COURSE SYLLABUS

COURSE OVERVIEW:

The primary objectives of this course are to: (1) gain an understanding of special programs in Texas; (2) develop the skills that will enable the administrator to supervise special programs; and (3) develop the understanding of how special programs are an integral part of the educational system.

COURSE TEXTBOOK:

(TEA Website)  http://tea.texas.gov/

COURSE OBJECTIVES:

I. Course Overview

The administrator will be able to:
A. Define the scope of special programs in Texas.
B. Understand how special programs can be integrated into the regular classroom.
C. Explain how regular education and special programs can work together to educate all students in the school.

TExES Standards – §241.15, (f)(2)-(6), (h)(2),(3)

II. Services for Students with Disabilities

The administrator will be able to:
A. Understand and apply the processes needed to implement special education programs, Section 504 programs, and dyslexia programs.
B. Understand the process of developing local plans and policies for special education, 504, and dyslexia.
C. Gain the knowledge to chair ARD meetings and 504 GKP meetings.
D. Supervise the development of IEP’s and 504 modification plans.
E. Use a variety of techniques to involve parents in the planning and delivery of plans developed for their child with disabilities.
F. Use their knowledge to assist the school in preparing for District Effectiveness and Compliance (DEC) visits.

TExES Standards – §241.15, (c)(4), (e)(3)-(8), (f)(6)

III. Federal Programs through State Block Grants
The administrator will be able to:

A. Understand the implementation of various Title programs including Migrant.

B. Develop a process for monitoring the progress of the Title programs and complete the evaluation forms required.
C. Work with school staff in developing a “Schoolwide program” for Title I
D. Use techniques to involve parents in the planning and delivery of the Title programs.

ExCET Standards – §241.15, (e)(3)-(8), (f)(6), (g)(2), (3)

IV. State Mandated Special Programs

The administrator will be able to:
A. Understand the program structure and funding structure of gifted and talented programs.
B. Develop and understanding of bilingual/ESL programs in Texas. (funding, program guidelines, language testing, LPAC committees)
C. Understand the state compensatory education program. (funding, program guidelines, reporting)
D. Become familiar with Chapter 37 of the Texas Education Code and use their knowledge to supervise Alternative Education Programs (AEP’s). (student discipline)
E. Ensure that the Career and Technology Education (CATE) is implemented, understand the funding of CATE, and integrate CATE into the regular program.

TExES Standards – §241.15, (c)(4), (f)(6)

V. Other Special Programs

The administrator will be able to:
A. Implement a community service program and understand the process of Service Learning.
B. Understand the role of health services in the public school. (school nurse)
C. Develop and implement a parental involvement program in the public school.
D. Implement and supervise the Safe and Drug Free Schools program.
E. Integrate all of these programs into the learning community.

TExES Standards – §241.15, (e) (3)-(8), (h) (6), (7)

THESE STANDARDS CAN BE FOUND AT:
https://secure.sbec.state.tx.us/sbeconline/virtcert.asp
under: TAC, Title 19, Part 7, Chapter 241, Rule §241.15

COURSE MODULES
1. Title Programs and At-Risk
2. Assessment, Accountability
3. Special Education and Gifted & Talented
4. English-Language Learners and Migrant Students
5. Alternative Educational Programs Substance Prevention
6. Applied Educational Programs and Health and Human Services

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>150</td>
</tr>
<tr>
<td>Term Paper</td>
<td>200</td>
</tr>
<tr>
<td>Projects, Reports, and Tasks</td>
<td>300</td>
</tr>
<tr>
<td>Self Check questions</td>
<td>225</td>
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<tr>
<td>Participation and Discussions</td>
<td>125</td>
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<tr>
<td><strong>Total</strong></td>
<td>1000</td>
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</tbody>
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Participation includes accessing Blackboard, responding to discussion threads, and turning assignments in on time. Each student begins the semester with a participation grade of 200 points.

When assignments are due according to the calendar, they are due at midnight of that date. If they are late, there will be a 10 point deduction from the grade. After the fourth day, the grade will be an “F”.


CONTACTING THE PROFESSOR

NOTE 1: Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

NOTE 2: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.