

Sam Houston STATE UNIVERSITY

ASE 586
SPECIAL POPULATIONS AND SPECIAL PROGRAMS
Spring 2008 On-line

A Member of The Texas State University System

Department of Educational Leadership and Counseling
ASE 586.02 SPECIAL POPULATIONS AND SPECIAL PROGRAMS

COURSE/TITLE: **ASE 586.02 SPECIAL POPULATIONS AND SPECIAL PROGRAMS**
(Online.Spring 2008)
COLLEGE: SAM HOUSTON STATE UNIVERSITY
DEPARTMENT: EDUCATIONAL LEADERSHIP AND COUNSELING
PROFESSOR: Dr. Bernnell Peltier-Glaze
E-MAIL: bmp011@shsu.edu
PHONE: 832-724-8288 (Please leave your name and number where you can be reached).
ELECTRONIC OFFICE HOURS: M – TH: 11: 00 a.m.- 1:00 p.m..

REQUIRED MATERIALS & TOOLS:

This course will be web-based and field-based. You must be able to access blackboard.
<http://blackboard.shsu.edu/webapps/login>. Additionally, all communications to and from the professor will be through your **SHSU email account**.

- 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. (1998). *Principal Portfolio*. (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.
- American Psychological Association. (2001). *Publication manual of the American psychological association* (5th ed.). Washington, D.C: American Psychological Association.

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

- Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>

Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word and Powerpoint.

Below you will find orientation information that should be helpful as you prepare for the course over the next few days. You should read and follow the instructions.

1. Pay for your coursework as soon as possible. Until you have paid, you will not be able to access the course website on Blackboard.
2. Create a SHSU Computer Account by going to www.shsu.edu, and then scroll down the “University Fast Links” until you find Computer Account Creation. Follow the steps there to obtain your username and password. These will be used to access Blackboard and SHSU email. Hereafter, your professor will **ALWAYS** use your **SHSU email address** to initiate contact with you.
3. Go to Blackboard and login. Locate ASE 586.02 and select the link to the course website.
4. Download and review the syllabus and assignment sheet under Course Documents.
5. Purchase your textbooks. The University Bookstore telephone number is 936-294-1862.
6. Download *Academic Portfolio Guidelines* and the *Writing Standards* from the Educational Leadership web page- http://www.shsu.edu/~edu_elc/leadership/programs.html

COURSE DESCRIPTION:

This web-enhanced (online) course is designed to introduce students to the theory and practice of special programs provided in the schools. These programs usually have special or categorical funds. 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. 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.

COURSE RATIONALE: This course is consistent with the mission of the University, the College of Education and Applied Science, and the Educational Leadership Program.

- Sam Houston State University's: "...enable its students to become informed, thoughtful, and productive citizens."
- College of Education and Applied Science: "...provides students with opportunities to develop knowledge, skills, strategies, and experiences which allow them to serve in diverse roles and function productively in society."
- Educational Leadership Program: "...to prepare educational leaders for real-world challenges and opportunities."

Students have RESPECT from the College of Education

Responding to the needs of others

Expecting the best for students, faculty, staff and programs

Serving other above self

Planning and promoting quality

Engaging in academic inquiry

Caring for students, faculty and staff

Teaching and leading as a mission that changes lives

EXPECTATIONS:

- Students will participate in this Online (web-enhanced) classes.
- Students will assume responsibility for their own success in this class, not only in class discussions and presentations for each class, but also as they participate in a team arrangement to learn what they missed when late or unavoidably absent from the online discussions.
- Threads must be posted by the due date, which is the end of each week (Fridays) by 10:00 p.m. Posting after the due date is considered late and will not be accepted. After the second late posting, the student's overall final course grade will be reduced by at least one letter grade.
- No make-up assignments will be given.
- No late work will be accepted. (If a late assignment is approved by the professor, points will be deducted from the assignment grade as well as from the class participation grade. After the second late assignment, the student's overall final course grade will be reduced by at least one letter grade).
- All exercises will be completed in a timely manner, which is necessary for meaningful participation and contribution to the class.
- Students will visit the library at SHSU on line to supplement their readings on the various methodologies and will share these accounts during class discussions.
 - **For BlackBoard Assignments**
 - Students will make postings on blackboard as assigned. This posting should be related to what you are learning in the course or what we have discussed. You may post questions for responses. Some of the postings will result from group-led discussions. All responses must have a citation from the textbook.

Blackboard Assignments

Assignments are due by 10:00 pm on the due date and will be considered late if emailed to the professor or after the due date. No late assignments will be accepted and no make-up work will be given. Email all assignments to bmp011@shsu.edu (unless otherwise specified)! You must have a SHSU Email Account (not to

be forwarded to other email) [see http://www.shsu.edu/~ucs_www/] and be able to access Blackboard (<http://www.shsu.edu/administrative/training/guides/blackboard.html>) to participate in this class. To successfully complete this course, students must use Blackboard when assigned. If students fail to do so points will not be given for the assignment. Send an initial email to me at bmp011@shsu.edu to confirm your SHSU Email Account and that you have successfully accessed Blackboard. Also, please complete the student information card.

BLACKBOARD DISCUSSION OBJECTIVES:

- Form Cooperative Learning Groups (CLG) to facilitate learning for chapter readings
 - Each group will be given assignments/projects/activities on a weekly basis.
- Opportunity for students to share ideas and experiences with others whose background and viewpoints differ from their own
- Opportunity for peer assistance to help each other understand ideas or concepts
- Use professional language during discussions

ASSIGNMENTS OBJECTIVES

- Opportunity to stay up to date in their work by using a variety of resources (Field-based assignments, interviews, internet research, analyzing curriculum, etc)
- Opportunity for students to extend their intellectual effort beyond that which is required by most courses (NCLB requirements, second language learners, parent involvement, paraprofessional, staff development, interviews, etc)
- Related to real life situations (Major project, weekly assignments, class and on line discussions).

STUDENT/INSTRUCTOR INTERACTION/COMMUNICATION OBJECTIVES:

- Display a personal interest in students and their learning
- Assist students in ways to find answers to their own questions
- Provide feedback of academic performance
- Clarify course material
- Share ideas about the course content
- Provide timely and frequent feedback
- Provide student-faculty interaction via email, phone calls, etc.

Please adhere to proper protocol. As listed on the first page of this syllabus, my electronic office hours are M-TH from 11:00 a.m. to 1:00 p.m. Any questions or concerns relating to this course need to be directly addressed with me through email or telephone. Unless it is an emergency, I will respond to you within 48 hours.

PROGRAM STANDARDS: TEXES, NCATE, IDEA, AND PRINCIPAL STANDARDS AS ALIGNED BY EDL AT SAM HOUSTON STATE UNIVERSITY

COURSE PERFORMANCE STANDARDS, KNOWLEDGE, AND SKILLS:

While completing an approved preparation program, all candidates for school principal certification in Texas must demonstrate general knowledge and skill competency related to the eight standards areas established by the State Board of Educator Certification (SBEC): <http://www.tepsa.org/SC/PrincipalStandards.pdf>

STATUTORY AUTHORITY: Texas Education Code, Chapter 21, Subchapter B, Certification of Educators.
<http://www.tea.state.tx.us/sboe/schedule/9809/ch241-ltr.html>.

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.

These standards are assessed with the TExES certification exam for Principals which includes questions around the following nine competencies

- Competency 1 The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Competency 2 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.
- Competency 3 The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
- Competency 4 The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
- Competency 5 The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
- Competency 6 The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
- Competency 7 The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.
- Competency 8 The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.
- Competency 9 The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

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

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.

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 6.6 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.

PERFORMANCE AND ASSESSMENT:

The candidate's performance of the knowledge and skills as set forth in the attached table must be at an 80% level or better to assure successful completion of the course.

Measurement Code

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	TExES Question Development

Curricula

The curricula for this course (1) include knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

Course Matrix

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. The Field-Based/Reflection/Research Components are briefly described and the type of assessment for each topic is identified using the above code.

Date of posting on Blackboard of new topics, information, and discussions	Topic	Knowledge/Skills Proficiencies	Field-Based Component	Assignment Due Date (to be submitted via Blackboard/ discussion board or email as appropriate by 10:00 pm on listed date)	Assessment
1/16-18, 2008	Introductions Syllabus Introduction to course	TEExES I.3.f, I.3.g, II.6.g, TP-1.3, 1.4, 1.5 NCATE 2.4	Introduction to class Reflection on Experiences with Special Populations and Programs	BB/Discussion participation	P/D RR
1/21-25, 2008	Characteristics of special programs Special education— history, current background, Special education – ARD meetings	TEExES I.3.h, I.3.i I.1.a, I.1.e, II.6.g, I.2.f, 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 NCATE.3, 7.4, 3.1, 3.2, 1.6, 3.4, 4.46.2, 10.4, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7	Pankake, Schroth, & Littleton Chapter 1 Blackboard readings	BB/Discussion participation Answer posted questions	P/D RR L CLT
1/18/08				Introduction to class due.	
1/28-2/1, 2008	Special education— referral and identification process	TEExES 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 NCATE 2.3, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 1.6, 3.4, 6.2, 10.4, 8.1, 8.2, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7	Pankake, Schroth, & Littleton Chapter 1 Blackboard readings	Discussion participation	P/D RR L CLT
2/1/2008				Reflection on special programs due.	
2/4-8, 2008	Special education – ARD meetings timelines, LRE, continuum of services, monitoring,	TEExES 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-5.6, 7.3, 7.7, 7.8 NCATE 2.3, 7.4, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3,1.6, 3.4, 4.46.2, 10.4, 8.1, 8.2, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7	Review of Procedural Safeguards Pankake, Schroth & Littleton Chapter 1 Blackboard articles	Discussion participation	P/D RR L CLT
2/11-15, 2008	Introduction to Performance-Based Monitoring Analysis System (PBMAS)	TEExES 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 NCATE 2.3, 7.4, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 1.6, 3.4, 6.2, 10.4, 8.1, 8.2, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7, 4.4	Blackboard articles	Discussion participation	P/D RR L CLT

2/18-22, 2008	Section 504 Dyslexia	TEExES 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 NCATE 2.3, 7.4, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 4.4 8.1, 8.2, 11.1, 11.2, 3.3, 3.5, 3.7,	Pankake, Schroth & Littleton Chapter 2	Discussion participation	P/D RR L CLT
2/15/2008				EA #1 due.	
2/25-29, 2008	Bilingual ESL Title III Title I – C Migrant Education	TEExES 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 NCATE 2.3, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 4.4, 6.2, 10.4, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7, 3.7	Pankake, Schroth, & Littleton Chapters 4, 7	Discussion participation	P/D RR L CLT
2/22/2008				EA #2 due.	
3/3-7, 2008	Bilingual ESL Title III Title I – C Migrant Education	TEExES I.3.h, I.1.a, I.1.e, II.6.g, I.2.f, 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 NCATE 2.3, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 1.6, 3.4, 4.4, 6.2, 10.4, 11.1, 11.2, 3.3, 3.5, 3.7	Pankake, Schroth, & Littleton Chapters 4, 7 Blackboard readings	Discussion participation Project presentations and discussion	P/D RR L CLT
2/29/2008				EA #3 due.	
3/7/2008				Mid-Term due.	
3/17-21, 2008	NCLB Title I Title IV Title II Title I-B-3 Title VI-B	TEExES II.6.g, II.5.f, NCATE 4.4, 9.1, 9.2	Pankake, Schroth, & Littleton Chapter 3 Blackboard readings	Discussion participation Project presentations and discussion.	P/D RR L CLT
3/24-28, 2008	CATE	TEExES 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 NCATE 2.3, 7.4, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 4.4 11.1, 11.2, 3.3	Pankake, Schroth, & Littleton Chapter 6 Blackboard readings	Discussion participation Project presentations and discussion.	P/D RR L CLT
3/28/2008				EA #4 due. Exam due.	
3/31-4/4, 2008	Gifted and Talented Education	TEExES 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 NCATE 2.3, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 4.4, 6.2, 10.4, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7, 3.7	Pankake, Schroth, & Littleton Chapter 9 Blackboard readings	Discussion participation Project presentations and discussion.	P/D RR L CLT
4/7-11, 2008	McKinney- Vento Title X, Part C Adult Basic	TEExES 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	Blackboard readings	Discussion participation Project	P/D RR L CLT

	Education	I.1.c, I.1.d TP-5.6, 7.3, 7.8 NCATE 2.3, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 4.4, 6.2, 10.4, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7, 3.7		presentations and discussion.	
4/4/2008				EA #5 due	
4/14-18, 2008	Early Childhood Head Start Even Start	TEExES 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 NCATE 2.3, 3.1, 3.2, 3.6, 3.8, 5.4, 5.5, 10.3, 4.4, 6.2, 10.4, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7, 3.7	Pankake, Schroth, & Littleton Chapter 8 Blackboard readings	Discussion participation Project presentations and discussion.	P/D RR L CLT
4/21-25, 2008	Private Education Parochial Schools Homeschooling Charter Schools	TEExES 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 NCATE 2.3, 3.1, 3, 5.5, 10.3, 4.4, 6.2, 10.4, 11.1, 11.2, 3.3, 3.5, 9.1, 3.7, 3.7	Blackboard readings	Discussion participation Project presentations and discussion.	P/D RR L CLT
4/18/2008 4/28-5/2, 2008				IEA #6 due Project presentations and discussion.	
5/5-9, 2008				Final posted Project presentations and discussion.	P/D RR L CLT
5/15/2008 5/12-5/15, 2008				Final exam due. Project presentations and discussion.	

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.

L. Course Evaluation

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

Exams 2 x 25 points each	50
Discussion Participation	100
Powerpoint	100
Powerpoint discussion	100
Embedded activities	100

Reflection on special programs	50
Introduction	20
Total	520
A=468 or more, B=416-467, C=364-415, F=363 or lower	

M. Attendance and Late Work

1. Attendance is not considered in this computer-based course. Blackboard is accessible at all hours and from any Internet location.
2. Late work will not be accepted.

N. Disability Notice

Students with a disability which 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).

All assignments are to be emailed, unless otherwise specified.

Introduction to Class

Create a **formal, professional** introduction for yourself and put it in the text of a discussion board response. Look for the “Introductions” thread. I will include one also. It should be no more than 2 or 3 paragraphs. Highlight your professional experiences and education. Use “resume” language. One goal of the introduction is to allow your classmates to discover what areas of expertise you possess. Submit on Discussion Board.

Reflection on Experiences with Special Populations and Programs

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 pages MAXIMUM without the cover sheet. Submit via email.

Special Programs and Special Populations Presentation

Each student will submit a comprehensive powerpoint overview of the special program/population assigned to them during the second class period. One goal of the powerpoint is to provide an organized, ready reference for professionals to use. Each presentation should highlight the following aspects as they apply to that particular program:

Points	
10	History of the special program
20	Current laws, court decisions, guidelines, and regulations of governmental agencies for the special program

5	Procedures for acquiring support from local, state, and federal sources for the special program
15	Management functions of planning, organizing, staffing, implementing, and evaluating the special program
5	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 classroom?
15	References are included, in APA 5 th edition format. Sources for further information are included. Powerpoint is neat, well-organized, well-edited, and useful to fellow students as a future reference.
100	Total

Each student will use the powerpoint as a basis to conduct a Blackboard discussion on her or his selected topic. Instructor will post the forum at the appropriate time.

Embedded Activities for the Principal Internship

ALL EMBEDDED ACTIVITIES MUST BE IN THE REFLECTION FORMAT.

	<i>Embedded Activity</i>	<i>Educational Leadership Constituent Council (ELCC) Standard(s)</i>	<i>TexES Competencies</i>	<i>Due Date</i>	
1	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	February 15, 2008	1 page 10 points
2	Critique the <i>procedures</i> 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	February 22, 2008	2 pages 10 points
3	Critique the <i>process</i> 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	February 29, 2008	2 pages 10 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	March 28, 2008	1 page 10 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	April 4, 2008	5 pages 30 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	April 18, 2008	5 pages 30 points

SHSU POLICIES (see also: <http://www.shsu.edu/syllabus/>):

Academic Honesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Academic work submitted by you (such as papers, assignments, reports, test) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources. Violation of these academic standards may result in removal of failure. Academy Policy Statement 810213. For a complete listing of the university policy, see: <http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Attendance is taken for all class meetings. Please notify me in advance if you will be absent or tardy. According to the university policy, regular and punctual class attendance is expected of each student at SHSU. It is expected that each faculty member will keep a record of student attendance. Each faculty member will announce to his/her classes the policies for accepting late work [*stated above*]. Students are expected to show appropriate cause for missing or delaying major assignments or examinations. A student shall not be penalized for three or fewer hours of absences [*one class period*] when examinations or other assigned class work have not been missed; however, a student may be penalized for more than three hours of absences at the discretion of the instructor. Academic Policy Statement 800401

(Refer to Expectation and Performance and Assessment Section of the Syllabus)

Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Dropping the Class/Withdrawing from the University: If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course.

Academic Policy Statement 990407. If a student resigns between the 1st class day and the 12th class day (4th class day in the summer) no record of the resignation will appear on the student's academic record. If a student resigns after the 12th class day (4th class day in summer) but before mid-semester, a record of the resignation will appear on the student's academic record. If a student resigns after eight weeks in the fall or spring or after the first two weeks of a summer session the mark of WP (withdrew passing) or WF (withdrew failing) will be recorded on the student's academic record for each course for which the student was enrolled. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Student Absences on Religious Holy Days Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The

instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Students with Disability Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

University Policies: Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. Also see http://www.shsu.edu/~vaf_www/aps/stualpha.html

The Sam Houston Writing Center provides one-on-one help with your writing assignments. The Center is open from 8 a.m. to 7 p.m. Monday through Thursday, 8 a.m. to 3 p.m. Friday, and 2-7 p.m. on Sunday. Currently, we are located in Wilson 114. Look for signs on campus announcing our new location in Farrington 111, when we are open in that location. It is not necessary to schedule an appointment; however, you may call 936-294-3680, twenty-four hours in advance to schedule one.

Student Information Card

Last Name:

First Name

Birthday (Month/Day):

Home Phone Number:

Cell Phone Number:

SHSU Email Address:

Alternate E-mail Address:

Preferred Email Address:

Workplace (i.e. Name of school & Name of district):

Position(s) (i.e. 4th grade Math/Science & Grade Level Chairperson):

Day Phone Number:

Alternate Phone Number:

In the event of an emergency that would occur during class time, who should be contacted?

Favorite Color(s):

Favorite Snack(s):

Favorite Soda/Juice:

Favorite Cake:

Any other information you would like to share about yourself: