

COURSE PREFIX AND NUMBER: SES 447

COURSE TITLE: Service Delivery Systems and Role Management

CREDITS: Three semester hours

PREREQUISITES/COREQUISITES:

SES 250 Introduction to Professions in Specialized Education Services
SES 460 Home-School Partnerships for Students with Exceptional Needs
OR

Permission of the instructor

FOR WHOM PLANNED: This course is required for students majoring in special education with an emphasis on mild/moderate disabilities and inclusion in the general curriculum.

INSTRUCTOR INFORMATION:

Stephanie A. Kurtts, Ph.D.
Department of Specialized Education Services
Office: Ferguson 211
Office phone: 336.256.1080
Email: sakurtts@uncg.edu

COURSE PURPOSE/CATALOG DESCRIPTION

SES 447 is designed to assist students as they study the development and implementation of alternative school service delivery models for students with mild/moderate disabilities (e.g., resource programs; co-teaching; consultation) and the management of special educators' many roles and responsibilities. SES 447 is WEB-SUPPORTED and as such will have an online component.

This course has two major purposes: First, it is designed to provide majors with knowledge of common special education school service delivery models along with the corresponding systemic understanding to create and schedule these models. Second, the course is intended to enable majors to identify professional stressors and to generate strategies for dealing with role management and stress. These two areas, implementation of service delivery models and role management, are widely discussed in the professional literature as key areas to address for the retention of professionals who work in special education. In addition, SES 447 is a designated speaking-intensive course and a service-learning course. As such, course projects will be related to these two aspects of the course.

Catalog Description: Design and delivery of school service delivery models for students with mild/moderate disabilities (e.g., general education, resources programs; co-teaching; consultation); management of exceptional children's teachers' many roles and responsibilities.

Teacher Academy Conceptual Framework Mission Statement:

SES 447 seeks to address the mission of professional education at UNCG which is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individuals as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school based, and community-based); (c) the construction of a professional knowledge base through collaboration and

collegiality; and (d) the dissemination of professional knowledge, skills and disposition through the preparation and continuing professional development of teachers, principals, and other school personnel

NC DPI Special Education Standards

UNCG – Special Education: General Curriculum

Standard 4:

Teachers organize effective student learning environments.

Standard 9:

Teachers know the process and procedures for providing special education services.

NC DPI Core Standards

UNCG – Special Education: General Curriculum

Standard 3:

Teachers are successful in teaching a diverse population of students.

NC DPI Diversity Standards

UNCG – Special Education: General Curriculum

Standard 3:

Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.

NC DPI and ISTE Technology Standards

UNCG – Special Education: General Curriculum

Standard 2:

Teachers plan and design effective learning environments and experiences supported by technology.

Standard 6:

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice

COURSE GOALS:

This course is designed to prepare students to manage the critical tasks of creating, scheduling, and revising their service delivery schedules and to manage their multiple roles (e.g., assessment, instruction, preparation of IEPs, staff developers, general education team members, and student advocates. At the conclusion of the course, students should be able to

1. Define collaboration for special educators, explaining its essential characteristics and relating it to current trends in business, health, and other disciplines.
2. Explain why collaboration has become such an integral part of the roles and responsibilities of special educators as well as other education professionals.
3. Differentiate among related concepts such as collaboration, inclusion, regular education initiative, and integration.
4. Identify variables that may facilitate or constrain participation in collaborative and consultative interactions, including conditions in the workplace and cultural competence.
5. Describe the essential features of service delivery options that emphasize collaborative interactions (e.g., consultation, teams, co-teaching, staff development; interagency collaboration), and evaluate their efficacy for various education contexts, including transition services.

6. Explain the logistical and pragmatic constraints of collaboration in schools and generate ideas for addressing these.
7. Describe the essential features of service delivery options that occur largely without collaboration (e.g., resource programs, self-contained programs, mainstreaming, home and hospital-based services), and evaluate their efficacy for various education contexts.
8. Follow a planned sequence for interpersonal problem solving as a basic structure for collaborative and consultative interactions that occur as part of service delivery.
9. Create an integrated model for school service delivery that emphasizes systems of care and assess its potential through a peer review process.
10. Examine and practice critical components of effective communication as a role management strategy: (a) frame of reference; (b) nonverbal communication; (c) use of statements; (d) use of question; (e) negotiation; (f) persuasion; and (g) effective and ineffective professional communication patterns.
11. Identify the major professional tasks of special educators and strategies for addressing them, including difficult interactions.
12. Use effective time management practices (e.g., prioritizing, setting parameters on services, managing paperwork, negotiating responsibilities, use of technology).
13. Describe principles for working effectively with general educators, administrators, paraprofessionals, and outside agency personnel as part of special education service delivery models.
14. Examine issues related to the ethics of special education service delivery.

TEACHING STRATEGIES:

A variety of teaching methods and resources will be used, including lecture and discussion, electronic supplemental course activities and materials (Blackboard), small-group activities, self-assessment of audiotaped/videotaped interactions, case discussions, and student presentations.

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS:

Students will be evaluated based on the following:

1. Attendance. Students are expected to be present during all scheduled class times unless serious illness or other extraordinary circumstances prevent this. One excused and one excused absence will be permitted.
2. Participation in class and online activities. Students will participate in a variety of in-class and online activities designed to increase their knowledge of issues related to service delivery and role management and to foster their skills for scheduling their time, working with others on this matter, and responding to stressful interactions. The in class activities will include simulations, role playing, small-group discussion, and completion of checklists and questionnaires. Online activities will include case reflections, readings, and Web searches related to service delivery of special education programs. Online activities will be described in Blackboard.

Students will participate in forum discussions on Blackboard. All students must have a working email account.

3. Midterm and final exam. An online midterm and take home final will be given during the course of the semester to assess students' attainment of knowledge and skills related to service delivery

and role management.

4. Development of a transition plan. As a team and using a problem based model, students will complete the development of a transition plan for an exceptional student based on a hypothetical set of students assigned as a caseload and a master school schedule. The plan must include a (a) rationale, (b) teacher schedule, (c) evidence that all required services are being delivered, (d) evidence that the plan is not disruptive to students' other school activities, and (e) services required for education, work, life, and recreation in the community. Guidelines provided.
5. Interaction videotape. This activity consists of a self-analysis of students' skills for interacting with other professionals. Students are required to audiotape or videotape a meeting conducted with another professional or parent based on problem solving about a student. Once the interaction is completed, students will review tape with a peer and course instructor to identify strengths and weaknesses in their interaction skills, propose how to strengthen the weak areas, and evaluate their use of a problem solving process. Students will also complete a reflection on this process. Guidelines provided.
6. Presentation related to service delivery or role management. Based on online discussions and assignments, readings, and student interest and experience, students will present on a topic related to service delivery or role management using technology in the presentation. The following are examples of what may be addressed in the presentation: (a) teach classmates a strategy for time management, (b) offer an innovative approach to scheduling, (c) demonstrate education software, (d) present their observations on service and role management based on their field experience, (e) describe one of the roles of a special education teacher or related service professional. Guidelines provided.
7. Service learning projects and presentation. SES 447 supports the university's mission to expand service to the local community. As such you will be completing 12-18 hours of service learning. These projects will be completed at Partnership Village (Greensboro Urban Ministries), After Gateway, HORSEPOWER. See attached description of the service learning component. Guidelines provided.

Grading

Grades will be based on a point system, distributed in class, that weights each assignment relative to the others. In addition, grades will be based on required attendance, participation in in-class activities, and the quality of written work. Points are assigned in guidelines for each project.

REQUIRED TEXTS/READINGS/REFERENCES:

Halmhuber, N., & Beauvais, K. J. (2002). *Case studies about children and adolescents with special needs*. Boston: Allyn & Bacon.

Reading Assignments

Students will also be expected to read extensively from online selections as well as articles from UNCG e-reserves. Students should select at least three pieces of literature from (a) professional literature on service delivery; (b) education literature on time management; or (c) business/management literature on time and role management.

ACADEMIC HONOR CODE:

Students in this course are expected to abide by the UNCG academic honor code. Each student is required to sign the Academic Integrity policy on all major work submitted for the course. This policy is described in the UNCG *Undergraduate Bulletin*.

ADA and Students with Special Needs

Should you require any individual accommodations to help you be success with your student teaching experience, please contact the instructor for a confidential conference. If you require any information concerning accommodations for students with disabilities, please contact the Office of Disability Services.

Tentative Schedule - SES 447
Fall 2005

Below is the working schedule for SES 447. Should there be any changes you will be given ample notice. Please be reminded that each course project, including those online will have specific guidelines for you to follow

Date	Topic/Issues	Assignments/Readings
On campus August 18	Overview of SES 447 Service learning Speaking intensive	
On campus August 25	Working as a Team The Collaborative Process	Group behavior activity Problem-based learning
Online September 1	The Collaborative Process continued	Online forum discussion question 1 E-reserves article Web activity
On campus September 8	A Problem Solving Process for Collaboration among Professionals Continuum of Service Delivery Co-Teaching Models	In class activity
Online September 15	Case 1	Web activity E-reserves article Response to Case 1
Online September 22	Case 2	Response to Case 2
Online September 29	Midterm online	Complete midterm-due October 7
On campus October 6	Midterm Online DUE Service Delivery/Roles and Professional presentations	Selected Service Delivery/Roles and Professions presentations Midterm due
October 10-11	Fall Break	Enjoy!
Online October 13	Case 3	Response to Case 3.
On campus October 20	Problem-based Learning Transition Planning Professional Interactions	In class activities
On campus October 27	Problem-based Learning- Service delivery, inclusion in general education- TRANSITION PLANNING	Team Case Study for Transition Plan
On campus November 3	Collaborative Process and IEP development Transdisciplinary Roles	Team Case Study for Transition Plan due Interaction videotape due with peer feedback Receive take home final

On campus November 10	Service Learning Projects Presentations	Group presentations
On campus November 17	Service Learning Projects Presentations	Receive take-home final
November 23-25	THANKSGIVING BREAK! Nov. 23-25	Enjoy!
December 1	Take home finals due	Take home finals due!
December 1/2	NC AT EXPO	

12-18 HOURS OF SERVICE THROUGH THE SERVICE-LEARNING PROJECTS AT AFTER GATEWAY, HORSEPOWER, AND PARTNERSHIP VILLAGE WILL BE SCHEDULED ACCORDING TO INDIVIDUAL AND AGENCY NEEDS.

