holidays and Official Extracurricular Activities

It is UNLV’s policy to give students who miss class because of observance of religious holidays or participation in official UNLV extracurricular activities the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of late registration, August 31, to be assured of this opportunity for religious holidays and via official written notification no later than one week prior to the missed classes for extracurricular activities.

Beepers and Cellular Telephones

It is UNLV’s policy that all beepers and cellular telephones be turned off during class time. In extenuating circumstances exist that this policy not be followed, please consult with the professor.

Accreditation Purposes

Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of College of Education Programs. Names and other identifying elements of all assignments will be removed from being included in any report. Your participation and cooperation in the review of COE programs is appreciated. If you do not wish to have your coursework used, it is your responsibility to let the professor know.
<table>
<thead>
<tr>
<th>Session 1: 7/13/04</th>
<th>Introduction, Course Overview and Expectations</th>
</tr>
</thead>
</table>
| Session 2: 7/14/04 | P.L. 105-17, The Individuals with Disabilities Education Act (IDEA) - Past, Present, and Future  
Weishaar & Borsa: pp. xi-xiii; 1-8; 9-23  
Williams & Alexander: pp. 1-30, Appendices A and B |
| Session 3: 7/15/04 | IDEA and the Nevada Administrative Code (NAC)  
Gorn: pp. 3:1-3:18  
Weishaar & Borsa: None  
Williams & Alexander: pp. 56-66 |
| Session 4: 7/20/04 | Special Education – Issues, Trends, and Challenges – The Role of Administrators |
| Session 5: 7/21/04 | Referral, Evaluation & Eligibility for Special Education and Related Services in Nevada  
AND |
Weishaar & Borsa: pp. 24-63  
Williams & Alexander: pp. 67-111; Appendices A, B and C |
| Session 7: 7/27/04 | Independent Study |
| Session 8: 7/28/04 | IEP Development, Review, and Revision and Placement Considerations – Role of the Administrator  
AND |
Weishaar & Borsa: None  
Williams & Alexander: pp. 112-154, 231-236, Appendix C |
| Session 10: 8/03/04 | Procedural Safeguards: Confidentiality of Information (IDEA, FERPA, and HIPPA)  
Weishaar & Borsa: None  
Williams & Alexander: pp. 44-54; Appendix D |
| Session 11: 8/04/04 | Procedural Safeguards: Dispute Resolution  
Weishaar & Borsa: pp. 64-91  
Williams & Alexander: pp. 155-188 |
| Session 12: 8/05/04 | Discipline Provisions of IDEA, NRS and the NAC  
Gorn: pp. 11:1-11:34  
Weishaar & Borsa: pp. 140-156; 170-191  
Williams & Alexander: pp. 190-230; Appendix E |
Session 13: 8/10/04  Section 504 of the Rehabilitation Act of 1973, as amended
Weishaar & Borsa: None
Williams & Alexander: pp. 31-43

Session 14: 8/11/04  P.L. 107-110, No Child Left Behind Act of 2001,
Program Evaluation and Accountability for Students with Disabilities

Session 15: 8/12/04  Action Plan Presentation

Supplementary Readings

Sessions 2 and 3 - 7/14 and 7/15/04
Required Readings:


Recommended Readings:


Session 4 - 7/20/04
Required Readings:


**Recommended Readings:**


Session 5 and 6 - 7/21 and 7/22/04

Recommended Reading:


**Sessions 8 and 9 - 7/28 and 7/29/04**

**Required Readings:**


**Recommended Readings:**


Lake, S. E. (2002). *The top 10 IEP Errors: How to avoid them, how to fix them.* Horsham, PA: LRP Publications.

Session 10 - 8/03/04

Required:


Recommended:


Session 11 - 8/04/04


Session 12 - 8/05/04

Required Reading:


Recommended Reading:


Session 13 - 8/10/04
Required Readings:


Recommended Readings:


**Session 14 - 8/11/04**

**Required Readings:**


*Williams, J.M. (2004). The No Child Left Behind Act: What you need to know! Unpublished manuscript. (Powerpoint).*

**Recommended Readings:**
*How to assist district in ensuring that ‘supplemental educational services’ are consistent with IEP. (2003, December). IEP Team Trainer. New York: NY: Brownstone Publishers, Inc., 1-4*


**Recommended Resource:**

*No Child Left Behind Compliance Insider.* Brownstone Publishers, 149 Fifth Avenue,, New York, NY 10010-6801, 1-800-643-8095.
Case Studies

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/28/04</td>
<td>3.1 - Basketball Player or Special Education Student?</td>
</tr>
<tr>
<td></td>
<td>3.2 - I Know What's Best for My Child!</td>
</tr>
<tr>
<td></td>
<td>3.3 - I Will Not Include This Child in my School!</td>
</tr>
<tr>
<td>8/3/04</td>
<td>2.1 - Citizen’s Statement</td>
</tr>
<tr>
<td></td>
<td>2.2 – If it isn’t broken…</td>
</tr>
<tr>
<td>8/10/04</td>
<td>1.1- I'll Kill You if You Don’t Leave Me Alone!</td>
</tr>
<tr>
<td></td>
<td>4.1 - Once You're in Special Education, You Never Get Out!</td>
</tr>
<tr>
<td></td>
<td>4.2 - I Went to School to Teach Fifth Grade, Not to Work with Students with Behavior Disorders</td>
</tr>
<tr>
<td></td>
<td>8.1 - You Better Find Other Transportation for Her!&quot;</td>
</tr>
<tr>
<td></td>
<td>8.2 - Unofficial Suspension from the Bus</td>
</tr>
<tr>
<td></td>
<td>10.1 - Drugs and Disability</td>
</tr>
<tr>
<td></td>
<td>10.2 - Why Can a Student with Behavior Disorders Hit a Teacher and Get Away with It?</td>
</tr>
<tr>
<td></td>
<td>10.3 - Is Every Student Protected under</td>
</tr>
</tbody>
</table>