

## *PVAMU Course Syllabus*

**Course Title: ADMN 5053 Special Programs-Spring 2013**

<b>Course</b>	<b>Course</b>	<b>Section</b>
<b>Prefix: ADMN</b>	<b>Number: 5053</b>	<b>Number: N01</b>

<b>Department of</b>	<b>Educational Leadership and Counseling</b>	<b>College of</b>	<b>Whitlowe R. Green College of Education</b>
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<b>Office Hours:</b>	(North Houston Center) 2:30 PM – 7:30 PM (T,W); 1:30 PM – 5:30 PM & 8:20 – 9:20 PM (TH) Contact Dr. Kritsonis for Specific Appointment Times
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<b>Course Configuration:</b>	Face-to-Face
<b>Course Location:</b>	North Houston Campus-Rm. 203

<b>Class Meeting Days &amp; Times:</b>	Thursday 5:30 PM – 8:20 PM
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<b>Course Abbreviation and Number:</b>	ADMN 5053 – Special Programs
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<b>Catalog Description:</b>	(3-0) Credit 3 semester hours. In the preparation of school administrators for 21 <sup>st</sup> century issues, acknowledgement must be given to the increased demands by the public and the profession to increase the effectiveness of all aspects of school programs to ensure that all learners become more successful. The challenge today, and in the future, is for school leaders to deploy all local, state, and federal funding programs as efficiently as possible to provide all available services in a legally responsible manner, thereby ensuring the optimal achievement of all children.
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<b>Prerequisites:</b>	Admittance into graduate program.
<b>Co-requisites:</b>	None

<b>Required Text:</b>	Pancake, A., Schroth, G., & Littleton, M. (2005). <i>The administration and supervision of special programs in education</i> . Dubuque, IA: Kendall/Hunt Publishing. ISBN13: 978-0757518416 ISBN10: 0757518419  iRead Book: Johnson, S. (2010). <i>The present, the gift for changing times</i> . New York, NY: Crown Publishing Group. ISBN# 978-0-307-719546
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<b>Recommended Text:</b>	Lessow-Hurley, J. (2003). <i>Meeting the needs of second language learners: An educators guide</i> . Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).  Boyle, J. R., & Weishaar, M. (2001). <i>Special education law with cases</i> . Boston, MA: Allyn & Bacon.
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	<p><b>Electronic Resources</b> Texas Education Agency. <i>Reference guide, parts I and II, district effectiveness and compliance guide</i> (2007-2009).</p>
<p><b>House Bill 2504:</b></p> <p><b>Access to Learning Resources:</b></p>	<p>House Bill 2504 does allow students the choice not to purchase the class textbook(s). Students have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students are required and held accountability to complete all assignments as noted in the syllabus.</p> <p>PVAMU Library: phone: (936) 261-1500; web: <a href="http://www.tamu.edu/pvamu/library/">http://www.tamu.edu/pvamu/library/</a></p> <p>University Bookstore: phone: (936) 261-1990; web: <a href="https://www.bkstr.com/Home/10001-10734-1?demoKey=d">https://www.bkstr.com/Home/10001-10734-1?demoKey=d</a></p>

**Course Goals or Overview:**

	<p>The purpose of this course is to prepare students to administer special and compensatory education programs for special pupil populations. Emphasis is given to basic concepts, issues, regulations, problems, and procedures in the management of special and compensatory education to ensure student success. Emphasis is also placed on the necessity for understanding and respecting cultural diversity, societal and economic ramifications, and student disabilities. State and federal legislation as well as court decisions affecting special pupil populations are included. Other major concerns relevant to school administrators are included such as new regulations and state mandates from the legislature.</p> <p><b>Federal and State Programs</b></p> <ol style="list-style-type: none"> <li>1. To study the philosophy and rationale for providing federal/state compensatory programs.</li> <li>2. To examine current legislation and policy changes regarding federal/state programs for special pupil populations.</li> <li>3. To increase knowledge of available funding and services to local districts though federal/state compensatory programs.</li> <li>4. To discuss and seek solutions for administrative problems arising from management of compensatory programs.</li> <li>5. To recognize needs of diverse special pupil populations and how to address those needs.</li> <li>6. To review and analyze current literature regarding federal/state programs.</li> <li>7. To examine federal programs currently offered in public schools.</li> </ol> <p><b>Special Education</b></p> <ol style="list-style-type: none"> <li>1. To learn the current state and federal requirements for special education programs in Texas Public Schools.</li> <li>2. To analyze the impact of Public Law 94-142, Public Law 93-112, Section 504, and IDEA in the education of the disabled child.</li> <li>3. To become familiar with duties/responsibilities of special education and regular education administrative personnel regarding special education.</li> <li>4. To understand the minimum procedural steps in initial placement and change of placement of special education students.</li> <li>5. To learn the minimum requirements for the IEP Committee (formerly ARD Committee-Admission, Review and Dismissal) and the provisions required in the Individual Placement Plan (IEP).</li> <li>6. To discuss and seek solutions for administrative problems arising from management of special education programs.</li> </ol> <p><b>Course Outcomes/Objectives:</b> At the end of this course, the student will</p> <ol style="list-style-type: none"> <li>1. Identify the major roles of the school principal and factors affecting these roles in the administration of school programs.</li> </ol>
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2. Demonstrate the ability to successfully manage the various special instructional and support programs in schools.
3. Identify sources of funding and how the funds may be spent.
4. Be able to implement and evaluate school problems.

### **TEXES Domain & Competencies Areas**

#### DOMAIN I: School Community Leadership: Values & Ethics

##### 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:

- create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- ensure that parents and other members of the community are an integral part of the campus culture.
- implement strategies to ensure the development of collegial relationships and effective collaboration.
- respond appropriately to diverse needs in shaping the campus culture.
- 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.
- use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- align financial, human, and material resources to support implementation of a campus vision.
- establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision

\* "School community" includes students, staff, parents/caregivers, and community members

##### 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:

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

##### COMPETENCY 003

The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:

- model and promote the highest standard of conduct, ethical principles, and integrity in decision-making, actions, and behaviors.
- implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- apply knowledge of ethical issues affecting education
- 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.
- apply laws, policies, and procedures in a fair and reasonable manner.
- articulate the importance of education in a free democratic society.
- serve as an advocate for all children.
- promote the continuous and appropriate development of all students.
- promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation.

DOMAIN II: Instructional Leadership-Curriculum Planning and Development  
Professional Development/Human Resources

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:

- 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)
- facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
- facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
- facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
- facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
- 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 an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- 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.
- create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
- ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
- facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
- 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.
- facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
- analyze instructional needs and allocate resources effectively and equitably.

- analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- 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:

- work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- 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.
- allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
- implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
- use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

**DOMAIN III: Administrative Leadership – Safety, Leadership, and 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:

- implement strategies that enable the school physical plant, equipment, and support systems to operate safely, efficiently, and effectively.
- apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.
- develop and implement procedures for crisis planning and for responding to crises.
- 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).

	Candidates will be able to:	ELCC and SBEC Standards	M. Ed. & M.S. Program Outcomes
1	Create a vision for student learning.	ELCC #1 2 – Learner-Centered Leadership and Campus Culture	Candidates will demonstrate the ability to design and implement curriculum and strategic plans that improve instructional pedagogy, student learning and assessment.
2	Manage the organization for student success.	ELCC # 3 5 – Learner-Centered Organizational Leadership and Management	Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.
4	Communicate with diverse stakeholders through collaborations and mobilization of community	ELCC # 4 ELCC # 6	Candidates will apply principles of effective leadership and

	resources.	4 – Learner-Centered Communication and Community Relations	management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.
5	Be able to act with integrity, ethics, and professionalism to ensure student learning.	ELCC # 5 1- Learner-Centered Values and Ethics	Candidates will apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and the use of technology.

### Course Schedule (Adjustments to Occur as Needed)

Date	Chapter/Content	Assignments
Jan. 17, 2013	Introduction to class, discussion of syllabus, complete all paperwork	Read Chapter 1, Work on Articles, AEIS Report, ARD Meeting Summary, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program.
Jan. 24, 2013	Pre-Test Chapter 1: Special Education Overview Laws/Regulations: P.L. 93-112, P.L.94-142, P.L. 101-476, P.L. 102-119 (IDEA), Referral Process Initial Placement Change in Placement IEP/ARD Committee Inclusion	Read Chapter 2, Work on Articles, AEIS Report, ARD Meeting Summary, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program.
Jan. 31, 2013	Chapter 2: Section 504 of the Rehabilitation Act Qualifying for Section 504 Major Life Activity Identification Accommodation Administrator's Role	Read Chapter 3, Work on Articles, AEIS Report, ARD Meeting Summary, LPAC Meeting Summary, CertifyTeacher, iRead, and Review of Special Program.
Feb. 7, 2013	Chapter 3: Title I and No Child Left Behind Elementary and Secondary Education Act of 1965 Fiscal Guidelines Procedural Guidelines Parent Involvement Accountability Student Testing Adequate Yearly Progress Program Design and Delivery Options	Work on Articles, AEIS Report, ARD Meeting Summary, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program. <b>Due: 1st Article Summary</b>
Feb. 14, 2013	Out of Class Assignment	Read Chapter 4, Work on Articles, AEIS Report, ARD Meeting Summary, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program.
Feb. 21, 2013	Chapter 4: Ensuring Success for Migrant Students	Read Chapter 5, Work on Articles, AEIS Report, ARD Meeting



	<p>Profile of the Migrant Family Culturally Relevant Teaching Instructional Strategies Parental Involvement Challenges for Public Schools The Principal's Role</p>	<p>Summary, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program. <b>Due: 2nd Article Summary</b></p>
Feb. 28, 2013	<p>Chapter 5: Academic Enhancement, Intervention, &amp; Preparation Programs Upward Bound Trio Programs Talent Search Student Support Services Project GRAD AVID Early College High School Career Academies Community Learning Centers After School Programs Administrator's Role</p>	<p>Read Chapter 6, Work on Articles, AEIS Report, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program. <b>Due: ARD Meeting Summary</b></p>
Mar. 7, 2013	<p>Chapter 6: Career &amp; Technology Education Vocational and Technical Education Act of 1998 (P.L. 105-332) Tech Prep Programs Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270) Career Clusters Early College High School Initiative The Principal's Role</p>	<p>Work on AEIS Report, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program. <b>Due: 3rd Article Summary</b></p>
Mar. 14, 2013	<p><b>Spring Break</b></p>	<p>Read Chapter 7, Work on AEIS Report Analysis, LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program.</p>
Mar. 21, 2013	<p>Chapter 7: Achieving Equity through Enrichment: Bilingual Education Demographics/Language Court Cases Impacting Bilingual Education Assessment and Accountability Basis of Second Language Learning Title III-Language Instruction for LEP and Immigrant Students Models of Bilingual Education</p>	<p>Read Chapter 8, Work on LPAC Meeting Summary, CertifyTeacher, iRead Paper, and Review of Special Program. <b>Due: AEIS Report Analysis</b></p>
Mar. 28, 2013	<p>Chapter 8: Early Childhood/Early Childhood Special Education Program Description Identification and Assessment Infant/Toddler Programs Integrated Programs Early Childhood Special Education Programs</p>	<p>Read Chapter 9, Work on CertifyTeacher, iRead Paper, and Review of Special Program. <b>Due: LPAC Meeting Summary</b></p>
Apr. 4, 2013	<p>Chapter 9: Programs for Gifted and Talented Students Gifted or Talented Identification</p>	<p>Read Chapter 10, Work on CertifyTeacher and Review of Special Program. <b>Due: iRead Reflection Paper</b></p>

	Designing Instruction Service Models Assessment and Accountability Parental Involvement	
Apr. 11, 2013	Chapter 10: Counseling Programs Counselor Responsibilities Organization of Services Counseling Program Standards and Accountability Developing, Implementing, and Evaluating the Program Ethical and Legal Considerations Administrator Roles in Promoting Counseling Program Effectiveness	Read Chapter 11, Work on CertifyTeacher and Review of Special Program.
Apr. 18, 2013	Chapter 11: Alternative Education Programs Characteristics of Alternative Programs Methods of Instructional Delivery Target Population Student Family Community Agencies Alternative Programs in US Administrator's Role in Alternative Programs	Read Chapter 12, Work on CertifyTeacher and Review of Special Program.
Apr. 25, 2013	Chapter 12: Programs for Adjudicated Youth Target Population Juvenile Crime Type II Alternative Schools Behavioral Intervention Strategies Post-Test	<b>Due: Review of Special Program &amp; CD of ALL Assignments</b>
May 2, 2013	<b>FINAL EXAM (TENTATIVE)</b>	<b>Each student will discuss his/her Review of Special Program</b>

### Possible Topics for Further Discussion

#### Compensatory Education

- a. No Child Left Behind Act
  1. Historical perspective
  2. Contemporary issues, challenges, opportunities, new rules
  3. Funding requirements (Reauthorization)
- b. Title I Program (Law and Regulations)
  1. Eligibility
  2. Compliance
    - (a) Supplement, not supplant
    - (b) Maintenance of effort
    - (c) School-wide vs. targeted-assistance
    - (d) Grant process
  3. Accountability, excellence, equity, flexibility
  4. Research: Best practices, exemplary programs
  5. DEC: Common non-compliance areas
  6. Emerging issues

#### Special Education

- a. Individuals with Disabilities Education Act (IDEA)
    1. Historical perspective
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2. Contemporary issues, challenges, opportunities, new rules
3. Grant process
4. Funding requirements
5. Least restrictive environment/ litigation
- b. IDEA (Law and Regulations)
  1. Eligibility
    - (a) Categories of disabilities
    - (b) Instructional arrangements/ services
    - (c) 504 issues, challenges
  2. Compliance
  3. Quality/ Accountability
  4. Research: Best practices, exemplary programs, and effective schools correlates
  5. DEC: Common non-compliance areas
  6. Funding formulas
  7. Staff development strategies
8. Emerging issues

### **Bilingual Education/ English as a Second Language**

- a. Bilingual Education Acts
  1. Historical perspective
  2. Contemporary issues, challenges, opportunities
  3. New rules and requirements
- b. Federal and State Laws and Regulations
  1. Eligibility
  2. Philosophical, political, and instructional complexities
  3. Compliance
  4. DEC: Common non-compliance areas
  5. Best practices, exemplary programs
  6. Emerging issues

### **Career and Technology Education**

- a. Carl Perkins Career and Technology Education Act
  1. Historical perspective
  2. Contemporary issues, challenges, opportunities
  3. Cooperative programs
  4. Grant process
- b. Federal and State Laws and Regulations
  1. Historical perspective
  2. Contemporary issues, challenges, opportunities
  3. Compliance, accountability
  4. DEC: Common non-compliance areas
  5. Best practices, exemplary programs
  6. Emerging issues

### **Gifted and Talented Education**

- a. State Laws and Regulations
- b. Grant process
- c. Historical perspective
- d. Contemporary issues, challenges, opportunities
- e. Best practices, exemplary programs
- f. Compliance, accountability
- g. DEC: Common non-compliance areas
- h. Emerging issues

### **Support Programs**

- a. Federal and State Supported Programs
    1. Early Intervention Programs
      - (a) Child Care, Head Start, Even Start
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- (b) Migrant Even Start, Migrant P3, Building Bridges
- (c) Home Instruction Program for Preschool Youngsters (HIPPY)
- (d) Early childhood curriculum models, Pre-K
- 2. Special Area Programs
  - (a) Migrant/ Immigrant
    - (1) Historical perspective
    - (2) Identification, recruitment
    - (3) Eligibility
    - (4) Grant process
    - (5) Contemporary issues, challenges, opportunities
    - (6) Best practices, exemplary programs
    - (7) Compliance, accountability
    - (8) Emerging issues
  - (b) Dyslexia
  - (c) Deaf Education
  - (d) Teen Pregnancy
  - (e) Drug and Alcohol Education
  - (f) Alternative Education
  - (g) Adult and Community Education
  - (h) Full-service Schools
  - (i) Counseling
  - (j) Homeless Education
- b. Federal and State Laws and Regulations
  - 1. Court decisions
  - 2. Commissioner's Rules
  - 3. Administrator-Addressed Letters

## Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written and action assignments designed to supplement and reinforce course material

**Projects** – web development assignments designed to measure ability to apply presented course material

**Class Participation** – participation in class discus

### Grading Matrix

Assignment/Assessment	Value	Total Points
1. Pre and Post Test	0	0
2. Class Participation (15 class sessions)	3 pts X 15 classes	45
<b>3. Article Summaries</b> Empirical literature review is pertinent to the scholarly pursuit of knowledge. To encourage the advancement of knowledge, students will review a total of <b>3</b> articles relative to special programs. <i>Submission requirements:</i> Submit a two-page (minimum) summary of the highlights from the article, and a scanned copy of the article. Quality: Follow the APA style format, using size 12 Roman Times font. The article should be current (three years or newer), no more than three pages in length, and based on a research study or effective practices. Minimally, the review should include the following sections: bibliographical information, introduction, subject and purpose, relevance to administrators, key points, and conclusion. Five (5) points will be given for each section. <b>Due: Feb. 7, Feb. 21, &amp; Mar. 7</b>	5 pts X 6 sections = 30 pts each article X 3 articles = 90 pts	90

<p><b>4. Campus/District Academic Excellence Indicator System (AEIS) Report Analysis</b>  Each student will review and analyze data from an AEIS report at your school or within your school district focusing on special programs/ populations. List recommendations, commendations, concerns, and comparisons with state/like districts focusing on special populations and special program. Be sure to include a copy of the AEIS report. Be reflective when writing your assignment. Points will be given for thoroughness and correctness of analysis. <b>Due: Mar. 21</b></p>	40 pts	40
<p><b>5. Attend Admission, Review, and Dismissal (ARD) Meeting ARD Meeting</b>  Attend one ARD meeting at your school or within your school district. Turn in a form verifying attendance and a one page report/reflection (do not include student's name). Include who attended ARD, purpose of ARD, and outcome/decisions made.. Five points will be given for each section. <b>Due: Feb. 28</b></p>	5 pts X 3 sections =15 pts	15
<p><b>6. Attend Language Proficiency Assessment Committee (LPAC) Meeting</b>  Attend one LPAC meeting within your school district. Turn in form verifying attendance and your thoughts/reactions in a one page report/reflection (do not include students' names). Include who attended the LPAC meeting, purpose, and outcome/decisions made. Five points will be given for each section. <b>Due: Mar. 28</b></p>	5 pts X 3 sections =15 pts	15
<p><b>7. Study Time (CertifyTeacher)</b>  The Whitlowe R. College of Education has purchased TExES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. You are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. You must provide, on a weekly basis, an electronic copy as documentation of your study time to Dr. Kritsonis. At the end of your session, you will either save your session in pdf format on your flash drive or print out a copy of your session that you will scan to your computer, save, and then email to Dr. Kritsonis. Email it titled with your name and date of session. You will lose your points for the week for this assignment if not submitted by the 5:00 PM deadline. (wakritsonis@pvamu.edu) <b>Due: Sunday by 5:00 PM</b></p>	5 HRS/ pts each week X 15 weeks = 75 pts	75
<p><b>8. iRead Reflection Paper</b>  The research paper should be 5 pages. Make certain to thoroughly discuss the iRead book, being sure to incorporate your reflective thoughts. The paper should have a clear beginning, middle, and end. The information should be compelling and demonstrate an understanding of the book and how its contents relate to you. The reflection paper should be written with organized thought and contain no spelling or grammatical errors. It should be written according to APA (6th edition) guidelines and double-spaced. Plagiarism will not be tolerated so please make sure to cite and reference all research appropriately. <b>Due: Apr. 4</b></p>	25 pts	25
<p><b>9. Final Examination: Review of Special Program</b>  Complete a review of a special program provided in your school district. Submit a two-three page summary of the program. Identify the program, funding source, eligibility requirements, the location, and the district administrator in charge of the program. In your summary, explain how the program works in your district, identify the students served, and briefly discuss the weaknesses, strengths, problems, successes, changes needed, etc. Information should be gathered through the use of an interview with the campus or district administrator responsible for the implementation of the program. Content must reflect graduate level effort and include all parts described above. Each review should be double-spaced, typed, and two-three pages. Points will be given for thoroughness of covering each section within the review. <b>Due: Apr. 25</b></p>	100 pts	100
<p><b>Total Points</b></p>	<b>405</b>	<b>405</b>

**Grade Determination:**

- A = 366 – 405 pts
- B = 326 - 365 pts
- C = 286 - 325 pts
- D = 246 - 285 pts
- F = 245 pts or below

**Assignment Directions:** See information above.

## **Course Procedures**

### **Submission of Assignments:**

Assignments will allow students to have a variety of opportunities to gain knowledge about administration of special populations. Written assignments (hard copy) must be typed using 1.0 margins and size 12 pitch Roman Times font, and are due at the beginning of the class on the dates indicated on the class schedule. A CD of all assignments will be submitted to Dr. Kritsonis at the end of the semester (April 25, 2013). Please use APA guidelines (6th edition, double spaced that includes citations and references). A lower grade (25%) will result when an assignment is turned in late. NO MAKE-UP Work. Allowed only in cases of emergency – documentation will be required.

### **Formatting Documents:**

Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, ensure you use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

### **Exam Policy:**

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

## **Professional Organizations, Resources, and Journals**

### **Organizations**

American Association for School Administrators  
Education Law Association  
National Association of Elementary School Principals  
National Association of Secondary School Principals  
Phi Delta Kappa  
Texas Elementary Principals and Supervisors Association  
Texas Association of Secondary School Principals

### **Resources**

Texas Education Agency.  
[www.tea.state.tx.us/curriculum/index.html](http://www.tea.state.tx.us/curriculum/index.html).  
[www.tea.state.tx.us/tea/edp.htmw](http://www.tea.state.tx.us/tea/edp.htmw).  
[www.tea.state.tx.us/special.pop/](http://www.tea.state.tx.us/special.pop/).  
[www.tea.state.tx.us/juris/tec.html](http://www.tea.state.tx.us/juris/tec.html).

U. S. Department of Education. USDE website:  
[www.ed.gov/](http://www.ed.gov/).

Information on the Texas Association of School Boards  
<http://www.tasb.org>

### **Journals**

American Journal of Education  
American School Board Journal  
Association of Secondary Principals Bulletin  
Contemporary Education  
Education Administration Abstracts  
Education Administration Quarterly  
Education Week  
Educational Leadership  
NASSP Bulletin  
National FORUM Journals ([www.nationalforum.com](http://www.nationalforum.com))  
Phi Delta Kappan  
TASSP News Highlights

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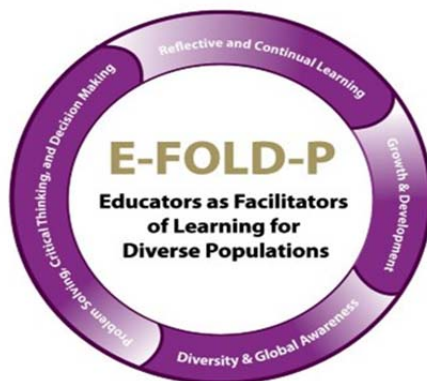
TEPSA Journal  
Texas Lone Star  
Texas Study  
Theory Into Practice  
Today's Education  
West Education Reporter

## References

American Association for School Administrators (<http://www.aasa.org/aboutcontent.cfm?ItemNumber=215>)  
American Psychological Association (2009). Publication manual of the APA (6th ed.). Washington DC: Author  
Educational Leadership Constituents Council (ELCC) Standards  
([http://www.npbea.org/ELCCStandards%20\\_5-02.pdf](http://www.npbea.org/ELCCStandards%20_5-02.pdf))  
Interstate School Leaders Licensure Consortium (ISLLC) Standards  
([www.ccsso.org/projects/education\\_leadership\\_initiatives/ISLLC\\_standards/](http://www.ccsso.org/projects/education_leadership_initiatives/ISLLC_standards/))  
Journals of Law and Education  
National Council for the Accreditation of Teacher Education (NCATE) ([www.ncate.org/public/standards.asp](http://www.ncate.org/public/standards.asp))

## **E-FOLD-P (CONCEPTUAL FRAMEWORK) Educator as Facilitator of Learning for Diverse Populations**

- 5.0 To prepare beginning administrators as problem solvers, critical thinkers and decision makers.
- 6.0 To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.
- 7.0 To provide beginning administrators with an awareness of human diversity, a knowledge of the importance and skills needed for effective community and parental involvement.
- 8.0 To prepare beginning administrators to be reflect and continual learners with knowledge and value of self appraisal techniques and goal setting for a strong personal commitment.

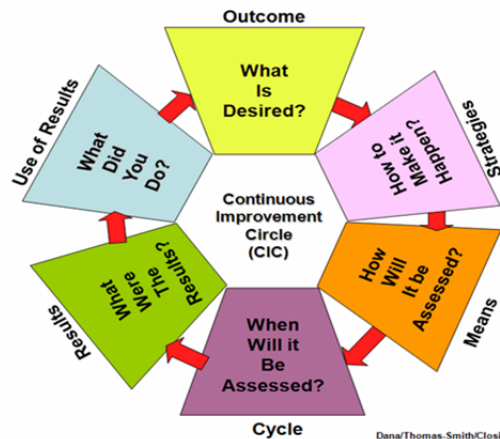


## **Closing the Loop**

The Whitlow R. Green College of Education is the leader of assessment, alignment and accountability. We totally embrace the concept demonstrated in the University's SACS Reaffirmation – Closing the Loop. All educators should utilize this model when ascertaining what their candidates know, knowledge as to whether or not candidates are capable of facilitating academic understanding through transference and definitively proving that candidates possess the outcomes expressed by the course.



**Quality Without Compromise**  
**Closing the Loop**  
**The Six Question Model at Prairie View A&M University**



### **McKinney-Vento Act (Federal Law) 2011**

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

### **TEXES Practice Materials and Exams**

The Whitlowe R. Green College of Education has purchased TEXES practice materials and exams for students seeking State Certification. These materials and exams are located in the Educator Preparation Lab on the third floor (room 332) in Delco. The lab will be open from 8:00 am to 9:00 pm Monday through Friday and 8:00 am to 4:00 pm on Saturday. Students are strongly encouraged to visit the lab to review materials and take the practice exams to increase their success on the TEXES. You have to take this electronic exam to get permission to take the TEXES.

### **Certification Students ONLY**

All students pursuing Principal and School Counselor certification are required to make contact with the Office of Teacher Certification and have on file with that office a deficiency plan. Please submit to the course instructor a copy of your deficiency plan before the end of the semester. If you do not have one please contact the office below.

Whitlowe R. Green College of Education  
Office of Teacher Education  
Delco Bldg., Room 302  
P. O. Box 519; Mail Stop 2425  
Prairie View, Texas 77446-0519  
Tel: (936) 261-3605



All students pursuing Principal and School Counselor certification are required to devote 5 hours per week studying for the certification exam utilizing the study material on the website CertifyTeacher. Students must provide on a weekly basis an electronic copy to their course instructor verifying the study time.

[www.certifyteacher.com](http://www.certifyteacher.com)

### **TRUE OUTCOMES**

True Outcomes was a tool used by the University for Assessment Purposes. Currently, PVAMU is transitioning from it to another assessment tool for students. Artifacts that will be uploaded will be announced during the course of the semester.

### **eCourses (Moodle)**

Moodle 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 eCourses. The assignment(s) to be used as artifacts will be identified by your instructor during the course of the semester.

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.

## **University Rules and Procedures**

### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

### **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

### **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

### **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

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**Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**Two "C" Rule**

Please Note: Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

**NOTE:** No grade of "C" or below will be accepted toward certification.

**TEA ID Number Requirements and Process:**

Prairie View A&M University, County-District # 237501, received an Oversight visit by the Texas Education Agency (TEA), Division of Educator Standards during the academic year 2011-2012. This visit was to comply with the Texas Administrative Code (TAC) 229.6(a)-the continuing approval of an educator preparation program.

**State Ethics Law:**

Texas Educators' Code of Ethics-TAC 247.2

**Technical Considerations for Online and Web-Assist Courses****Minimum Hardware and Software Requirements:**

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** Students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

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**Communication Expectations and Standards:**

All emails will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

**NOTICE OF EQUAL OPPORTUNITY**

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

Name: Renee R. Williams  
Title: Equal Opportunity Compliance Officer/Title IX Coordinator  
Institution: Prairie View A&M University  
Office of Student Affairs & Institutional Relations  
Address: P.O. Box 519: MS 1107  
A.I. Thomas Building, St 013  
Prairie View, Texas 77446  
Telephone: 936-261-2123  
Fax: 936-261-2138  
Email: rrwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman  
Title: Administrator for Diagnostic Testing and Disability Services  
Institution: Prairie View A&M University  
Email: kfnorman@pvamu

**Important Dates: Academic Calendar – Spring 2013**

January 9, Wednesday New Student Orientation

January 10 - 11, Thursday – Friday Regular Registration for Returning Students

January 12, Saturday Regular Registration for Graduate Students (UG students if advised and issued alternate pin)

January 14, Monday Instruction Begins Late Registration and Drop/Add Begins

January 18, Friday Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Undergraduate Students – Student Web Registration Access Closed

January 19, Saturday Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Graduate Students – Student Web Registration Access Closed

January 21, Monday Dr. Martin Luther King Jr. Day (University Closed)

January 24, Thursday General Student Assembly-All Students Attend

January 30, Wednesday 12th Class Day (Census Date) Last Day to Withdraw from Course(s) without Academic Record Late Deadline to apply for Spring 2013 graduation

January 31, Thursday Withdrawal from courses with Academic record ("W") Begins

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February 11, Monday 20th Class Day

March 7 – 9, Thursday – Saturday Mid-Semester Examination Period

March 11 - 16, Monday – Saturday Spring Break

March 12, Tuesday Mid-Semester Grades Due

March 15, Friday Spring Break (University Closed)

March 18, Monday Instruction Resumes

March 27, Wednesday Founders Day/Honors Convocation

March 29 - 30, Friday - Saturday Good Friday/Easter (Student Holiday)

April 1, Monday Withdrawal from Course(s) with Academic record ("W") Ends

April 9, Tuesday Priority Registration Begins for Summer/Fall 2013

April 12, Friday Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 29-30, Monday-Tuesday Course Review Day [Classes must convene and instructors will prepare students for Final Exams]

April 30, Tuesday Last Class Day for Spring Semester Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester

May 1 - 7, Wednesday-Tuesday Final Examination Period

May 7, Tuesday Final Grades due for Graduating Candidates

May 11, Saturday Commencement

May 14, Tuesday Final Grades Due for All Other Students

**The Academic Calendar for Prairie View A&M University is subject to change.**

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## Texas Administrative Code

**TITLE 19**            **EDUCATION**

**PART 7**             **STATE BOARD FOR EDUCATOR CERTIFICATION**

**CHAPTER 247**      **EDUCATORS' CODE OF ETHICS**

**RULE §247.2**        **Code of Ethics and Standard Practices for Texas Educators**

- a) **Statement of Purpose.** The Texas educator shall comply with standard practices and ethical conduct toward candidates, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

**b) Enforceable Standards.**

**(1) Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from candidates, parents of candidates, or other persons or organizations in recognition or appreciation of service.

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

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(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, or parents of candidates.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) Standard 1.13. The educator shall not consume alcoholic beverages on school property or during school activities when candidates are present.

**(2) Ethical Conduct toward Professional Colleagues.**

(A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

**(3) Ethical Conduct toward Candidates.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning candidates unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

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(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) The nature, purpose, timing, and amount of the communication;

(ii) The subject matter of the communication;

(iii) Whether the communication was made openly or the educator attempted to conceal the communication;

(iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;

(v) Whether the communication was sexually explicit; and

(vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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