



# SUL ROSS STATE UNIVERSITY



Department of Education  
Spring 2017

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

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**Office Hours:**

**VIA BLACKBOARD INSTANT MESSAGING**

**Mon, Tues, Wedn, 6:30-9:30 PM (Alpine time)**

**And BY APPOINTMENT**

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**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. The most important learning tool in this course is the Discussion Board.

**Course Goals:** 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.

**Student Learning Outcomes:** 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 Principal Competencies.

**TExES 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.

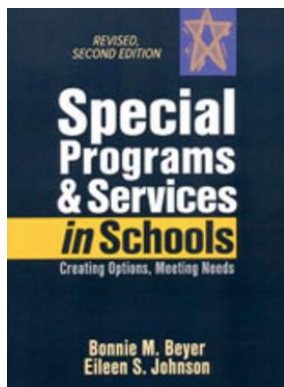
### **TEXES Standards:**

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 Text:**



**Special Programs and Services in Schools**  
**Creating Options, Meeting Needs, Revised, 2nd Edition**  
**Bonnie Beyer, University of Michigan Dearborn**  
**Eileen S. Johnson, Oakland University**  
**978-1-60595-175-1, ©2014, 225-pages, 7×10, Soft cover**

**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 seven special populations and programs: 1) Special Education, 2) Bilingual/ELL, 3) Gifted and Talented, 4) Career and Technology, 5) Homeless, and 6) Migrant, and 7) Preventive Programs.

Students will select a special program either individually or in a group (depending on class size) and will create the course materials for their chosen program’s Discussion Board. The Discussion for each program will last 4 days and students must participate for at least 3 days to achieve a passing grade. Group leaders will monitor the discussion each day. Each special program will have the following components which will be created by the student/group in-charge of that unit: Lesson Plan with Activities for the class and Discussion topics, quiz and quiz key (for instructor only). Oftentimes, students will provide materials such as videos and other resources outside of the course to supplement the Discussion. All activities must be posted on the Scheduled day by the Group Leaders so that students have the time to complete the assigned activities BEFORE the discussion begins. Sometimes, additional activities are given to students after the first day, this is acceptable as long as students are given a reasonable amount of time to complete the activity before the discussion of that activity begins.

- 1) **UNIT ACTIVITY SHEET (40 POINTS PER ACTIVITY SHEET = 240 TOTAL):** Each of the seven (7) 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. These Activity Sheets are separate from the ones provided in Discussion Board by Group Leaders. They are in the “Assignments” section of the Course and are provided by the Instructor. They also are due first, before Group Leaders assign their activities for the DB. See the Schedule of Activities in this Syllabus for due dates.
- 2)
- 3) **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. This interview is a terrific tool to use during the Discussion Board because these on-the-job specialists are the real experts in these complex special programs. For this reason, students should make every effort to complete the interview in time to use it as an activity in the DB for their special program. That way, all the students can benefit from the knowledge you have gained from these terrific experts.
- 4) **DISCUSSION BOARD-DISCUSSION (40 Points Each & and additional 65 Points for Discussion Leader or Leader Group):** Each of the seven units will also have a class discussion via Blackboard Discussion Board. Each Discussion Board will be monitored by

the student/group in charge of that Special Program 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 a minimum of 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.

- 5) **QUIZZES (30 Points Each):** Students should complete the special program quiz for each unit after finishing the Activity Sheet provided by the Instructor. See the Schedule of Activities in this syllabus for the due dates. These Activity Sheets (and quizzes) are separate from the ones provided in Discussion Board by Group Leaders. They are in the “Assignments” section of the Course and are provided by the Instructor. They also are due first, before Group Leaders assign their activities for the DB.
- 6) **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.
- 7) **ELECTRONIC PORTFOLIO (25 POINTS)** In your ED5330 Course, you created a Portfolio. The assignments in this class, which you **will** 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 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:**

**Jan. 17**

**Class Begins**

Jan. 30 Title I Discussion Leader(s) must post class assignment for upcoming Title I class discussion on Discussion Board;  
DUE Chapter 1 textbook, Title I course activity sheet, and course quiz due

Feb. 3 DUE Title I activities assigned by the Title I Unit Discussion Leader(s)

Feb. 3-6	DUE DISCUSSION BOARD Title I
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Feb. 6 GT UNIT Discussion Leader(s) must post class assignment for upcoming GT class discussion on Discussion Board;  
DUE Chapter 4 textbook, GT activity sheet, and course quiz due

Feb. 10 DUE Activities assigned by the GT Unit Discussion Leader(s)

Feb. 10-13	DUE DISCUSSION BOARD Gifted & Talented
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Feb. 13 SPED UNIT Discussion Leader(s) must post class assignment for upcoming SPED class discussion on Discussion Board;  
DUE Chapter 3; SPED course activity sheet, and course quiz due

Feb. 17 DUE Special Education activities assigned by the SPED Unit Discussion Leader(s)

Feb. 17-20	DUE DISCUSSION BOARD Special Education
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Feb. 20 DUE HOMELESS UNIT Discussion Leader(s) must post class assignment for upcoming Homeless Unit Class Discussion on Discussion Board;  
DUE Chapters 1 & 8 textbook, Homeless Activity Sheet, & Course Quiz due

Feb. 24 DUE Title VII, Activities assigned by the Homeless Unit Discussion Leader(s)

Feb. 24-27	DUE DISCUSSION BOARD Homeless
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Feb. 27 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

March 3 DUE Title I, Part C Activities assigned by the Migrant Unit Discussion Leader(s)

March 3-6	DUE DISCUSSION BOARD Migrant
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March 13-17	Spring Break
March 20	DUE <i>CTE UNIT</i> Discussion Leader(s) must post class assignment for upcoming <i>CTE Unit</i> Class Discussion (via Webex) on Discussion Board; DUE Chapters 7 & 8 textbook, CTE Activity Sheet, and Course Quiz due
March 24	DUE Activities assigned by the <i>CTE Unit</i> Discussion Leader(s)
March 24-27	DUE DISCUSSION BOARD CTE
March 27	DUE <i>BILINGUAL UNIT</i> Discussion Leader(s) must post class assignment on Discussion Board for upcoming <i>Bilingual Unit</i> Class Discussion (via Webex); DUE Chapters 5 textbook, Bilingual Activity Sheet, and Course Quiz due
March 31	DUE Activities assigned by the <i>Bilingual Unit</i> Discussion Leader(s)
March 31-April 3	DUE DISCUSSION BOARD Bilingual
April 3	DUE <i>PROGRAMS UNIT</i> Discussion Leader(s) must post class assignment on Discussion Board for upcoming <i>Preventive Programs Unit</i> Class Discussion; DUE Chapter 9 textbook
April 7	DUE Activities assigned by the <i>Preventive Programs Unit</i> Discussion Leader(s)
April 7-10	DUE DISCUSSION BOARD Preventive Programs
April 15	DUE COMPREHENSIVE ASSESSMENT, test will open early and close at 11:00 pm Alpine time;
April 22	DUE Interview Assignment; Electronic Portfolio
May 1	Semester 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. In this course you are expected to attend all classes, to be punctual, and to complete all assignments on time. There is a 20% per day penalty for late assignments.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**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).

<b>SRSU Disabilities Services:</b>
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Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student’s responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze, M. Ed., L.P.C., in Counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8691. E-mail: mschwartz@sulross.edu
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