

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

A. Instructor

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B. Course Description

This 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.

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.

D. 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.

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

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 7 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 has several objectives associated with defined knowledge and skills.

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.

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.

G. 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.

H. 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 | TEExES Question Development |

I. Course Matrix

For each topic in the course, the Texas Knowledge and Skills Proficiencies for the Principal (TP), the Texas Examinations of Educator Standards (TEExES) and the National Council for the Accreditation of Teacher Education proficiencies (NCATE) 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 drop box or discussion board as appropriate by 12:00 pm on listed date) | Assessment |
|---|---|--|--|--|-----------------------|
| January 16 | 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 | Discussion participation | P/D RR |
| January 28 | 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 | Discussion participation | P/D RR L CLT |
| January 28 | | | | Introduction to class due. | |

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|--------------------|---|--|---|--|-----------------------|
| February 4 | 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 |
| February 4 | | | | Reflection on special programs due. | |
| February 11 | 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 |
| February 18 | 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 |
| February 25 | 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 |
| February 25 | | | | EA #1 due. | |
| March 2 | Bilingual ESL Title III | 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 |

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| March 2 | | | | EA #2 due. | |
| March 9 | 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 | P/D RR L CLT |
| March 9 | | | | EA #3 due. | |
| March 16 | 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 | | P/D RR L CLT |
| March 16 | | | | Exam posted | |
| March 23 | 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, 4.411.1, 11.2, 3.3 | Pankake, Schroth, & Littleton Chapter 6 Blackboard readings | Discussion participation | P/D RR L CLT |
| March 23 | | | | EA #4 due. Exam due. | |
| March 30 | 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 | P/D RR L CLT |
| April 6 | McKinney- Vento Title X, Part C | 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, 7.8 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 | Blackboard readings | Discussion participation | P/D RR L CLT |
| April 6 | | | | EA #5 due | |
| April 13 | Adult Basic Education | 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 | | P/D RR L CLT |
| April 27 | Early Childhood Head Start | 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, | Blackboard readings | Discussion participation | P/D RR L |

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|-----------------|--|---|--|--|-----------------------|
| | | 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 | | | CLT |
| April 27 | | | | EA #6 due | |
| May 4 | Even Start | | | Discussion participation | |
| May 11 | Private Education Parochial Schools Homeschooling Charter Schools | | | Final posted Discussion participation | P/D RR L CLT |
| May 12 | | | | Final exam due. | |

J. 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.

K. 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 | 50 |
| Powerpoint | 100 |
| Internship activities | 100 |
| Reflection on special programs | 50 |
| Introduction | 10 |
| Total | 360 |
| A=324 or more, B=288-323, C=252-287, F=286 or lower | |

L. 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.

M. 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).

Assignments

All assignments are to be submitted using the Digital Drop Box, except the Introduction to Class

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. 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, not as a Drop Box item.

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 Blackboard Drop Box.

(Assignments continued on page 8)

Special Programs and Special Populations Research Project

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. Students will lead a discussion on Blackboard following the presentation of the project to other students in the class. Each presentation must cover the following areas as they apply to that particular program. Use the rubric below as an outline:

| 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 |
| 15 | 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? |
| 10 | 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. |
| 15 | Demonstration of mastery of topic in Blackboard discussion. |
| 100 | Total |

Embedded Activities for the Principal Internship

| | <i>Embedded Activity</i> | <i>Educational Leadership Constituent Council (ELCC) Standard(s)</i> | <i>TexES Competencies</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 | 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 | 2 pages 10 points |
| 3 | Critique the <i>process</i> 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 | 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 | 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 | 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 | 5 pages 30 points |