I. TITLE: Administration of Special Education Programs

II. COURSE DESCRIPTION: This course provides an overview of the history and current status of the organization, administration, and supervision of special education programs. Emphasis is on the tasks of organization, administration, and supervision, focusing on program planning and development, fiscal management, cooperating agencies, specialized facilities, and equipment, legislative provisions, problems of supervision, and instruction in the development, adaptation and evaluation of instruction, curricula, methods, materials, and resources.

III. PURPOSE: The purpose of the course is to develop leadership skills for those who desire careers in the administration of Special Education Programs. The course focuses on the tasks of organization, administration, and supervision.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of course objectives listed below. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act guidelines and initiatives. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) addressed by that objective. Additionally, enclosed in brackets, are numbers which reference the ISLLC standards which are addressed. Upon successful completion of the class, the student will be able to:
A. Demonstrate the ability to specify needed qualifications and job functions for each member of the special education program. (1, 9, 10) [III, IV]
B. Demonstrate the ability to resolve conflicts within and among work groups. (8, 9, 10) [I]
C. Demonstrate the knowledge to prepare an operating budget. (preparation of a "Part B" and program budget). (1, 9, 10) [III]
D. Demonstrate the ability to prioritize, long and short-range plans for program development. (1, 9, 10) [II, III]
E. Demonstrate the ability to write or coordinate the writing of proposals for federal and foundation financial support for special education programs. (1, 7, 8, 9, 10) [I, III]
F. Demonstrate the knowledge, skill, and ability to design, implement, and maintain a continuous evaluation process of the special education program. (1, 2, 4, 7, 8, 9, 10) [II]
G. Demonstrate the ability to appraise effectiveness of her/his leadership behavior and job performance. (7, 9, 10) [II]

V. CONTENT OUTLINE:
A. Budgeting and Finance
B. Due Process
C. State and Federal Reports
D. Research Based Strategies and Assessment
E. Communication
F. Achievement Gap
G. State and Federal Regulations
H. Policy and Procedures

VI. INSTRUCTIONAL ACTIVITIES:
A. Project
B. Resource File
C. Year Time Line
D. Data Analysis
E. DoSE Interview
F. Participation
G. Procedural Safeguards

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VIII. RESOURCES:
Internet and area directors

IX. GRADING PROCEDURES:
Grading Scale:
A = 90-100%     D = 60-69%
B = 80-89%      E = 0-59%
C = 70-79%

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Graduate Bulletin.
Web Class

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on grounds of race, color, gender, sexual orientation, religion, national origin, age, disability, or veteran's status in providing any educational or other benefits services of Murray State University to students or those applying for admission at Murray State University. Murray State University attempts to provide equal opportunity in all areas of student admissions, financial aid, employment, and placement and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.
Assignments
SED 650
Summer 2008

DoSE Shadow: You will shadow a Director of Special Education for five working days, the entire day. The days do not have to be consecutive, but for best learning opportunity, consecutive days would be most advantageous. You will keep a journal, or record, of every activity completed during the five day period. At the end of the five day period, you will write a summary of each activity in which you participated, your role, and your reflection of each activity. The summary should be a minimum of six pages and should also include a reflection of the entire shadowing experience. The journal of activities will be turned in with the reflection. 300 Points Due June 20

DoSE Interview: Schedule an interview with the Director of Special Education. Ascertain the reasons for seeking this position, the positives and negatives of the position, what the most problematic issues are now in the schools, why he/she chose to become a director, what suggestions he/she has for a new director. 100 Points. Due June 20

Procedural Safeguards: Several parents from your school district maintain the goals of their children’s IEPs are not being addressed in the instruction and accommodations are not being met. Establish a guide for your district on how to follow procedural safeguards covering all areas from conducting an ARC to actually investigating a formal complaint. 400 Points Due June 25

Monitoring and Accountability Plan: Familiarize yourself with the Kentucky Continuous Monitoring Process Plan (found on the KDE website under Special Education). Analyze current data from state assessments, referrals, and placements of students into special education. Create a graph depicting the information you found. Write a detailed explanation (for your superintendent and board of education) for each category. 400 Points Due June 30.

Year Time Line: Construct a time line consisting of all reports and responsibilities you have as a director. 50 Points Due June 6.

Chapter Quizzes: There will be a quiz for each chapter that must be completed.

Important Websites:
Council for Exceptional Children; Special Division Council of Administrators of Special Education
National Association of Director’s of Special Education
IDEA Building the Legacy of IDEA 2004
NICHY
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