

ASE 586
SPECIAL POPULATIONS AND SPECIAL PROGRAMS
Summer II, 2008
Aldine Triad Cohort

A. Professor

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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. These programs will be examined with respect to their specific design and characteristics as well as the impact their implementation has on principal leadership and school climate.

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. Text

Pancake, A., Schroth, G., & Littleton, M., 2nd Ed. (2005). *The administration and supervision of special programs in education*. Dubuque, IA: Kendall/Hunt.

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 Education Certification (SBEC).

The 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. ELCC Standards and Sub- Elements

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TEXES COMPETENCIES
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3.1 Manage Organization 3.3 Manage Resources	1. 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.	6.4 Recruit, Select, Evaluate Personnel-Legal
3.3 Manage Resources	2. Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings.	9-1 Implement Operations of School Plant/ Systems 9-4 Apply Laws to Support School Programs
2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	3. Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition.	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.1 Promote Positive School Culture 2.2 Provide Effective Instructional Programs	4. Critique the process 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).	4.1 Facilitate Curriculum Planning 5.1 Research Best Practices for Instruction
2.2 Provide Effective Instructional Programs	5. Critique the procedures being used in student placement (grouping, promotion and retention) at the campus.	3.9 Promote Awareness of Multicultural/Ethnic/ Learning Differences 5.4 Ensure Quality Programs for Students

G. Learner Outcomes

In this course the major emphasis is placed on the following outcomes:

- 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/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.

H. 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.

I. Performance and Assessment

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

J. LEARNING ACTIVITIES

- I. Group projects will be submitted on different topics as specified in the course outline.
- II. **Attendance and discussion will be an important aspect of the course. Students are expected to attend class each week. *All absences must be approved by the instructor.***
- III. ***Points for participation may be deducted for lack of attendance. If a student misses more than one session for any reason, he/she may be subject to the reduction of one letter grade.***
- IV. Field work reflections will be completed as scheduled in the course outline.

K. STUDENT CODE OF CONDUCT

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 and theft or mutilation of library materials.

Students should practice self-discipline in classes. Courtesy should be extended to all graduate students. Thought should be given to the value of all conversation in class. Classes will be more enjoyable and beneficial to all involved when graduate students conduct themselves as conscientious professionals.

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 as chair of the committee for Continuing Assistance for Disabled Students by telephone (extension 1720).

L. GRADE:

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

1. **Group Research Project** 125 points
2. **Attendance and participation** 100 points
(To earn participation points, a student must be actively participating in group collaboration, discussions, and other formats required in the course;
STUDENTS WHO ARE ABSENT FOR ONE OR MORE CLASS SESSIONS WILL DROP AT LEAST A LETTER GRADE)
3. **Field Work** 60 points
. Total 285 points

The letter grades will be based on the total points earned by the student:

- 257 - 285 points A
228 - 256 points B
200 - 227 points C

NOTE: Assignments are due on the date printed in the course outline unless otherwise notified. If you are resubmitting an assignment for reconsideration, it must be submitted on or before the next class period after the paper was originally returned, unless prior arrangements are made with the professor.

M. Course Topic Summary

- Special Education; IDEA
- Section 504; Dyslexia
- Title One; NCLB; Parent Involvement
- Gifted and Talented Programs; Counseling Programs
- Career and Technology Education; Early Childhood; Alternative Education Programs; Programs for Adjudicated Youths
- Staff Development for Special Programs; Assessing Central Office Resources
- Migrant Students and Bilingual Education (Special Presentation)

N. Field Work Reflections: Embedded Activities for the Principal Internship

THESE ARE REFLECTION ACTIVITIES THAT YOU ARE TO COMPLETE USING THE BROWN/IRBY RELECTION CYCLE. Place these reflections in your portfolio under the correct standard.

1	Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition. Standard VI, Act. 6.	
2	Critique the <u>procedures</u> being used in student placement (grouping, promotion, and retention) at the campus. Standard VII, Act. 7.	
3	Critique the <u>process</u> 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. Standard VI, Act. 6.	
4	Describe <u>procedures</u> used to verify the certificate status of professional employees. Address how the principal uses certificate status to make professional decisions for scheduling instruction. Standard V, Act. 5.	
5	Conduct a <u>space needs assessment</u> (utilization study by periods, grouping, and effect on instructional program) and report your findings. Standard V, Act. 5.	
6	Participate in and <u>critique</u> an Admission, Review, and Dismissal meeting as to compliance with the Commissioner's Rules. Standard VII, Act. 7.	