

COURSE OUTLINE

ORGANIZATION AND ADMINISTRATION OF SPECIAL EDUCATION

ELPS 669

MICHAEL D. EISNER COLLEGE OF EDUCATION MISSION STATEMENT:

The Michael D. Eisner College of Education as a professional school uses a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of the Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and promote its accomplishment in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

CATALOG DESCRIPTION

Policies and procedures of organization, administration and supervision of special education programs. Evaluation of recent and proposed legislation. Review of current literature and policies.

PLACE OF COURSE IN THE CURRICULUM

A requirement for the Preliminary Administrative Services Credential. An elective in the Master's Degree in Educational Administration.

COURSE PERFORMANCE OBJECTIVES

This course is designed to provide students with information and experiences that enable them to develop knowledge and competency in the following areas:

- A. Demonstrate knowledge and understanding of identification, referral, assessment, instructional planning, implementation, and review process as specified in current legislation.
- B. Demonstrate an understanding of the historical perspective of disability rights relative to current issues in special education.
- C. Demonstrate an ability to utilize current legal requirements in making educational decisions at the classroom level regarding special education and related services, reasonable accommodations, and modifications to curriculum and instruction.
- D. Demonstrate knowledge of terminology, definitions, historical and philosophical concerns related to the education of individuals with exceptional needs.
- E. Demonstrate knowledge of parental rights and due process.
- F. Describe how special education classrooms and designated instructional services differ from general education classrooms.
- G. Describe characteristics, needs, and placement alternatives for children with special needs.
- H. Develop an understanding of the differences and similarities of disability law, civil rights issues, and educational issues.
- I. Develop an understanding of roles, impacts, and relationship of federal, state, and LEA laws, legislation, policies, and regulations.

COURSE CONTENT

- Philosophies and organizational models of special education.
- Identification, individual educational program, placement, full inclusion and least restrictive environment.
- Physical, mental, emotional, and behavioral disabilities.
- Role and responsibility of teachers and administrators.
- Discipline and behavioral support strategies; zero tolerance, suspension and expulsion.
- Risk factors that pertain to abuse of children with special needs.
- Laws and court decisions pertaining to special education.
- Compliance with federal laws and California Education Code.
- Fiscal issues and funding.
- Non-public schools and other agencies.

- 504, ADA, IDEA issues.
- Role of Attorneys, advocates, legal representation.

STANDARDS ALIGNMENT – Preliminary Administrative Services Credential

(ELPS 650 – distribute California Standards to students and discuss.)

California Professional Standards for Educational Leaders (CPSEL)

Standards 1, 2, 3, 4, 5, 6

Standards of Candidate Competence and Performance

Standards 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

TEXTBOOKS

Instructors may choose from the following texts. For use of a textbook other than those listed, instructor must obtain approval from Department Chair.

Weishaar, Mary K. & Borsa, John C. *Inclusive Educational Administration: A Case Study Approach*. McGraw-Hill, Inc., 2001.

California Special Education Programs: A Composite of Laws (25th edition). California Department of Education, 2003.

Rothstein, Laura A. *Special Education Law (3rd edition)*. Longman, 2000.

Boyle, Joseph R. & Wieshaar, Mary. *Special Education Law with Cases*. Allyn and Bacon, 2001.

ADDITIONAL READINGS

See separate bibliography.

COURSE REQUIREMENTS AND GRADING POLICY

A. Classes will include the following methods and procedures:

Lectures, discussions, case studies, small group activities, student presentations, videos, use of field experience, analysis of research.

B. Requirements:

1. Read textbook and other required reading assignments.
2. Participation in class activities, assignments, and discussions.
3. Written examinations and tests, objective and essay.
4. Presentations and written reports.
5. Individual and group projects, research reports, and class presentations.
6. Reflective journal writing.

GRADING POLICY

- A. Active class participation.
- B. Student presentations and written reports.
- C. Student participation in group work, class discussion, case studies, journal writing, and other learning activities.
- D. Written tests and examinations, objective and essay.

ACADEMIC HONESTY POLICY

Cheating, plagiarism, submitting another person's material as one's own, or doing work for another person, who will receive academic credit are all impermissible. The California Code of regulations in Section 41301, Title 5 is listed as an offense for which a student may be expelled, suspended, or given a less severe disciplinary action. (See University Catalog 2002-2004, pp523-524).

COURSE SCHEDULE

Date	Readings/Assignments	Topic/Course Content
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