

**ASE 586**  
**SPECIAL POPULATIONS AND SPECIAL PROGRAMS**  
**Cy-Fair ISD**

**A. Instructor**

Dr. George Moore  
P.O. Box 2119  
Huntsville, TX 77341  
e-mail: gwm002@shsu.edu

phone: 936.294-4981  
fax: 936.294-3886  
mobile: 936-828-0599

**B. 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.

**C. 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

**D. Texts**

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

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

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

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

**E. 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 several objectives associated with defined knowledge and skills.*

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

**F. 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.

**G. Performance and Assessment**

The candidate'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.

**H. 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.

**I. Attendance and Late Work**

1. Attendance is considered important in all classes. In a summer course, attendance becomes a larger issue. 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 their 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

**J. 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).



Date	Topic/Proficiencies	Assignment
10-01	<b>Bilingual• ESL•Title III•Title I – C Migrant Education</b> TExES I.3.h, I.1.a, II.6.g, I.2.f, II.4.a, III.9.d, II.5.d, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.7, 7.8  <b>Presentation Team B</b>  <b>Article Discussion</b>	Read Chapters 4 and 7  Read Assigned Article
10-08	<i>Example TeXES exam questions</i>  <b>Alternative Education•Adjudicated youth</b>  <b>Academic Enhancement, Interventions, and Preparation Programs</b>	<b>EA #2 Due</b>  Read Chapter 5, 11, and 12
10-15	<b>CATE</b> TExES I.3.h, I.3.i I.1.a, II.6.g, III.9.d, II.4.a, II.5.d, II.5.c, I.1.c, I.1.d TP-7.3, 7.7, 7.8  <b>McKinney-Vento•TitleX, Part C•Adult Basic Education</b> TExES I.3.h, I.1.a, II.6.g, I.2.f, II.4.a, III.9.d, II.5.d, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.8  <b>Presentation Team C</b>	Read Chapter 6
10-22	<b>Gifted and Talented Education</b> TExES I.3.h, I.1.a, II.6.g, I.2.f, II.4.a, III.9.d, II.5.d, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.7, 7.8  <b>Presentation Team D</b>  <b>Article Discussion</b>	<b>EA # 3 Due</b>  Read Chapter 9 Read Assigned Article
10-29	<b>Early Childhood•Head Start•Even Start</b> TExES I.3.h, I.1.a, II.6.g, I.2.f, II.5.c, II.5.i, II.5.j, II.5.k I.1.c, I.1.d TP-5.6, 7.3, 7.7, 7.8  <b>Presentation Team E</b>	<b>EA #4 Due</b>  Read Chapter 8
11-05	<b>Private Education•Parochial Schools•Home schooling•Charter Schools</b> TP-5.6, 7.3, 7.7, 7.8 3.5, 9.1, 3.7, 3.7  <b>Presentation Team X</b>  <b>Article Discussion</b>	Read Article
11-12	<b>Staff / Professional Development</b>	Read Chapter 14  <b>EA #5 Due</b>

<b>Date</b>	<b>Topic/Proficiencies</b>	<b>Assignment</b>
11-19	No class <b>BlackBoard Enhancement</b>	
11-26	In class Project	<b>EA #6 Due</b>
12-03	<b>Final Exam In Class</b>	<b>Final Exam</b>

**K. Course Evaluation**

The grade for this course will be based on the following distribution of points:

1 Exams 50 points	50
Team Presentations	50
Internship activities with reflections	180
Reflection on special programs	20
Critique BlackBoard Articles	30
Total	330
A=297 or more; B=264; C=231; F=23 0 or lower	

## Assignments

[All assignments are to be submitted in class unless directed otherwise]

### *Reflection on Experiences with Special Populations and Programs*

Reflect on your experience with special populations and programs. Write this one 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. Submit in class.

### *Special Programs and Special Populations Presentation*

Each team will submit a comprehensive PowerPoint overview of the special program/population assigned to them during the first class period. Each presentation MUST highlight the following aspects as they apply to that particular program:

Points	Feel free to invite a guest speaker for your presentation.
5	History of the special program
5	Current laws, court decisions, guidelines, and regulations of governmental agencies for the special program
5	<b>Procedures</b> for acquiring funding and support from local, state, and federal sources for the special program
10	Management functions of planning, organizing, staffing, implementing, and evaluating the special program
10	Strategies for making changes within the special program while insuring that such strategies are appropriate for the community and in context with state laws and local policies
5	Characteristics of the population being served by the program, including cultural factors that should be considered in the management of the special program
5	Impact of program on “general” education. What does the program look like when it is implemented in the classroom?
5	References are included, in APA 5 <sup>th</sup> edition format. Sources for further information are included. PowerPoint is neat, well organized, well-edited, and useful to fellow students as a future reference.

### *Article Critiques*

During the fall semester, you will be assigned readings via BlackBoard. Your task is to read the articles and write a critique using the following requirements:

1. Full APA Reference Citation for the article at the top of the first page.
2. What was the gist of the article (1 paragraph)?
3. What in the article does your experience support?
4. With what, if anything, do you take issue?
5. What, if anything, do you think was missing from the discussion?
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.**

	<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 <u>procedures</u> 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 <u>process</u> for adapting and/or modifying curriculum and/or instruction to met 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 Guidelines*

Your paper should present a few pieces of information:

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 you would write that no changes are needed in your paper. Your paper **must** include headings for each of the requirements above.

**Reflections:** 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 EAs 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.