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Educational Administration
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Dessynie.Edwards@tamucc.edu
Office hours: By appointment

Syllabus: EDAD 6364-Management of
Educational Programs and Special Units (25-
49% On-line)

Term: Spring 2017 (01/18/17 – 05/04/17)
Room: Dates & Times: Wednesdays 7:00-9:30

COE MISSION STATEMENT

The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

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.

COURSE 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.

STATE ADOPTED PROFICIENCIES ADMINISTRATORS
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.

**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 analytic skills relative to problem identification and resolution in a variety of settings relating to special populations and programs.

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

INSTRUCTIONAL METHODS AND ACTIVITIES

Class will meet from 7:00 to 9:30 p.m. on Wednesdays beginning January 31, 2017 and ending May 4, 2017. Seven meetings in-person will be held on: 1/25, 2/8, 2/22, 3/22, 4/5, 4/12 and 5/3. (See calendar for medium/delivery method (Black Board Discussion Forum or WebEx) used on all other dates during the semester.) For WebEX access please log on to: tamucc.webex.com and find the name of class meeting: Management of Educational Programs and Special Units (Spring 2017); the name of your professor, Dessynie Edwards, will appear next to the title. Students should log on by clicking on the “Join” button five minutes before 7:00 PM to ensure your technology is working properly.

There will be readings due prior to every class meeting and there will be discussions of the readings during class. Class discussions will focus on administrative practices concerned with special programs and support units for a public school where all students perform at high levels of achievement. Finally, when possible, guest speakers—administrators and/or teachers in schools and departments who have been successful in creating environments where all students succeed—will be invited to interact with the class.
With the exception of the seven face-to-face meetings, this course will be delivered primarily online via Web Ex and or via Black Board tools. It will include face to face discussions, student-led dynamics/presentations, discussion forums, and assignments to stimulate critical thinking and share real world experiences, analyses, and course assessments.

**COURSE REQUIREMENTS AND EVALUATION CRITERIA**

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

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<tr>
<th>Requirement</th>
<th>Points</th>
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<tr>
<td>Participation and Engagement</td>
<td>15</td>
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<tr>
<td>Assignments/Activities</td>
<td>15</td>
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<tr>
<td>Special Units Field Project</td>
<td>35</td>
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<tr>
<td>Special Populations Research Project</td>
<td>35</td>
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**Maximum Total Points** 100

**Grading Scale:** 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

**Rubrics:** See rubrics for each assignment in the appendix.

**Incompletes:** Incompletes will not be given for this course.

- **Participation and Engagement – (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.
Part 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.

Part 2: Expect Connections ***Due to confidentiality, you are required to exercise professionalism, confidentiality and discretion as you complete this project.

Visit with a program or service 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 requires students to identify a topic that provides an analysis of an issue relevant to special populations in the present and within its historical context. Students will identify and write research questions to give context related to the area of interest. Additionally, student will develop descriptions of the data using the following 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?

Consider creative formats to present the research project and 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 to include, the methodological process used and the merits of conducting data analysis.

**COURSE EXPECTATIONS**

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence thoughtful reflection on assigned readings and advance the learning of the whole group in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Also, issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality, discretion and integrity are first and foremost.

At times, the instructor will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests. Please use this course as an opportunity to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

Furthermore, students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each
absence (full or partial) does lower a final grade and two (2) or more absences across the semester may warrant a failing grade for the course. Note: 1 absence = no penalty • 2 absences = Minus one letter grade off final grade • 3 absences = Minus two letter grades off final grade • 4 absences = Fail (missing the last day of the semester will count for two absences)

It is the student’s responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

Group work- Some of the assignments of this course lend themselves to work with an assigned group of students who have similar and/or research interest in-mind. Therefore, if you do decide work in a group on some assignments, it is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day’s class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.

POLICIES

Course evaluations during the Spring 2017 semester will be conducted at the end of the term. **Completion of this instrument is encouraged** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

Classroom: Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please inform me before class.

Communication: Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the professor/instructor on a weekly basis.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes cannot be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also
Assignment Format: All assignments are to be submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers should be double-spaced in 12 point font (Times New Roman, preferred) with 1” margins. All sentences should be divided by a double space. **Electronic documents/files should be labeled with the student’s name, for example:** Edwards-Reflection1.doc

The CASA Writing Center: The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource. [http://casa.tamucc.edu/wc_services.php](http://casa.tamucc.edu/wc_services.php)

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP.

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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. It is the student’s responsibility to register with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

**Academic Honesty Policy.** Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. 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” F” in the course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.
Statement of Authorship. The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

Statement of Authorship

I certify that I am the author of this paper titled ____________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

_________________________________________  __________________________
Student’s Signature                          Date
TEXTBOOK(S)

Required:


Supplemental Resources Bibliography:


policy and research. Remedial and Special Education, 30(1), 19-32.


Texas Education Agency (TEA). (n.d.). Bilingual Education.
Texas Education Agency (TEA). (n.d.). Career and Technical Education.
http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720

Texas Education Agency (TEA). (n.d.). Texas English Language Learners Portal.
http://elltx.org

Texas Education Agency (TEA). (n.d.) Gifted/Talented Education in Texas.
http://www.tea.state.tx.us/index2.aspx?id=6420

http://www.tea.state.tx.us/perfreport/whatsnew.html

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


COURSE OVERVIEW AND CALENDAR
(Tentative- Professor reserves the right to modify the calendar)

| Week 1 | 01/25 | **Introductions/Syllabus Review**
|        |       | Beyer & Johnson (2005) Chapter 1
|        |       | Title Programs Highlights and History of Education-Progressive Era to Present

| Week 2 | 02/01 | Discussion Board: Highlights of Title Programs-History of Education-Progressive Era to Present and Assessment, Accountability, and Quality

| Week 3 | 02/08 | **Assessment, Accountability, and Quality**
|        |       | Readings:
|        |       | Beyer & Johnson (2005) Chapter 2


Texas Accountability Intervention System

**Special Education Services in Schools**
Reading: Chapter 3

**How are you addressing the needs of students receiving special education services on our campuses?**

| Week 4 | 02/15 | **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 Readings:**


**Week 5**

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<th>Activity</th>
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<tr>
<td>2/22</td>
<td>Review and discuss questions from Chapters 1, 2, 3 &amp; 5 from the class text Discussion on the article, &quot;Conceptualizing the notion of Deficit Thinking&quot; Planning--Special Units Field Project- Part 1: Auxiliary Services Notebook</td>
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**Week 6**

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<th>Activity</th>
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<tr>
<td>3/1</td>
<td>Special Units Field Project – Part 2: Expect Connections (Independent Work Day)</td>
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<tr>
<td>3/8</td>
<td>Special Education- Discussion Board</td>
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<td>3/15</td>
<td>Spring Break</td>
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**Week 8**

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<th>Date</th>
<th>Activity</th>
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| 3/22  | **English language learners/Bilingual education**
Required Readings:
How are we supporting these sub populations in our schools? |

**Week 9**

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<th>Date</th>
<th>Activity</th>
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| 3/29  | **Career Technical Education**
Required Readings:
Beyer & Johnson (2005) Chapter 7- Discussion Board |

**Week 10**

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<th>Activity</th>
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| 4/5   | **At-Risk Populations**
Require Readings:
Beyer & Johnson (2005) Chapter 6 &8

How are you addressing the At-Risk Populations at your schools?
Group Activity and In-Class Activity: Case Scenario:
And one of the following:


Week 11
4/12
**Gifted and Talented**
Required Readings:
Beyer & Johnson (2005) Chapter 4


**Special Units Field Project: Part 1-Auxiliary Services Notebooks**

Week 12
4/19
Discussion on Special Populations Research Project
Chapter 9-Prevention Programs
Chapter 10 -Student Support Services

Week 13
4/26
**Auxiliary Services Notebook Preparation**

Week 14
5/3 (Final)
**Auxiliary Services Notebook Notebooks Due**
Present/discuss your Auxiliary Notebook in groups

**Special Populations Research Project Presentations and Projects Due**