

**ASE 586**  
**SPECIAL POPULATIONS AND SPECIAL PROGRAMS**  
**Fall 2007**

**A. Instructor**

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**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. Measurement Code: These are possible codes. Some may not be used this semester**

P/D	Participation/Discussions	R	Reading
CLT	Cooperative Learning Team	S	Speaker
I	Interview	SP	Student Presentation
CS	Case Study	SU	Survey
E	Exam	L	Lecture (mini)
RR	Reflection on Reading	RP	Research Paper
CSE	Certification Standards Exercise	Q	TEExES Question Development

**I. 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.

**L. 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 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

**M. 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).

**I. Course Matrix (adjustments may be made as the semester progresses)**

For each topic in the course, the Texas Knowledge and Skills Proficiencies for the Principal (TP), the Texas Examinations of Educator Standards (TExES) and the National Council for the Accreditation of Teacher Education proficiencies (NCATE/ELCC) are listed under Knowledge and Skills.

Date	Topic/Proficiencies	Activity Assignment Due	Assess
8/21	<b>Introductions</b> <b>Syllabus</b> <b>BlackBoard</b> <b>Portfolio</b>	Team Assignment	P/D
8/28	<b>Special Education</b> TExES I.2.f, I.3.f, I.3.g, I.3.h, I.3.i I.1.a, I.1.e, II.6.g, I.2.f, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d, TP-1.3, 1.4, 1.5, 5.6, 7.3, 7.7, 7.8	Pankake, Schroth, & Littleton Chapter 1	P/D R CLT
9/4	<b>Section 504</b> <b>Dyslexia</b> TExES I.3.h, I.3.i I.1.a, II.6.g, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d TP-7.3, 7.7, 7.8	<b>EA #1 due</b> Pankake, Schroth, & Littleton Chapter 2	P/D R CLT
9/11	<b>NCLB</b> <b>Title I</b> <i>Team Presentation: Title I</i> TExES II.6.g, II.5.f,	<b>Reflection on special programs due.</b> Pankake, Schroth, & Littleton Chapter 3	P/D R
9/18	<i>No Formal Class Meeting</i> <b>PBMAS study on BlackBoard and reflection</b> TExES I.3.h, I.3.i I.1.a, I.1.e, II.6.g, I.2.f, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d, TP-7.3, 7.7, 7.8	<b>BlackBoard Article Critique Due</b>	RR
9/25	<b>Introduction to Performance-Based Monitoring Analysis System (PBMAS)</b> TExES I.3.h, I.3.i I.1.a, I.1.e, II.6.g, I.2.f, III.9.a, III.9.b, III.9.c, III.9.d, II.4.a, II.4.e, II.4.d, II.5.d, II.5.c, I.1.c, I.1.d, TP-7.3, 7.7, 7.8	<b>EA #2 due</b>	P/D CLT
10/2	<b>Bilingual• ESL•Title III</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	Pankake, Schroth, & Littleton Chapter 7	P/D R CLT
10/9	<b>Migrant Education: Title I, Part C</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>EA # 3 Due</b> Pankake, Schroth, & Littleton Chapter 4	P/D R CLT

<b>Date</b>	<b>Topic/Proficiencies</b>	<b>Activity Assignment Due</b>	<b>Assess</b>
10/16	<i>Mid-Term Exam on Blackboard. Must be posted by 9:00 pm on 10/16. No Formal Class Meeting</i>		Submit on BlackBoard Assignment Module
10/23	<b>Counseling Programs</b>  <i>Team Presentation: Career and Technology Education</i>	<b>EA #4 Due</b> Pankake, Schroth, & Littleton Chapters 6, 10	P/D R CLT
10/30	<b>Alternative Education Programs</b>  <i>Team Presentation: Adult Basic Education</i>  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	Pankake, Schroth, & Littleton Chapter 11	P/D R CLT
11/6	<b>Gifted and Talented Education</b>  <i>Team Presentation: Gifted and Talented</i>  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>EA #5 Due</b>  Pankake, Schroth, & Littleton Chapter 9	P/D R CLT
11/13	<i>No Formal Class Meeting</i> <b>Discussion Questions on BlackBoard begin 11/10, end 11/13</b>	Pankake, Schroth, & Littleton Chapter 5, 15	Submit on BlackBoard Assignment Module
11/20	<i>No Formal Class Meeting</i> <b>Discussion Questions on BlackBoard begin 11/17, end 11/20</b>	Pankake, Schroth, & Littleton Chapter 13, 14	Submit on BlackBoard Assignment Module
11/27	<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>EA #6 Due</b>  Pankake, Schroth, & Littleton Chapter 8	P/D R CLT
12/4	<b>Private Education•Parochial Schools•Home schooling•Charter Schools</b>  <i>Team Presentation: Programs for Adjudicated Youth</i> TP-5.6, 7.3, 7.7, 7.8, 3.5, 9.1, 3.7, 3.7	Pankake, Schroth, & Littleton Chapter 12	P/D R CLT
12/11	<i>Final Exam. Must be posted by 9:00 pm on 12/11. No Formal Class Meeting</i>	<b>Final Exam Due</b>	Submit on Blackboard Assignment Module

**K. Course Evaluation**

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

2 Exams: 25 points each	50
Team Presentation	100
Internship Activities with Reflections	200
Reflection on Special Programs	50
BlackBoard Assignments	50
Total	450
A = 405 or more; B = 360 – 404; C = 340 – 359; F = 339 or lower	

**Assignments**

***Reflection on Experiences with Special Populations and Programs (50 points)***

Use the Brown and Irby Reflection Cycle to reflect on your experience with special populations and programs. There is no “artifact” in this reflection—your experience is the artifact. Just start by describing the particular experience then follow the remainder of the steps of the cycle. Your Brown and Irby text describes the Reflection Cycle. Two single-space pages MAXIMUM without the cover sheet.

***Special Programs and Special Populations Team Presentation (100 points)***

Each team will research and present a comprehensive overview of the special program/population assigned. Teams will utilize the text, district resources and information, and at least one other federal or state resource. Presentations should be a minimum of 30 minutes and no longer than 45 minutes.

Each presentation should highlight the following aspects as they apply to that particular program:

Points	
5	History of the special program
20	Current laws, court decisions, guidelines, and regulations of governmental agencies for the special program
10	Procedures for acquiring support and funding from local, state, and federal sources for the special program
20	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
20	Characteristics of the population being served by the program, including cultural factors that should be considered in the management of the special program
10	Impact of program on “general” education. What does the program look like when it is implemented in the general education 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/BlackBoard Readings (50 points)***

During the semester, you will be assigned readings via BlackBoard. Your task is to read the article or state guideline and write a critique using the following guidelines:

1. Full APA Reference Citation for the article/state guideline.
2. What was the gist of the article/state guideline?
3. With what in the article/state guideline do you agree?
4. With what, if anything, do you take issue?
5. For an article, what, if anything, do you think was missing from the discussion?
6. For a state guideline, what concerns do you have about implementation?
7. What questions do you have after reading the article/state guideline?

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

### ***Embedded Internship Activity Guidelines (200 points)***

You are a potential school leader. Your paper should reflect what you think must be presented to clearly critique the phenomena being studied. However, there are a few pieces of information you should include in all papers.

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. What changes, if any, would you suggest?

**NOTE:** Each of the points must be mentioned in your paper. For example, if you do not think any changes are necessary, you would write that in the paper.

**Reflections:** Reflections must follow the Brown and Irby reflection cycle, and 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.

### **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.

***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	Critique the <b><i>procedures</i></b> 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	Sept. 4	3 pages  1-2 page reflection  15 points
2	Critique the <b><i>process</i></b> 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	Sept. 25	3 pages  1-2 page reflection  15 points
3	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	Oct. 9	1 page  1-2 page reflection  15 points
4	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	Oct. 23	4 pages  1-2 page reflection  30 points
5	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	Nov. 6	1 page  1-2 page reflection  10 points
6	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	Nov. 27	3 pages  1-2 pg reflection  15 points
Total Points					100 points