

**SAM HOUSTON STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

**ASE 586
SPECIAL POPULATIONS AND SPECIAL PROGRAMS
Summer II 2008
On-line**

A. Instructor

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B. Course Description

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. Prerequisite: ASE 532 and ASE 668.

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
July 8	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
July 8	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
July 10				Introduction to class due.	

July 10	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
July 11				Reflection on special programs due.	
July 14	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
July 17	Project and discussion—assessment of learners and the ARD process				
July 17	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
July 17				Exam I posted	
July 20	Projects and discussions— Special education—AT except for communication Special education—AT for communication				
July 21	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
July 21				Exam I due	
July 23	Project and discussion—Migrant education				

July 24	NCLB--Title III Bilingual ESL 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
July 26	Project and discussion—Bilingual education				
July 28	NCLB--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
July 29	Project and discussion—Bilingual education				
August 2	Project and discussion—NCLB Title I				
July 31	NCLB--Title I	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
August 2	Project and discussion—NCLB Title I				
August 5				Exam II posted	
August 5	Project and discussion—NCLB Title IID				
August 5	NCLB --Title IID	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	P/D RR L CLT
August 7				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
Project	200
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

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, 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.

Special Programs and Special Populations Technology Research Project

Each student group will submit a comprehensive powerpoint overview of the special program/population assigned to them. One goal of the powerpoint is to provide an organized, ready reference for professionals to use. Students will lead a discussion on Blackboard with 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	
30	History of the special program, and current laws, court decisions, guidelines, and regulations of governmental agencies for the special program
20	Management functions of planning, organizing, staffing, implementing, and evaluating the special program
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?
5	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	Thorough exploration of the technology involved in the special program.
100	Total