



**EDAD 5386 Online
Special Populations and Special Programs
Spring 2018**

EDAD 5386 is a required course for Principal Certification.

**College of Education
Department of Educational Leadership**

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Office hours: Available by email or phone

Class Time: January 18 – May 2

Location of class: Online

Course Description: This course is designed to introduce students to the special populations and programs/services they will encounter in schools as future administrators. The course will discuss ways to provide equitable educational opportunities for all students.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- Essential:**
1. Gaining factual knowledge
 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.

Textbook:

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

Due to the online nature of this course, you must be able to access Blackboard from the SHSU website. Contact blackboard@shsu.edu for additional assistance.

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF 1)
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)
3. Practices ethical behavior and intellectual honesty. (CF 3)
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
8. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
9. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. (*Please provide additional information for the candidate if the DDP is administered during your course.*)

The following guiding questions are to help in reflecting on these experiences:

- In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?

Indicate the characteristics of each diverse setting using any of the following terms:

Students with Exceptionalities (e.g., students with IEPs, students identified as gifted)

Ethnic and/or Religious Diversity (may include differences in cultural characteristics, i.e., language, religion, geography/national origin, food, dress, music, etc.)

Racial Diversity (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)

Gender Differences

Socioeconomic Diversity (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)

Linguistic Diversity (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College

Course Format:

Lessons will include a combined approach of powerpoint lectures, discussion boards, outside reading, and presentations to achieve the objectives of the course.

Course Content:

In the course, the major emphasis is placed on how the principal:

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.

Course Requirements:

Late Work

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

Attendance

Academic Policy Statement 800401 *The policy for this class is as follows:*

Online attendance and submissions of discussions and assignments for all class sessions is expected. All work is due prior to the due date specified.

Time Requirement

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

The student must develop the professional competencies necessary for applying the knowledge in the essential areas of school leadership. Extended reading and research is an integral part of graduate study.

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

Academic dishonesty is grounds for dismissal from the graduate or certification program (see more in the next section).

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. Academic Policy Statement 810213. See also <http://www.shsu.edu/syllabus/>

Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 6th edition, for citing sources.

Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as *Turnitin*. Plagiarized work will receive a failing grade and possible program dismissal.

Sam Houston State University has an account with an automated plagiarism detection service that allows instructors to submit student assignments to be checked for plagiarism. We reserve the right to (a) request that assignments be submitted as electronic files and (b) electronically submit assignments. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For information about plagiarism in SHSU's website, go to <http://www.shsu.edu/students/guide/dean/codeofconduct.html> (see section 5.31 and 5.32 of the Code of Student Conduct and Discipline) and http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf (see section 5.31 and 5.32 of the Academic Policy Statement 810213)

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 know 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.

Dropping the Class/Withdrawing from the University:

If you need to adjust your schedule by dropping this course, please follow university procedures to drop the class. If you fail to drop the class, a failing grade shall be assigned at the end of the course. To resign (officially withdraw) from the university, a student must either report to the Registrar's Office to complete a Resignation Request or submit a letter stating his or her intent to resign.

Students with Disabilities Policy: <http://www.shsu.edu/syllabus/>

Student Absences on Religious Holy Days: <http://www.shsu.edu/syllabus/>

University Policies:

Graduate students (and certification students) are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc. should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations. See: http://www.shsu.edu/~vaf_www/aps/stualpha.html

- Academic Dishonesty policy
- Cell Phone Policy [Sam Houston State University Academic Policy Statement 100728](#)
- Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>

**NCATE Accreditation**

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

EDAD 5386 Online Course Schedule (subject to change as necessary)

Date	Course Objectives	Assignments	Reminders
Week 1 Jan 18 - 24 Chp 1&2 Intro to Special Populations & Programs	1. Provide an overview of the course. 2. Review Syllabus and Course Assignments. 3. Establish how a principal will create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation all students, staff, families and community. 4. Determine how the district and campus mission, vision and goals reflect the special populations served.	Review syllabus and get familiar with Bb course organization. Order textbook. Post introductions. Complete Week One Assignments on Bb Read Chps 1 & 2	Check Blackboard regularly for weekly reminders and due dates!
Weeks 2&3 Jan 24 – 31 Jan 31-Feb7 Chp. 3 Special Education and 504	1. History of Special Education 2. Current status of special education 3. Determine how the principal serves as an advocate for students in special education 4. Ensures that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs. 5. Understand the history and purpose of 504 6. Funding and future trends in special education	Complete weekly unit assignments on Bb.	Check Blackboard regularly for weekly reminders and due dates!
Week 4 Feb 7- 14 Chp. 4 Gifted and Talented	1. Review history of GT education. 2. Determine the role of the principal in managing and overseeing the program. 3. Identify the unique needs of the GT student.	Complete weekly unit assignments on Bb.	Check Blackboard regularly for weekly reminders and due dates!
Weeks 5&6 Feb 14-21 Chp.5 English Language Learners	1. Review history of ELL education. 2. Demonstrate how to advocate, nurture, and sustain an instructional program and a campus culture conducive to student learning and staff growth. 3. Determine what policies the principal can implement to promote ELL achievement.	Complete weekly unit assignments on Bb. CIP Analysis Paper due by midnight Feb 21.	Check Blackboard regularly for weekly reminders and due dates!

Week 7 Feb 28– Mar 9 Chp. 6 Alt Ed Opportunities	<ol style="list-style-type: none"> 1. Describe the various alternative education schools and programs available to students. 2. Understand the role of the administrator when working with students and families from alternative schools/programs. 	<p>Complete weekly unit assignments on Bb.</p> <p>Complete Quiz #1 on Bb by midnight Mar 9</p>	<p>Check Blackboard regularly for weekly reminders and due dates!</p>
Week 8 Mar 12-16	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 9 Mar 21-28 Chp. 7 Career Tech Programs	<ol style="list-style-type: none"> 1. Discuss the historical background of vocational ed programs. 2. Describe current career tech programs. 3. Understand the role of the principal in developing and sustaining a successful career tech program. 	<p>Complete weekly unit assignments on Bb.</p>	<p>Mar 21 - Live zoom videoconference class presentations 7:00 p.m. CST</p>
Week 10 Mar 28 – Apr 4 Chp. 8 Support Programs in Schools	<ol style="list-style-type: none"> 1. Describe the various support programs available in schools to benefit the socio/emotional/academic needs of students. 	<p>Complete weekly unit assignments on Bb.</p>	<p>Check Blackboard regularly for weekly reminders and due dates!</p>
Week 11 Apr 4 – 11 Chp. 9 Prevention Programs	<ol style="list-style-type: none"> 1. Describe the various prevention programs implemented in schools to students to avert students from engaging in behaviors that will negatively impact their academic success. 	<p>Complete weekly unit assignments on Bb.</p>	<p>Apr 4 – Live zoom videoconference class presentations 7:00 pm CST</p>
Weeks 12 & 13 Apr 11-18 Apr 18-25 Chp. 10 Community Partnerships	<ol style="list-style-type: none"> 1. Understand the role of school/community partnerships in meeting the needs of special populations of students. 2. Describe various community partnerships available to support students and families. 	<p>Complete weekly unit assignments on Bb.</p> <p>Complete Quiz #2 on Bb by midnight on Apr 18</p>	<p>Check Blackboard regularly for weekly reminders and due dates!</p>
Weeks 14 & 15 Apr 25-May2 May 2 – 9 Review & Final Exam	*****FINAL EXAM*****	<p>Dispositions and Diversity Proficiencies Paper due May 2nd by midnight</p> <p>Complete multiple choice final exam posted on Bb by May 9</p>	<p>Apr 25 – Live zoom videoconference class presentations 7:00 pm CST</p>

Assignments: Check your weekly unit folders on Bb for specifics on each assignment.

1. Five Reflections (10 pts each) – due dates provided on Bb.

Page formatting: One to three pages, 12 point font, 1 inch margins; Spacing: 1.5 or double. Please include your name and topic at the top of the first page, check for spelling and grammatical errors, and save in a word document prior to submitting in Blackboard.

2. Discussion Board Posts (10 pts each)

Discussion board posts provide an opportunity to share your ideas, thoughts and perspectives on our course topics. Respond to the questions provided for each discussion board. Your grade includes your own post and your responses to classmate posts.

3. Special Population/Program/Service Topic Presentation (100 pts)

Each student will research and develop a powerpoint/prezi presentation on one aspect of a special population/program/service. The topic can relate to those discussed in the course or a topic of personal interest. Utilize the textbook, research articles, district, state or federal resources to support the presentation discussion. Presentations should be 15 slides max. We will meet during scheduled LIVE videoconferences for student presentations (15 minutes max). Presentation expectations and rubric will be provided prior to our presentation dates.

All students are expected to attend each LIVE videoconference and will sign up for presentation dates during Week 2 of the course.

4. Campus Improvement Plan Analysis Paper (50 pts)

Your school's campus improvement plan (CIP) is a "roadmap" that should guide the learning on your campus in an effort to achieve the campus vision, mission and goals. Does your CIP reflect the needs of the special populations on your campus? For this assignment, you will review your CIP to determine which special populations are being served, how they are served and which support services and programs are available to increase student achievement. You will write a 3-5 page paper describing your results. A rubric for the paper will be provided.

5. Dispositions and Diversity Proficiencies Paper (60 pts)

Refer to pages 2 & 3 of the syllabus for a description of the dispositions and diversity proficiencies required in the SHSU Education Administration program. Using the guiding questions provided on page 2, students will complete a 2-3 page paper that describe their personal experiences with diversity and ways their experiences can impact their role as a school leader.

6. Two Quizzes (25 pts each)

The quizzes will be short multiple choice questions reviewing topics discussed in Chps. 3-6 (Quiz 1) and Chps. 7-10 (Quiz 2). The quizzes will be posted on Bb.

7. Final Exam (100 pts each)

The final exam will include vocabulary and scenario questions with a focus on how a principal should address special populations on their campuses.

Course Evaluation:

Five Reflections	50 pts	
Discussion Board Posts	90 pts	Grade Scale
Spec. Topic Presentation	100 pts	A 500-450 points
CIP Paper	50 pts	B 449 – 400 points
Dispositions/Diversity Paper	60 pts	
Two Quizzes	50 pts	C 350-399 points
Final Exam	100 pts	F < 350 points
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Total	500 pts	

Expectations:

*It is expected that all students complete every assignment and participate in class discussions.

*Assignments are due on or before the due date.

Additional Resources:

Texas Education Code

<http://portals.tea.state.tx.us/page.aspx?id=920&bc=506>

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

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://www.tea.state.tx.us/index4.aspx?id=4700>

NCLB and ESEA Title Programs

<http://www.tea.state.tx.us/nclb/>

Code of Ethics and Standard Practices for Texas Educators

[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_floc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2)