

University of Wisconsin-Eau Claire
Department of Special Education
Eau Claire, WI 54702
SPED 786 - Leadership in Special Education
Summer 2008

Course:	SPED 786 – Leadership in Special Education – ONLINE- 3 credits
Schedule:	Course Calendar
Instructor:	Todd Teske Faculty Adjunct Instructor
Home Phone:	715-834-7482
Email:	https://uwec.courses.wisconsin.edu/content/enforced/770044-0787__sped_786_602/redirect.aspx?URL=mailto%3atesketa%40uwec.edu
Online Office Hours:	by appointment
Prerequisite:	Graduate Status and completion of SPED 782
Required Documents:	(may be downloaded)

1. [Special Education in Plain Language](#) (Summer 2002 – Revised 2nd ed. – Wisconsin Department of Public Instruction)
2. [Wisconsin Department of Public Instruction \(Bulletins\): http://www.dpi.state.wi.us/sped/bulindex.html](http://www.dpi.state.wi.us/sped/bulindex.html)
3. [Federal Special Education Law: http://www.dpi.state.wi.us/sped/idea.html](http://www.dpi.state.wi.us/sped/idea.html)
4. [Wisconsin State Performance Plan: http://www.dpi.state.wi.us/sped/pdf/completespp.pdf](http://www.dpi.state.wi.us/sped/pdf/completespp.pdf)
5. [Wisconsin Council of Administrators in Special Services \(WCASS\) http://www.wcass.org/index.cfm](http://www.wcass.org/index.cfm)

The schedule and the procedures in this course are subject to change in the event of extenuating circumstances.

Course Description:

This course addresses leadership and administration of PK-12 special education programs. Operational responsibilities will be analyzed.

Course Objectives:	WAS	Artifacts
1. Demonstrate knowledge of state and national issues related to special education leadership.	1,7	Reflection, written response and discussion Comprehensive Exam
2. Demonstrate knowledge of the numerous programs and agencies associated with special education leadership.	2,5	Reflection, written response and discussion Comprehensive Exam
3. Understand the significance and impact of special education budget and related funding processes.	4,7	Reflection, written response and discussion Comprehensive Exam
4. Understand the collaboration and interactive segments of special education leadership. Additionally, look at various departmental leadership structures.	5,7	Reflection, written response and discussion Comprehensive Exam
5. Understand the significant impact of curriculum adaptations and development related to special education.	2	Reflection, written response and discussion Comprehensive Exam
6. Understand the issues dealing with special education personnel issues such as: recruitment, hiring, retention and supervision of staff.	3	Reflection, written response and discussion

Instructional Methods:

This course will utilize [Desire2Learn](#) (D2L).

This is an online 700 level course with rigor, daily assignments and scheduled dates and times. As such, it is not a “correspondence course” or “independent study” which typically have vague deadlines and in some cases very little rigor.

The Wisconsin Administrator Standards (WAS):

- **Standard 1** – The administrator has an understanding of and demonstrates competence in the Wisconsin teacher standards.
- **Standard 2** – The administrator leads by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared by the school and community.
- **Standard 3** – The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
- **Standard 4** – The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
- **Standard 5** – The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- **Standard 6** – The administrator acts with integrity, fairness, and in an ethical manner.
- **Standard 7** – The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Professional Standards:

Council for Exceptional Children Code of Ethics for Educators of Persons with Exceptionalities	
1.	Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities/disabilities.
2.	Special education professionals promote and maintain a high level of competence in integrity in practicing their profession.
3.	Special education professionals engage in professional activities which benefit individuals with exceptionalities/disabilities, their families, other colleagues, students, or research subjects.
4.	Special education professionals exercise objective professional judgment in the practice of their profession.
5.	Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities/disabilities.
6.	Special education professionals work within the standards and policies of their profession and state and federal mandates.
7.	Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8.	Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards.

Course Details

Course Information Detail:	
1.	Weekly Reflection Summary (3 @ 50 points each) Candidates will reflect daily and submit a one page minimum, double spaced weekly summary of those reflections and answer questions related to the daily reading assignments. (See example for format)

2.	<p>Discussion/Participation (14 @ 20 points each)</p> <p>As a 700-level graduate course, it is expected that students at this level actively, professionally, and consistently participate in discussions on a daily basis.</p>
3.	<p>Current Issues Papers (2 @ 50 points each)</p> <p>Candidates will select ONE current leadership issue directly impacting special education (w/approval of instructor). The issue must relate to local, state and/or national issues. Candidates will write a concise five-page max (12 CI), APA format, double spaced paper on the issue and submit by class #12. Additionally, the candidates will select one scenario from two provided and write a concise plan to address the questions outlined; again, five-page max. This assignment will be due on or before class #14. Finally, candidates will discuss the information on D2L with other candidates on specific dates and as time permits.</p>
4.	<p>Examination (100 total points)</p> <p>A comprehensive final examination will be taken the day and time it is scheduled. NO MAKEUPS. Unless otherwise specified, the examination will be short answer/essay, based on application. The examination will include material from assigned reading, class discussion, and other specified information. There are no study guides provided for this course.</p>
5.	<p>Course Assignment Information</p> <ul style="list-style-type: none"> • Students are expected to be current on all assigned reading. • Assignments not fulfilling stated requirements will not be accepted. • All assignments must be typed and proofread prior to being submitted. • All assignments are due on the specified day. • Late assignments will be lowered by one letter grade for each day they are late. • Keep a copy of all assignments.
6.	<p>Academic Misconduct Policy</p> <p>All candidates are subject to the University rules and regulations as written in the UW-Eau Claire Student Services and Standards Handbook under “Academic Misconduct Policy.”</p> <p><i>UWS 14.03 Academic Misconduct Subject to Disciplinary Action</i></p> <p>(1) Academic misconduct is an act in which a student:</p> <ul style="list-style-type: none"> (a) Seeks to claim credit for the work or efforts of another without authorization or citation; (b) Uses unauthorized material or fabricated data in any academic exercise; (c) Forges or falsifies academic documents or records; (d) Intentionally impedes or damages the academic work of others; (e) Engages in conduct aimed at making false representation of a student’s academic

performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

UWS 14.04 Disciplinary Sanctions

(1) The following are the disciplinary sanctions that may be imposed for academic misconduct in accordance with the procedures of UWS 14.05, 14.06, or 14.07:

- (a) An oral reprimand;
- (b) A written reprimand presented only to the student
- (c) An assignment to repeat the work, to be graded on its merits;
- (d) A lower or failing grade on the particular assignment or test;
- (e) A lower grade in the course;
- (f) A failing grade in the course;
- (g) Removal of the student from the course in progress;
- (h) A written reprimand to be included in the student's disciplinary file;
- (i) Disciplinary probation; or
- (j) Suspension or expulsion from the university.

(2) One or more of the disciplinary sanctions listed in Sub. (1) may be imposed for an incident of academic misconduct.

7. There is no "extra credit" accepted in this course.

8. If you are having difficulty with aspects of the course, do not wait until the end of the term. Arrange an appointment with Todd Teske as soon as you suspect difficulty.

9.	<i>Any student who has a disability and is in need of accommodations should contact the instructor and the Services for Students with Disabilities Office (715-836-4542).</i>
10.	Course Grading- 630 total points Grades will be determined by total points on the following percent scale. A = 94% = 592 points <u>B = 87% = 548 points</u> C = 76% = 479 points F = 69% and below = 435 points

Candidates who earn below a grade of B will not be recommended for licensure.