ELPS 472: Administration of Special Education  
Summer I 2015  
Leading Inclusive Catholic Schools Certificate Cohort

Instructor: Michael J. Boyle, Ph.D.  
Meeting Time: Tuesdays and Thursdays 5-8

Office Phone: 312.915.6831  
E-mail: mboyle3@luc.edu

Conceptual Framework:
This course is designed for candidates whose goals are district-level leadership positions. **Professionalism in Service of Social Justice** represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, we will begin to understand the diversity and complexity of roles and responsibilities when managing the administration of special education and pupil services.

Course Description:
Underlying this course is the concept of principal as instructional leader in the area of special education. Underlying assumptions of this concept are as follows:

1. The principal is responsible for the education of all students in the school.
2. The principal needs to be familiar with the concept and practice of special education.
3. The principal needs to ensure that staff members know what is necessary for providing special education services.
4. The principal needs to verify that staff members are appropriately implementing services for students with disabilities.
5. The principal should lead efforts for data collection.
6. The principal should ensure that all staff members are aware of the process for identifying students with disabilities.
7. The principal must be prepared to lead meetings related to services for students with disabilities.
8. The principal needs to know all students in the building and be ready to talk about them.
9. The principal needs to know how to prevent discipline problems.

Issues to be addressed include:
- Individual with Disabilities Education Improvement Act (IDEIA)
- Section 504
- American with Disabilities Act (ADA)
- RtI
- Free Appropriate Public Education (FAPE)
- infant and toddler services
- transition services
- Timely and Meaningful Consultations (TMC) and Proportionate Share Plans
- specialized programs/researched based programs
- marginalized student populations
- child find: identification, evaluation, and eligibility
- in-school and independent evaluation
- individualized education plans (IEP) and individual service plans (ISP)
- placement and stay put provisions
- notice and consent
- discipline
- due process hearings, mediation

Academic Honesty
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university
community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. www.luc.edu/ethicsline

Harassment:
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias. In order to uphold our mission of being Chicago’s Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/

Technology:
The information pertinent to human resources in schools changes constantly. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to our topics. Technology tools pertinent to recruitment, certification, hiring, staff development, professional appraisal, and health care costs will be examines and utilized in classroom activities and assignments.

Diversity:
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest
standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

Course Objectives:

As a result of this course, the candidate will:

- Understand and apply federal, state, and local statutory and regulatory provisions and judicial decisions governing special education.
- Build an evidence-based case for special education in a Catholic school
- Create a ministerial approach to the provision of special education in Catholic schools
- Comprehend parents’ rights, including the right to an independent evaluation and use of that evaluation by special education individualized education planning teams.
- Interpret and apply state and federal requirements regarding special education for children ages 3-21 years as well as infants and toddlers.
- Conduct an comprehensive accessibility assessment to identify areas of need within the parish/school
Course Standards

Loyola University Chicago School of Education Conceptual Framework Standards

• CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients
• CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service of others.

Interstate Leadership Licensure Consortium (ISLLC 2008)

• ISLLC 1: An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders (Functions A-E).
• ISLLC 2: An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
• ISLLC 4: An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (Functions A-D).
• ISLLC 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (Functions A-E).

Educational Leadership Constituent Council (ELCC Standards 2011)

• ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a district.
• ELCC 1.2: Candidates understand and collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.
• ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.
• ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.
• ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.
• ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
• ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.
• ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.
• ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
• ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning
• ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.
• ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district.
• ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
• ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
• ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.
• ELCC 5.2: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
• ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.
• ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.
IDEA Objectives for ELPS 472 (objectives in bold, italic print are essential)

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers.

Required Texts:


Other Sources (found on Sakai):

The American Association of People with Disabilities (no date) That All May Worship.


**Evaluation:**

**Attendance, Participation, Professional Dispositions**

This class is designed as a workshop, therefore, candidates will participate individually and cooperatively in a variety of simulations, role-plays, case study analyses, and discussions. Our classroom will be considered a laboratory in which we develop and hone our understanding and application of special education management strategies and leadership styles, that foster improved teaching and learning. Your participation score will be based upon your attendance pattern, class participation, as well as your contributions to class discussions and activities.

Attendance for all class sessions **is required.** If you are going to miss a class for professional reasons (i.e., school board meeting, report card pickup, etc.), please notify the instructor via e-mail of your intended absence at least 48 hours in advance. If you have a personal or professional emergency the night of class, you are responsible for **personally** notifying or texting the instructor at **630-441-8621.** Failure to notify the instructor in a timely manner will result in an unexcused absence.

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific dispositions for this course are listed in this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.
## Professional Dispositions for Administration and Supervision

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all course deadlines</td>
<td>Candidate meets all deadlines consistently</td>
<td>Candidate meets all deadlines, with a few exceptions</td>
<td>Candidate frequently does not meet deadlines</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner</td>
<td>Candidate works with peers in a positive manner, most of the time</td>
<td>Candidate is unable to work with peers causing disruption to the group</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual</td>
<td>Candidate attends class and is always punctual, with few exceptions</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner</td>
<td>Candidate honestly and accurately cites other’s work, but is not accurate with the exact citation</td>
<td>Candidate misrepresents other’s work as his or her own</td>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<td>Candidate usually communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<td>Candidate does not communicate in a prompt manner causing much disruption to the implementation of the candidate’s program</td>
</tr>
<tr>
<td>Candidate uses technology in the classroom for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes, with few exceptions</td>
<td>Candidate consistently uses technology inappropriately often checking personal e-mail and/or web surfing in the classroom</td>
</tr>
</tbody>
</table>
Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards | Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards | Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards, with few exceptions | Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work

<table>
<thead>
<tr>
<th>Fairness</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate is able to reflect and respect other points of view within the university setting.</td>
<td>Candidate consistently reflects and respects other points of view within the university setting.</td>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students Can Learn</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate consistently demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting</td>
<td>Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the university setting.</td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate’s words and deeds within the university setting do not support the principles of social justice.</td>
</tr>
</tbody>
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Parish Accessibility Survey (100 points)

Complete the survey on Sakai to answer the following questions:

1. What is your parish current ability to meet the needs of parishioners with disabilities?
2. How does your parish track who needs accommodations and access?
3. What are the areas of need in ministering to all with disabilities?

Create a written report to answer these questions and identify areas of need and suggestions to address them.

School Profile (100 points)

Create a 3-4 page narrative summary your school’s history schools ability to serve the atypical learner. This should include a copy of the NCEA Data Bank sheet (available on Sakai) for the past years. Develop a graph(s) to present the trend data for the past five years of the students that you were unable to serve
and why (if numbers are not readily available - estimate but give a reason why this data hasn’t been tracked). Discuss the kinds of disabilities that have been served (or not).

**Catholic School Inclusion Readiness Checklist (150 points)**

Using the Catholic School Inclusion Readiness Checklist (found on Sakai) to create a baseline measure of the structures, supports, and attitudes of your staff related to inclusion. From this checklist, assess strengths and areas of need and develop an action plan to address the gap.

**Due Process Decisions**

You will be reading due process hearing records. We will be discussing these in class, as they are strong applications of the course material. You must read these hearings prior to class. You will be assessed on your abilities to discuss this case and make relevant connections to course material. These due process hearing discussions will be about 20 minutes of the designated class.

**Building Faculty Awareness Strategy (200 points)**

Working with a partner, create a presentation (ppt, keynote, prezi etc) to help build your faculty build awareness about this project and the need to consider inclusive approaches to education within the Catholic setting. Your presentation should include references to church documents and other relevant documents.

**School Intake Process (200 points)**

This assignment will focus on developing an intake process for admission decisions for student with special needs. This should include a flow chart that identifies key personnel in the process (front office staff, administrative staff, teachers/support teachers). Additionally, a consent for the release of confidential information should be developed (if not already created). An intake script (with FAQs) should also be included. This will give guidance to your front office staff to adequately and respectfully triage inquires in order to ensure that parents/guardians have the correct information. This will also include a set of parent questions for the intake survey.

**Twitter (100 points)**

If you do not have a twitter account, go to twitter.com to create a free twitter account. Follow (at least) the following people:

- @mjboyle3
- @inclusionchick
- @VictoriaGraf1
- @Inclusive_Class
- @Beyonddthelabel
- @GCCE_LUC
- @mliaCCE
- @RCABKMEARS
- @eatbigfish
- @autismspeaks
- @edutopia

Follow these people (and others that you may find!). Read their tweets and comment. When you comment, use the #ELPS472. Throughout the course of the term, you will be responsible to use the #ELPS472 to post 20 comments/tweets. Twitter can be a powerful professional development tool and there is a great deal of material out there.