



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 702 689: Managing Resources for Special Education Programs

CRN: 21398, 3 - Credits

Instructor: Dr. Mary Kealy	Meeting Dates: 03/18/14 - 05/27/14
Phone: 571-252-1022	Meeting Day(s): Tuesday
E-Mail: mkealy@gmu.edu mary.kealy@lcps.org	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: After class and by appointment	Meeting Location: Off-campus: Loudoun County Public Schools Administration Building, Room 420/421

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Examines development and delivery of specialized programs for exceptional learners. Topics include implementation of Individualized Education Plans via Universal Design, financial and human resource allocation and management, effective supervision and evaluation, and student outcome documentation.

Prerequisite(s): None

Co-requisites: None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Identify current issues in special education administration by analyzing and synthesizing the integral elements of effective policies in special education, including the role of economics, families, federal and state agencies, and professional organizations and legislative/regulatory action.
- Display an awareness of and apply best practices to facilitate the development, implementation and evaluation of special education programs in the context of curriculum and instruction.
- Create a school site budget that promotes the school vision and mission and supports exceptional learners.
- Allocate human resources efficiently and effectively and support exceptional learners in the process.
- Demonstrate the ability to utilize a variety of problem solving, conflict resolution and decision-making processes.
- Understand development and management of special education budgets
- Understand how to engage in activities that result in acquisition of federal, state and local grant monies and management of facilities, equipment and services necessary for effective special education service delivery.
- Articulate a plan for managing a system-wide program for learner's with special needs.

Required Textbooks

Bateman, David F. et al., (2007). *The Special Education Program Administrator's Handbook*. Pearson.

American Psychological Association (2009). *Publication manual (6th ed., 2nd printing)*. Washington, DC: Author.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

Crockett, J. B., Billingsley, B. S., & Boscardin, M. L. (2012). *Handbook of leadership and administration for special education*. New York, NY: Routledge.

Required Resources

Blackboard site: articles, websites, reports, resources, *Special Ed Connection*, *e-Connections*, *CEC SmartBrief*, and *IEP Trainer*.

Additional Readings

Students are expected to access and complete any readings provided in the weekly folder in the course content section of the course Blackboard site available at <http://courses.gmu.edu>.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for Special Education Leadership Graduate Certificate. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 3: Individual Learning Differences, Standard 7: Instructional Planning, and Standard 8: Assessment. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Attendance is required since this is a 10-week course and the content is compacted into fewer sessions than on-campus courses. Therefore, class discussions, presentations, activities, and full participation are essential to complete course requirements. Students will not be excused for any reason. Students are expected to (a) attend **all** classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, (e) exhibit professional behavior (see Professional Disposition Criteria), and (f) complete all in-class assignments with professional quality in a timely manner to earn full points for class participation. Be aware that points will be deducted for any class absence and cannot be reclaimed.

Late Work.

Points will be deducted for work submitted late (up to 10% per day). This includes any items that are not submitted upon request due to class absence or tardiness. This includes items initiated or modified during class as well as those listed in the syllabus. Please discuss any issues with the instructor prior to due dates.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, *Budget AND Staff Allocations* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
<69%	F

OVERVIEW OF COURSE REQUIREMENTS

Student Evaluation

Evaluation	Points
Participation in Class Activities/Discussion	10
Budget Allocation/Group Presentation*	15
Staffing Allocation/Group Presentation*	15
Class Presentation of Service Delivery Case Study Implementation Plan	20
8-10 Page Synthesis Paper of Service Delivery Implementation Plan	30
VCASE Conference Participation/Reflection	10
Total points possible	100

*This is the “signature” assignment for the course. As such, students are required to post the signature assignment to TaskStream. See TaskStream section for more details.

Participation (10 points)

Participation during each class session is required. Participation takes many forms and does not mean always raising a hand and speaking in the class. Engagement with the material, participation in activities, and quality discussion with peers and/or professor constitute participation as well. You must arrive on time and stay for the duration of the class session to earn full participation points. If you are not in class, you do not earn points. This includes attendance at designated Special Education Advisory Committee and School Board meetings as part of the class sessions, as scheduled by the instructor.

Assignments

Performance-based Assessment (TaskStream submission required).

WRITING ASSIGNMENT # 1 – BUDGET ALLOCATION (15 points)

(Required Performance for EDLE 614/EDSE 702))

Rationale:

Budget allocations must be prepared in a way that is both comprehensive and clearly understood by school personnel, central office administrators, and parents. The primary goal of this assignment is to help students learn how to take a site budget dollar amount; allocate it among needs at the school site consistent with the school’s vision, mission, and goals; and present the allocation in a brief written statement, in detail using numbers, and present orally to multiple constituents (class presentation).

Product:

Students are required to submit two written pieces for this assignment:

1. A brief, verbal overview of the budget that includes a clear rationale for the allocation of funds – this may not be longer than one single-spaced page and must be in memo format. It serves as a cover memo for #2 below. There will be one cover memo for each school.
2. A spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances.

Suggestions:

1. Your cover memo should be as brief as possible, but it also needs to be clear. It should be written with the person who misses your budget meeting in mind. In other words, you want to state all the important thinking that went into the budget to avoid future arguments as much as possible.
2. Be certain your cover memo has a clear thesis – “My rationale for this budget allocation is _____ because _____.” Support your thesis with strong reasoning in the rest of the statement.
3. Your spreadsheet should be simple enough for anyone to be able to understand it. Teachers are most concerned about who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.
4. Remember, this is a group project. Before you begin, be certain to get clear agreements and understanding regarding the following:
 - How and when will you communicate and/or meet with one another while working on the project?
 - What work will be divided up and how?
 - What work requires approval from the whole group before going forward?
 - What deadlines will you need to meet along the way to insure that your assignment is ready on time?

WRITING ASSIGNMENT # 2 – STAFFING ALLOCATION (15 points)

(Required Performance for EDLE 614/EDSE 702)

Rationale:

This assignment is very similar in format and requirements to the budget allocation assignment. The reason for this is that the needs are essentially the same – to present somewhat complicated data in a way that others can easily understand. The focus, however, is very different and more complex.

Product:

Students are required to submit two written pieces for this assignment:

1. A brief, written overview of the staffing allocation that includes a clear rationale explaining how the staffing allocation serves the vision, mission, and goals of the school.

2. A spreadsheet that shows staff FTE allocated to each course or grade level and the fact that the school has not exceeded its staffing allotment (any “understaffing” must be indicated).

Suggestions:

1. See the budget allocation assignment.

Performance-based Common Assignments (No TaskStream submission required).

3. CASE STUDY SERVICE DELIVERY PLAN ASSIGNMENT (50 points total)

Select one school building within your district, conduct a needs assessment to identify the current special education instructional service delivery environments, IEP – direct and related service requirements of students enrolled in the school, staffing needs to implement required services, and budget requirements in order to develop a comprehensive special education service delivery plan. The focus of the plan will be on offering a continuum of special education services to meet student needs in inclusive environments, as much as possible. This includes special education students’ access to the general curriculum in inclusive settings whenever possible. Students will conduct a literature review of current instructional models; develop a class presentation, and lead an in-class discussion.

- Identify one primary article or chapter and a reference list of at least three other articles, books or chapters to be posted on Blackboard, which include instructional design, service delivery continuum, inclusive practices, evidence based practices and finance.
- Develop a 30 minute presentation of the service delivery plan addressing all components using format provided by the instructor using multi-media and posing key questions for discussion. Address state staffing standards/ratios and state performance indicators as part of the presentation.
- Write an 8-10-page synthesis paper presenting the service delivery implementation plan, justification for plan design, literature regarding the topic, summarizing the pros and cons of the choices, and reviewing implications for practice and policy. Include reference to VA staffing standards requirements and compliance with state performance indicators in your paper. Incorporate knowledge acquired at the Virginia Council of Administrators of Special Education Conference (VCASE) from keynote speakers, Virginia Department of Education staff, Reed Smith attorneys’ presentation, and discussion.

Other Assignments.

4. ATTENDANCE AT THE VCASE SPRING CONFERENCE/REFLECTION (10 points)

Participation at the VCASE conference held in collaboration with the Virginia Department of Education is required as part of the participation in this course as a class session. Students will acquire knowledge of national and state trends and issues, and participate in a variety of sessions on current and relevant topics related to special education programs. Such topics as technology for administrators, inclusive practices, policy and legal issues, state performance reporting, etc. will be presented by national and state experts. Students will incorporate their learning in the Case Study Service Delivery Implementation Plan paper and share a reflection during the last class session.

Schedule

**Tentative Class Schedule
EDSE 702
Managing Resources for Special Education Programs
Spring 2 2014**

Date	Topics	Assignments due
Week 1 March 18	Course Overview/Syllabus/Group Assignments SEAC Meeting: IEP Compliance	Chapter 8
Week 2 March 25	School Board Meeting State Performance Indicators for Compliance Collaboration with Key Stakeholders: Staff, Administrators, Principals, Parents, School Board	Chapters 18 & 20 Blackboard articles & assigned reading
Week 3 April 1	Positive Discipline Reform Positive Discipline Approaches Discipline for Students with Disabilities Related Services	Chapters 4, 7, & 15 Blackboard articles & assigned reading
Week 4 April 8	Dispute Resolution Strategies <ul style="list-style-type: none"> • Mediation • Complaints • Due Process 	Chapter 3 Blackboard articles & assigned reading Class Presentations: Budget
Week 5 April 22	Special Education Staffing Special Education Annual Plan – School Board Meeting	Chapter 13 Blackboard articles & assigned reading Class Presentations: Budget
Week 6 April 29	Parent Involvement Building a Highly Qualified Special Education Workforce: Research/Issues/Best Practices	Chapter 10 Blackboard articles & assigned reading Class Presentations: Staffing
Week 7 May 6	Transition Teacher Evaluation	Chapters 9 & 19 Blackboard articles & assigned reading Group Presentations: Service Delivery Plan
Week 8 May 13	School Board Meeting	Group Presentations: Service Delivery Plan
Week 9 *May 21-23	VCASE Conference	Conference Participation
Week 10 May 27	Reflections/Evaluation	Service Delivery Plan Paper Due

*** Note Dates**

Appendix

BUDGET ALLOCATION ASSESSMENT RUBRIC

	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Falls Below Expectations
<p>Cover Memo – School Factors (ELCC 3.1) (20%)</p> <p>The cover memo communicates the rationale for and highlights of the budget. It communicates a connection to student achievement.</p>	<p>The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of resources. It persuades the reader that this particular allocation of resources has a high probability of improving student achievement.</p>	<p>The cover memo conveys a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. The cover memo clearly communicates the rationale behind resource allocation to improve student achievement.</p>	<p>The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. The connection to student achievement is ambiguous.</p>	<p>The cover memo lacks a clear direction and the rationale for resource allocation is not clear. No connection between the budget and student achievement is evident.</p>
<p>Cover Memo – Context (ELCC 6.1) (5%)</p> <p>The cover memo communicates the larger context in which the budget was developed.</p>	<p>The cover memo provides clear and persuasive analysis about economic factors impacting the site budget.</p>	<p>The cover memo discusses important factors impacting the site budget.</p>	<p>The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the site budget.</p>	<p>The cover memo fails to mention anything about economic factors impacting the site.</p>
<p>Spreadsheet (ELCC 3.1) (65%)</p> <p>The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.</p>	<p>The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.</p>	<p>The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.</p>	<p>The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.</p>	<p>The spreadsheet does not appear to relate to the cover memo. It is difficult to follow and does not make proper use of the software.</p>
<p>Mechanics and Accuracy (10%)</p> <p>Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is free of errors – both verbal and numerical.</p>	<p>The assignment has one or two errors.</p>	<p>The assignment has several errors.</p>	<p>The assignment has numerous errors.</p>

**STAFFING ALLOCATION
ASSESSMENT RUBRIC**

	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Falls Below Expectations
<p>Cover Memo – School Factors (ELCC 3.1) (20%)</p> <p>The cover memo communicates the rationale for and highlights of the staffing allocation. It communicates a connection between the staffing allocation and student achievement.</p>	<p>The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of school staff. It is persuasive that this particular allocation of school staff has a high probability of improving student achievement.</p>	<p>The cover memo conveys a plan of action for efficient allocation of school staff. Effectiveness may not be as compelling. It communicates the rationale behind staffing allocation to improve student achievement.</p>	<p>The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. A rationale is present, but the connection to student achievement is ambiguous.</p>	<p>The cover memo lacks a clear direction and the rationale for staffing allocation is not clear. No connection between the staffing allocation and student achievement is evident.</p>
<p>Cover Memo – Context (ELCC 6.1) (5%)</p> <p>The cover memo communicates the larger context in which the budget was developed.</p>	<p>The cover memo provides clear and persuasive analysis about economic factors impacting the staffing allocation.</p>	<p>The cover memo discusses important factors impacting the staffing allocation.</p>	<p>The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the staffing plan.</p>	<p>The cover memo fails to mention anything about economic factors impacting the staffing plan.</p>
<p>Spreadsheet (ELCC 3.1) (65%)</p> <p>The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.</p>	<p>The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.</p>	<p>The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.</p>	<p>The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.</p>	<p>The spreadsheet does not appear to relate to the cover memo. It is difficult to follow and does not make proper use of the software.</p>
<p>Mechanics and Accuracy (10%)</p> <p>Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is free of errors – both verbal and numerical.</p>	<p>The assignment has one or two errors.</p>	<p>The assignment has several errors.</p>	<p>The assignment has numerous errors.</p>