Instructor Information

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Course Catalog Description
An overview of instructional and support programs and the role of the educational leader in meeting their requirements at the local, state, and federal level.

Student Learning Outcomes & Assessments

Program Outcomes

The student will be able to:

1. Shape campus culture by developing a shared vision.
2. Communicate and collaborate with stakeholders to promote student success.
3. Act with integrity, fairness and in an ethical and legal manner.
5. Advocate, sustain instructional program conducive to student learning and professional development.
6. Implement staff evaluation and development system.
7. Apply leadership and management principles.
8. Promote a safe physical plant.

Course Outcomes (Aligned to the Texas Education Agency’s proposed new Principal Standards):

  o Standard 1 – Instructional Leadership. The leader is responsible for ensuring every student receives high-quality instruction.
    • (A) Knowledge and skills.
      • (i) Effective instructional leaders:
        o (II) implement a rigorous curriculum aligned with state standards;
        o (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations.
o Standard 3 – Executive Leadership. The leader is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.
  • (A) Knowledge and skills.
    • (i) Effective executive leaders:
      o (I) take personal responsibility for the success of the school.

o Standard 5 – Strategic Operations. The leader is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
  • (A) Knowledge and skills.
    • (i) Effective leaders of strategic operations
      o (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
      o (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
      o (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.
**Course Modules with Dates Available & Assignment Due Dates**

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<thead>
<tr>
<th>Course Modules</th>
<th>Dates Available</th>
<th>Assignment Due Dates</th>
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<tr>
<td>Introduction to Course Module</td>
<td>August 25</td>
<td>September 7</td>
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<tr>
<td>Module 1</td>
<td>September 8</td>
<td>September 14</td>
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<tr>
<td>• Special Education</td>
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<tr>
<td>Module 2</td>
<td>September 15</td>
<td>September 21</td>
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<td>• Section 504</td>
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<tr>
<td>Module 3</td>
<td>September 22</td>
<td>September 28</td>
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<tr>
<td>• Title I and No Child Left Behind</td>
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<td>Module 4</td>
<td>September 29</td>
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<td>• Migrant Education and Health Services</td>
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<tr>
<td>Module 5</td>
<td>October 6</td>
<td>October 12</td>
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<td>• Career &amp; Technology and Food Service</td>
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<tr>
<td>Mid-Term Exam</td>
<td>October 13</td>
<td>October 19</td>
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<tr>
<td>Module 6</td>
<td>October 20</td>
<td>October 26</td>
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<td>• Bilingual Education</td>
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<td>Module 7</td>
<td>October 27</td>
<td>November 2</td>
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<tr>
<td>• Early Childhood Education and Textbooks</td>
<td>November 3</td>
<td>November 9</td>
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<td>Module 8</td>
<td>November 10</td>
<td>November 16</td>
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<tr>
<td>• Gifted &amp; Talented</td>
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<tr>
<td>Module 9</td>
<td>November 17</td>
<td>November 23</td>
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<tr>
<td>• Counseling</td>
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<tr>
<td>Module 10</td>
<td>December 8</td>
<td>December 13</td>
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<tr>
<td>• Dyslexia and Standardized Testing</td>
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<tr>
<td>Final Exam</td>
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**Evaluation & Grading**

- **Open Forum**
  - The *Open Forum* is a place to post questions and dialogue with your colleagues on topics related to the administration of special programs in your class, school, and/or district. Postings are highly valued and encouraged. The forum has no point value; however, participating can help raise your final grade.

- **Module Quizzes**
  - The *Module Quiz* requires a student to answer five multiple-choice questions over the program(s) discussed in a given module. There are 10 quizzes, one for each module. Each quiz must be completed in 30 minutes. Note that some modules cover one program while others have two programs—in that case, quizzes cover material from both programs.

- **Program Interview Reports**
  - As stated, some modules contain one program and others have two programs. If there are two programs in a module, choose one program for your *Program Interview Report*. There are 10 reports, one for each module. Upon completion of your report, submit it for grading in the *Program Interview Report* folder located in each module. 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.**
    - Choose a person at the district level when possible, seen as a future leader opens doors. So, take advantage of this opportunity. You can do an interview by phone or email, if necessary. However, a face-to-face interview is definitely preferred—you get to meet the person and demonstrate a greater interest in their program.
• **Pinterest Current Events Forum**
  - For the **Pinterest Current Events Forum** students will pin (i.e., post) five articles on the **Pinterest** public board **Administration of Special Programs EDLR 5333 Fall 2014**.
    - Each pin must be from a journal, newspaper, or other media source on a topic or event relating to a program area covered in class.
    - A comment addressing the article’s relevancy must be included with each pin.
  - Students will comment on 15 additional articles pinned (i.e., posted) on the **Pinterest** public board **Administration of Special Programs EDLR 5333 Fall 2014**.

• **Mid-Term Exam**
  - The **Mid-Term** is a 40 question multiple-choice exam covering Modules 1-5.

• **Final Exam**
  - The **Final** is a 40 question multiple-choice exam covering Modules 6-10.

**Assessment Specifics & Assignments**

- **Open Forum**
  - No point value

- **Module Quizzes**
  - 50 points: 10 quizzes @ 5 points each

- **Program Interview Reports**
  - 100 points: 10 reports @ 10 points each

- **Pinterest Current Events Forum**
  - 20 points: 5 articles + 15 comments on articles @ 1 point each

- **Mid-Term Exam**
  - 40 points: 20 questions @ 2 points each

- **Final Exam**
  - 40 points: 20 questions @ 2 points each

**250 Total Points Available**

**Final Grade Calculations**

- A = 90% - 100% of points available (225 points to 250 points)
- B = 80% - 89% of points available (200 points to 224 points)
- C = 70% - 79% of points available (175 points to 199 points)

**Teaching Strategies**

- **Blackboard Learn** is the primary online learning management system used to teach and manage course assignments for Administration of Special Programs EDLR 5333.

- **Twitter** is the online social networking tool for course announcements. You may follow me on Twitter at **millergaryj**. Please note **Blackboard Learn** will contain the identical postings in the **Announcements** folder.

- **Pinterest** is the online bookmarking tool for posting and commenting. Our public **Pinterest** board is **Administration of Special Programs EDLR 5333 Fall 2014**. 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**

No textbook required
UNIVERSITY POLICIES

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT-Tyler, please follow this link: [http://www.utttyler.edu/wellness/rightsresponsibilities.php](http://www.utttyler.edu/wellness/rightsresponsibilities.php)

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course dropped after the 12th day of class (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule are found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) "Cheating" includes, but is not limited to:
• copying from another student's test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of UT-Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

(iii) "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

COLLEGE OF EDUCATION & PSYCHOLOGY

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

Course Policies

Student Travel Policy

Since coursework for EDLR online classes can be attended to from any location with Internet access, students are responsible for meeting class responsibilities regardless of travel choices. Travel during the scheduled semester is a student choice, and no provisions will be made to excuse students from published assignments or alter course assignment schedules.
Appendix

Program Interview Report

Your interviewee may not know all the laws that govern this program; however, you should be able to find this information in your readings or in the lecture. Upon completion, upload your report into the Assignment link found in each module. Your final report should be at least two pages, but not more than three pages in length.

Format

Your Name
Program
Name and title of program personnel interviewed
• District Level or Campus Level

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 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.

Scoring Rubric

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Response is clearly stated and connections to the question and position are clear and relevant. The underlying logic is explicit. (Value: 4-5 points)</td>
<td>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. (Value: 2-3 points)</td>
<td>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. (Value: 0-1 points)</td>
</tr>
<tr>
<td>Writing</td>
<td>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. (Value: 4-5 points)</td>
<td>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. (Value: 2-3 points)</td>
<td>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. (Value: 0-1 points)</td>
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</tbody>
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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