

ASE 586
SPECIAL POPULATIONS AND SPECIAL PROGRAMS
Cy-Fair ISD

INSTRUCTOR

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TEXTS

Pankake, A., Schroth, G., & Littleton, M. (2005). *The administration and supervision of special programs in education*. (2nd ed.). Dubuque, IA: Kendall/Hunt.

Brown, G., & Irby, B. J. (2001). *The principal portfolio* (3rd ed.). Thousand Oaks, CA: Corwin Press.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

NOTE: Additional readings supplied or identified by the instructor and posted on Blackboard.

COURSE DESCRIPTION

The curricula for this course includes: (a) knowledge of the literature of the discipline and (b) ongoing student engagement in research and/or appropriate professional practice and training experiences. Study is made of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and vocational and technical education.

PURPOSE

This course is designed to introduce or reacquaint students with the variety of special programs found within school systems. The course format is planned to help guide administrators as they manage, facilitate and supervise special programs and as they supervise the personnel who serve in special programs. Students will explore issues and problems associated with special programs, and they will gain understanding for addressing those problems in a collaborative atmosphere.

COURSE RATIONALE

This course is consistent with the mission of Sam Houston State University, the College of Education and Applied Science, and the Department of Educational Leadership and Counseling. This course introduces students to the theory and practice of special programs provided in the schools. These programs usually have special or categorical funds. Furthermore, such programs have common characteristics regarding the receipt, application, and accountability of funds as well as the specifying of eligibility criteria and services for students

GENERAL EXPECTATIONS

- Attend and be on time for all class sessions. (SEE NOTE)
- Be prepared to be a contributing member in class.
- Participate in all activities and discussions.
- Meet prescribed deadlines.

NOTE: If you have circumstances that require your absence, please consult with the professor ahead of time. Absences may affect your final grade. Absences may be defined as coming in late and/or leaving early. Make-up work is expected and is the responsibility of the student to consult with the professor prior to and after any absence.

COURSE PERFORMANCE STANDARDS, KNOWLEDGE AND SKILLS

While completing an approved preparation program, all candidates for the principal certification in Texas must demonstrate general knowledge and skill competency related to the 7 proficiency areas established by the State Board of Educator Certification (SBEC).

These seven proficiency areas are:

1. Learner-Centered Values and Ethics of Leadership
2. Learner-Centered Leadership and Campus Culture
3. Learner-Centered Human Resources Leadership and Management
4. Learner-Centered Communications and Community Relations
5. Learner-Centered Organizational Leadership and Management
6. Learner-Centered Curriculum Planning and Development
7. Learner-Centered Instructional Leadership and Management

Each proficiency area above has objectives associated with defined knowledge and skills.

- TP 1.4 The history of special programs in public education.
- TP 2.4 The cultural aspects of special programs.
- TP 4.6 The special programs and their impact on community relations.
- TP 5.1 The local school administrative problems, such as time demands on administration and staff.
- TP 5.6 The state and federal requirements for the operation of special programs. The process to correctly complete state and federal proposals commonly found in public schools.
- TP 5.8 The special programs budgets and their relationship to the regular budget processes and procedures.
- TP 6.1 The relationship between the regular curricular offerings, special programs, and site-based management.
- TP 7.2 The factors involved in identifying, evaluating and placing special needs students.
- TP 7.3 The special programs currently offered in public school including those within his or her own district.
- TP 7.7 The management functions of planning, organizing, staffing, implementing, and evaluating as basic tools in administering special programs.

LEARNER OBJECTIVES

In this course, the major emphasis is placed on the following objectives:

IDEA Essential Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

IDEA Important Objectives:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
9. Learning how to find and use resources for answering questions or solving problems.

PERFORMANCE ASSESSMENT

The student's demonstration of the knowledge and the skills as set forth in this syllabus, must be at an 80% level or better to assure successful completion of the course.

STUDENT CODE OF CONDUCT

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the [Graduate Catalogue](#) and student code of conduct. Particular attention should be paid to the sections on plagiarism, the use of the Internet as a tool, and theft or mutilation of library materials. Academic honesty is expected.
2. Students should practice self-discipline in discussions. Courtesy should be extended to all graduate students. Discussions will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals. Discussions held in class must directly impact the expected learning.

ATTENDANCE AND LATE WORK

1. Attendance is considered important in all classes. One absence is all that will be accepted without penalty. Any absence beyond one will be penalized at 10% of final average per absence beyond the first absence. For example, a student with 3 absences would have a 20% deduction from his or her grade. All decisions will be made on a case-by-case basis.
2. Late work will not be accepted without penalty.
 - a. 1 day late 10% deduction
 - b. 2 days late 20 % deduction
 - c. 3 days late not accepted

DISABILITY NOTICE

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center or chair of the Committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

TENTATIVE COURSE CALENDAR (Adjustments may be made.)

8-20

- Introduction to Course/Syllabus
- Groups Formed (for presentations)
- Related Activities
- **Assignment: Prepare Reflection; Read Chapter 3**

8-27

- Introduction to Performance-Based Monitoring Analysis System (PBMAS)
- NCLB (Chapter 3)
- Group Presentation Work Session
- Related Activities
- **Assignment: Read Chapters 13, 15, 16**
- **DUE: Reflection Paper (on experiences with special programs)**

9-3

Labor Day NO CLASS

9-10

- Teachers as Leaders (Chapter 13)
- Central Office Resources (Chapter 15)
- Parental Involvement (Chapter 16)
- Group Presentation Work Session
- Related Activities
- **Assignment: Begin working on Embedded Activity 1; read Chapters 1, 2**

9-17

NO CLASS: Blackboard Assignment 1: Article Critique (article TBA)
[REVISED: No written critique required; an in-class discussion will take place instead.]

9-24

- Group Presentation A: Special Education & Section 504
- Related Activities
- **Assignment: Read Chapters 4, 7**
- **DUE: Embedded Activity 1; Blackboard Assignment 1 (from 9-17)**

10-1

- Group Presentation B: Migrant Students & Bilingual Education
- Related Activities
- **Assignment: Embedded Activity 2; Read Chapters 5, 11, 12**

10-8

- Intervention (Chapter 5)
- Alternative Education (Chapter 11)
- Adjudicated Youth (Chapter 12)
- Related Activities
- **Assignment: Read Chapter 6**
- **DUE: Embedded Activity 2**

10-15

- Group Presentation C: Career and Technology Education & Homeless Education (latter topic not in text)
- Related Activities
- **Assignment: Embedded Activity 3; Read Chapter 9**

10-22

- Group Presentation D: Gifted and Talented Education
- Related Activities
- **Assignment: Embedded Activity 4; Read Chapter 8**
- **DUE: Embedded Activity 3**

10-29

- Group Presentation E: Early Childhood Education
- Related Activities
- **DUE: Embedded Activity 4**

11-5

- Group Presentation X: Private, Parochial, Charter, and Home Education (not in text)
- Related Activities
- **Assignment: Embedded Activity 5; Read Chapter 14**

11-12

- Staff Development (Chapter 14)
- Related Activities
- **Assignment: Begin working on Embedded Activity 6**
- **DUE: Embedded Activity 5**

11-19

NO CLASS: Blackboard Assignment 2: Article Critique (article TBA)

11-26

- In-Class Project/Activity (TBA)
- **DUE: Embedded Activity 6; Blackboard Assignment 2 (from 11-19)**

12-3

- In-Class Project/Activity (TBA)
- **Final Exam**

COURSE REQUIREMENTS EVALUATION

Reflection	20
Group Presentation	50
Embedded Activities 6@30	180
Blackboard Assignments 2@15	30
Final Exam	50
TOTAL	330

- A = 297 +
- B = 264 – 296
- C = 231 – 263
- F = 230 or below

ASSIGNMENTS

Reflection: Personal Experiences with Special Populations and Programs

Reflect on your experience with special populations and programs. Feel free to include any personal biases for or against special programs, or feel free to focus on one particular program that has major significance for you. Write this reflection as you would in a personal journal. You DO NOT have to follow the Brown and Irby reflection cycle for this reflection. Three double-spaced pages MAXIMUM without the cover sheet.

Group Presentation

Your small group will prepare a presentation on your selected special program(s). In addition to text material, you will be expected to gather information from other resources, such as personal interviews with administrators, teachers, parents, or students for whom the special program applies, artifacts pertaining to the special program, and online or other resources. Work sessions will be provided in class, but additional time outside of class will be necessary to successfully complete this project. You may choose to present part or all of your presentation as a PowerPoint display, but this is not required.

Feel free to invite guest speakers to include in your presentation.

Prepare the following items to share during the **group presentation**:

1. Name and briefly describe the purpose of the program.
2. Describe how the program is usually implemented.
3. Briefly summarize national standards and key legislation or litigation, if any, that have shaped the program.

NOTE: Prepare one handout for item 4 (I will make class copies for the class).

4. Design a set of interview questions for a prospective candidate for hire in the program. (Prepare and include a copy of this to turn in.)
5. Discuss the supervision and management of the program. How are the functions of organizing, staffing, evaluating, and supervising the program and the program staff and faculty typically performed? What can administrators do to improve and/or support these functions?
6. Identify potential “hot spots” or controversial issues for administrators with regard to the program.
7. Describe possible caveats in unique situations that might affect the implementation and supervision of the program. (E.g., a very small, rural school

district may only have one or two students qualifying or in need of the program. A full-time special program teacher might not be financially feasible in this case.)

8. Express personal or group thoughts regarding the program (e.g., Do you feel this program is important or necessary? Why or why not? Are there strong reasons for or against implementing or maintaining this program? Does your district have this program in place? Have you had any personal experience with this program either as a parent or teacher, or perhaps as a student when you were school age?)
9. Compose "I am . . ." statements from the perspectives of each of the following: the principal, the special program teacher, the parent of a student participating in the program, and a student participating in the program. (E.g., I am the principal. I believe this program . . .)
10. Create or describe an actual dilemma related to the special program for the class to explore or debate following your presentation. (For your reference, example dilemmas will be presented and explored in class.)
11. **[OPTIONAL]** Create a unique name or clever slogan for your special program.

Non-presenting class members will be asked to make note of any questions, "hot-spot" issues, or supervision thoughts that occur to them during each presentation.

Blackboard Assignments (Article Critiques)

[REVISED: No written critique required; an in-class discussion will take place instead.]

Read each assigned article and write a critique that includes the following:

1. Full APA Reference Citation for the article at the top of the first page.
2. What was the general idea (gist) of the article (MAXIMUM 1 paragraph)?
3. With what, if anything, in the article does your experience support?
4. With what, if anything, do you take issue?
5. *Infer* from the article any qualities for effective supervision of the particular program.
6. What questions do you have after reading the article?

Each critique should be no more than 2 double-spaced pages. Critiques will be submitted in class.

Embedded Activities for the Principal Internship

You are to **REPORT, CRITIQUE, and REFLECT** for each activity.

	<i>Embedded Activity</i>	<i>Educational Leadership Constituent Council (ELCC) Standard(s)</i>	<i>TExES Competencies</i>	<i>Due Date</i>	
1	Participate in and critique an Admission, Review, and Dismissal meeting as to compliance with the Commissioner's Rules.	6.3 Influence Legal, Political, Social, Economic Context	3.4 Legal—Protect Student Rights 3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences	9/24	1 page 1-2 pg reflection 30 points
2	Critique the procedures being used in student placement (grouping, promotion, and retention) at the campus.	2.2 Provide Effective Instructional Programs	3.9 Promote Awareness of Multicultural/Ethnic/Learning Differences 5.4 Ensure Quality Programs for Students	10/08	1 page 1-2 page reflection 30 points
3	Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e., regular, vocational, special education, gifted and talented, bilingual, lower socio-economic).	2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction	10/22	1 page 1-2 page reflection 30 points
4	Describe procedures used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction.	3.1 Manage the Organization 3.2 Manage Resources	6.4 Recruit, Select, Evaluate Personnel—Legal	10/29	1 page 1-2 page reflection 30 points
5	Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings.	3.2 Manage Resources	9.1 Implement Operations of School Plant/Systems 9.4 Apply laws to Support School Programs	11/12	1 page 1-2 page reflection 30 points
6	Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction	11/26	1 page 1-2 page reflection 30 points
Total Points					180 points

EMBEDDED ACTIVITY CRITIQUE GUIDELINES

Your paper should address:

1. Who has the majority of the responsibility for implementing or monitoring the phenomena?
2. What is the role of campus administration in administering or supervising the processes?
3. How would you enhance or change the process?

NOTE: Each of these must be mentioned in your **one-page** paper. For example, if you do not think any changes are necessary, would write that no changes are needed. Include headings for each of the requirements above.

EMBEDDED ACTIVITY REFLECTION GUIDELINES

Reflections must follow the Brown and Irby reflection cycle, and *artifacts* must be attached. The required reflection must be added at the end of the document; it should be single-spaced. Please do not submit reflections as separate documents. All Embedded Activities will be submitted in class.

Additional Resources

Gilbreath, P. (2006). Career and technical education in Texas. In J. A. Vornberg (ed.) *Texas public school organization and administration: 2006* (pp. 551-584). Dubuque, IA: Kendall-Hunt Publishing Company.

McGhee, M. W. (2006). Meeting the needs of diverse student populations: Federal and state perspectives. In J. A. Vornberg (ed.) *Texas public school organization and administration: 2006* (pp. 517-550). Dubuque, IA: Kendall-Hunt Publishing Company.