

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

*Publication manual of the American Psychological Association* (5<sup>th</sup> 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	TExES Question Development

## I. 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.

## J. 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) 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.

<b>Date of posting on Blackboard of new topics, information, and discussions</b>	<b>Topic</b>	<b>Knowledge/Skills Proficiencies</b>	<b>Field-Based Component</b>	<b>Assignment Due Date (to be submitted via Blackboard drop box or discussion board as appropriate by 12:00 pm on listed date)</b>	<b>Assessment</b>
August 20	Introductions Syllabus Introduction to course	TExES 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	<b>Discussion participation</b>	P/D RR
August 27	Characteristics of special programs Special education— history, current background, Special education – ARD meetings	TExES 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	<b>Discussion participation</b>	P/D RR L CLT
<b>August 27</b>				<b>Introduction to class due.</b>	

September 3	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	<b>Discussion participation</b>	P/D RR L CLT
<b>September 3</b>				<b>Reflection on special programs due.</b>	
September 10	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	<b>Discussion participation</b>	P/D RR L CLT
September 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	<b>Discussion participation</b>	P/D RR L CLT
September 24	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	<b>Discussion participation</b>	P/D RR L CLT
<b>September 24</b>				<b>EA #1 due.</b>	
October 1	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	<b>Discussion participation</b>  <b>Project presentations and discussion</b>	P/D RR L CLT
<b>October 1</b>				<b>EA #2 due.</b>	

October 8	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	<b>Discussion participation</b>  <b>Project presentations and discussion</b>	P/D RR L CLT
<b>October 8</b>				<b>EA #3 due.</b>	
October 15	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	<b>Discussion participation</b>  <b>Project presentations and discussion.</b>	P/D RR L CLT
<b>October 15</b>				<b>Exam posted</b>	
October 29	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	<b>Discussion participation</b>  <b>Project presentations and discussion.</b>	P/D RR L CLT
<b>October 29</b>				<b>EA #4 due. Exam due.</b>	
November 5	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	<b>Discussion participation</b>  <b>Project presentations and discussion.</b>	P/D RR L CLT
November 12	McKinney- Vento Title X, Part C Adult Basic 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, 7.8 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	<b>Discussion participation</b>  <b>Project presentations and discussion.</b>	P/D RR L CLT
<b>November 12</b>				<b>EA #5 due</b>	
November 19	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	<b>Discussion participation</b>  <b>Project presentations and discussion.</b>	P/D RR L CLT
November 26	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,	Blackboard readings	<b>Discussion participation</b>  <b>Project presentations and discussion.</b>	P/D RR L CLT

		3.5, 9.1, 3.7, 3.7			
November 26				<b>IEA #6 due</b> <b>Project presentations and discussion.</b>	
December 3				<b>Final posted</b> <b>Project presentations and discussion.</b>	P/D RR L CLT
December 10				<b>Final exam due.</b> <b>Project presentations and discussion.</b>	
December 17				<b>Final exam discussion.</b>	

**K. 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 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. 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 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	<b>Procedures</b> 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 <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.
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*

**THESE ARE NOT REFLECTIONS. YOU ARE TO REPORT AND CRITIQUE.**

	<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 14	1 page 10 points
2	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	February 21	2 pages 10 points
3	Critique the <b><i>process</i></b> 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 28	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 21	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	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	5 pages 30 points