



Syllabus/ED 6355 Instructional Leadership  
Spring 2025-2nd 8-Weeks  
3/10/25 – 5/7/25

**Class:** 6389  
**Class Time:** Asynchronous Online  
**Instructor:** Bradley Carpenter, Ph.D  
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#### Vision Statement Sul Ross Educational Leadership Program

To provide an exemplary program of work which empowers graduates to be critical thinkers, motivators and informed decision-makers who will share the responsibilities of shaping the futures of the students they serve with all stakeholders.

#### Mission Statement Sul Ross Educational Leadership Program

The Sul Ross State University Educational Leadership Program Shall:

1. Prepare graduates to use demographic data as a focal point for change
2. Prepare graduates with the skills needed to be forward thinking instructional leaders
3. Prepare graduates to research, analyze and utilize strategies to facilitate student/staff growth
4. Prepare students for projected changes in certification requirements
5. Prepare master's degree students in serving the needs of the educational community

#### 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 impacts 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.

**Assignments and Grades**

Assignment descriptions are found in the Educational Leadership Practicum Handbook and have been incorporated into this Syllabus. Students should read the Handbook carefully. Assignment requirements are also included in the Blackboard assignment section of the calendar and should be followed carefully.

## Grading Policy

1. No late assignment will be accepted after its due date without prior instructor consent. After 11:59 pm on the date for any assignment due is considered late. If submission is not included by due date, the instructor will assign a grade of “0”. Student must contact instructor to submit the late assignment. 10 points will be deducted from the grade for each day late.
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 unless there are unusual circumstances. No incompletes will be given without the approval of the field supervisor and program coordinator.**
5. There are no optional assignments in this course. All assignments must be completed in order 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 Discussion Board or complete any assignment may not pass this course.
7. *Submission of assignments after the Due Date listed in the Course Calendar will result in an automatic “0”. It is the student's responsibility to contact the Field Supervisor and make arrangements for a submission.*

## 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.

## Student and Instructor Expectations for Online Course

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 must have a microphone and camera.

### Student Expectations of Instructor:

Instructor will provide weekly communication with the class through announcements (video and text), email notifications, virtual office hours, and weekly Zoom group chats.

- Instructor will provide weekly email responses within 24-hours of receipt during the hours of 9:00AM-4:00PM, Monday-Friday (CST).
- Instructor will provide grades to assignments and projects within two weeks of the submissions date.
- Instructor will provide feedback to journals and discussion boards as needed, on a weekly basis.
- Instructor will provide clear and concise instructions on how to complete the online requirements.
- Instructor will provide a range of opportunities to engage in the course content in a meaningful way.

### Instructor Expectations of Students:

- Successful students will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
- Successful students will complete all coursework on **assigned due date**.
- Successful students will engage in the course, with their peers, and the instructor and with open communication and active participation.
- Students should be diligent to use both oral and written communication that respects peers and instructor.

- Students should respond to instructor communication requests regarding course progress and for general inquiries in a timely manner.
- Successful students will not plagiarize the work of other or use the work of their peers and claim it as their own.
- Successful students will pre-plan for testing situations and ensure they are able to access the internet to complete the exam during its assigned date and time.
- Students will be proactive and resourceful to problem solve in case of internet or technical issues.

### Learning Environment

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, assignment name and number, submission date.* Also, put your name and the assignment number in the document's file name.

**Correct format: Last name\_First name\_Assignment name\_#\_ED7100\_Submission Date**

**Example: Doe\_Jane\_Module 1\_#2\_ED7100\_06.05.2024**

*\*\*\*Please be advised that if you do not follow the correct naming protocol, your assignment will not be graded.*

### 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 not option to redo for credit.

### Course Withdrawal

The Last day to drop a course with a 'W' is **Wednesday, April 23, 2025**, before 12 pm CST. 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.

## 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.

## Distance Ed (Web-based-course) Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-base and ITV courses. **The university allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F."** In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, or communicating with the instructor by phone, email, and/or not following the instructor's participation guidelines stated in the syllabus. Non-participation is equivalent to a student being absent in a regular classroom. Given this equivalency, *non-participation can be defined as a student not submitting assignments and not communicating with the professor.* Attendance for fully online classes is determined by the last participation in course assignment or activity. Students will be notified if they are falling behind, not submitting work, not attending class or failing assignments. Attendance policy information may also be found in the Student Handbook and Information concerning SRSU Online Distance Education Guidelines. In the Educational Leadership Program, the 20% absence threshold will be determined by the following time-frames for non-participation.

- 16-week course: 3 weeks (21 consecutive days) of non-participation
- 8-week course: 1.5 weeks (11 consecutive days) of non-participation
- 4-week course: 1 week (7 consecutive days) of non-participation

Any student dropped for excessive absences will receive either an "F" or a "W" depending upon the faculty member's discretion. Attendance policy information may also be found in the *Student Handbook and Information concerning SRSU Online Distance Education guidelines*. Attendance policy information may also be found in the Student Handbook and Information concerning SRSU Online Distance Education guidelines.

## Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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/](http://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](mailto: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/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

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), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

## Counseling

Sul Ross has partnered with TimelyCare where all SR 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

## Students With Special Needs

Sul Ross State University (SRSU) is committed to equal access in compliance with 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. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz 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 [mschwartz@sulross.edu](mailto:mschwartz@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.

## 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 come and talk with me. I want to be a resource for you.

## Course Schedule

Module 1 Assignments Cultural Competency	Items to Submit	Due Date/Time and PointValues
<b>Mod1 Assn1</b> “Culturally Responsive Teaching” Discussion Board	Post initial response to prompt before duedate.  Respond to two colleagues before due date.	<b>Initial Post</b> Wednesday, March 12 Before 11:59pm  <b>Two Responses</b> Saturday, March 15 Before 11:59pm 100 points
Module 2 Assignments Equity Audit	Items to Submit	Due Date/Time and PointValues
<b>Mod2 Assn1</b> Equity Audit PowerPoint Presentation (Pillar Assignment for Portfolio)	<b>SUBMIT to Portfolio Folder in SRSU OneDrive:</b> Equity Audit PowerPoint  <b>SUBMIT to Blackboard:</b> Equity Audit PowerPoint	Saturday, March 22 Before 11:59pm 300 points



<b>Module 3 Assignments- Federal Programs (Title I)</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Values</b>
<b>Mod3 Assn1</b> Title I Essay	Respond to Essay Question(s) in Blackboard before due date.	Saturday, March 29 Before 11:59pm 100 points
<b>Module 4 Assignments- Gifted and Talented (GT)</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Values</b>
<b>Mod4 Assn1</b> GT Quiz	Take quiz in Blackboard before due date.	Saturday, April 5 Before 11:59pm 100 points
<b>Module 5 Assignments Students with Special Needs (SpEd)</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Values</b>
<b>Mod5 Assn1</b> Special Education Essay	Respond to Essay Question(s) in Blackboard before due date.	Wednesday, April 16 Before 11:59pm 100 points
<b>Module 6 Assignments Gender Equity</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Values</b>
<b>Mod6 Assn1</b> “Gender Equity” Discussion Board	Post initial response to prompt before due date.  Respond to two colleagues before due date.	<b>Initial Post</b> Saturday, April 19 Before 11:59pm  <b>Two Responses</b> Wednesday, April 23 Before 11:59pm 100 points
<b>Module 7 Assignments Bilingual and English Learner Programs (BEL)</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Values</b>
<b>Mod7 Assn1</b> BEL Essay	Respond to Essay Question(s) in Blackboard before due date.	Saturday, April 26 Before 11:59pm 100 points
<b>Module 8 Assignments “What Would You Do?”</b>	<b>Items to Submit</b>	<b>Due Date/Time and Point Values</b>
<b>Mod8 Assn1</b> “What Would You Do?” Discussion Board	Post initial response to prompt before due date.  Respond to two colleagues before due date.	<b>Initial Post</b> Saturday, May 3 Before 11:59pm  <b>Two Responses</b> Wednesday, May 7 Before 11:59pm 100 points

Edited: -12/01/24 – Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.