



Instructor Information

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Course Catalog Description

This course provides an overview of instructional and support programs and the role of the educational leader in meeting local, state, and federal level requirements.

Student Learning Objectives

Upon completing this course, the student will:

Objective	Texas Principal Standard
Reflect upon personal growth and leadership development in administering special programs.	2(A)(i)(VI), 3(A)(i)(III)
Understand current legal issues relevant to special programs and ways to influence through leadership.	4(B)(iv), 4(B)(v)
Describe what it means to support teachers and provide collaborative structures for leadership opportunities.	2(B)(iii), 3(A)(i)(VII)
Understand the dynamics of change from the perspective of a campus leader.	3(A)(i)(V)
Recognize and define the program characteristics that focus on student achievement.	3(A)(ii), 3(A)(i)(VIII), 4(A)(i)(IV)
Recognize the importance of expectations among both teachers and students.	1(A)(i)(V), 2(B)(iii), 4(A)(i)(II), 4(B)(ii)
Recognize the need to monitor multiple data points to evaluate progress toward special program goals.	5(A)(i)(II)
Recognize how the fundamental premises of the principal position transfer to the objective questions of the TExES.	3(A)(i)(III)
Understand the importance of aligning special program resources to school priorities and goals.	5(A)(i)(IV)

Course Modules with Dates Available & Assignment Due Dates

Course Module	Date Available	Assignment Due Date
Introduction Module <ul style="list-style-type: none"> • Faculty Information • Course Syllabus • Class Introductions • Creating a Pinterest Account 	January 13	January 26 <i>*Class Introduction</i> <i>*Creating a Pinterest Account</i>
Module 1 <ul style="list-style-type: none"> • Special Education 	January 27	February 2 <i>*Quiz #1</i> <i>*PIR #1</i> <i>*Discussion #1</i>
Module 2 <ul style="list-style-type: none"> • Section 504 	February 3	February 9 <i>*Quiz #2</i> <i>*PIR #2</i> <i>*Discussion #2</i>
Module 3 <ul style="list-style-type: none"> • Title I 	February 10	February 16 <i>*Quiz #3</i> <i>*PIR #3</i> <i>*Discussion #3</i>
Module 4 <ul style="list-style-type: none"> • Early Childhood Education 	February 17	February 23 <i>*Quiz #4</i> <i>*PIR #4</i> <i>*Discussion #4</i>
Module 5 <ul style="list-style-type: none"> • Career & Technical Education 	February 24	March 2 <i>*Quiz #5</i> <i>*PIR #5</i> <i>*Discussion #5</i>
Mid-Term Exam <ul style="list-style-type: none"> • Certify Teacher 268 Practice Exam 	March 3	May 3 <i>* Certify Teacher 268 Practice Exam</i>
Module 6 <ul style="list-style-type: none"> • Emergent Bilingual Education 	March 31	April 6 <i>*Quiz #6</i> <i>*PIR #6</i> <i>*Discussion #6</i>
Module 7 <ul style="list-style-type: none"> • Dyslexia 	April 7	April 13 <i>*Quiz #7</i> <i>*PIR #7</i> <i>*Discussion #7</i>
Module 8 <ul style="list-style-type: none"> • Gifted & Talented Education 	April 14	April 20 <i>*Quiz #8</i> <i>*PIR #8</i> <i>*Discussion #8</i>
Module 9 <ul style="list-style-type: none"> • Counseling Programs & Health Services • Pinterest Current Events Forum 	April 21	April 27 <i>*Quiz #9</i> <i>*PIR #9</i> <i>*Discussion #9</i> <i>*Pinterest Board Pins</i>
Final Exam <ul style="list-style-type: none"> • Final Exam 	April 28	May 3 <i>*Final Exam</i>

Evaluation & Grading

- *Discussion*
 - Each of the 9 *Discussion* questions provides a forum to dialogue with colleagues on the topic(s) covered in each module.
- *Module Quizzes*
 - The *Module Quiz* requires the student to answer five true-false, fill-in-the-blank, multiple-choice/answer format questions over the program(s) discussed in a given module. There are 9 quizzes, one for each module. Each quiz must be completed in 30 minutes.
- *Program Interview Reports*
 - There are 9 *Program Interview Reports (PIR)*, one for each module over the topic covered. For example, for Module 1 you will interview the Special Education Director. Upon completion of your report, upload your assignment for grading. Refer to the *Appendix* at the end of this syllabus for the report format and scoring rubric. Your final report should be at least two pages, but not more than three pages in length, single- or double-spaced in 12-point font.
 - Choose a person at the district level who is an expert in the field such as director or program coordinator when possible. You can do an interview by phone or email, if necessary. However, a face-to-face interview is preferred—you get to meet the person and demonstrate a greater interest in their program.
- *Pinterest Current Events Forum*
 - The student will pin five articles on the *Pinterest* public board **Special Programs in Schools EDLR 5333 Spring 2025**. Each pin must be from a journal, newspaper, or other media source on a topic or event relating to a program area covered in the course.
- *Mid-Term Exam*
 - The *Certify Teacher 268 Practice Exam* is an online test administered by Certify Teacher, a third-party company, that simulates the TEA 268 exam. **A score of 260 or higher overall and for each competency a score of 50% or higher is required to receive credit for the Mid-Term Exam (i.e., “Complete” in the Canvas Gradebook) and credit for the course.** If necessary, students can retake the Certify Teacher 268 Practice Exam multiple times, a different version of the exam is given each administration.
 - **Registering for the TEA 268 Exam is a requirement of the MEd in Educational Leadership program.** To be eligible to register for the TEA 268 Exam, students must meet the Certify Teacher 268 Practice Exam standard described above.
- *Final Exam*
 - The *Final Exam* requires the student to create a Constructed Response Question formatted activity using the findings from a Program Interview Report of their choosing.

Assessment Specifics & Assignments

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|---|---|
| • <i>Discussion</i> | 9 points: 9 questions @ 1 point each |
| • <i>Module Quizzes</i> | 45 points: 9 quizzes @ 5 points each |
| • <i>Program Interview Reports</i> | 90 points: 9 reports @ 10 points each |
| • <i>Pinterest Current Events Forum</i> | 5 points: 5 articles @ 1 point each |
| • <i>Mid-Term Exam</i> | 0 points: Complete/Incomplete |
| • <i>Final Exam</i> | 80 points: 1 Constructed Response Question formatted activity |

Final Grade Calculations

- Total Points = 229 (Also, a score of 260 or higher overall and for each competency a score of 50% or higher on a Certify Teacher 268 Practice Exam is required to receive credit for the course. Otherwise, an “Incomplete” [I] is given, until achieved.)
 - A = 90% - 100% of points available (206 points to 229 points)
 - B = 80% - 89% of points available (183 points to 205 points)
 - C = 70% - 79% of points available (160 points to 182 points)

Teaching Strategies

- *Canvas* is the primary online learning management system used to teach and manage course assignments for Administration of Special Programs EDLR 5333.
- *Pinterest* is the online bookmarking tool for posting and commenting. Our public *Pinterest* board is **Special Programs in Schools EDLR 5333 Spring 2025**. You will need to create an account, refer to the instructions located in the *Pinterest Instructions* folder.

Related Field Experiences

- Students will have the opportunity to interview campus and district personnel covering instructional and support programs while examining their implications at the local, state, and federal level and the role of the educational leader.

Required Text & Related Readings

- Beyer, B. and Johnson, E. (2014). *Special Programs and Services in Schools (2nd Edition)*. Lancaster, PA: DEStech Publications, Inc. (ISBN 978-1-60595-175-1)

UNIVERSITY POLICIES

Withdrawal Policy

The last day to withdraw for the **Summer Semester** without penalty is **Monday, March 31, 2025**.

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Access the list of university guidelines, links, and policies, including information related to the topics listed below, <https://www.uttyler.edu/links/>

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, an open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Artificial Intelligence Statement for Course Syllabi

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course:

AI is not permitted in this course at all.

To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment.

This document was adapted from AI Syllabus information from Carnegie Mellon University, Stanford University, The University of Texas at Austin, and The University of Texas at San Antonio. This document was edited for grammar using Grammarly, an AI tool for writing.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards

The School of Education is committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

Access the **Texas Education Standards for Principals**

<https://tea.texas.gov/texas-educators/educator-initiatives-and-performance/principal-standards-and-appraisal>

Access the **Code of Ethics and Standard Practices for Texas Educators**

<https://tea.texas.gov/texas-educators/investigations/educators-code-of-ethics>

Appendix

Program Interview Report (PIR)

Your interviewee may not know all the laws that govern the program; however, you should be able to find this information in your readings or in the lecture. Upon completion, upload your report into the Program Interview Report found in each module.

Format

Your Name

Program Covered

Name, Email Address, and Position of Person Interviewed

Questions to address in your paper:

1. What is the goal or mission of this program on your campus or in your district?
 2. What laws or regulations guide this program?
 3. How effective is the program? Give reasons for your answer such as data or examples.
 4. What are the challenges or “problems of practice” facing this program?
 5. What is the role of the principal in working with this program?
 6. Reflect on the insights you have gained through your interviews, discussions, and examination of this program as it relates to “equity-centered leadership.” Equity-centered leaders ensure excellence, equity, and a quality learning experience for every child, in every classroom, every day. Leaders model and set direction; they shape an environment where equity and excellence are the standard for everything; they develop people personally and professionally. (Adapted from Education Development Center Quality Measures Center for Program Assessment and Technical Assistance.)
- *Your report should be at least two pages, but no more than three pages in length*
 - *Double- or single-spaced*
 - *12-point font*
 - *Upload your report in the **Program Interview Report** section located in each **Module***

Scoring Rubric

Dimension	Sophisticated	Competent	Needs Work
Response	Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. <i>(Value: 4-5 points)</i>	Response is clearly stated and connections to the question and position are mostly clear, some aspects may not be connected or minor errors in logic are present. <i>(Value: 2-3 points)</i>	Response may not be clear and the connections to the question are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear. <i>(Value: 0-1 points)</i>
Writing	Writing is coherently organized and the logic is easy to follow. There are no errors in spelling and/or grammar and terminology is clearly defined. Writing is clear, concise, and persuasive. <i>(Value: 4-5 points)</i>	Writing is generally well organized and most of the argument is easy to follow. There are only a few minor errors in spelling and/or grammar or with terms not clearly defined. Writing is mostly clear but may lack conciseness. <i>(Value: 2-3 points)</i>	Writing is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. <i>(Value: 0-1 points)</i>

Eberly Center for Teaching Excellence, Carnegie Mellon University

Adapted from: Scoring Rubric for Short, Research-based Position Paper Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University