University of Southern Maine
SED 684 01 Administration in Special Education(CRN: P6027)
Summer 2006
8/2, 8/3, 8/4, 8/7, & 8/8/06
8:30 a.m. – 4:30 p.m.

Contact Information:

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Office:</th>
<th>Email:</th>
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<tbody>
<tr>
<td>Ann M. Nunery</td>
<td>MSAD #51</td>
<td><a href="mailto:ann_nunery@msad51.org">ann_nunery@msad51.org</a></td>
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<tr>
<td>Telephone:</td>
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<tr>
<td>207. 829.4835</td>
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<tr>
<td>Office hours:</td>
<td>Mail address:</td>
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<tr>
<td>By appointment, email,</td>
<td>MSAD #51</td>
<td>357 Tuttle Road PO Box 6A</td>
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<tr>
<td>or phone please</td>
<td></td>
<td>Cumberland, ME 04021</td>
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<td>USM Stormline:</td>
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<td>207.780.4800</td>
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<td>or 1.800.800.4usm</td>
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Course Description:

This course is intended for leaders seeking certification in educational leadership positions. This course emphasizes the organization and administration of special education programs. In developing the knowledge and ability of course participants to promote the success of all students, an array of administrative, leadership, and supervision topics will be examined. These topics will include, but are not limited to:

- Development and implementation of district vision
- Promotion of positive school/district culture
- Management of organization, operations, and resources
- Collaboration
- Ethics
- Understanding larger contexts

Credits: 3

Relationship to CEHD Curriculum Framework:

Using Program Content Knowledge, Skills, and Dispositions to Design Educational Programs.

The course adheres to standards for school leaders from the Interstate School Leaders Licensure Consortium (ISLLC)/National Policy Board for Educational Administration
(NPBEA) and to standards for beginning special education administrations from the Council for Exceptional Children (CEC).

Forging Connections and Partnerships.

Course participants learn to engage in shared decision making to support programs for individuals with exceptional learning needs. They learn approaches for involving families, educators, and community members in educational planning, implementation, and evaluation.

Developing Best Professional Practices.

The course exemplifies the "best practices" of special educational leadership and special education planning and implementation and is aligned with both the Council for Exceptional Children (CEC) Beginning Special Ed Administrators standards and with the Interstate School Leaders Licensure Consortium (ISLLC)

Validating Practice:

Course participants demonstrate through course assessments, how content knowledge, skills, and dispositions have been achieved and applied to the educational leadership program.

Modeling Reflection and Critical Inquiry.

Course participants engage in regular opportunities designed to promote reflection, critical inquiry, and professional effectiveness.

Course Goal:

The goal of this course is to (further) develop educational leaders with practical knowledge of current organization and administration of special education services.

Course Outcomes:

Students will:

1. Develop and articulate a professional code of ethics and values toward the development of educational opportunities and expectations for individuals with exceptionalities.
2. Demonstrate increased knowledge of research supported practices in administrating and assessing special education instruction that is legally correct and educationally meaningful
3. Demonstrate increased understanding of administrative roles and responsibilities toward collaborative service delivery for students with disabilities
4. Apply awareness, knowledge, and skills to cases involving special education legal issues and instructional practices
5. Demonstrate an understanding of the special education process and how schools can provide leadership in forming networks that support positive results for a wide range of learners, particularly students with disabilities and their families.

Course Materials:

Various materials will be distributed throughout the course through guest speaker presentations.

Required Textbook:

Course Policies:

1. Students are expected to participate and attend all classes. Reading materials will be explained in class, some lecture material will be from sources other than readings and activities (discussions, presentations) will be conducted during class time. In order to receive full credit for attendance/participation, a student must attend classes, be punctual, and actively contribute to class/group discussions and activities. Course presentation will be primarily through extensive discussion and assigned readings. This will be supplemented by some lecture and guest speakers.

2. Assignments are due on the dates indicated in the syllabus. Requests to submit work late due to extenuating circumstance must be made in writing and include a plan of when the work will be completed. Student must meet with the instructor to finalize this agreement and timeline. Missing assignments will be scored as “zero.”

3. University policy states that all incompletes revert to a grade of F after one semester. PLEASE note that a grade of Incomplete and “extra credit work” are not provided for students who are dissatisfied with their course grade.

4. All readings and Reflection Papers are due on the date listed on the course calendar. Please bring the relevant reading/book to class. Graduate students are expected to come to class thoroughly prepared. It is the student’s responsibility to prepare and present questions when information from readings or lectures is unclear. Assignment descriptions and grading information are described below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100% of total possible points</td>
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<tr>
<td>A-</td>
<td>90 – 94%</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86%</td>
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<tr>
<td>B-</td>
<td>80 – 83%</td>
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</table>

Grades of a C are not acceptable for graduate work. Students receiving such grades will be reviewed for retention in the graduate program.
Format of Reflection Papers:

Discussion in class will elaborate on the format of each paper. Students are expected to write clearly, express ideas concisely, and to proofread their papers for correct spelling, grammar, and punctuation. Assignments must be neat and professional in appearance. Use the Publication Manual of the American Psychological Association (5th ed.) as a guide in the preparation of papers in any Special Education Program course.

Course Requirements: Adjustments may be made to the course requirements after discussion of course participant needs during the first session.

- Reflection Papers (5)
- Resource File
- Attendance & Active Participation

Reflection Papers (5) [total % of grade: 25%]
Due dates: AUGUST 3, 4, 7, 8, and TBA. Reflection papers are papers that include a succinct summary and reaction of a presentation or reading.

Resource File [total % of grade: 50%]
Due date: TBA. The resource file will include the identification of current and reliable sources of information regarding the organization and administration of special education programs.

Attendance and active participation [total % of grade: 25%]
Attendance and active participation are expected.

Student Supports & Adaptations/Accommodations:
At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Students experience difficulty in courses for a variety of reasons. For problems with writing skills and time management, make an appointment to see a student tutor at The Learning Center. Help is also available through the Counseling Center and the Office of Academic Support for Students with Disabilities. Call for more info. If you need course adaptations or accommodations because of a disability, please make an appointment to share the needed accommodations with me as soon as possible.

Learning Foundations is a unit within the Division of Advising & Academic Resources that is responsible for providing a variety of academic support to all students. Services are free to USM students. Common areas of needed support include Writing, time management, Math, and basic computer literacy (such as using MS Word). USM has two Learning Centers. Please call or email for specific information or to set up an appointment.

Website: [http://www.usm.maine.edu/laP/home.html](http://www.usm.maine.edu/laP/home.html)
The Learning Center – GORHAM
Costello Sports Complex
1st level, next to admin office
Phone: 228-8224
Open until 9:00PM - most days
(includes some Sunday hours)

The Learning Center - PORTLAND
Luther Bonney Hall
Room 253
Phone: 780-4228
Open until 7:00PM, M-TH
(no weekend hours)

Counseling Center offers a variety of services including clinical counseling, crisis intervention, psychoeducation, and outreach. There are centers on both Portland and Gorham campuses.
Website: [http://www.usm.maine.edu/ucs/services.htm](http://www.usm.maine.edu/ucs/services.htm)
Phone:  780-4050

Office of Academic Support for Students with Disabilities offers services such as information regarding classroom accommodations, including adaptive technology for students with disabilities. Located at Luther Bonney Hall, Room 242.
Website: [http://www.usm.maine.edu/oassd](http://www.usm.maine.edu/oassd)
Phone:  780-4706

Mandatory Email Communication Policy

“In order to meet the academic and administrative needs of the University community, the University of Southern Maine has established email as an official and primary means of communication to all of its students, accepted and/or enrolled. In some cases, email may be the only form of communication. Official University assigned email accounts are created for all accepted and/or enrolled students usually in the form of [FirstName.LastName@maine.edu](mailto:FirstName.LastName@maine.edu). Students are responsible to read all information sent to them via their University assigned email account. The University has the right to expect that such communications will be received and read in a timely fashion. Beginning Fall 2006, it is imperative that students understand that a majority of University information will be communicated to them via their University email account. Confidential information will not be sent via email. If the University needs to convey sensitive information to the student and the information cannot be conveyed using the password protected Student Self-Service venue, the University will send the information via United State Postal Service. The University reserves the right to notify students via email when any action on the students part may be necessary. Some actions can be accomplished using the University’s Student Information systems that are made available through special links that are password protected. Students should activate their assigned email account at [https://mail.maine.edu](https://mail.maine.edu). The complete Email Communication Policy can be found online at [http://usm.maine.edu/doit](http://usm.maine.edu/doit).”
### Resource File:

**Assignment:**
Create a resource file that contains current and reliable sources of information regarding the organization and administration of special education programs.

The resource file must include the following:
- A listing of relevant websites that include why they are or may be valuable resource for you (at least 10)
- Selection of journal titles relevant to your area of interest (must also relate to education administration (at least 5)
- Selected journal articles and a notation of why they are or may be valuable resources for you (at least 5)
- Pamphlets, brochures, addresses and contact numbers of community resources in your local, state, or regional area that are available for educators and/or parents. You may also include a few national resources as well (at least 8)
- Self-selected item of interest to you (at least 1)

You may choose the way you would like to organize your resource file and the way you present it (for example, in a 3-ring binder, file folders in an expandable file, etc.). My expectation is that it will be well organized and shows evidence of thought in the selection and presentation.
## Resource File & Rubric

**Earned:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 Unacceptable</th>
<th>2 Marginal</th>
<th>3 Proficient</th>
<th>4 Exemplary</th>
<th>Point(s) earned/comments</th>
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</thead>
<tbody>
<tr>
<td>Website</td>
<td>Less than 9 relevant listings.</td>
<td>Includes 9-10 relevant listings.</td>
<td>Includes at least 10 relevant listing.</td>
<td>Includes 10 or more relevant listings.</td>
<td>Complete &amp; accurate source information; Specific &amp; brief summary of why content is important to you</td>
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<tr>
<td></td>
<td>Incomplete, inaccurate or no source information; No summary of why important to you</td>
<td>Some incomplete or inaccurate source information; Weak summary of why important to you</td>
<td>Minor errors in source information; Some summary of why important to you</td>
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<tr>
<td>Journal Titles</td>
<td>Less than 4 relevant titles listed</td>
<td>4-5 relevant titles listed</td>
<td>5 relevant titles listed</td>
<td>5 or more relevant titles listed</td>
<td>Complete &amp; accurate source information (title, publisher, &amp; one contact: phone, email or address)</td>
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<tr>
<td></td>
<td>Incomplete or inaccurate source information</td>
<td>Some incomplete or inaccurate source information</td>
<td>Minor errors in source information</td>
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<tr>
<td>Journal Articles</td>
<td>Less than 4 relevant articles listed</td>
<td>4-5 relevant articles listed in APA style reference page, with errors</td>
<td>5 relevant articles listed in APA style reference page, with minor errors</td>
<td>5 or more relevant articles listed in complete &amp; accurate APA style reference page; 1 copy of each article</td>
<td>Specific &amp; brief summary of why valuable to you</td>
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<td>Missing articles</td>
<td>1 copy of each article</td>
<td>1 copy of each article</td>
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<td></td>
<td>No summary or unclear why valuable to you</td>
<td>Weak summary of why valuable to you</td>
<td>Adequate summary of why valuable to you</td>
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<tr>
<td>Criteria</td>
<td>1 Unacceptable</td>
<td>2 Marginal</td>
<td>3 Proficient</td>
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<td>Point(s) earned/ comments</td>
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<tr>
<td>Community Resources</td>
<td>Less than 7 relevant resources</td>
<td>7-8 relevant resources</td>
<td>8 relevant resources</td>
<td>8 or more relevant resources</td>
<td>Complete &amp; accurate source information (pamphlet, brochure, or description of resource &amp; address, phone, email/ www site)</td>
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<td></td>
<td>Some incomplete or inaccurate source information.</td>
<td>Some incomplete or inaccurate source information.</td>
<td>Minor errors in source information.</td>
<td>Minor errors in source information.</td>
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<tr>
<td>Self-selected Item</td>
<td>No item included</td>
<td>Item with little to no explanation of its value to you</td>
<td>Item with adequate explanation of its value to you</td>
<td>Item with adequate explanation of its value to you</td>
<td>A self-selected item with well developed explanation of its value to you</td>
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<tr>
<td>Mechanics &amp; Usage</td>
<td>Info is disorganized</td>
<td>Info is sporadically organized</td>
<td>Info is organized</td>
<td>Info is very organized</td>
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<tr>
<td></td>
<td>Many grammatical, spelling, or punctuation errors</td>
<td>Some grammatical, spelling, or punctuation errors (2-3)</td>
<td>Almost no grammatical, spelling, or punctuation errors (1)</td>
<td>Almost no grammatical, spelling, or punctuation errors (1)</td>
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<td></td>
<td>Consistent errors in person-first language</td>
<td>Some person-first language errors</td>
<td>Mostly uses person-first language</td>
<td>Mostly uses person-first language</td>
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