



SUL ROSS STATE UNIVERSITY



Department of Education
Summer I 2016

ED 7309 State and Federal Programs in Public School
Instructor: Rebecca Schlosser, J.D., Ed.D.

Hours:

VIA BLACKBOARD INSTANT MESSAGING

Mon 1-3:00 PM; Tues. & Wedn. 1-3:30 PM

And BY APPOINTMENT

Sat. & Sun. OFF

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Location: MAB, 309E

Course Description: ED7309 is a study of federal and state programs currently being used in Texas Public Schools. This course is entirely online. It is an asynchronous online course that utilizes Blackboard. Blackboard may be reached from the Sul Ross homepage by using the quick link feature.

Course Performance Standards, Knowledge and Skills: Students will examine the **school** leadership role as it relates to promoting the success of all students through leadership and management of the district and campus organization, operations and resources to provide for an appropriate quantity and quality of education. Coordination and collaboration between regular and special programs in order to meet all students' needs requires comprehensive planning, implementation, and monitoring to ensure the desired success.

Objectives: At the conclusion of this course, each student will be able to:

- Identify state and federal programs and understand their financial and other impact upon the local school district.
- Conduct research on mandates, grants, and entitlements as they enhance the educational opportunity at the local level.
- Develop an understanding of the required accountability, compliance, and monitoring expected by the State and Federal education agencies.
- Develop an understanding of the application and budgeting process for special program funding.
- Make presentations, participate in discussions, give and receive criticism, and prepare written documents in a professional manner.
- Apply learning to Domain II of the TExES manual.

TEExES Competencies: This course provides the student with the basic laws, regulations, and policies that guide the Principal in the domains of the competencies listed below. Additionally, the material covered in this course and class discussions will supplement the administrator’s knowledge of laws that affect all the principal’s domains.

Domain 1 - School Community Leadership Competency 003 - The principal knows how to act with integrity, fairness and in an ethical and legal manner.

Domain 2 - Instructional Leadership 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.

Domain 3 - Administrative Leadership Competency 008 - 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.

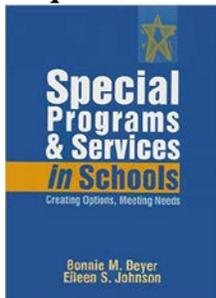
TEExES Standards:

Standard: 1(A) (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;

Standard: 3(A) (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;

Standard: 3(B)(IV) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.

Required Texts:



Special Programs & Services in Schools: Creating Options, Meeting Needs Paperback – May 5, 2005

by Bonnie Beyer (Author), Eileen S. Johnson (Author)

Paperback: 212 pages

Publisher: Proactive Publications (May 5, 2005)

ISBN-10: 188543233X

ISBN-13: 978-1885432339

Format Requirements for Submittals: All submittals must comply with the APA Publication Manual. Use Times New Roman, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide current, professional, peer-reviewed references. Assignments submitted with APA errors may receive a grade of “0.” All submittals must be professional papers. Do not submit your assignments in a “homework” or “school assignment” format. Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. A title page is not necessary. Put a single-spaced heading in the top left corner of the first page only that states: name, class, date, assignment name and number. Put your name and the assignment number in the document’s file name. (To do this, click on “Save as” and under “File name” put your name and assignment number.) All assignments must

be submitted in "Microsoft Word." Computers with "Vista" must submit in rich text format (RTF) or an older version of Microsoft.

Assignments: A fundamental concept of this course is student-initiated and group learning. There is no textbook on the market that addresses the subjects covered in this course. Therefore, resources from education websites and interviewing of in-field experts are the tools we will use to master this massive and unwieldy subject. We will examine in-depth six special populations and programs: 1) Special Education, 2) Bilingual/ELL, 3) Gifted and Talented, 4) Career and Technology, 5) Homeless, and 6) Migrant.

Students will select a category either individually or in a group and will in essence create the course materials for their chosen unit. Each category/unit will have the following components which will be created by the student/group in-charge of that unit:

- 1) **UNIT ACTIVITY SHEET (40 POINTS PER ACTIVITY SHEET = 240 TOTAL):** Each of the six (6) units contains an Activity Sheet. After reading the textbook chapter, and reviewing the Resources attached to each unit in Blackboard, students will complete the activity sheet. This activity sheet will serve as a review for the unit and preparation for the quiz over each unit.
- 2) **INTERVIEW OF EXPERT (100 Points):** Each student must interview an expert on any of the special programs covered in this course. The interview should be recorded and a transcript must be prepared and provided to the instructor.
- 3) **DISCUSSION BOARD-DISCUSSION (40 Points Each & and additional 65 Points for Discussion Leader or Leader Group):** Each of the six units will also have a class discussion via Webex. Each Discussion Board will be monitored by the student/group in charge of that Unit and as Discussion Leader the student/group will keep students on topic and involved in the discussion. The Discussion Leader or Leader Group will 1) submit to the instructor a Lesson Plan with objectives, discussion topics, videos and other instructional tools, and 5 test questions and answers one week before the class discussion; 2) will post the assignments for students with materials one week before the class discussion; 3) and will lead the discussion using best practices that involve all students in the discussion. All students will participate in every Discussion and there are no optional assignments in this course including Discussions. This is a 700 level course and students are to become the experts for the program they have chosen and teach a comprehensive unit to the class through the video-conference Class Discussion.
- 4) **QUIZZES (30 Points Each):** Students should complete the quiz for each unit after finishing the Assignment.
- 5) **COMPREHENSIVE ASSESSMENT (150 POINTS):** The comprehensive assessment will be taken after all units are completed and will contain 200 multiple choice, true and false, and matching questions taken from the quizzes. It will be taken online at the last class and students will have 1&1/2 hours to complete the examination. Students must complete the

assessment at the scheduled time. Once a student has begun the assessment, he/she may not exit and re-enter but must finish at that time.

6) **ELECTRONIC PORTFOLIO (25 POINTS)** In your ED5330 Course, you created a Portfolio. In every other course that you take in this Principal Preparation Program, you will add assignments from that course to your Portfolio. At the end of the program, in your Internship course, you will submit a Final Portfolio that is a comprehensive summative evaluation of the work you have done in this Principal Program. You will add key assignments from each course in the program to your Portfolio as you go through the program. You also may add any other assignments for which you are particularly proud of your work. The mandatory assignments in this class, which you **must** place in your Portfolio and submit in this course are as follows:

- a. **Your Interview with your expert (Assn 2)**
- b. **Your lesson plan and any materials you gathered (Powerpoints, Assignments) for your special program in which you were a group leader (Assn 3)**

Both of these assignments primarily address Domain I (School Community Leadership), Competency 2 and 3. The key words for these competencies are: “the principal knows how to...respond to diverse interests and needs.”

Technical Instructions: You will link the assignments you are including to the PPT Portfolio, and submit in Assignments. The links will not work in Blackboard but you need to be sure they do work and that the assignment is in your Portfolio folder because you will have to submit your entire Portfolio folder (with working links) in your Internship course at the end of this program.

You can share your Portfolio with me by entering my email as an “External User” or entering my username “rschlosser” as an “Internal User.” Either method is acceptable.

SCHEDULE OF ACTIVITIES:

June 1	Class Begins
June 2	Title I Discussion Leader(s) must post class assignment for upcoming Title I class discussion (via Webex) on Discussion Board; DUE Chapter 1 textbook, Title I course activity sheet, and course quiz due
June 3	DUE Title I activities assigned by the Title I Unit Discussion Leader(s)
June 3, 4 & 5	DUE DISCUSSION BOARD Title I
June 6	GT UNIT Discussion Leader(s) must post class assignment for upcoming GT class discussion (via Webex) on Discussion Board; DUE Chapter 4 textbook, GT activity sheet, and course quiz due
June 10	DUE Activities assigned by the GT Unit Discussion Leader(s)

June 6 *SPED UNIT* Discussion Leader(s) must post class assignment for upcoming SPED class discussion (via Webex) on Discussion Board; DUE Chapter 3; SPED course activity sheet, and course quiz due

June 10 DUE *Special Education* activities assigned by the SPED Unit Discussion Leader(s)

June 10, 11 & 12
Discussion Board <i>Gifted and Talented</i>

June 10, 11 & 12
Discussion Board on <i>Special Education</i>

June 13 DUE *HOMELESS UNIT* Discussion Leader(s) must post class assignment for upcoming *Homeless Unit* Class Discussion (via Webex) on Discussion Board; DUE Chapters 1 & 8 textbook, Homeless Activity Sheet, & Course Quiz due

June 20 DUE Title VII, Activities assigned by the *Homeless Unit* Discussion Leader(s)

June 13 DUE *MIGRANT UNIT* Discussion Leader(s) must post class assignment for upcoming *Migrant Unit* Class Discussion (via Webex) on Discussion Board; DUE Chapters 2 & 9 textbook, Migrant Activity Sheet, & Course Quiz due

June 20 DUE Title I, Part C Activities assigned by the *Migrant Unit* Discussion Leader(s)

June 20, 21&22
Discussion Board on <i>Homeless</i>

June 20, 21&22
Discussion Board on <i>Migrant Unit</i>

June 23 DUE *CTE UNIT* Discussion Leader(s) must post class assignment for upcoming *CTE Unit* Class Discussion (via Webex) on Discussion Board; DUE Chapters 7 & 8 textbook, CTE Activity Sheet, and Course Quiz due

June 27 DUE Activities assigned by the *CTE Unit* Discussion Leader(s)

June 23 DUE *BILINGUAL UNIT* Discussion Leader(s) must post class assignment on Discussion Board for upcoming *Bilingual Unit* Class Discussion (via Webex);

DUE Chapters 5 textbook, Bilingual Activity Sheet, and Course Quiz due

June 27 DUE Activities assigned by the *Bilingual Unit Discussion Leader(s)*

June 27, 28&29	Discussion Board on CTE Unit
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June 27, 28&29	Discussion Board on Bilingual Unit
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July 2	COMPREHENSIVE ASSESSMENT, test will open early and close at 11:00 pm Alpine time; DUE Interview Assignment; Electronic Portfolio
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July 3 Course Ends

Grading: Grades are based on a point system. There are 2000 points available.
Scores of:
900 – 1000 equates to an A,
800–899 equates to a B
600 – 799 equates to a C
599 or less will receive an F.

Advice: Successful completion of a Web-delivered course requires dedication and constant effort. Do not fall behind in your work! Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

Grading Policy:

1. No Assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late. No credit will be given to late assignments for the FINAL ASSIGNMENTS.
3. As papers should be typewritten according to the American Psychological Association (APA) manual. Papers with APA errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:00 pm Alpine time on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are **no** optional assignments in this course. **All** assignments must be completed in order to pass this class.
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.

Attendance:

Students are to make themselves aware of the SRSU policies on Absences and Class Attendance posted in the SRSU Student Handbook. Make up work is at the discretion of the instructor as it

relates to “explained or excused” absences. The Absences/Class Attendance policy includes all absences excused or unexcused. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time.

Internet Web Resources:

The sources below are only convenient starting points for your Internet based research. You are expected to locate professional, **peer-reviewed** publications for papers submitted in this class. Encyclopedias and other non-peer reviewed data may not be cited. See Course Information on Blackboard for more information. Some Sul Ross Library recommended databases include the following: Academic Search Premier, Dissertation Abstracts, Education Abstracts, Educator’s Reference Desk, eLibrary Curriculum, Emerald Management Xtra, ERIC (from EBSCO), Professional Educational Development Collection, WorldCat, WorldCat Dissertation & Theses.

Conduct:

Academic honesty is expected in all work. Violations will result in course failure. Use of good “Netiquette” is essential in an online environment. Please observe the following rules of common courtesy:

- a) Check the course website frequently and respond appropriately and on subject.
- b) Focus on one subject per message and use pertinent subject titles
- c) Capitalize words only to highlight an important point or for titles. Capitalizing otherwise is generally interpreted as SHOUTING!
- d) Be professional and careful with your online interaction. Remember that you should be comfortable with your statements if they were published on the front page of the local newspaper.
- e) Cite all quotes, references and sources.
- f) Never forward someone else’s messages without their permission, this is considered to be extremely rude.
- g) Use humor with care. The absence of face-to-face cues and body language can lead to misunderstandings. Feel free to use emoticons such as :) or ;) to communicate that you are being humorous.
- h) All discussion postings should be of top quality, on time, and rich in text. This means no comments such as “at a boy”, “you go girl”, “I agree with that”, “couldn’t have said it better myself”, etc. will be considered master degree quality responses. Make sure to take the time to add richness to the discussion and make connections to the many theories in instructional leadership that will be covered in this course. Remember, postings are tracked for quantity, quality, and punctuality of deadlines set forth.

(The above “netiquette guidelines were adapted from Rinaldi, A. (1994) The Net User Guidelines and Netiquette, Florida Atlantic University, available from Netcom).

SRSU Disabilities Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disabilities Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities.

Students seeking disability services need to contact the Disabilities Services Coordinator located in the University Center, Room 211. The mailing address is Sul Ross State University, PO Box C-171, Alpine, TX 79832. The telephone number is 432.837.8178; the fax number is 432.837.8724.