



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

Spring 2016

EDSE 702 619: Managing Resources for Special Education Programs

CRN: 18565, 3 - Credits

Instructor: Dr. Carlyn Floyd	Meeting Dates: 03/17/16 - 05/26/16
Phone: 571-205-4929	Meeting Day(s): Thursday
E-Mail: cfloyd3@gmu.edu	Meeting Time(s): 4:30 pm-8:30 pm
Office Hours: By appointment, call or email to request a time	Meeting Location: Off-campus/Other County Location

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.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): 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, D; Bright, K.L., O'Shea, D.J & Algozzine; The Special Education Program Administrators Handbook **ISBN-10:** 0205376738; **ISBN-13:** 978-0205376735

APA Manual

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the

remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

See Blackboard

Required Resources

See Blackboard

Additional Readings

See Blackboard

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 that will be addressed in this class include Standard 1: Learner Development and Individual Learning Differences, Standard 4: Assessment, & Standard 5: Instructional Planning and Strategies. (Updated Fall 2014 to align with the revised 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/the-mason-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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.

- For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, demonstrate professional behavior in the classroom (see Professional Disposition Criteria), and complete all assignments with professional quality and in a timely manner.
- When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting that follows the absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be reclaimed.
- The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.
- The use of electronic devices that record class or photograph individuals or materials may not be used without instructor permission.

- Computers may be used to take notes during class, but they may not be used for internet exploration or other non-class activities during class time.
- Routine access (daily) to electronic mail and Blackboard for communication and assignments is crucial to participation in this class.
- For each in-class hour devoted to this course content, students are expected to spend at least 3 hours outside of class on course related assignments, which is a typical in-class to out-of- class ratio for graduate level coursework.
- Retain electronic copies of all course products for use during the portfolio phases of the M.Ed. or licensure programs.
- 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.
- Exemplary work should be considered for presentation or publication opportunities.

Late Work.

See above. Always contact instructor if emergencies arise around turning in work on time.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Budget and Staff Allocations, (2 separate assignments) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A	=	94 – 100 percent	A-	=	90 – 93 percent
B+	=	86 – 89 percent	B	=	80 – 85 percent
C	=	70 – 79 percent	F	=	Below 70 percent

Assignments

Performance-based Assessment (TK20 submission required).

Budget and Staffing Allocation Assignments (60 points) See appendix

Performance-based Common Assignments (No TK20 submission required).

Other Assignments.

Interview (10 points):

Conduct an interview of a special education administrator. Develop at least 6 questions to ask based on the learning from class. Then write a 3-5 page response to that interview including information you gained and why this information is important to your practice and the practice of special education administrators.

Online class paper (10 points): See appendix

Service Delivery Plan (20 points):

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. Students will conduct a literature review of current instructional models.

- Write a five-page synthesis paper presenting the implementation of the plan, justification for the plan design, literature regarding the topic, summarizing the pros and cons of the choices, and reviewing implications for practice and policy.
- Identify one primary article or chapter and a reference list of at least three other articles, books or chapters, which include instructional design and finance relevant to your plan.
- Paper should include justification and support from recent literature (within 10 years); should summarize the pros and cons of the choices made and include the implications for practice and policy; Identify one primary article or chapter and a reference list of three other articles, books or chapters. Research is tied to instructional design and finance. (see rubric)

Service Delivery Plan Assessment Rubric

	5 Exceeds Expectations	4 Meets Expectations	3 Approaching Expectations	1 Falls Below Expectations
Synthesis Paper	Justification for the plan is clear and supported by research from the current literature (2005-present).	Justification for the plan is included and supported by research from the literature.	Justification for the plan is unclear and / or not supported by research from the literature.	Justification for the plan is weak and / or not supported by research from any literature.
Implications	Summarizes	Summarizes pros	Summarizes	Does not

	multiple pros and cons of the choices made and clearly states the implications for practice and policy.	and cons of the choices made and states the implications for practice and policy.	minimal pros and cons of the choices made and does not clearly state the implications for practice and / or policy.	summarize pros and cons of the choices made and leaves out the implications for practice and policy.
Applicable Research	Identifies one primary article or chapter and a reference list of more than three other articles, books or chapters. Research has clear tie to instructional design and finance.	Identifies one primary article or chapter and a reference list of three other articles, books or chapters. Research is tied to instructional design or finance.	Identifies one primary article or chapter and a reference list of less than three other articles, books or chapters. Research is weak / not clear and lacks ties to instructional design and / or finance. Posted on BB.	Identifies fewer than three articles or chapter and a reference list of other articles, books or chapters. Research lacks a tie to instructional design and finance. Not posted on BB.
Mechanics and accuracy	The assignment is free of errors— both verbal and numerical. Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment has one or two errors. Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment has several errors.	The assignment has numerous errors.

Schedule

Date	Topic	Readings and Assignments
3/17	Leadership in Administration, Legal Review Powerpoint; Access, Quality and Equity	
3/24	Models of Special Education Administration and Organization of Schools; Teacher issues and leadership	Online class to be completed between 3/18 – 3/28 See Appendix for specific directions
3/31	Building a Community with Vision and Mission; Referral and Evaluation Process	Bateman Chapters 5-6; ; Find for your selected school the profile data for enrollment, population, SOL results; Vision and Mission; Find the FCPS Vision, Mission, Goals (School Board Priorities) Bring them to class tonight
4/7	Budgeting; Special Ed Funding and Staffing	Bateman Ch 12, 13 - beginning of TK20 project

4/14	Collaboration with Stakeholders to create an effective Service Delivery Plan	Bateman Chapter 7, 8, 12-16 Interview Due Brigham article ; Role Plays
4/21	Personnel and Resources; Supervision of Instruction and Personnel; Special Education Programming	Bateman Chapters 17-18, 19 Staffing Role Plays
4/28	Curriculum Integration	Bateman Chapter 20 Service Delivery Plan Due
5/5	High Stakes Testing and Student Outcomes Integration of Research to Practice	RTI article; USDOE Materials – Questions on Budget and Staffing Allocation
5/12	Problem Solving and Special Education – Role Plays	Articles to come - Drop dead date for Budget and Staffing allocations
5/19	Collaborative Practices between General Education and Special Education – implications from the law	Review of legal pieces –next step with ESSA; guest speaker
5/26	Presentations	

Appendix

Online class:

Models of Special Education Administration and Organization of Schools; Teacher issues and leadership	<p>Online class to be completed between 3/18 – 3/28 Bateman Chapters 1-4 Read and synthesize these six articles in 4-6 pages due by 3/28: Bills; Crockett; Boe and Cook; McLesky; Keeley and Baker Synthesis should include:</p> <ul style="list-style-type: none"> - overlapping themes, - implications to current practice - areas of your own agreement / disagreement - INCLUDE YOUR OWN PHILOSOPHY OF TEACHING AND LEADING IN SPECIAL EDUCATION <p>Therefore, the paper should have at least 4 sections to it (listed above)</p>
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****STAFFING AND BUDGET ALLOCATION ASSIGNMENT IS ON BLACKBOARD****