Jesse Salazar, Ed.D. Assistant Professor Educational Leadership Program Phone: (830)255-8488 (mobile) Email: jesse.salazar@sulross.edu		**Virtual Office Hours** M/T/W, 2:30pm – 4:30pm (CST) If above times are inconvenient, please contact me to set up an alternative time

Course Description

ED6389 Special Populations and Programs is a study of federal and state programs currently being used in Texas Public Schools. This course is entirely online. 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 organizations, operations, and resources to provide for an appropriate quantity and quality of education. Coordination and collaboration between regular and special programs to meet all students' needs requires comprehensive planning, implementation, and monitoring to ensure success.

Performance Standards, Goals, and Learning Objectives

ED6389 contributes to the following TExES Competencies Program, Learning Outcomes (PLOs)/Student Learning Outcomes (SLOs), and Student Marketable Skills. This course is also aligned to the TExES Principal Standards outlined in Texas Administrative Code §149.2001 available at
http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149bb.html.

DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY
•**Competency 10-The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.**
•Implements strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns, including developing and implementing a crisis plan.
•Implements strategies for student discipline and attendance in a manner that ensures student safety, consistency, and equity and that legal requirements are met (e.g., due process, SPED requirements)
·**Competency 11-The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.**
·The graduating student will demonstrate that he/she knows how to act with integrity, fairness and in an ethical and legal manner.
·Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community.

EDUA 6389 will address the following Student Learning Outcomes (SLOs):

Upon successful completion of this course, the student will be able to:

•Gain an understanding of state and federal programs and to understand their financial and other impact upon the local school district.

•Learn how to gather and analyze equity and diversity data to reveal equity deficits; and gain an understanding of the importance of equity and diversity data

•Master and apply the concepts of equity, diversity, and cultural competency in analyzing campus data to determine the root cause of low student achievement, low student and teacher morale, high teacher turnover rates, and other indices of equity gaps.

•Learn to conduct research on mandates, grants, and entitlements as they enhance the educational opportunity at the local level.

•Learn the importance and 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.

•Learn to apply critical thinking skills in preparing written documents in a professional manner.

EDSR 6389 will address the following Marketable Skills:

By understanding how to gather and analyze equity data, students will improve their campus leadership skills. These are important skills that will assist the campus leader in, among other things, establishing the root cause of such problems as low student achievement, high dropout rates, high retention rates, discipline and attendance problems, and low student and teacher morale.

Materials

Required Texts

1. American Psychological Association. (2020). Publication manual of the American Psychological Association. (7 ed.) Washington, DC: American Psychological Association. ISBN: 9781433805615
2. Beyer, B. M., & Johnson, E. S. (2014). Special programs & services in schools : Creating options, meeting needs. ProActive Publications. ISBN: 9781605951751.
3. Gay, G. (2018). Culturally responsive teaching: theory, research, and practice (3rd ed.). Teachers College Press. ISBN: 9780807758762.
4. Bambrick-Santoyo, P. (2019). Data Driven Instruction 2.0. San Francisco, CA: Jossey-Bass. ISBN-13: 978- 1119524755 ISBN-10: 111952475X.

Recommended Text

1. Campos, D., Delgado, R., & Mary Esther Huerta. (2011). *Reaching out to Latino families of English language learners*. Ascd. ISBN: 978-1-4166-1272-8; ASIN: B008NCOY51.
2. Koppelman, K. L. (2020). *Understanding human differences : multicultural education for a diverse America* (6th ed.). Pearson Education. ISBN: 9780135196731.

	CATEGORIES	

Category	Description of Categories	Percentage of Total Grade
Discussion Boards	Discussion boards provide an opportunity to practice critical thinking and communication skills based on course texts and materials.	10%
Essays	Short-answer essay questions addressing a specific special program	10%
Quizzes	Quiz addressing a specific special program	10%
Equity Audit PowerPoint Presentation	PowerPoint presentation of the findings from your equity audit. (Pillar Assignment)	40%
Peer Feedback	Actionable feedback to one colleague regarding their equity audit PowerPoint Presentation. Instructor will assign you a feedback partner.	20%
Portfolio Update	Update portfolio defense PPT	10%

Grading Policy

Students must complete all Practicum required hours, meetings, and paperwork.

1. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
2. Extra credit points are not available.
3. There are no I's (*incompletes*) for this class.
4. After 11:59 pm on the date for any assignment due is considered late.
5. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment to pass the course (regardless of number of points accrued in the course.)
6. Students who fail to participate in the Discussion Board or complete any assignment may not pass this course.

Grading Scale

100-90% equate to an A

89-80% equate to a B

79-70% equate to a C

69-60% equate to a D

59-50% or less receive an F

"Cs" are not accepted in this program. Students scoring below a "B" in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will likely delay completion of the program as the program is sequential and the rotation must be followed.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will meet for class via Zoom or Microsoft TEAMS. Students must have a microphone and camera.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

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 as reference material on papers submitted in this class.

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.

Format Requirements for Submittals

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 provides: student name, date, assignment name and number. Also, 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.)

Academic Integrity
All students are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Examples of academic dishonesty include but are not limited to
- Turning in work as original that was used in whole or another course and/or professor
- Turning in another's work as one's own
- Copying from professional works or Internet sites without citation

Any of the above offenses will result in a zero for the assignment with no option to redo for credit.

Diversity Statement

My goal is to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.

Students With Special Needs

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartze@sulross.edu

Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Course Schedule

Module 1 Assignments Cultural Competency	Items to Submit	Due Date/Time and Point Values
Mod1 Assn1 "What's Your Name?" Discussion Board	Post initial response to prompt before the due date. Respond to two colleagues before the due date.	Initial Post 7/11/23 Before 11:59 pm Two Responses 7/12/23 Before 11:59 pm 100 points
Mod1 Assn2 "Culturally Responsive Teaching" Discussion Board	Post initial response to prompt before the due date. Respond to two colleagues before the due date.	Initial Post 7/14/23 Before 11:59 pm Two Responses 7/15/23 Before 11:59 pm 100 points
Module 2 Assignments **Equity Audit**	**Items to Submit**	**Due Date/Time and Point Values**
Mod2 Assn1 Equity Audit PowerPoint Presentation (Pillar Assignment for Portfolio)	SUBMIT to Portfolio Folder in SRSU OneDrive: Equity Audit PowerPoint SUBMIT to Blackboard: Equity Audit PowerPoint	7/19/23 Before 11:59 pm 100 points

Mod 2 Assn2 Peer Feedback Post	Review colleague's presentation ***Instructor will assign you a feedback partner. Post feedback in Discussion Board	7/22/23 Before 11:59 pm 100 points
Module 3 Assignments Updating Portfolio	**Items to Submit**	**Due Date/Time and Point Values**
Mod3 Assn1 Update Portfolio	Add the following slide(s) to Portfolio Defense PowerPoint (in SRSU OneDrive): Pillar 7: Diversity and Equity-summary + links to the following: · Equity PowerPoint SUBMIT to Blackboard: Link to Portfolio folder in SRSU	7/24/23 Before 11:59 pm 100 points
Module 4 Assignments Federal Program (Title 1)	**Items to Submit**	**Due Date/Time and Point Values**
Mod4 Assn1 Title I Essay	Respond to Essay Question(s) in Blackboard before the due date.	7/26/23 Before 11:59 pm 100 points
Module 5 Assignments-Gifted and Talented (GT)	Items to Submit	Due Date/Time and Point Values
Mod5 Assn1 GT Quiz	Take quiz in Blackboard before due date.	7/28/23 Before 11:59 pm 100 points
Module 6 Assignments Students with Special Needs (SpEd)	Items to Submit	Due Date/Time and Point Values
Mod6 Assn1 Special Education Essay	Respond to Essay Question(s) in Blackboard before the due date.	7/31/23 Before 11:59 pm 100 points
Module 7 Assignments Gender Equity	Items to Submit	Due Date/Time and Point Values
Mod7 Assn1 "Gender Equity" Discussion Board	Post initial response to prompt before the due date.	Initial Post 8/1/23 Before 11:59 pm

	Respond to two colleagues before the due date.	Two Responses 8/2/23 Before 11:59 pm 100 points
Module 8 Assignments Bilingual and English Learner Programs (BEL)	**Items to Submit**	**Due Date/Time and Point Values**
Mod8 Assn1 BEL Essay	Respond to Essay Question(s) in Blackboard before the due date.	8/5/23 Before 11:59 pm 100 points
Module 9 Assignments "What Would You Do?"	**Items to Submit**	**Due Date/Time and Point Values**
Mod9 Assn1 "What Would You Do?" Discussion Board	Post initial response to prompt before the due date. Respond to two colleagues before the due date.	Initial Post 8/8/23 Before 11:59 pm Two Responses 8/11/23 Before 11:59 pm 100 points