



## Syllabus | Fall 2017

### EDAD 5386 (Online): Special Populations and Special Programs

#### College of Education – Department of Educational Leadership

*EDAD 5386 is a required course for PRINCIPAL CERTIFICATION.*

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**Location and class hours:** Online

**Office hours:** Available by email/text—please call if emergency only

#### Class format

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**This section of EDAD 5386 is taught in an online format.** Lessons will include a combined approach of an in depth study of your textbook, online discussion, outside reading, field and web-based research, presentations, and review of case study problems and scenarios to achieve the objectives of the course. Brain-based learning principles, adult learning principles, and flipped classroom principles will be engaged in this class.

#### Course description

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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 for students.

#### Textbook

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Beyer, B., and Johnson, G. (2014). *Special programs & services in schools: creating options, meeting needs* (2nd ed.). Lancaster, PA: DEStech Publications, Inc. ISBN: 9781605951751

#### Supporting materials to be used as resources

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Texas Education Code

<http://www.statutes.legis.state.tx.us/?link=ED>

Special Education in Texas A to Z Index

<http://www.tea.state.tx.us/index2.aspx?id=2147491399>

Compensatory Education in Texas

<http://www.tea.state.tx.us/index4.aspx?id=4082>

Bilingual Education in Texas

<http://www.tea.state.tx.us/index2.aspx?id=4098>

Bilingual/ESL Monitoring in Texas

[http://www.tea.state.tx.us/index2.aspx?id=2147495578&menu\\_id=2147483703](http://www.tea.state.tx.us/index2.aspx?id=2147495578&menu_id=2147483703)

Gifted Education in Texas

<http://www.tea.state.tx.us/index2.aspx?id=6420>

Texas Association for the Gifted and Talented

<http://txgifted.org/>

Texas Association for Bilingual Education

<http://www.tabe.org/index.cfm>

Association of Compensatory Educators of Texas

<http://www.acetx.org/>

Career and Technical Education in Texas

<http://www.tea.state.tx.us/index2.aspx?id=4881>

Migrant Education Program in Texas

<http://tea.texas.gov/Title/PartC/Migrant/>

NCLB and ESEA Title Programs

<http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/No Child Left Behind and Elementary and Secondary Education Act/>

Code of Ethics and Standard Practices for Texas Educators

[https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=247&rl=2](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)

## Course objectives

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1. Communicates and implements a vision for learning and sustains it related to special populations and programs
2. Communicates and works effectively with diverse groups in the school community to ensure that *all* students have an equal opportunity for educational success
3. Responds to pertinent political, social, and external environments related to special populations and programs
4. Knows how to act with integrity, fairness, and in an ethical and legal manner related to special populations and programs
5. Implements policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators
6. Applies 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
7. Applies laws, policies, and procedures in a fair and reasonable manner
8. Serves as an advocate for *all* children
9. Promotes the continuous and appropriate development of *all* students

10. Promotes awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation
11. 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
12. Facilitates the use of technology, telecommunications and information systems to enrich the campus curriculum
13. Knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth
14. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs
15. Facilitates the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, students discipline and school safety to ensure a campus environment conducive to teaching and learning
16. Ensures responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning
17. Works collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that address staff needs and aligns professional development with identified goals related to special populations and programs
18. Implements strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently, and effectively related to special needs students
19. Applies 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 service, and transportation) related to special needs students and programs.

## IDEA objectives

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**Essential:**

1. Gaining factual knowledge about special programs and populations
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Important:**

1. Learning to apply course material
2. Learning how to find and use resources for answering questions or solving problems.

## Major Assignments

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### 1. Embedded Activities (EA) & Reflections (three embedded activities worth 30 pts each)

The purpose of the Embedded Activities (EA) is to give the candidates an inside look at issues that impact the decisions of school leaders. This activity supports the

design of comprehensive professional growth plans (ELCC 2.4) by focusing on observations and reflective practice.

*To enlist the support of your school administrators, you will need to explain that you are working on your principal certification and need their support. If you need to modify any of the embedded activities, please discuss with your professor. We want to be sensitive to the constraints of building administrators.*

Embedded Activity 1: Interview your principal or program coordinators regarding the process for adapting and modifying curriculum and instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual, economically disadvantaged). Describe what you have learned and how you will apply this knowledge as a school administrator. Include WHO you interviewed, their professional role and the questions you asked followed with a summary of their responses and your final thoughts and conclusions. **(DUE November 7)**

Embedded Activity 2: Review the procedures being used in student placement decisions for all students (grouping, promotion and retention, course selection, graduation plans) and how these procedures differ for special populations. Describe what you learned and how you will apply this knowledge as a school administrator. Include WHO you interviewed, their professional role and the questions you asked followed with a summary of their responses and your final thoughts and conclusions **(DUE October 17)**

Embedded Activity 3: Attend **(and observe only)** an Admission, Review and Dismissal (ARD) meeting as an administrative intern. Review the laws for the ARD Texas Administrative Code (TAC), Title 19, Chapter 89. Adaptations for Special Populations, Subchapter AA: Commissioner's Rules Concerning Special Education Services. Describe what you have learned from these activities and how you will apply this knowledge as a school administrator. **(DUE November 14)**

**Format: There are two acceptable formats to use to document your work.**

Example 1:

- \*Describe the activity thoroughly, including details and specific examples.
- \*Reflect on your experiences with the activity.
- \*Discuss any leadership skills you observed.
- \*Consider if you would do anything differently than what you observed.

Example 2:

The Brown and Irby Reflection Cycle

- \*Goal: describe the goal of the activity

- \*Artifact: describe any documents or policies reviewed
- \*Describe what you observed or did (including research)
- \*Analyze actions and skills needed (to be a successful administrator)
- \*Appraise your actions and skills (do you need more information)
- \*Transform: discussion how you would change or do things differently

Page formatting: Two or three pages, no more than three pages; 12 point font, 1 inch margins; Spacing: 1.5 or double spaced. Please include your name, check for spelling and grammatical errors, and save in a word document prior to submitting in Blackboard.

**2. ELPS Academy (50 pts) (DUE October 3)**

Complete the ELPS Academy on ESC 20.

<http://programs.esc20.net/default.aspx?name=elps.online>

**3. Special Program Topic Presentation (100 pts) (DUE November 21)**

Each student will research and develop a presentation, which provides an overview of the special program chosen. Utilize the text, district resources and information, and at least one other federal or state resource. Include a discussion questions for class participation. Presentations should be 20-25 slides. **A presentation rubric for grading information will be provided.** Each presentation should highlight the following aspects as they apply to that specific program:

- History of the special program
- Current laws, guidelines, and regulations of governmental agencies for the special program
- Management functions of planning, organizing, staffing, implementing, and evaluating the special program
- Role of the principal related to the function and success of the special program
- Characteristics of the population being served by the program, including cultural factors that should be considered in the management of the special program
- Impact of program on education

Presentation is expected to be well organized, edited, and useful to fellow students as a future reference. Provide sources so students can find additional information. **NOTE: To keep the slides neat, please add speech buttons to add additional information that is essential to your presentation.**

**4. Staff Development Analysis (15 pts) (DUE Sept. 19)**

Review the campus or district staff development to determine if there is an inclusive plan for special populations (all programs and populations studied in this course). Determine what programs/populations are (and are not) specifically addressed within the staff development program. Are areas identified which could use additional staff development opportunities? Compare the plan with the most recent

accountability data to determine further needs. Upload a summary of your analysis to the Discussion Board.

### 5. Case Studies (20 pts each)

1. Principal – Principal’s Vision Case Study **(DUE September 12)**
2. Counselor -- Meet with your school counselor and discuss the duties and responsibilities of the counselor. Develop a brief (2-3 double spaced pages) case study to describe and summarize your observation of the counselor role and responsibilities and how they specifically relate to special programs and special populations. **(DUE October 31)**

## Grades

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Case Studies	40 points	<b>Final Grades</b> A 500-450 points B 449-400 points C 350-399 points F <350 points
Quizzes	30 points	
ELPS Academy	50 points	
Embedded Internship Activities	90 points	
Topic Presentation	100 points	
Staff Development Analysis	15 points	
Final Exam	100 points	
<u>Participation/discussion board</u>	<u>75 points</u>	
Total	500 points	

It is expected that all students complete every assignment and participate in class discussions. **Assignments are due on the due date.**

## Schedule: Matrix (tentative schedule)

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Weeks run Wednesday through Tuesday, with most assignments due on Tuesdays.

Date	Course Objectives	Course Activities	Performance Assessments and Measurement/	Standards Alignment Conceptual Framework (CF) NCATE Knowledge and Skills Proficiencies by indicator (N), ELCC Standards (ELCC), State (TExES)

<p>Week 1 8/23-8/29</p> <p>Blackboard Opens August 23</p>	<p>1. Overview of the Course.</p>	<p>Review syllabus. Class introductions.</p> <p>Access TEA Resources for Special Programs and Populations</p>	<p>Online introductions and review of resources before week 2.</p>	<p>CF1 Knowledge Base N 1e, 1f ELCC 1.1, 1.2, 1.3, 1.4, 1.5 TEExES 001 a-g</p>
<p>Week 2 8/30-9/5</p>	<p>1. Define all Title programs and the relation to NCLB and ESEA. 2. Define Title program terms, issues, and legal applications. 3. Determine how a principal communicates and works effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success. 4. Determine how a principal applies legal guidelines (e.g., to relation to students with special needs) to protect the rights of students and staff and to improve learning opportunities 5. Determine how the principal serves as an advocate for students through title programs Determine how the principal promotes the continuous and appropriate development of students through title programs</p>	<p>As a future administrator, read, reflect, and be prepared to respond to the class discussion.</p>	<p>Read Chap 1 and posted links.</p> <p>Online activity and response completed before Week 3.</p> <p>Watch principal vision videos.</p> <p>Begin work on Case Study – Principal’s Vision <b>DUE SEPTEMBER 12</b></p>	<p>CF1 Knowledge Base CF3 Communication N1e, 1f ELCC 4.1, 2.1 TEExES 002 h and i; 003 d-i; 005 d.</p>
<p>Week 3 9/6-9/12</p>	<p>1. Establish how a principal will create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students (with a focus on special populations), and staff. 2. Determine how the principal would implement strategies to ensure the development of collegial relationships and effective collaboration for special populations.</p>	<p>Obtain a copy of your district’s PBMAS and determine needs of special program student populations in your district based on the PBMAS data.</p> <p>Obtain a copy of the most recent state accountability data</p> <p>As a future administrator, read, reflect and respond to the online activity</p>	<p>Review of USDE resources</p> <p>Online activity and response including a general summary of PBMAS and accountability findings due before Week 4</p> <p>Principal’s Vision <b>DUE SEPTEMBER 12</b></p>	

Week 4 9/13-9/19	<ol style="list-style-type: none"> <li>1. Review the process for adapting and modifying curriculum and instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual, economically disadvantaged)</li> <li>2. Determine how a principal communicates and works effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.</li> <li>3. Determine the unique needs for <u>staff development focused on special programs</u> and special populations, especially those that focus on prevention.</li> <li>4. Examine strategies for introducing and implementing new initiatives.</li> <li>5. Explore approaches for creating collaboration and accountability.</li> </ol>	As a future administrator, read, reflect, and respond to the class discussion. Review all posted documents.	<p>Read Chap 2 and posted links</p> <p>Online activity and response before Week 5</p> <p>Staff Development Analysis <b>DUE SEPTEMBER 19</b></p>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 3.3 TExES 009 a, b, and d
Week 5 9/20-9/26	<ol style="list-style-type: none"> <li>1. History of Special Education</li> <li>2. Current status of Special Education</li> <li>3. Qualification and training of Para- Educators</li> <li>4. Understand the history and purpose of Section 504 as it applies to the school setting.</li> <li>5. Funding of Special Education</li> <li>6. Future trends in Special Education</li> </ol>	As a future administrator, read, reflect, and respond to the class discussion. Review all posted documents. Reflect on questions regarding NCLB/ ESEA and accountability standards with emphasis on special education.	<p>Read Chapter 3 and posted links.</p> <p>Online activity and response before Week 6</p>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 4.1, 5.1, 5.2, 5.3 TExES 002 h and i; 003 d-i;
Week 6 9/27-10/3	<ol style="list-style-type: none"> <li>1. Review ELL Education.</li> <li>2. Demonstrate how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth</li> <li>3. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.</li> </ol>	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents. Complete ELPS Academy Training online.	<p>Read Chapter 5 and posted links.</p> <p>Online activity and response before Week 7</p> <p><b>ELPS Academy</b> on ESC 20: upload certificate to Bb <b>DUE OCTOBER 3</b></p> <p><b>Quiz – SPED</b></p>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 5.1, 5.2, 5.3 TExES 003b.



	<p>4.Determine how the principal can act with integrity, fairness, and in an ethical and legal manner</p> <p>5.Determine what policies the principal can implement that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators</p>		<p><b>Quiz – ELL (English Language Learners);</b>  <b>Quiz – Migrant &amp; NCLB</b></p> <p>Complete all quizzes before Week 8 (<b>DUE OCTOBER 10</b>)</p>	
Week 7 10/4-10/10	1. Review Applied Educational Opportunities	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	<p>Read Chapter 7 and posted links.</p> <p>Online activity and response before Week 8.</p>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 2.1, 2.4, 5.1, 5.2, 5.3 TExES 003 g. 005 g. and k.; 006 a.
Week 8 10/11-10/17	<p>1. Discuss Alternative Programs</p> <p>2. Determine the intent and purpose of different types of alternative education settings.</p> <p>3. Explore a few examples of alternative programs.</p> <p>4. Share the structure and intent of successful alternative programs.</p>	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	<p>Read Chapter 6 and posted links.</p> <p>Online activity and response before Week 9.</p> <p><u>Embedded Activity #2</u>  Student Placement  <b>DUE OCTOBER 17</b></p>	CF1 Knowledge Base CF2 Technological CF3 Communication N 1e, 1f ELCC 2.1TExES 005F.
Week 9 10/18-10/24	<p>1.Review Gifted and Talented Education and Advanced Placement</p> <p>2. Determine required professional development for Gifted and Talented Teachers and staff.</p> <p>3.Identify unique needs for special program and population.</p> <p>4.Determine role of the principal in managing and overseeing GT program.</p>	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	<p>Read Chapter 4 and posted links.</p> <p>Online activity and response before Week 10.</p> <p>Begin work on Counselor Case Study.  <b>DUE OCTOBER 31</b></p>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 2.1TExES 005 d and k
Week 10 10/25-10/31	<p>1. Determine roles and responsibilities of <u>school counselors</u>.</p> <p>2. Explore the importance of a healthy school culture.</p> <p>3. Determine the role of the <u>principal in managing and overseeing special programs</u>.</p>	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	<p>Read Chapter 10 and posted links.</p> <p>Online activity and response before Week 11.</p> <p>Counselor Case Study  <b>DUE</b></p>	CF1 Knowledge Base CF2 Technological CF3 ELCC 2.2 TEXES 004 a-d.

	4. Examine how counselors work with staff, students, parents, and community.		<b>OCTOBER 31</b>	
Week 11 11/1-11/7	1. Review historical perspective of health and human services in schools.	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	Read and discuss Chapter 8 and posted links.  Online activity and response before Week 12.  <u>Embedded Activity #1 Principal Interview</u> <b>DUE NOVEMBER 7</b>	CF1 Knowledge Base CF2 ELCC 2.1, 2.2 TExES 004 a.-d.; 005 d, g and k
Week 12 11/8-11/14	1. Determine how a principal ensures that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs through prevention programs.	As a future administrator, read, reflect, and respond to the online activity. Review all posted documents.	Read and discuss Chapter 9 and posted links.  Online activity and response before Week 13.  <u>Embedded Activity #3 ARD</u> <b>DUE NOVEMBER 14</b>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 3.3 TExES 009 a, b, and d
Week 13 11/15-11/21	Informative Presentations	As a future administrator, read, reflect and develop competencies and skills as you develop your presentation.	Continue work on presentations.  Presentations to be uploaded to BB <b>DUE NOVEMBER 21</b>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 2.4 TExES 006 a
Week 14 11/22-11/28	Informative Presentations	As a future administrator, read, reflect and respond to the informative presentations, developing your skills and competencies in all areas of special programs and populations.	Presentations (review all and respond to each posted question as appropriate).	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 2.4 TExES 006 a
Week 15 11/29-12/5	Prepare for FINAL EXAM (multiple choice)	TExES aligned and formatted exam	<b>Final Exam</b> <b>DUE DEC. 5</b>	CF1 Knowledge Base CF3 Communication N 1e, 1f ELCC 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.4, 3.3, 4.1, 5.1, 5.2,

				5.3, TExES 001a-g; 002b. 003 b, d,i, 004 e; 005 d, f, g, K; 006a; 009 a, b, d.
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### Standards Alignment

Conceptual Framework (CF), NCATE Knowledge and Skills Proficiencies by indicator (N), ELCC Standards (ELCC), State (TExES)

### SHSU Dispositions and Diversity Proficiencies

<http://www.shsu.edu/academics/education/graduate-programs/dispositions-diversity-proficiencies.html>

[Principal Standards](#) TAC §149.2001

### Student guidelines – university policies

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SHSU Academic Policy Manual – Students

- [Procedures in cases of academic dishonesty #810213](#)
- [Disabled student policy #811006](#)
- [Student absences on religious holy days #861001](#)
- [Academic grievance procedures for students #900823](#)

SHSU Academic Policy Manual-Curriculum and Instruction

- [Use of telephones and text messages in academic classrooms and facilities #100728](#)

### Course expectations

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#### Attendance

Participation and attendance in all online activities is required.

#### Late work

Assignments are due as stated. **Late work at the graduate level is considered unacceptable.**

#### Time requirement

This course will provide at least 40 hours of instruction utilizing class meetings/online discussions, outside research, independent study, and course submissions.

#### Professionalism

Expectations of Graduate Students and Principal Certification Candidates

Graduate/Certification students are expected to demonstrate regular attendance, active participation in class (face to face or online), timely completion of assignments, and respectful interactions with others. Online students are expected to interact online with others on a weekly basis.

Graduate/Certification students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning.

Debate is encouraged, assuming students demonstrate professionalism. Student dispositions will be factored in the final grade for the course.

### **Student conduct**

All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

### **Academic honesty**

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure.

### **PLAGIARISM: WHAT IT IS**

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large must be attributed to its author by means of the appropriate citation procedure. Plagiarism also consists of passing off as one’s own, segments or the total of another person’s work.

## **College of Education accreditation**

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The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

## **College of Education course and program evaluation**

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Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.