

Hello and Welcome to EDL 539!

My name is Lisa Harrod and I will be your instructor for this course. I graduated with a B.S. in Communicative Disorders from Northern Illinois University, Masters Degrees in Special Education and Educational Leadership from Chicago State University, and I am a graduate of the ACI program at Western.

I am currently the Assistant Superintendent of Special Education, At-Risk Programming and Emergency Planning at a school district in the south suburbs. I have been a National Educational Consultant for the past 6 years and have trained thousands of educators across the United States in the areas of special education, curriculum and instruction, and leadership. I am an adjunct professor and facilitator at several universities. I have been notified that I have been given the title of National Emergent Leader 2008-2009 from Phi Delta Kappa International.

I am looking forward to the next few months! It is my intention to provide you with class sessions and assignments that are practical, relevant and realistic. We will be covering a large amount of information in this course and I encourage you to bring any questions you may have regarding the education of students with special needs.

In addition to a review of the characteristics of students with special needs, the following is a list of topics we will be covering:

- Curriculum Modifications and scientifically valid strategies and programs
- The administrators role in special education meetings
- Recent ISBE policies and procedures/legal updates in special education.
- Response to Intervention and guidelines for implementation
- Building an environment that fosters success for all students
- Special education grants and funding sources
- Special education discipline regulations
- Best practices in special education

I hope you find our time together worthwhile. Please do not hesitate to contact me if you have any questions or need any additional information.

Have a good day,

Lisa

(815) 468-1533

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**EDL 539: Leadership for Students with Special Needs (3 credit hours)**

**Fall 2008**

**Western Illinois University: Macomb Campus**

**Lisa M. Harrod, Instructor**

[lmconsulting@aol.com](mailto:lmconsulting@aol.com)

**(815) 474-5188 (Cell)**

**(815) 468-1533 (Home)**

**Meeting Dates:**

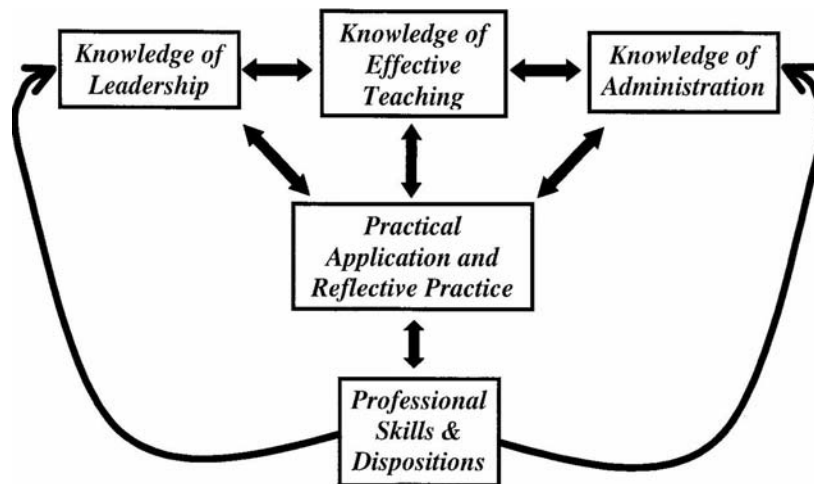
**September 13-14**

**October 11**

**On-line activities required for complete course credit**

**Office Hours: 30 Minutes before and after class sessions**

**Meeting Times: 8:00-4:00**



**Required Texts:**

There are no required texts for this course. Materials and documents needed for completion of the course will be given to you at class sessions and will need to be downloaded and printed from the course website. Participants will be expected to bring special education paperwork samples (IEP's, Section 504 policies, etc.) to course sessions as directed by instructor.

**The mission of Western Illinois University's Educational Leadership Department is:**

Preparing Effective Leaders for Tomorrow's Schools. In EDL 539 students will learn more about the characteristics of students with special needs and how administrators can create an environment that helps all students achieve at high levels.

**Methods of Instruction:**

Class meetings will employ lecture, group discussion, individual presentations and reflection. This course will have a significant amount of online activities and assignments that must be completed for credit in EDL 539. This course will have a Webct/Vista.

## **Assignments/Projects/Presentations**

Attendance and Participation: Preparedness, preparation, and engagement in discussion will be included in final grades.

**Online activities (40 percent):** You will need to complete all online activities posted to our course. These activities will be posted to the assignments and discussion section of Western Online. Posting will occur throughout the course. You are responsible for checking Western Online. These posted assignments will have a start date and a due date. All assignments and activities must be completed by the due date. Activities include completing 2 case studies and responding to prompts/questions listed by the instructor.

**Journal Review (10 percent):** You will be responsible for writing a review of a journal article. You should plan on choosing an article on an area of special education that you feel you need to research more. You may be asked to present your review in class. You will be responsible for correctly citing your article.

Due Date: October 1st

**Response to Intervention Assignment (10 percent):** You will be asked to bring information on your buildings/districts RtI activities including forms, program descriptions, etc. Be prepared to be an active participant in the group discussion.

Due Date: September 14th

**Class Presentation on Audit of Special Education Procedures (40 percent):** You will be doing an audit and review of your building or district special education policies and procedures. You will be presenting to the class your findings on special education student's access to the curriculum, environments in which the students can be served, your role in special education meetings, and areas for improvement. This should be a PowerPoint presentation.

Due Date: October 11th

## **Grading Criteria for EDL 539**

Assignments of grades will be based on both qualitative and quantitative assessment of performance on assignments, preparation and participation in group discussions, projects, and reflection on required readings. I believe all students are capable of obtaining an A or B in this course.

### **A= Outstanding Performance**

- Completes all of the required individual and online assignments, activities, and projects with A's and B's.
- Meets all student competencies required for course
- Contributes meaningfully to class discussions and activities

### **B=Above Average Performance**

- Completes all of the required individual and online assignments, activities, and projects with B's
- Minimally meets all student competencies required for course
- Contributes to class discussions and activities

### **C= Average Performance**

- Completes required activities with C's on assignments
- Minimally meets majority of the student competencies required for course
- Minimally contributes to class discussions and activities

**EDL Attendance Policy:**

For courses at the 500 level, if a student is absent for more than 50% of a scheduled day of a weekend academy class, the instructor for the course may assign an incomplete and require that the student make up the appropriate day the next time the course is offered. Under rare circumstances, the instructor may elect to assign the student additional activities to demonstrate that the student has accomplished the course outcomes missed in class. If this option is chosen, the instructor will report to the chair the name of the student, time missed, and summary of the work assigned as make-up.

**EDL Incomplete Policy:**

Incomplete "I" is given under extreme extenuating circumstances. Although students are expected to complete the course requirements before the end of the term, in some instances it is recognized that students may not be able to do so because of factors beyond their control. In such instances, and upon written petition to the instructor, a temporary grade of "INCOMPLETE" may be given to permit the student more time to complete the course requirements. In the event that a faculty member initiates a grade of "I", a letter will be sent to the student from the faculty member explaining the reason for the "I" and outlining what must be done to remove this grade. This letter will be placed in the graduate student's file. A student must satisfy the course requirements during the next semester that the course is taught or (s)he will be awarded a grade based on the work completed.

**Grade Appeal:**

This information may be reached by WIU home page, Personnel, Provost page; on the right side the link is listed. The "Rights and Responsibilities" page will be updated regularly. By including this link you may be assured that all necessary information is made available to students in a timely and simple fashion.

**Students with Disabilities:**

Students with disabilities may contact the Disability Support Services office. Please do this prior to the first weekend of class—(309) 298-2512 or [disability@wiu.edu](mailto:disability@wiu.edu). Information on this office may be found at [www.student.services.wiu.edu/dss/](http://www.student.services.wiu.edu/dss/)

**Please Note:**

I sometimes keep samples of student work to use as exemplars. If your work is selected for future use, I will ask for permission to use it for up to five years. Every five years we undergo an accreditation visit by the State of Illinois and NCATE-These organizations need to see samples of student work and so I will need your permission to span a possible five-year window. At the end of five years, it will be shredded or you will be contacted for continued permission.

**Academic Dishonesty:**

Western Illinois University, like all communities, functions best when its members treat one another with honesty, fairness, respect, and trust. Students have rights and responsibilities (<http://www.wiu.edu/provost.student/>) and students should realize that deception for individual gain is an offense against the members of the entire community, and it is the student's responsibility to be informed and to abide by all University regulations and policies on Academic Integrity. Plagiarism, cheating, and other forms of academic dishonesty constitute a serious violation of University conduct regulations. Students who engage in dishonesty in any form shall be charged with academic dishonesty.

It is a duty of faculty members to take measures to preserve and transmit the values of the academic community in the learning environment that they create for their students and in their own academic pursuits. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly. They are also expected to take measures to discourage student academic dishonesty, to adjust grades appropriately if academic dishonesty is encountered, and when warranted, to recommend that additional administrative sanctions be considered. Grading policies are the exclusive prerogative of the faculty; administrative sanctions are under the authority of the Director of Student Judicial Programs.