Sul Ross State University
College of Professional Studies
Department of Education
ED 7309-State and Federal Programs

Instructor: Galen Privitt, Ed.D.
Office #: 432-837-8002
Cell Phone#: (903) 229-9529
Office Hrs: Tuesday: 1:30 -4:30; Wednesday: 9:00-Noon and 1:00 -4:00; Thursday: 8:00 -11:00
Email: gprivitt@sulross.edu

Course Description: ED7309 is a study of federal and state programs currently being used in Texas Public Schools. This course is entirely online so ready access to the Internet is required. 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.

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.

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Domain 2 - Instructional Leadership Competency 005 - The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conductive 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.

Required Texts: Students need to purchase, if they have not already, the following APA manual: American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington D.C: Author. There is no other text for this class.

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 necessary. Put your name and the assignment number in the document's file name. All assignments must be submitted in "Microsoft Word."

Assignments: A fundamental concept of this course is student-initiated work. 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.

Each student will develop a paper (brief) describing each of the 6 programs mentioned above. Each will be worth 10 points each, 7 for the paper and 3 for the power point, and will be due according to the schedule of activities below. There will be no discussions, but each student will submit a brief power point outlining each of the six program papers he/she completes and will submit them by the date listed as the due date for the paper. Additionally, each student individually will complete a comprehensive paper of not less than 8 pages nor more than 12 pages worth 15 points, covering one of the 6 programs listed above. Each student must submit his/her topic selection to the professor via the submission slot found on Blackboard no later than September 20 and no more than 4 students may choose to work with any one topic (first come/first served). This paper must be fully documented according to APA 6th edition standards and will be due no later than the date listed in the Schedule of Activities listed below. Each student individually will complete the final exam and submit it online no later than the date listed in the Schedule of Activities listed below. The final exam will be worth 25 points.

SCHEDULE OF ACTIVITIES:

September15: Paper on Special Education is due along with the power point. Additionally, students must submit and have approved their topic selection for the term project.
September 30: Paper on Bilingual/ESL is due along with your power point.
October 15: Paper on GT is due along with the power point.
October 30: Paper on CTE (Career and Technical Education) is due along with the power point.
November 15: Paper on Homeless is due along with the power point.
November 30: Paper on Migrant is due along with the power point.
December 2: Term Project Due
December 7: Final Exam Due

Grading: Grades are based on a point system. There are 100 points available. Scores of:

  90 – 100 equates to an A,
  80 –89 equates to a B
  70 – 79 equates to a C
  69 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! Begin your research paper as soon as possible. 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.
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 11:59 pm (Central 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 "Netiquitte" 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).

***Distance Education Statement*: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require 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.

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.