I. Course Description

This course emphasizes the management of the internal organization and support of units of a campus. Topics include student grouping, staffing, scheduling, programming for special population students, textbooks, food service, campus security and pupil transportation.

II. Rationale

The purpose of this course is to provide a review of administration practices concerned with special programs, and support units of a public school campus.

III. State Adopted Proficiencies Administrators

IV. TExES Competencies

State Adopted Proficiencies

Domain I. School Community Leadership
Domain II. Instructional Leadership
Domain III. Administrative Leadership

TExES Competencies covered in this course:

- **Campus Culture** - 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.
- **Communication** – 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.
- **Ethics** – The principal knows how to act with integrity, fairness, and in an ethical and legal manner.
• **Instructional Leadership** – 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.

• **Instructional Program** – 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.

• **Staff Development** – 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.

• **Organization** – The principal knows how to apply organizational, decision-making, and problem solving skills to ensure and effective learning environment.

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

• **Leadership** – The principal knows how to apply principals of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

V. **Course Objectives/Learning Outcomes**

This course is designed to enable students to:

1. Develop an understanding of the history, funding, guiding educational philosophy, and design of a broad array of special populations, programs and units.
2. Investigate local implementation of special programs and special units.
3. Apply a grasp of anti-deficit thinking to the design and delivery of special programs.
4. Develop and utilize the theoretical knowledge and analytic skills for leadership in meaningful systems change.
5. Promote students' understanding of the organization and administrator of special programs and special units by critically assessing current and emerging practices and policies.
6. Develop students’ analytic skills relative to problem identification and resolution in a variety of settings relating to special populations and programs.

VI. **Course Topics**

The major topics to be considered are:

- Assessment, Accountability and Quality
- Special Units:
  - Transportation
  - Food Services
  - Textbook
  - Testing
Campus Security  
Counseling  
Health Services  
Facilities and Maintenance

- Special Programs:  
  English Language Learners/Bilingual Education  
  Gifted and Talented  
  At-risk Student Populations  
  Career Technical Education  
  Special Education

VII. Instructional Methods and Activities

*Methods and activities for instruction include:*

1. Traditional experiences (lecture, discussion, demonstration, etc.)  
2. Field Project  
3. Research Project

VIII. Evaluation and Grade Assignment

In order to successfully complete this course, students are required to successfully complete the following:

- **Attendance and Participation – (15%):**  
  Students are expected to be in attendance and participate fully during the entire timeframe of each session. Participation as a learner is expected including preparedness for class and full adherence to classroom norms - Anchors for Learning in the Community. The Collaborative Participation Rubric will be used to assess each student’s participation in class sessions.

- **Assignments/Activities (15%)**  
  Reading assignments and activities relating to specific chapters and special populations of students will be assigned often. These assignments allow you to become familiar with the different policies, and data relating to specific special populations of students. It is expected that you come to class prepared by having completed the assignments prior to class.

- **Special Units Field Project (35%)**  
  Students are required to complete a field project. There are two parts to this project.

  1. *Compile an auxiliary services notebook based on your district. The information in this evaluation notebook is meant to be useful to you in the future.*

  Each service area should include information as follows:

- Why is the service important to student learning? This information should be no more
than two or three sentences.

- Legal information: Note the laws that govern this service, if any.

- Evaluation Criteria: Identify at least 3 (or more) criteria you believe a principal should use in identifying excellent service in this area.

- Support: State specific actions a principal should take or attitudes a principal should have in order to effectively support this service area.

- Contact Information: Whom in your district would you contact if you had a problem with this service as a campus principal? Give the title, the individual’s name, and the telephone number and email, if applicable.

- Bibliography: Identify any publications specific to this service that you feel would be helpful if you wished to learn more about this area in the future.

- Notes: You may or may not include special notes containing points you want to remember.

- 1-2 pages should be adequate for each service area.

2. Expect Connections

***Due to confidentiality, you are to exercise extreme professionalism and discretion as you complete this project.

Visit with a director or coordinator to discuss one of the listed special units and the issues involved supporting schools through these services. Write a 2-page report (double-spaced) on your findings. You will share your findings in a class discussion forum.

Special Populations Research Project (35%)

There is a natural tendency to focus on how to defend ourselves from data instead of how to use and succeed with it. By gaining background information through lessons and class activities, the student will be given the opportunity to choose an area of research interest relating to the administration of a special population programs. In this assignment, you will find specific special population data on a particular school district (of your choosing, but not where you work). Each student/group must choose a different district.

The research project assignment asks you to identify a topic that provides an analysis of an issue relevant to special populations in the present within its historical context. Identify and write research questions to give us context of your interest. Develop descriptions of your data. Guiding Questions: What issues are important in this context? What do people argue about when they argue about it? Is this data representative of any particular culture, geographical area? How can you facilitate change?
Imagine creative ways to present your project that convey the significant conclusions of your research.

**Construct a presentation** (PowerPoint, Adobe Presenter, Photostory, Prezi or any other presentation software) to be shared with the class.

Each student will write a **1-2 page summary** of their work, the methodological process used and the merits of conducting data analysis.

**Grading Policy:**

Grading Scale (in percent)
- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
- 60 – 69 = D
- 59 and below = F

Grades (Source: Graduate Catalog)

**Student Responsibility**

It is expected that students will come to class prepared, i.e. having read all assigned readings.

When students are talking or presenting in class, students should be engaged, listen and respond in a positive manner. Treating each other with respect contributes to other students’ learning and establishes a positive learning environment.

Issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality and integrity are first and foremost.

**IX. Course Schedule**

**Jan 21**  
**Introductions/Review Syllabus**  
Beyer & Johnson (2005) Chapter 1  
Highlights of Title Programs-History of Education-Progressive Era to Present

**Jan 28**  
Continue on the Highlights of Title Programs-History of Education-Progressive Era to Present-Start discussion on Assessment, Accountability, and Quality

**Feb 4**  
**Assessment, Accountability, and Quality**

Readings:  
Beyer & Johnson (2005) Chapter 2  


Texas Accountability Intervention System

**Feb 11**

**English language learners/Bilingual education**

Required Readings:

Supplemental Reading:
Blanton, C. The Strange Career of Bilingual Education in Texas, 1836-1981

And one of the following – to be determined in class
Readings:


**Feb 18**

Yvonne Colmenero, Director of Special Programs and Victor Hernandez CCISD Director for NCLB will be our guest speakers for part of the class time.

We will review and answer questions from Chapters 1, 2 & 5 from the class text

Discussion on the article, "Conceptualizing the notion of Deficit Thinking"

Discussion on the auxiliary notebook---- assistant principals duties
Feb 25  **English language learners/Bilingual education**  
Required Readings:  
How are we supporting these sub populations in our schools?  

**Career Technical Education**  
Readings:  
Beyer & Johnson (2005) Chapter 7  

March 3  **At-Risk Population**  
Readings:  
Beyer & Johnson (2005) Chapter 6 & 8  
And one of the following:  
In class activity: Case Scenario:  

March 10  
How are you addressing the At-Risk Populations at your schools? Group activity  
*Begin to work on Auxiliary Notebooks (Computer Lab will be available)*  

March 17  **Spring Break**  

March 24  **Guest Speaker – Alternative Education- Mr. Doug Cross DAEP CCISD (tentative)**  
Discussion on Special Populations Research Project  
Chapter 9-Prevention Programs
March 31  **Special Education Services in Schools**  
Readings: Chapter 3  
*How are we addressing the needs of our special education students on our campuses?*

April 7  **Guest Speaker – Special Education—Dr. Ada Basaniz/Dr. Jennifer Arismendi**  
Case Study-Parental Rights vs. School Responsibility p. 181

April 14  **Gifted and Talented**  
Readings:  
Beyer & Johnson (2005) Chapter 4  

April 21  **Auxiliary Services Notebook**  
Present/discuss your Auxiliary Notebook in groups  
Notebooks due

April 28  **Special Populations Research Project Presentations**

May 5 (Final)  **Special Populations Research Project Presentations**

**X. Textbook(s)**  
*Required:*  

**XI. Bibliography**
Recommended Supplemental Reading:


Texas Educational Agency (TEA). (n.d.). *Special Education in Texas*. 
XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

XIV. Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an automatic F.

XV. Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.