



ASE 586
SPECIAL POPULATIONS AND SPECIAL PROGRAMS
Summer II, 2008
Trinity Cohort

A. Professor

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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.

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.

Brown, G., & Irby, B. J. (2001). *The principal portfolio* (2nd ed.). Thousand Oaks, CA: Corwin Press.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

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 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	5. Critique the procedures being used in student placement	3.9 Promote Awareness of

Programs	(grouping, promotion and retention) at the campus.	Multicultural/Ethnic/ Learning Differences 5.4 Ensure Quality Programs for Students
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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. 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. **Research and presentation** 125 points
2. **Reading Reflections** 60 points
3. **Field Work** 120 points
4. **Blackboard Discussions/
Participation** 100 points

**(STUDENTS WHO ARE ABSENT FOR TWO OR MORE CLASS SESSIONS
WILL DROP A LETTER GRADE)**

*****Points are subject to change*****

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

90-100	A
80-89	B
70-79	C

NOTE: Assignments are due on the date printed in the course outline unless otherwise notified.

Course Topic Summary

- Special Education;
- Section 504; Dyslexia, Parent Involvement
- Title One; NCLB;
- Migrant Students and Bilingual Education
- Career and Technology Education; Alternative Education Programs; Programs for Adjudicated Youths
- Staff Development for Special Programs; Assessing Central Office Resources; Counseling Programs
- Early Childhood/ Head Start/ Even Start
- Gifted and Talented

- Alternative Education Programs (not disciplinary programs)

Reading Reflections

During the Summer II session, you will be assigned chapter readings. Your task is to read the chapters, and to write a reflection of the article. Each reflection should address the following.

1. What laws pertain to the particular subject(s) of the chapters? Look at federal laws and any court cases reported.
2. What is the history of the special program or population.
3. What is the role of the school administrator in managing and supervising the special program or service.

Each critique should be no more than **2 double-spaced pages**. Critiques will be submitted on Blackboard.

Reflection on Experiences with Special Populations and Programs

Reflect on your experience with special populations and programs. Write this one reflection as you would in a personal journal. You DO NOT have to follow the Brown and Irby reflection cycle for this reflection. Three double-spaced pages MAXIMUM without the cover sheet. Submit in class.

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

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

EA1	Interview a principal who has experienced a change in student demographics. Describe how the principal has made the transition. Standard VI, Act. 6.	
EA2	Critique the <u>procedures</u> being used in student placement (grouping, promotion, and retention) at the campus. Standard VII, Act. 7.	
EA3	Critique the <u>process</u> 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. Standard VI, Act. 6.	
EA4	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. Standard V, Act. 5.	
EA5	Conduct a space needs assessment (utilization study by periods, grouping, and effect on instructional program) and report your findings. Standard V, Act. 5.	
EA6	Participate in and <u>critique</u> an Admission, Review, and Dismissal meeting as to compliance with the Commissioner's Rules. Standard VII, Act. 7.	

Course Calendar

Date	Topic	Activity Assignment	Due Dates
7-9	<p>Introductions•Syllabus• Introduction to Performance-Based Monitoring Analysis System (PBMAS) http://www.tea.state.tx.us/pbm/index.html</p> <p>NCLB•Title I• Title I-B-3•Title II •Title IV • Title VI-B http://www.ed.gov/nclb/overview/importance/difference/texas.pdf</p> <p>TEExES I.3.h, I.3.i I.1.a, I.1.e, II.5.f, 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</p> <p><i>BlackBoard Discussion</i></p>	<p>Team Assignment</p> <p>Pankake, Schroth, & Littleton Chapter 3</p>	<p>Reflection on special programs due. 7-11</p> <p>Chapter 3 reflection due 7-11</p>
7/14 – 7/16	<p>Characteristics of special programs•Special education history•current•background•Special education –ARD meetings •Special education referral and identification process•timelines •LRE•continuum of services• monitoring•Managing and Supervising•Section 504•Dyslexia</p> <p>*Academic Enhancement, Intervention, and Preparation Programs</p> <p><i>BlackBoard Discussion</i></p>	<p>Pankake, Schroth, & Littleton Chapter 2</p> <p>Chapter 5</p>	<p>Chapter 2 reflection due 7-14</p> <p>Chapter 5 reflection due 7-16</p>
7-21 to 7-23	<p>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</p> <p><i>BlackBoard Discussion</i></p>	<p>Pankake, Schroth, & Littleton Chapters 4, 7</p>	<p><u>EA #1 due</u> <u>EA #2 due</u> <u>EA # 3 due.</u> 07-21</p> <p><u>Chapter 4 & reflection due 7-21</u></p>

<p>7-28 to 7-30</p>	<p>CATE TExES 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 McKinney-Vento•TitleX, Part C•Adult Basic Education TExES 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 <i>BlackBoard Discussion</i></p>	<p>Pankake, Schroth,& Littleton Chapter 6 Internet Search</p>	<p>Chapter 6 reflection due on 7- 28 EA #4 Due EA #5 Due EA #6 Due 07-30</p>
<p>8-4 To 8-6</p>	<p>Gifted and Talented Education TExES 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 Early Childhood•Head Start•Even Start TExES 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 <i>BlackBoard Discussion</i></p>	<p>Pankake, Schroth, & Littleton Chapter 8 & 9</p>	<p>Chapter 8 & 9 reflection due on 8-4 & 9</p>