

**University of North Texas at Dallas**  
**FALL 2012**  
**SYLLABUS**

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| <b>EDAD 5620:</b>  |  |
| <b>The Administration and Supervision of Special School Programs in Education (3 hrs)</b>          |  |
| <b>Department of Teacher Education and Administration Division of Education and Human Services</b> |  |
| <b>Instructor Name:</b>  | Larry C. Bryant, PhD   |
| <b>Office Location:</b>  | Building 1, Room 259   |
| <b>Office Phone:</b>   | 972-338-1339   |
| <b>Email Address:</b>  | Larry.Bryant@unt.edu   |
| <b>Twitter:</b>  | larrycbryantphd  |
| <b>Office Hours:</b>   | Tuesday & Thursday 12PM – 4:30PM   |
| <b>Virtual Office Hours:</b>   | M – F; Emails will not be addressed during the weekend   |
| <b>Classroom Location:</b>   | Building 1 Room 252  |
| <b>Class Meeting Days &amp; Times:</b>   | Thursday 5:00 – 7:50   |
| <b>Course Catalog Description:</b>   | Schools of today are more sophisticated and offer an increasing array of programs. No one person is likely to possess a complete understanding of every program delivered in the typical public school. Consequently, this course is designed to provide school personnel, particularly school administrators and teacher leaders, with the knowledge needed to successfully manage the various special instructional and support programs in schools. |
| <b>Prerequisites:</b>  | N/A  |
| <b>Required Text:</b>  | The Administration and Supervision of Special Programs in Education, Second Edition by Anita Pankake, Mark Littleton, Gwen Schroth Kendall/Hunt Pub Co ISBN 978-0-7575-1841-6  |
| <b>Course Materials:</b>   | 1, 1 inch 3 ring binders   |
| <b>Access to Learning Resources:</b>   | UNT Dallas Library:<br>phone: (972) 780-3625;<br>web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a><br>UNT Dallas Bookstore:<br>phone: (972) 780-3652;<br>e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>   |

The competencies for this course are taken from the Texas Principal Standards, Competencies, and Skills.

### **Texas Principal Standards, Competencies, and Skills**

#### **Domain I: School Community Leadership**

**Competency 001:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Use strategies to ensure the development of collegial relationships and effective collaboration of campus staff
- Respond appropriately to the diverse needs of individuals within the community in shaping the campus culture

**Competency 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

- Demonstrate effective communication through oral, written, auditory, and nonverbal expression
- Provide varied and meaningful opportunities for parents to be engaged in the education of their children

**Competency 003:** The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
- Apply knowledge of ethical issues affecting education
- Apply legal guidelines to protect the rights of students and staff and to improve learning opportunities
- Apply laws, policies, and procedures in a fair and reasonable manner
- Articulate the importance of education in a free democratic society
- Serve as an advocate for all children

#### **Domain II: Instructional Leadership**

**Competency 004:** The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

- Facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs
- Facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs

**Competency 005:** The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

- Implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services)
- Facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs

**Competency 006:** The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

- Collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals

**Competency 007:** The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

- Implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- Gather and organize information from a variety of sources for use in creative and effective campus decision making
- Frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions.
- Develop, implement, and evaluate change processes for organizational effectiveness

| <b>Student Success</b> |  |
|------------------------|--|
| <b>All Students</b>    | All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.   |
| <b>Some Students</b>   | Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.     |
| <b>Few Students</b>    | Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support. |

**Theoretical Framework and Perspective:** This course is framed by a Social Justice Stance. The course goals and outcomes are approached through a critical theory lens. This lens is defined as developing consciousness of social justice issues around race, class, gender, ability, religion, economics, and any other aspect of being human within a civil society. Therefore, caring about reducing prejudice, broadening perspectives, learning from mistakes and successes of the past, and becoming aware of world interdependence and multiple causations are essential in this class.

| <b>Course Goals or Overview:</b>   |  |
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|  | The goal of this course is designed to provide school personnel, particularly school administrators and teacher leaders, with the knowledge needed to successfully manage the various special instructional and support programs in schools. |
| <b>Learning Objectives/Outcomes:</b> At the end of this course, the student will |  |
| 1  | Be able to recognize the various special programs within the school.   |
| 2  | Demonstrate the ability to supervise and direct these programs   |
| 3  | Define terms and verbiage used in the different special programs   |
| 4  | Identify the main goals of each program: implementation and development of these programs  |

## **Professionalism, Punctuality, and Participation**

**Professionalism.** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

*Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.*

*The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.*

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

**Student Professional Dispositions:** Professional dispositions refer to the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Arriving to class at the designated class start time.
2. Preparing for class by reading the assigned materials
3. Participating in class discussions in a variety of ways.
4. Turning in completed assignments on designated due dates.
5. Interacting in a professional manner (verbally and nonverbally) with other students and professor.
6. Taking responsibility for your professional learning
7. Taking responsibility for contacting the professor via email or by phone prior to an absence and taking responsibility for getting class notes/material.

8. This is not an exhaustive list. Other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

## **UNIVERSITY POLICIES AND PROCEDURES**

### **STUDENTS WITH DISABILITIES (ADA COMPLIANCE)**

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

### **ASSIGNMENT POLICIES**

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

**\*\*Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

### **Written Assignments:**

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

### **EXAM POLICY**

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

### **BAD WEATHER POLICY**

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### **ATTENDANCE AND PARTICIPATION POLICY**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in*

*all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Punctuality.** Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

**Important:** The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

**For every two (2) class sessions missed, your final grade for the course will be lowered one letter.** Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2<sup>nd</sup> class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

#### **DIVERSITY/TOLERANCE POLICY:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

#### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

#### **COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

#### **COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

## **JAGUARCONNECT MAIL**

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

## **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TEXES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

## **NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)**

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

## **TECHNOLOGY INTEGRATION POLICY**

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout