

# Leadership Studies

Marshall University

College of Education and Professional Development

100 Angus E. Peyton Dr., South Charleston, WV 25303

Telephone: 304-746-2514/800-642-9842

Fax: 304-746-1942

**COURSE:** LS 704 Leadership for Special Populations

**TERM:** Summer 2016

**INSTRUCTOR:** Dr. Eugenia Damron [webb24@marshall.edu](mailto:webb24@marshall.edu)

**PREREQUISITES:** Admission to Doctoral Program

**COURSE LENGTH:** Summer Term

## **ADD/DROP DATES**

For beginning, ending, and drop dates, see the MU Academic Calendar at

<http://www.marshall.edu/calendar/academic>

**TEXTBOOK:** WRIGHTSLAW Special Education Law

ISBN-13: 978-1892320162

ISBN-10: 1892320169

**CREDIT HOURS:** 3

## **COURSE CATALOG DESCRIPTION:**

This course identifies and explains the laws and policies that service students with special needs. School leaders will learn to apply these laws to ensure they meet students' needs while making the best decisions for their school.

## **COURSE CONTENT:**

This course provides students the opportunity to better understand the laws that affect students with special needs, and how those laws affect school systems. Students will examine the process of meeting student needs: referrals, testing, parent rights, placement, and 504 Plans or Individual Education Plans (IEPs). Students will explore viable placement options, and identify the services school systems must provide. Students will also learn communication and negotiation

skills necessary to work with parents and outside agencies to provide the best programming for students.

### **MAJOR TOPICS:**

This course focuses on providing the best services for students with special needs while meeting the intent and requirements of the law. Students need to understand the laws and their implications for school systems. Students will work with a mentor to be involved with the special education process from identification to placement and implementation of services. Students will practice communication strategies for building relationships with parents and agencies whom serve students with special needs.

IDEA (2004)

Child Find

Free Appropriate Public Education (FAPE)

Family Educational Rights and Privacy Act (FERPA)

IEP (Individualized Education Plan)

504 Plans

Eligibility

Statutes and Regulations

Least Restrictive Environment (LRE)

Response to Intervention (RTI)

Related Services

Parents

Involvement

Procedural Safeguards

Working with Discipline

### **LEARNER OUTCOMES:**

After completing this course, the student will demonstrate an understanding of and the capacity to:

- Identify and interpret special education law and how it is designed to meet the individual needs of each student.
- Identify the Response to Intervention (RTI) process and understand what must be done before a child can be referred to Special Education.

- Demonstrate competencies necessary to refer a child for special services and complete the appropriate referral forms.
- Develop competencies pertaining to specific testing processes and the role of an administrator in this process. (Following up on time-lines, ensuring staff are completing necessary documentation and referral forms, monitoring student progress, and working with Central Office staff to expedite the services that meet the child's needs.)
- Demonstrate an understanding of designing and implementing Individualized Education Programs (IEPs) for each student.
- Demonstrate competencies to serve as a member of a multidisciplinary team.
- Research best practices for meeting the needs of special population students.
- Identify and discuss the process for disciplining a student with an IEP.
- Describe practices for developing relationships with and collaborating with outside agencies and parents to provide the best working relationships for student success.

#### FIELD EXPERIENCES:

Every course in the principal preparation program has required field experiences. This is an important component of the courses, as these activities provide the “bridge” from theory to practice; they provide opportunities for hands on experience.

#### EVALUATION:

Deadlines for assignments can be found on the course assignment chart. Students' learning will be assessed on the completion and quality of the following assignments and field experiences:

#### **Assignments:**

Law Overview  
 RTI  
 Referral Process  
 Testing Procedures  
 Placement Protocols  
 Accommodations/Modifications  
 Advocates  
 Discipline  
 Field Experience 1: MDAT Process  
 Field Experience 2: Parental Relationships  
 Teaching Strategies

#### **TECHNOLOGY:**

The student will need to be proficient in the use of Windows, Internet Explorer, Microsoft Word, PowerPoint, email, and other common applications. *For minimum hardware/software requirements please see:* <http://www.marshall.edu/muonline/2011/11/07/computer-requirements/>.

If you have technical problems, please contact the IT Service Desk:  
<http://www.marshall.edu/inforesources/>.

University policies regarding acceptable use of computer services can be found at:  
<http://www.marshall.edu/board/files/policies/MUBOG%20IT-%201%20Info%20Tech%20Acceptable%20Use.pdf>

### **REQUIREMENTS:**

Consistent with graduate studies, students are required to read assigned text sections, articles, websites, and other resource materials. Students are also expected to think critically, and work beyond the minimum.

#### **All written work requires research and scholarly writing.**

Completion of all field experiences is required: students must complete all field experience activities with the reflective piece in order to earn a course grade.

### **A GRADE OF “INCOMPLETE”**

A grade of “Incomplete” will not automatically be given to a student who does not complete all course requirements. Incomplete grades will only be given to students who become ill or face some other type of emergency during the term and therefore cannot complete the course, and have completed at least half of the course. Incompletes will not be given to those who simply fail to drop the course by the appropriate date. The instructor determines the length of time the student has to complete missing class work, with a maximum of one year from the end of the course. In most cases, however, extensions of time granted are equal to one term. It is a student’s responsibility to contact the Instructor during the course if a potential problem is anticipated in completing the course.

### **LATE WORK POLICY**

Due dates are posted on the Assignment Chart. All assignments are expected to be posted by 8 am on the due date, late assignments will be penalized with a loss of 2 points per day.

While our faculty sympathize when students have difficulty meeting an assignment or activity due date, many problems are created when students miss deadlines. (1) The student's work piles up, reducing the quality of both the learning experience and the finished product. (2) Faculty schedules are carefully planned to provide time for meaningful feedback to students and late work from students is not something for which they plan. (3) Late work from students can reduce the momentum and meaning of the course for everyone in it. (4) This program is designed to prepare practicing leaders who must regularly meet deadlines. Procrastination as a leader is viewed as incompetence by subordinates and supervisors.

You are therefore required to make your deadlines, even if you are unhappy with the quality of what you can produce by those deadlines. The following rules apply to all late work.

1. If you have some serious issue that will prevent you from completing an assignment on time, you must contact the instructor in advance of the due date to make arrangements for submission.

2. No work will be graded if it is 2 weeks (14 days) or more past the due date for the assignment and a grade of zero will be recorded for the assignment
3. There will be no chance for revision of any assignment that is submitted after the due date.
4. Grade penalties for late work as defined in the syllabus will be applied.
5. Sometimes, an instructor may decide to return an assignment for revision. Any assignment returned for revision is due to be resubmitted 1 week (7 days) after it is returned or marked unacceptable.

#### **MARSHALL UNIVERSITY EMAIL ACCOUNTS:**

For students enrolled in MUOnline courses, communication with the instructor is typically via one of the course tools (discussion posting or mail tools). If, however, it is necessary for you to contact the professor, program secretary, or anyone else at Marshall via email, university policy requires you to use your Marshall Email account.

The university contacts students using MU email to share important information, including emergency announcements, course related information, reminders and deadlines. You **MUST** have and use your MU email account

#### **MARSHALL UNIVERSITY POLICIES:**

Marshall University Policies can be found at <http://www.marshall.edu/academic-affairs/policies/>.

#### **ACADEMIC HONESTY:**

Academic honesty is expected in all class-related endeavors, and students are expected to be honest in all academic work. Penalties for plagiarism or other forms of dishonesty can be severe and may include course failure, dismissal from the program or from the University.

The university policy may be found at Academic Dishonesty Policy and Report (requires Adobe Acrobat) <http://www.marshall.edu/academicaffairs/Academic%20Dishonesty%20Policy.pdf>

#### **STUDENTS WITH DISABILITIES:**

Students with disabilities who require accommodations can find information at the following site:

<http://www.marshall.edu/disabled>

## BIBLIOGRAPHY

Crockett, Jean B. (2012) *Handbook of Leadership and Administration for Special Education*. Florence Kentucky: Routledge.

Krych, Kristin. (2014) *The Advocate Principal: Principal Leadership in Special Education*. Atlanta, Georgia: Scholars Press.

Yell, Mitchell. (2012) *The Law and Special Education (3rd Edition)* London, UK: Pearson.

Weishaar, Mary Konya, (2006). *Case Studies in Special Education Law: No Child Left Behind Act and Individuals with Disabilities Education Improvement*. London, UK: Pearson.

Wright, Peter W.D., Wright, Pamela Darr. (2007). *Wrightslaw: Special Education Law*, 2nd Edition. Harfield, VA: Harbor House Law Press.