



**EDUCATIONAL LEADERSHIP AND
ADMINISTRATION PROGRAM**
Course Syllabus

Basis of SOE Conceptual Framework:

- Learning for (purpose)
- Learning through (process)
- Learning about (content)

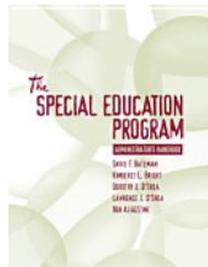
Course Number & Title: <i>EDUC 542 Administration of Special Programs and Services</i>		Term & Year: Spring 2018		
Instructors: Andrea Somoza-Norton, Ed.D.	Office Location: 02-110	Phone: 805-756-5373 Cell: 603-327-7664		
Class Location & Time: 02-214 Fridays 5:10pm-9:00pm	Office Hours: Tuesdays, Thursdays and Fridays (by appointment)	Email: asomozan@calpoly.edu		
<p>Course Description: This course will examine the role and responsibility of the administration of special programs and services within multiple settings. Statutory requirements, fiscal basis, organizational structures, parent/student/employee relationships, instructional and related service delivery systems will be explored. Current issues related to the implementation of special programs will also be explored. Current challenges in the delivery of services for exceptional children and employees will be addressed through case studies and papers.</p> <p>The required readings offer participants a sufficient foundation from which to proceed within the course content and thus, receive a general understanding of administration of special programs and services. Suggested web-based resources and readings are recommended as a tool to access current as well as future resources for candidates. The topic of supervision of special and diverse programs raises the foundational question of whether our profession is capable of systematically building capacity and, if so, what is our role in that process. We will examine our own experiences with special and diverse programs, consider the literature of theory and practice and then launch an exploration of our own. Our journey will include practical exercises in organizational planning related to special programs. Although administration of special programs is the content, the course is about thinking and putting thought into action – a fundamental skill of leadership.</p> <p>All course-related activities—readings, session assignments, and in-class learning activities—are designed to provide integrated experiences and to maximize application of the roles and responsibilities of school leaders; whether those leaders are teachers, counselors, administrators or other educational professionals. Discussion, lab practical, and large- and small-group exercises will be employed to address course content. <i>Prerequisite: Graduate standing and admission to the Educational Leadership and Administration Program.</i></p>				
COURSE LEARNING OUTCOMES. <i>Candidates will be able to:</i>	ASSESSMENT	STANDARD	SOE LEARNING OUTCOME	SOE DISPOSITION (listed at end of document)
Education leaders facilitate the development and implementation of a shared vision of learning and growth of ALL students.	Written, Discussion posts, quiz and group work	CAPE 1A-B-C	1-6	1-3
Education leaders promote effective curriculum and instruction and assessment through special education program and services.	Written, Discussion posts, quiz and group work	CAPE 2B	1-6	1-3
New administrators know the importance of established structures, policies and practices that support ALL students and stakeholders.	Written, Discussion posts, quiz and group work	CAPE 3B & D, 4A	1-6	1-3
New administrators employ inquiry, reflection and	Written,	CAPE 6B	1-6	1-3

advocacy to support special programs and services.	Discussion posts, quiz and group work			
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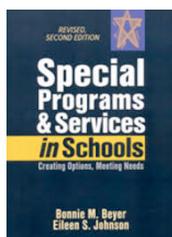
Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).

REQUIRED TEXTS

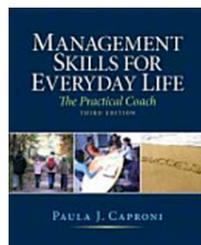
The Special Education Program Administrator's Handbook. David F. Bateman - Pearson Allyn and Bacon (2007 or later) - Paperback - 253 pages - ISBN 0205376738



Beyer, B., & Johnson, E. S. (2014). *Special Programs and Services in Schools: Creating Options, Meeting Needs, Revised*. DEStech Publications, Inc.



Caproni, P. (2011) *Management Skills for Everyday Life, The Practical Coach 3rd Edition*. - Prentice Hall PTR Paperback - 445 pages - ISBN 0136109667



CLASS MEETING SCHEDULE

Unless otherwise stated, course meetings for EDUC 542 will take place in the **Cotchett Education Building (02), Room 214**.

January 6**	February 3	March 3**
Friday, 5:10 – 9:00, Room 214	Friday, 5:10 – 9:00, Room 214	Friday, 5:10 – 9:00, Room 214
January 20	February 17**	
Friday, 5:10 – 9:00, Room 214	Friday, 5:10 – 9:00, Room 214	

**** Denotes dates for in-class meetings with fieldwork supervisors.**

COURSE GUIDELINES AND EXPECTATIONS

Participation

Attendance and participation in weekend sessions are **MANDATORY**, and students may be dropped from the program for non-approved absences.

Assignments

1. Students are required to submit all written assignments in MS Word format (Mac or PC versions). All written assignments must follow the American Psychological Association (APA) writing style guidelines. Use a 12-point font and double-space all work. Use a one-inch margin on all sides. Consider contacting the [Cal Poly Writing Lab](#) if you have any questions regarding your writing skills. All written work will be critiqued for content, grammar, and spelling.
2. All assignment submissions must contain your last name. Save your files using this format:

LAST NAME_TITLE OF ASSIGNMENT

3. All assignments submitted to instructors must be the original work of the student and shall not have been submitted for credit in any other course.
4. All assignments must be completed and presented to the instructor on the due dates listed in the session guides. One-half credit will be given for late submissions.
5. You must have access to the [Cal Poly Web Portal](#). The portal will give you access to PolyLearn, and all course materials, announcements, and assignments will be posted there in your respective course sections.
6. Students are required to maintain an electronic portfolio of their work (hereafter referred to as an “e-portfolio”). All assignments must be included, and students will submit their e-portfolios for assessment purposes at the end of spring quarter.

ASSESSMENT PROCESS

Course grades will be based upon successful completion of the following:

- Class preparation, attendance, participation, and activities
- Assignments and examinations
- Discussion Posts

Online Discussion Posts

This class is an exercise in peer learning. Therefore, the QUALITY of your posts and responses to peer posts will help your classmates learn more effectively. Your contributions are essential to this process, so become an active member of the virtual discussion board.

Discussion, Participation, In-Class Projects and Presentations

The number and type of these activities vary by course and quarter, but you will be required to work in teams to solve problem and present your learning. EVERYONE IS EXPECTED TO PARTICIPATE EQUALLY IN TEAM PROJECTS. *This class is an exercise in thought and practice. There will be written assignments, but length restrictions will reduce these to concise summaries for reference. The demonstration of your thinking will be assessed through discussion and questioning with your classmates and your discussion posts. We will become a learning organization dedicated to inquiry on the fundamental issues of administration of special programs. Your contributions in writing and discussion will be at the heart of this course evaluation.*

Written Assignments

You will be required to write a few short papers during the quarter in response to various prompts or case studies. You will be given an assessment rubric for each written assignment. Before you submit your work, you must use the rubric to complete an assessment of your paper. I will use the same rubric to assess your work. Any discrepancies between our assessments will be briefly explained when your papers are returned.

Academic Honesty

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

Sample evaluation rubric for written assignments:

Written Assignment Evaluation Rubric

Criteria	Rating Scale
The paper addresses and clearly identifies important issues and adheres to guidelines described in assignment.	5 4 3 2 1
The paper demonstrates accurate mechanics in writing and organizational clarity.	5 4 3 2 1
The authors use appropriate sources to construct a well-developed analysis of investigation (introduction, analysis and findings).	5 4 3 2 1
The paper offers a clear authoritative critique and summary of the investigation.	5 4 3 2 1
The paper is well written and organized.	5 4 3 2 1

Sample evaluation rubric for projects and presentations:

Project/Presentation Evaluation Rubric

Criteria	Rating Scale
The presentation addresses and clearly identifies important issues and themes while adhering to guidelines described in this assignment.	5 4 3 2 1
The presentation focused on relevant issues related to course content.	5 4 3 2 1
The presenters utilized appropriate questioning to elicit the knowledge, experience and ideas of participating practitioners.	5 4 3 2 1
The presentation offered a clear authoritative critique and summary of the assignment and its relationship to course content.	5 4 3 2 1
Overall the presentation was well organized and informative.	5 4 3 2 1

Rating Scale: 5 = Outstanding, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Less than Adequate

ELAP Grading Scale

Grade	Grade Point	Description	Percentage Range
A	4.0	Excellent – superior performance; demonstrates exceptional understanding and comprehensive mastery of subject matter.	97 - 100
A-	3.7		93 - 96
B+	3.3		89 - 92
B	3.0	Very Good – significantly above average performance; demonstrates full understanding and complete mastery of subject matter.	85 - 88
B- CR	2.7	Minimum grade required for credit-no credit (CR/NC) courses.	80 - 84
U NC	0	Unsatisfactory or no credit (NC) – results in a failing course grade.	< 80
I	0	The "Incomplete" ("I") grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.	

INSTRUCTOR BIOGRAPHY

Dr. Somoza-Norton is an Assistant Professor and the Coordinator of the Educational Leadership and Administration Program. Dr. Somoza-Norton served for 17 years as a teacher, school administrator, educational consultant, and New Hampshire Department of Education/Bureau of Integrated Programs - Title III State Director. Her research interests are K-12 educational leadership and administration; particularly in the areas of creative leadership, system thinking and dynamic models. In addition, she is interested in the integration of information technology in education and English learners programs and policies.

THE SCHOOL OF EDUCATION

VISION	MISSION
<p>The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.</p>	<p>The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.</p>

LEARNING OUTCOMES

Informed – Advancing Disciplinary Knowledge
 InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

Empowered – Responding To Diverse Learning Needs
 EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

Engaged – Building Cultural Responsiveness
 EngagED educators are culturally responsiveness, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities
 ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

Grounded – Demonstrating Professionalism
 GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

Transformed – Encouraging Continuous Growth & Reflection
 TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection

DISPOSITIONS

Professionalism

- 1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.
- 1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

- 2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.
- 2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

- 3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.
- 3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

Statement on Diversity

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.

ASSIGNMENTS, COURSE GRADES, DUE DATES

Date Due	Activities and Assignments for EDUC 542	Points
Areas in Red are to be added to the E-Portfolio		
Due by midnight on 2/2/17	Written Assignment #1 Meeting Special Needs Due via email to asomozan@calpoly.edu	30
Due by midnight on 3/02/17	Written Assignment #2 Managing Cultural Diversity Due via email to asomozan@calpoly.edu	30
#1 1/19/17 #2 2/2/17 #3 2/16/17 #4 3/2/17 #5 3/9/17	Online Quizzes (5) #1 Communication, the Law and Accommodation Plans #2 Ethical Power and Influence & Due Process, Discipline #3 Managing Relationships #4 Cultural Diversity & High Performing Teams #5 Crafting a Life, Staff Evaluation	15
#1 1/19/17 #2 2/2/17 #3 2/16/17 #4 3/2/17 #5 3/9/17	*Virtual Discussion Posts (5) #1 Communicating Effectively #2 Managing Relationships #3 Cultural Diversity #4 Creating High Performing Teams #5 Supporting Transitions *Post your response to the prompt, and comment on the responses of at least two colleagues. Please DO NOT skip ahead and reply to future learning session prompts. You should respond to ONE prompt and ONE prompt only for each learning session. Response must be at least 75 words minimum.	15
	Participation In class assignments, group projects and participation	10
	TOTAL POSSIBLE POINTS	100

Comment [VM1]: Additional Assessment of 1A, 1B, 1C, 2B, 3A, 3D, 4A, 6B

Comment [VM2]: Additional opportunities to practice understandings around 1A, 1B, 1C, 2B, 3A, 3D, 4A, 6B

Watch the videos and read the assigned chapters before each session. After watching each video bring “2 discoveries and 1 question” to the next session.

- January 6:** **Caproni:** Chapter 4 (Communicating Effectively)
Bateman: Chapters 1 & 2 (Understanding the Law, 504 Accommodation Plans)
Beyer & Johnson: Chapter 3 (Special Education Services in the Schools)
Videos:
<https://www.youtube.com/watch?v=8WClnVjCEVM>
 Todd Rose: Variability Matters (UDL)
<https://www.youtube.com/udlcenterorg>
 Six short foundational videos--This suite of videos was created to give examples of what UDL looks like in a classroom. Examples range from Grade 1 to Grade 6.
- January 20:** **Caproni:** Chapter 5 & 6 (Ethical Power and Influence, Managing Relationships)
Bateman: Chapter 3 & 4 (Due Process, Discipline) Chapters 5 & 6 (Child Find, Referral Process)
Beyer & Johnson: Chapter 4 & 5 (Students with Gift and Talents, English Learners)
Video: <https://www.youtube.com/watch?v=ExcDNly1DbI>
 (Practical diversity: taking inclusion from theory to practice Dr. Dawn Bennett-Alexander)
- February 3:** **Caproni:** Chapter 7 & 8 (Cultural Diversity, Creating High-Performing Teams)
Bateman: Chapters 7 & 8 (Monitoring, Understanding Placement) Chapter 9 & 10 (Transition Services, Parent Groups)
Beyer & Johnson: Chapters 7 & 8 (Applied Ed., Health and Human Services)
Video: <http://www.youtube.com/watch?v=lgOTjSp6vwY>
 (Diversity in the Workplace; Ted Childs, vice president IBM)
- February 17:** **Bateman:** Chapters 11 & 12 (School Transitions, Federal Funds) 14 & 15 (Evaluation, Providers)
Beyer & Johnson: Chapter 9 (Prevention)
Video: http://youtube.com/watch?v=scIS_kbB8CU&feature=relmfu
 (Diversity Conversation: Jonathon Kozol and Bernard Taylor)
- March 3:** **Caproni:** Chapters 1, 2 & 3 (Predicts Success, Self-Awareness, Trust)
Bateman: Chapters 19– 20 (Staff Evaluation, Others)
Beyer & Johnson: Chapter 10 (Student Support Services)
Webinar (free access): Go to:
<https://www.danielsongroup.org/connect/previous-webinars/>
 Building Trust in the Collaborative Observation Process

Comment [VM3]: 1A, 2B Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.

Additional practice occurs through virtual discussion posts online between bi-weekly meetings.

Comment [VM4]: 1B, 1C, 6B Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.

Additional practice occurs through virtual discussion posts online between bi-weekly meetings.

Comment [VM5]: 1B, 1C, 4A Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.

Additional practice occurs through virtual discussion posts online between bi-weekly meetings.

Comment [VM6]: 3A, 3D Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.

Additional practice occurs through virtual discussion posts online between bi-weekly meetings.

Comment [VM7]: 2B, 3A, 3D Practiced and developed through readings, videos, classroom activities, discussions, and mock scenarios.

Additional practice occurs through virtual discussion posts online between bi-weekly meetings.

ASSIGNMENT #1 (MEETING SPECIAL NEEDS)

The paper should **detail** your leadership goals on "meeting special needs" of stakeholders. Focus on the stakeholders you may serve as a leader of any organization you select. Relate your paper as much as possible to the readings, current research, and podcasts (cite appropriately).

YOU MUST ADDRESS THE FOLLOWING QUESTIONS IN THE PAPER:

- 1) As a leader, what challenges do you expect to face in meeting the special needs of stakeholders and employees you supervise who are serving stakeholders?
- 2) Clearly identify the stakeholders and their needs. Discuss the challenges you might encounter in serving the needs of various stakeholders.
- 3) Clearly identify potential legal requirements for meeting special needs.
- 4) Why is **meeting the requirements** of those with special needs critical for organizational and operational success?

This paper should be in APA format, **5 pages** long (excluding cover page/title and references), double-spaced, 12 pt. Times New Roman Font, due on **February 2, 2017**. Send via email to Dr. Norton with the following file name: **LAST NAME_TITLE OF ASSIGNMENT and UPLOAD IT ON ONE DRIVE**

Comment [VM8]: 1A, 1B, 1c, 2B, 3A, 3D, 4A, 6B Assessed and evaluated through written response.

Additional assessment occurs through quizzes.

ASSIGNMENT #2 (MANAGING CULTURAL DIVERSITY)

The paper should **detail** your leadership goals and perceived leadership requirements related to "managing cultural diversity" within any organization you select. Focus on the stakeholders you may serve as a leader. Relate your paper as much as possible to the readings, current research, lectures and the diversity in the workplace podcasts (cite appropriately).

YOU MUST ADDRESS THE FOLLOWING QUESTIONS IN THE PAPER:

- 1) As a leader, what challenges do you expect to face in the management of cultural diversity within your selected organization?
- 2) Clearly identify the stakeholders (i.e., English Learners, parents and/or employees from diverse cultures, etc.), the organizational challenges and the needs of culturally diverse stakeholders.
- 3) Clearly identify potential legal requirements related to managing cultural diversity within your selected organization.
- 4) Why is **managing** the cultural diversity of your organization critical for success?

This paper should be in APA format, **5 pages** long (excluding cover page/title and references), double-spaced, 12 pt., Times News Roman Font, due on **March 2, 2017**. Send via email to Dr. Norton with the following file name: **LAST NAME_TITLE OF ASSIGNMENT and UPLOAD IT ON ONE DRIVE**

Comment [VM9]: 1A, 1B, 1c, 2B, 3A, 3D, 4A, 6B Assessed and evaluated through written response.

Additional assessment occurs through quizzes.