


Syllabus | ED6389 Special Populations and Programs

Spring 2024

2nd 8-Weeks

<p>Jennifer M. Haan, Ph.D. Assistant Professor/ Coordinator Educational Leadership Program Phone: 575.636.7237 (mobile) Email: jennifer.haan@sulross.edu</p>		<p>Virtual Office Hours Mon and Thurs, 9:00am – 2:00pm (Alpine-CST) Mon and Thurs, 8:00am – 1:00pm (El Paso-MST) Office Hours via Teams If above times are inconvenient, please contact me to set up an alternative time</p>
--	---	---

Course Description

This 8-week course 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

ED 6389 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.

ED 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

Syllabus | ED6389 Special Populations and Programs

Spring 2024

2nd 8-Weeks

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.

ED 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.

Recommended Texts

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.

Grading Policies

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

1. No late assignment will be accepted after its due date without prior instructor consent.
2. 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.
3. Extra credit points are not available.
4. **There are no I's (incompletes) for this class.**
5. After 11:59 pm on the date for any assignment due is considered late.
6. There are no optional assignments in this course. All assignments must be completed to pass this

Syllabus | ED6389 Special Populations and Programs

Spring 2024

2nd 8-Weeks

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.)

7. Students who fail to participate in 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 delay completion of the program as the program is sequential and the rotation must be followed.

Course Withdrawal

The Last day to drop this course with a 'W' is **Friday, April 19**. Drops must be processed and in the University Registrar's office by 4 p.m. A “W” on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status. Please consult the [SRSU Academic Calendar](#) for a listing of all important dates.

Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

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

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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 a 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.

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 Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

Supportive Statement

My goal is to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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 contact me. I want to be a resource for you.

Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Syllabus | ED6389 Special Populations and Programs

Spring 2024

2nd 8-Weeks

Americans with Disability Act Statement (ADA)

Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. 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. Students seeking accessibility/ accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Counseling Services

Sul Ross has partnered with TimelyCare where all SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting [Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Syllabus | ED6389 Special Populations and Programs

Spring 2024

2nd 8-Weeks

Course Schedule

Module 1 Assignments Cultural Competency	Items to Submit	Due Date/Time and PointValues
Mod1 Assn1 "Culturally Responsive Teaching" Discussion Board	Post initial response to prompt before due date. Respond to two colleagues before due date.	Initial Post Wednesday, March 20 Before 11:59pm Two Responses Saturday, March 23 Before 11:59pm 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	Wednesday, March 27 Before 11:59pm 100 points
Mod 2 Assn2 Peer Feedback Post	Review colleague's presentation ***Instructor will assign you feedback partner. Post feedback in Discussion Board	Saturday, March 30 Before 11:59pm 100 points
Module 3 Assignments- Federal Programs (Title I)	Items to Submit	Due Date/Time and PointValues
Mod3 Assn1 Title I Essay	Respond to Essay Question(s) in Blackboard before due date.	Wednesday, April 3 Before 11:59pm 100 points
Module 4 Assignments- Gifted and Talented (GT)	Items to Submit	Due Date/Time and Point Values
Mod4 Assn1 GT Quiz	Take quiz in Blackboard before due date.	Saturday, April 6 Before 11:59pm 100 points
Module 5 Assignments Students with Special Needs (SpEd)	Items to Submit	Due Date/Time and PointValues
Mod5 Assn1 Special Education Essay	Respond to Essay Question(s) in Blackboard before due date.	Wednesday, April 10 Before 11:59pm 100 points

Syllabus | ED6389 Special Populations and Programs

Spring 2024

2nd 8-Weeks

Module 6 Assignments Gender Equity	Items to Submit	Due Date/Time and Point Values
Mod6 Assn1 “Gender Equity” Discussion Board	Post initial response to prompt before due date. Respond to two colleagues before due date.	<p align="center">Initial Post Saturday, April 13 Before 11:59pm</p> <p align="center">Two Responses Wednesday, April 17 Before 11:59pm 100 points</p>
Module 7 Assignments Bilingual and English Learner Programs (BEL)	Items to Submit	Due Date/Time and Point Values
Mod7 Assn1 BEL Essay	Respond to Essay Question(s) in Blackboard before due date.	<p align="center">Wednesday, April 24 Before 11:59pm 100 points</p>
Module 8 Assignments “What Would You Do?”	Items to Submit	Due Date/Time and Point Values
Mod8 Assn1 “What Would You Do?” Discussion Board	Post initial response to prompt before due date. Respond to two colleagues before due date.	<p align="center">Initial Post Saturday, April 27 Before 11:59pm</p> <p align="center">Two Responses Wednesday, May 1 Before 11:59pm 100 points</p>