



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **EEA 518: Leadership for Student Support Services**

3 Credits
Effective: Summer 2011/2012

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course addresses the school-based services provided to students with unique and/or special needs. Examples include special education, English as a second language, Title I, gifted, compensatory programs, services for homeless families, and Section 504. Students acquire the knowledge, skills, and dispositions necessary to manage the economic, social, political, and legal aspects of these services.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Develop the knowledge, skills, and dispositions to address barriers to learning and academic disparities that exist for students
- Locate and develop an understanding of state and federal regulations that support students with specific and/or special learning needs

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- learning assistance, supplemental services
- location, evaluation, and application of information to inform leadership for student support services
- safe, efficient, effective, and supportive learning systems
- socio-economic, legal, and political contexts
- stakeholder participation and home-school-community partnerships

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Equity Action Plan	25%
Diverse and Global Perspectives Book Review paper	25%
Research in Legislation	25%
Instructor Determined Assignment	25%
Instructor determined assignment (participation rubric)	0%
Instructor determined assignment (project rubric)	0%
Instructor Determined Assignments (paper rubric)	0%
Instructor determined assignments (presentation rubric)	0%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Equity Action Plan

Using the comprehensive needs assessment of a student population, candidates develop a plan to address the learning needs of an underserved segment of the student population with unique and/or special needs. The action plan includes a mission statement, actionable best practices and research-based strategies to raise the achievement level of the segment of students. The instructor provides a format for the action plan, which is intended as a practical and useful tool for school or program leaders. Candidates are urged to make this assignment their own by selecting a comprehensive needs assessment from an educational setting that is familiar to them.

<i>Components</i>	<i>% of Grade</i>
Action Plan: Does the action plan address the needs of a specific underserved segment of a student population?	60%
Needs Assessment: Did the candidate locate a comprehensive needs assessment, review and analyze the data, in order to identify an underserved segment of a student population with unique and/or special needs?	25%
Professional Communication: How well does the candidate incorporate technical language, professional style, and consistent voice so that the action plan is useful to self and others?	15%
TOTAL	100%

Diverse and Global Perspectives Book Review paper

With instructor approval of the choice, candidates self-select and read a book (biography, non-fiction, fiction) about a learner or learners with unique and/or special needs. Candidates submit a two to three (2-3) page review of the book, word-processed, APA style. The review includes beliefs and/or behaviors of the character(s), identified barriers (cultural, educational, physical, and/or emotional), reflection on the author's purpose for writing the book, and the impact of the author's message on the candidate's leadership in addressing the unique and/or special needs of students.

<i>Components</i>	<i>% of Grade</i>
Reflection: How well did the candidate identify the author's message and explain the likely impact of that message on his/her future leadership?	35%
Professional communication: How well does the leadership candidate incorporate proper grammar, spelling, syntax, punctuation, consistent voice, style, and APA, as appropriate, into oral and written communication?	10%
Selection: Did the candidate select a book (biography, non-fiction, or fiction) that described or shared the experiences of a learner or learners with unique and/or special needs?	20%
Review: How well did the candidate describe the unique or special needs of the book's main character(s), including belief and/or behaviors, and encountered barriers (cultural, educational, physical, social, emotional)?	35%
TOTAL	100%

Research in Legislation

Candidates develop skill in locating federal and state legislation addressing special populations: Title I, Title III (ESL), Title X (homeless), IDEA (special education), gifted, and other related legislation and rules. For each special population specified by the instructor, candidates submit a one (1) page report that includes the purpose of the legislation, key components of the legislation, and a description of the roles of the district, school, parents, community, and students. The assignment prepares candidates to make personal meaning of legislation and creates a ready reference that can be used to guide the professional work and decisions of an educational leader.

<i>Components</i>	<i>% of Grade</i>
Product: Did the candidate create a ready reference that is a set five (5) or more synopses in an approved format? The target legislation for each synopsis is instructor-directed or approved.	50%
Synopsis: Is each one page synopsis completed in the required format, which includes the title of the legislation or rule, its location, key provisions, and the roles of key stakeholders (district, school, parents, community, and students)?	30%
Professional communication: How well does the leadership candidate incorporate proper grammar, spelling, syntax, punctuation, consistent voice, style, and APA as appropriate into oral and written communication?	20%
TOTAL	100%

Instructor Determined Assignment

Through instructor determined assignments, the instructor enhances and personalizes the course content for candidates. The rubric for an assignment is provided by the instructor at the time of assignment. The following rubrics provide general guidance regarding program expectations for quality participation, projects, papers, and presentations.

<i>Components</i>	<i>% of Grade</i>
TOTAL	100%

Instructor determined assignment (participation rubric)

<i>Components</i>	<i>% of Grade</i>
Requirements: Does the student meet the requirements for participation as stated in the instructor's syllabus or Blackboard course shell? Note that the requirements for participation will vary with the delivery mode and with assignments and learning activities.	50%
Communication: Does the student communicate respectfully in a professional manner?	25%
Collaboration: Is the student actively working on developing skill in collaboration? Does the student honor the time and commitment of others?	25%
TOTAL	100%

Instructor determined assignment (project rubric)

<i>Components</i>	<i>% of Grade</i>
Requirements: Does the student meet the requirements of the project?	50%
Elements: How well does the student deliver/support each element of the project? How well does the student meet the time requirements for the project and its elements?	30%
Organization: How well is the project organized?	10%
Communication: Does the student meet the APA style requirements of the project? Are the selected resources appropriate and sufficient for the purpose of this work? Are they formatted in APA style? How well does the student appropriately incorporate grammar, spelling, syntax, punctuation, voice and style into the project?	10%
TOTAL	100%

Instructor Determined Assignments (paper rubric)

<i>Components</i>	<i>% of Grade</i>
Requirements: Does the student meet the requirements of the assignment including its purpose and application of higher order thinking skills?	50%
Content: How well does the student organize the paper? How well is the content, including supports, presented? Does the reader gain insight from the assignment? Supports include but are not limited to parsing or elaboration of purpose/thesis or argument; relevant facts, statistics, or examples; relationship or not to other “big ideas.”	40%
Conventions: Does the student meet the APA style requirements of the assignment? Are the selected resources appropriate and sufficient for the purpose of this work? Are they formatted in APA style? How well does the student incorporate grammar, spelling, syntax, punctuation, voice and style into the assignment?	10%
TOTAL	100%

Instructor determined assignments (presentation rubric)

<i>Components</i>	<i>% of Grade</i>
Content: How well does the student organize the presentation? How well is the content , including supports, presented? Does the audience gain insight? Supports include but are not limited to parsing or elaboration of purpose/thesis or argument; relevant facts, statistics, or examples; relationship or not to other “big ideas.”	30%
Delivery: How well does the presentation engage the audience? Do the multimedia efforts support the presentation? How well is the audience engaged by the pacing, graphics, written language, poise, oral and non-verbal communication skills of the presenter?	20%
Requirements: Does the student meet the requirements of the assignment (exhibit, multimedia, other technology) including its purpose and application of higher order thinking skills?	50%
TOTAL	100%

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up

request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.