

**ASE 586**  
**SPECIAL POPULATIONS AND SPECIAL PROGRAMS**  
**Summer I, 2008**

**Professor:** Dr. Carol Ritter  
936-294-1124-office  
281-367-7891-home  
713-305-3637-cell  
[edu\\_clr@shsu.edu](mailto:edu_clr@shsu.edu)

**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.

**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.

**Text**

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

**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 proficiency areas established by the State Board of Education Certification (SBEC) and the ELCC standards.

**Learner Outcomes**

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

- The history of special programs in public education.
- The relationship between the regular curricular offerings special programs and site based management.
- The local school administrative problems such as time demands on Administration and staff.
- The management functions of planning, organizing, staffing, implementing, and evaluating as basic tools in administering special programs.
- The state and federal requirements and accountability for the operation of special programs

- The special programs and their impact on community relations
- The special programs budgets and their relationship to the regular budget processes and procedures.
- The process to correctly complete state and federal proposals commonly found in public schools.
- The factors involved in identifying, evaluating and placing special needs students.

## Learning Activities

### 1. Program Project

Each student is expected to research and present one program.

Answer the following questions:

1. What are the personnel issues related to the area?
2. What are the federal/state regulations?
3. What are the managerial issues related to this area?
4. How does this area impact classroom instruction/class scheduling?
5. How is this program funded?
6. What are the accountability issues related to this program

Presentations will be evaluated based on the attached rubric. Presenters will provide a reference handout for each class member. The handout should directly answer the questions above and include citations for two current research articles to inform students' thinking about that service area. Class participation at each is required.

### 2. Internship Activities

**A Brown and Irby Reflection and an artifact are required for each activity.**

ELCC STANDARD/ SUB-ELEMENTS	COURSE/ACTIVITY	TE <sub>x</sub> ES COMPETENCIES
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	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

Programs		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

### 3. Participation

Each participant is expected to participate fully in all discussions and activities. Participation is both expected and required in this class. Attendance at all class sessions is expected.

All assignments and discussions are due on the date specified. Late work will not be accepted or awarded credit.

### GRADE:

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

1. <b>Program Project</b>	100 points
2. <b>Attendance and Participation</b>	100 points
3. <b>Internship Activities</b>	100 Points
<i>Total</i>	300 points

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

270 - 300 points	A
269 - 240 points	B
239 - 210 points	C

## **SHSU STUDENT GUIDELINES**

**ACADEMIC DISHONESTY**-All students are expected to engage in all academic pursuits in a manner that is **above reproach**. Students are expected to maintain **honesty and integrity** in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**-Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

<http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf>

**STUDENTS WITH DISABILITIES POLICY**-It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

<http://www.shsu.edu/~vaf/www/aps/811006.html>

**VISITORS IN THE CLASSROOM** Only registered students may attend online classes. Students wishing to audit a class must apply to do so through the Registrar’s Office.

**ASE 586-Calendar  
Summer I, 2008**

**\*June 3-**NCLB and Title I

**June 5-**NCLB-Title II, IV, and V

**June 10-**Special Education-**Presentation 1-**Section 504 of the Rehabilitation Act of 1973

**Presentation 2-**Dyslexia

**June 12-**Title III-Bilingual/ESL Programs-**Presentation 3-**Students of Migrant  
Workers

**\*June 17-**Prision Education-**Presentation 4-**Programs for Adjudicated Youth (JJAEP)

**Presentation 5-**State Compensatory Education/Alternative  
Education Programs for At Risk Youth/DAEP

**Presentation 6-**Career and Tehcnology

**June 19-**Counseling-**Presentation 7-**Early Childhood

**June 24-**Gifted and Talented-**Presentation 8-**Advantaced Placement

**Presentation 9-**International Baccalaureate &

Distinguished Achievement

**June 26-**Private and Parochial Schools-**Presentation 10-**Home Schools

**ELCC Standards**

**Standard 1.0-**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success for all students by facilitating the development, articulation, implementation and stewardship of a school vision and learning supported by the school community.

1.1-Develop a School Vision of Learning

1.2-Articulate a School Vision of Learning

1.3-Implement a School Vision of Learning

1.4-Steward a School Vision of Learning

1.5-Promote Community Involvement in School Vision

**Standard 2.0-**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1-Promote a Positive School Culture

2.2-Provide Effective Instructional Program

2.3-Apply Best Practice to Student Learning

2.4-Design Comprehensive Professional Growth Plans

**Standard 3.0-**Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- 3.1-Manage the Organization
- 3.2-Manage the Operations
- 3.3-Manage the Resources

**Standard 4.0**-Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

- 5.1-Collaborate with Families and Other Community Members
- 5.2-Respond to Community Interests and Needs
- 5.3-Mobilize Community Resources

**Standard 5.0**-Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

- 5.1-Acts with Integrity
- 3.2-Acts Fairly
- 5.3-Acts Ethically

**Standard 6.0**-Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- 6.1-Understand the Larger Educational Context
- 6.2-Respond to the Larger Educational Context
- 6.3-Influence the Larger Educational Context

**Standard 7.0**-Internship

### **Competencies for Texas Principals**

**Competency 001**-The principal knows how to shape campus culture by facilitating the development articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The principal knows how to:

- 1.1-create a campus culture that sets high expectations, promotes, learning, and provides intellectual stimulation for self, students, and staff
- 1.2-ensure that parents and other members of the community are an integral part of the campus culture.
- 1.3-implement strategies to ensure the development of collegial relationships and effective collaboration
- 1.4-respond appropriately to diverse needs in shaping the campus culture
- 1.5-use various types of information (e.g., demographic data, campus climate inventory results, student achievement, data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- 1.6-use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning
- 1.7-facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- 1.8-align financial, human, and material resources to support implementation of a campus vision

- 1.9-establish procedures to assess and modify implementation plans to ensure achievement of the campus vision
- 1.10-support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities
- 1.11-acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision

**Competency 002**-The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- 2.1-communicate effectively with families and other community members in varied educational; contexts
- 2.2-apply skills for building consensus and managing conflict
- 2.3-implement effective strategies for systematically communicating with and gathering input from all campus stakeholders
- 2.4-develop and implement strategies for effective internal and external communications
- 2.5-develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media
- 2.6-provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children
- 2.7-establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
- 2.8-communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success
- 2.9-respond to pertinent political, social, and economic issues in the internal and external environment

**Competency 003**-The principal know how to act with integrity, fairness, and in an itical and legal manner.

The principal knows how to:

- 3.1-model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- 3.2-implement policies and procedures that promote professional educator compliance with *The Code of Ethics and Standard Practices for Texas Educators*
- 3.3-apply knowledge of ethical issues affecting education
- 3.4-apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities
- 3.5-apply laws, policies, and procedures in a fair and reasonable manner
- 3.6-articulate the importance of education in a free democratic society
- 3.7-serve as an advocate for all children
- 3.8-promote the continuous and appropriate development of all students
- 3.9-promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation

**Competency 004**-The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of

curriculum instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- 4.1-facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- 4.2-facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- 4.3-facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment
- 4.4-facilitate the use of appropriate assessments to measure student learning and ensure educational accountability
- 4.5-facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum
- 4.6-facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs
- 4.7-promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery

**Competency 005**-The principal knows how to advocate, nurture, and sustain and instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- 5.1-facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice
- 5.2-facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students
- 5.3-create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision
- 5.4-ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs
- 5.5-use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals
- 5.6-facilitate the use and integration of technology, telecommunications, and information systems to enhance learning
- 5.7-facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning
- 5.8-facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs



- 5.9-analyze instructional needs and allocate resources effectively and equitably
- 5.10-analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning
- 5.11-ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning

**Competency 006**-The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

The principal knows how to:

- 6.1-work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and align professional development with identified goals
- 6.2-facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts
- 6.3-allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional developmental plans
- 6.4-implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff
- 6.5-use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff
- 6.6-diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff
- 6.7-engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning

**Competency 007**-The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment

The principal knows how to:

- 7.1-implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment
- 7.2-implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making
- 7.3-frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills
- 7.4-use strategies for promoting collaborative decision making and problem solving, facilitating team building, developing consensus
- 7.5-encourage and facilitate positive change, enlist support for change, and overcome obstacles to change
- 7.6-apply skills for monitoring and evaluating change and making needed adjustments to achieve goals

**Competency 008**-The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

The principal knows how to:

- 8.1-apply procedures for effective budget planning and management
- 8.2-work collaboratively with stakeholders to develop campus budgets
- 8.3-acquire, allocate, and manage human, material, and financial management in relation to accounts, bidding, purchasing, and grants
- 8.5-use effective planning, time management, and organization of personnel to maximize attainment of district and campus goals
- 8.6-develop and implement plans for using technology and information systems to enhance school management

**Competency 009**-The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

- 9.1-implement strategies that enable the school physical plan, equipment , and support systems to operate safely, efficiently, and effectively
- 9.2-apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns
- 9.3-develop and implement procedures for crises planning and for responding to crises
- 9.4-apply local, state, and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

Presentations:

**June 10- Presentation 1**-Section 504 of the Rehabilitation Act of 1973

**Presentation 2**-Dyslexia

**June 12-Presentation 3**-Students of Migrant

Workers

**\*June 17-Presentation 4**-Programs for Adjudicated Youth (JJAEP)

**Presentation 5**-State Compensatory Education/Alternative

Education Programs for At Risk Youth/DAEP

**Presentation 6**-Career and Tehcnology

**June 19-Presentation 7**-Early Childhood

**June 24-Presentation 8**-Advantaced Placement

**Presentation 9**-International Baccalaureate & Distinguished Achievement

**June 26-Presentation 10**-Home Schools