

**PRAIRIE VIEW A&M UNIVERSITY
PRAIRIE VIEW, TX.
COLLEGE OF EDUCATION
EDUCATIONAL LEADERSHIP AND COUNSELING
DEPARTMENT**

**SYLLABUS FOR COURSE: ADMIN 5053 SPECIAL PROGRAMS
(Main Campus)
SUMMER 2008**

Subject to revision

**Syllabus (Distributed 6-5-08)
(Last modification-7-14-08)**

INSTRUCTOR: Laxley W. Rodney, Ph. D., and Visiting Professor

**OFFICE: 109 Delco Building, Room 105
Phone: 936-261-3656
e-mail: use WebCT**

CLASS MEETINGS: Thursday 5:00 -10:00 p.m. (211 Banks)] **Now changed to 217 Delco]**

OFFICE HOURS: Monday: 2:00 – 5:00 p.m. (NW Graduate Center)

Thursday: 1:00 – 5:00 p.m. (109 Delco Building)

Saturday- 11:00 a.m. to 1:00 p.m. (109 Delco, Main Campus)

This course, **ADMIN 5053-0D2**, is in part based on the "E-FOLD-P" model of the College of Education. The acronym refers to the preparation of educators as facilitators of learning for diverse populations.

Course Description: ADMN 5053-Administration of Special Programs- Administrative and management techniques for implementing special school programs in the areas of special education, reading, career education, vocational-technical education and pupil services.

The use of TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both WebCT and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net."

Reading List

A. Text books

1. Textbook: Author Zepada. Special Programs in Regular Schools.
2. Martha Heggins, Laxley W. Rodney, and Cashmir Kowalski (Eds.). *Diverse Approaches to Family and Community Violence Prevention: A National Perspective*. McGraw Hill, New York, 2008.
3. Miller, Thomas W. (Ed.) *School Violence Prevention*. Springer, New York , 2008.

(INSB: 978-0-387-756660-8)

B. Articles

1. Rodney, L., Srivastava, R. and Johnson, D. A Series of Culturally Relevant Models for Preventing School-Age Violence. In Miller, T. (Ed.) *School Violence Prevention*. Springer, New York, 2008. [This chapter is available on E Reserve in the PVAMU Coleman Library]

3. Rodney, L. W., Johnson, D.L. & Srivastava, R. (2005). The Impact of Culturally Relevant Violence Prevention Models on School-Age Youth. *Journal of Primary Prevention, Vol. 26 (5), 439-454.* [This article is available on E Reserve in the PVAMU Coleman Library]
4. *Additional articles to be identified.*

Course Objectives

1. To increase students' knowledge of various special programs being utilized to enhance education in public schools throughout the US
2. To increase students' knowledge of the importance of special programs closing achievement gaps of students
3. To increase the opportunity of students to develop new administrative skills to implement special initiative to improve the learning environment (including school safety technology resources etc.), of their school or school district.

E-Fold P-Conceptual framework Objectives

1. To prepare beginning administrators with skills in problem resolution, critical thinking, and legal decision-making.
2. To prepare beginning administrators as facilitators of teacher and student growth And development.
3. To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.
4. To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for strong commitments.

**COURSE REQUIREMENTS: ASSIGNMENT/ARTIFACT
LAST MODIFICATION (7-14-08)**

Each student is required to complete a course project consisting of the following:

A. A written technical and administrative proposal, which reflects a group-effort to solve a special problem in a school or school district; this proposal must be presented in the following sequence:

1. Abstract
2. Chapter I. Identification of special problem, including adequate literature to clarify its nature and scope and factors contributing to it at the national, state and local levels.
3. Chapter II. Proposed Method or Approach to solve the problem at the local level (including purposes/aims, objectives, project activities directed at targeted individuals); evaluation plan to assess the effect of the proposed solution; project management.
4. Chapter III. Resources Requirements, including the cost (The Budget) for implementing the solution.
5. References
6. Appendices

The project proposal must be between 15 and 20 pages long, double spaced with a font of 12. A rubric with the required elements and scoring scale is presented in Attachment A.

SCORING SCHEME FOR THE COURSE:

1. Project Planning	15 %
2. Final Proposal.....	60%
3. Portfolio	15 %
3. Class Attendance	10 %

GRADING SCHEME: A = 95+; B = 85 - 94; C = 75 - 84; F = 0 - 74; I = Incomplete

Note: A final grade of “F” will be assigned to students who engage in plagiarism or any other form of academic misconduct (including cheating on tests).

CLASS ATTENDANCE POLICY

The attendance policy for this course is adopted from page 95 of the Prairie View A&M University 2005-2007 Graduate Catalog. The major elements of this policy are as follows:

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. **Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or assignment of a grade of “F”.** Absences are accumulated beginning with the first day of class during the regular semesters and summer terms. Each faculty will include the University’s attendance policy in each course syllabus.

Excused Absences

Absences due to illness, attendance at university approved activities, and family and other emergencies constitute excused absences and must be supported by documentation presented to the instructor prior to or

immediately upon the student's return to class. Students are always responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports).

Excessive Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. **The instructor is not required to accept assignments as part of the course requirements when the student's absence is unexcused.**

Absences of Religious Holy Days (See page 95, 2005-2007 Graduate Catalog.)

Impact of student's attendance on final grade computation

As previously mentioned, class attendance will account for up to 15 % of the final course grade.

Tardiness or leaving class before the end of the period will be regarded as absences. Computations relating to attendance in this class are as follows: present = 1; absent = 0; arrival between 5: 30 and 6: 00 p.m. = 0.5; arrival after 6:00 p.m. = 0; departure between 7:00 and 10: 00 p.m. = 0.5; departure before 7:00p.m. = 0.0).

AMERICANS WITH DISABILITIES ACT (ADA)

Any student whose disabilities fall within ADA must inform the Prairie View A&M University ADA Officer, Ms. Belinda Lewis, Evans Room 217, ph 936-857- 2610 and the instructor at the beginning of the term for any special needs

ATTACHMENT A

SYLLABUS FOR COURSE ADMIN 5053 SPECIAL PROGRAMS SUMMER 2008

RUBRIC FOR TERM PAPER (A GROUP PROJECT)

	Target (3)	Acceptable (2)	Unacceptable (0-1)	Comments
<p>Element 1</p> <p>The Abstract</p> <p>A succinct summary) of the proposed project</p>	<p>Summary (maximum 300 words) to include all of the following:</p> <p>The problem or issue to be addressed (including contributing factors and their impact at the national, state and local levels). Method or approach to solving the problem, including aims, objectives, major activities, number and types of participants to be served, strategies for assessing the effectiveness of the project; the estimated cost to implement the project.</p>	<p>Summary (maximum 300 words) to include up to 85 % of the following:</p> <p>The problem or issue to be addressed (including contributing factors and their impact at the national, state and local levels). Method or approach to solving the problem, including aims, objectives, major activities, number and types of participants to be served, strategies for assessing the effectiveness of the project; the estimated cost to implement the project.</p>	<p>Summary which includes less than 85% of the following:</p> <p>The problem or issue to be addressed (including contributing factors and their impact at the national, state and local levels). Method or approach to solving the problem, including aims, objectives, major activities, number and types of participants to be served, strategies for assessing the effectiveness of the project; the estimated cost to implement the project.</p>	
<p>Element 2</p> <p>Introduction or background to</p>	<p>Introduction fully supported by adequate (5-6</p>	<p>Between 85 % and 94% of the following</p>	<p>Less than 85 % of the following elements are</p>	

the problem. (Chapter 1)	pages), relevant, current and scholarly literature to present the problem in terms of its scope (global/national, state and local), prevalence or intensity	elements are presented: Introduction supported by adequate (5-6 pages), relevant, current and scholarly literature to present the problem in terms of its scope (global, national, state and local), prevalence or intensity.	presented: Introduction that is not supported by adequate (5-6 pages), relevant, current and scholarly literature to present the problem in terms of its scope (global, national, state and local), prevalence or intensity and contributing factors (supported by relevant demographic data).	
Element	Target (3)	Acceptable (2)	Unacceptable (0-1)	Comments
Element 3 Major factors contributing to the problem (Chapter 1)	Several major factors or causes contributing to the problem are clearly identified at the national, state and local levels and supported by relevant demographic data.	Adequate number of the major factors contributing to the problem are clearly identified at the national, state and local levels and supported by relevant demographic data.	Little or none of the major factors contributing to the problem are clearly identified at the national local levels and supported by minimal and relevant demographic data.	
	Target (3)	Acceptable (2)	Unacceptable (1)	Comments
Element 4 Statement of the Problem (Chapter 1)	A summary description (maximum of four sentences) of the	There is a partial description (75% - 84%) of a specific problem	Description of a specific problem with key	

	specific problem with key variables is provided; it is clearly presented in terms of its scope (national, state of Texas and local school district or county in the Houston/Dallas area); the prevalence or intensity of the problem is supported by summary demographic data.	with key variables identified; it is clearly presented in terms of its scope (national, state of Texas and local school district or county in the Houston/Dallas area); the prevalence or intensity of the problem is supported by summary demographic data.	variables is not clearly presented in terms of its scope (national, state of Texas and local school district or county in the Houston/Dallas area), the prevalence or intensity of the problem is not supported by summary demographic data..	
Chapter 2 Method or intervention for addressing the problem	Target (3)	Acceptable (2)	Unacceptable (0-1)	Comments
Element 5 Purpose of the Intervention or the project (Chapter 2)	There is a clear purpose or intent statement about the proposed intervention.	There is a partially clear purpose or intent statement about the proposed intervention	There is not a clear purpose or intent statement about the proposed intervention	

Element 6 Identification of key participants to be served by the intervention or project. (Chapter 2)	Target (3) Key Participants (the target population, e.g. students, teachers, parents, et al.) to be served by the intervention are clearly identified in terms of number, gender, ethnicity, age group or grade level, SES, etc.	Acceptable (2) Most of the participants (the target population e.g. students, teachers, parents, et al.) to be served by the intervention are clearly identified in terms of number, gender,	Unacceptable (1) Key participants (the target population, e.g. students, teachers, parents, et al.) to be served by the intervention are not clearly identified in terms of number, gender, ethnicity, age group or grade level, SES,	Comments
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		ethnicity, age, etc.		
Element 7 Project Objectives (Chapter 2)	Target (3) A set of project objectives are presented (at least one for each of the major contributing factors to the problem identified in chapter 1); these objectives are stated as measurable outcomes, time specific and singularly focused.	Acceptable (2) At least 85% of the project objectives are presented (at least one for each of the major contributing factors to the problem identified in chapter 1); these objectives are stated as measurable outcomes, time specific and singularly focused.	Unacceptable (1) Less than 85% of the project objectives are presented (at least one for each of the major contributing factors to the problem identified in chapter 1); these objectives are may or may not be stated as measurable outcomes, time specific and singularly focused.	

<p>Element 8 Project activities (Chapter 2)</p>	<p>Target (3) There is a set of major activities aligned to each objective ; each activity has a set of clearly identifiable milestones with due dates, expected outcomes, required resources and the individuals or groups responsible for the attainment of each milestone.</p>	<p>Acceptable (2) More than 85 % of the objectives have a set of major activities aligned to each one ; each activity has a set of clearly identifiable milestones with due dates, expected outcomes, required resources and the individuals or groups responsible for the attainment of each milestone.</p>	<p>Unacceptable (1) Less than 84 % of the objectives have a set of major activities aligned to them; each activity does not have a set of clearly identifiable milestones with due dates, expected outcomes, required resources and the individuals or groups responsible for the attainment of each milestone.</p>	<p>Comments</p>
<p>Element 9 Project Evaluation (Chapter 2)</p>	<p>There is a clear description of the evaluation process to be implemented to assess the overall effectiveness of the intervention; the evaluation is broad in scope and its design flexible enough to permit the use of multiple and appropriate instruments to collect relevant data to measure the outcomes of each objective and analyze and interpret the results for different audiences (students, teachers, administrators, school board, scholars and the</p>	<p>There is an description of the evaluation process to be implemented to assess the overall effectiveness of the intervention; the evaluation is broad in scope and its design flexible enough to permit the use of multiple and appropriate instruments to collect relevant data to measure the outcomes of each objective and analyze and interpret the results for different audiences</p>	<p>There is not a clear description of the evaluation process to be implemented to assess the overall effectiveness of the intervention; the evaluation is not broad in scope and its design is not flexible enough to permit the use of multiple and appropriate instruments to collect relevant data to measure the outcomes of each objective and analyze and interpret the results for different audiences (students, teachers, administrators, school board, scholars and the general public.)</p>	

	general public.)	(students, teachers, administrators, school board, scholars and the general public.)		
	Target (3)	Acceptable (3)	Unacceptable (1)	
Element 10 Project Management (Chapter 2)	There is a clear and full description of how the project will be managed; key management personnel (project director or coordinator) and administrative staff are clearly identified and presented in terms of their credentials, relevant experience, their level of commitment (FTE) to the project; there is an organizational chart to show how the project fits into the existing organizational structure of the school or the district; there is a brief statement about progress reports—quarterly and annual program and fiscal reports will be presented to the funding source.	There is a satisfactory description of how the project will be managed; key management personnel (project director or coordinator) and administrative staff are clearly identified and presented in terms of their credentials, relevant experience, their level of commitment (FTE) to the project; there is an organizational chart to show how the project fits into the existing organizational structure of the school or the district; there is a brief statement about progress reports—quarterly and annual program and fiscal reports will be presented to the funding	There is not a satisfactory description of how the project will be managed; key management personnel (project director or coordinator) and administrative staff are not clearly identified and presented in terms of their credentials, relevant experience, their level of commitment (FTE) to the project; there is not a clear organizational chart to show how the project fits into the existing organizational structure of the school or the district; there is not a brief statement about progress reports—quarterly and annual program and fiscal reports will be presented to the funding source.	

		source.		
	Target (3)	Acceptable (3)	Unacceptable (1)	
Element 11 The Project budget (Chapter 3)	A well developed budget is presented to show the cost of implementing the project; the budget document clearly shows the following for the first year of the project a) a detailed budget b) a summary budget c) a set of detailed budget justification notes which links expenditures to objectives; a summary budget showing an estimate of each of the following year is also presented.	There is a fairly well developed budget to show the cost of implementing the project; the budget document shows the following for the first year of the project a) a detailed budget b) a summary budget c) a set of detailed budget justification notes which links expenditures to objectives.	There is not a well developed budget to show the cost of implementing the project; the budget document does not clearly show the following for the first year of the project a) a detailed budget b) a summary budget c) a set of detailed budget justification notes which links expenditures to objectives; there is no summary budget showing an estimate of each of the following years.	
Citations	Target (3)	Acceptable (3)	Unacceptable (1)	
Element 12 Citations meet APA format requirements	95% of the citations in the text complies with APA format.	Between 85% and 94% of the citations in the text complies with APA format	Less than 85% of the citations in the text complies with APA format	
Element 13 References are in compliance with APA format.	95 % or more of the citations are supported by references which comply with APA Format.	Between 85% and 94 % of the citations are supported by references which comply with APA Format.	Less than 85 % of the citations are supported by references which comply with APA Format	
Element 14 References match citations in the text	95% or more of the review is supported by references which match the citations in the text.	Between 85% and 94% of the review is supported by references which match citations in the text.	Less than 85% of the review is supported by references which match the citations in the text.	

