I. Descriptive Information

Department: Teaching & Learning Principles
Course Title: Special Needs for Vocational Students
Course Number: EVT3502
Course Credit: 3 hours
Prerequisites: EVT 3365 or CI.
Intended Audience: Junior standing or CI
Semester: Spring 2010
Instructor: Dr. Michelle Snider
Internet Address: http://education.ucf.edu/teched/
UCF Secretary: Janet Heiner
Office: Education Complex Bldg. 115D
Office Hours:

Description: PR: EVT 3365 or C.I. Achievement of teacher competency in meeting the special population needs in Career & Technical programs; including but not limited to economic, workplace, non-traditional and occupational factors.

II. Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices / Professional Educator Competencies

FEAP #1 - Assessment
FEAP #2 – Communication
FEAP #3 – Continuous Improvement
FEAP #4 – Critical Thinking
FEAP #5 – Diversity
FEAP #6 – Ethics
FEAP #7 – Human Development & Learning
FEAP #8 - Knowledge of Subject Matter
FEAP #9 - Learning Environments
FEAP #10 – Planning
FEAP #11 – Role of the Teacher
FEAP #12 - Technology

Objectives: The student will:

1. Describe the characteristics of individuals from special populations in Career & Technical Education (CTE) (FEAP/PEC 5).
2. Identify the economic factors affecting individuals (FEAP/PEC 7, 8).
3. Identify the educational factors affecting individuals (FEAP/PEC 7, 8).
4. Identify the key legislative mandates that provide individuals from special populations the right to develop their career potential (FEAP/PEC 5, 6, 10).

5. List various ways to make federal legislation relevant at the local level (FEAP/PEC 4, 10).

6. Describe educational reform and its impact on those working with individuals from special populations in career and technical programs (FEAP/PEC 5, 7, 9).

7. Identify the characteristics of effective schools that provide successful learning environments for learners with special needs (FEAP/PEC 5, 9).

8. Supply a rationale for providing individuals from special populations with opportunities to enroll and succeed in career and technical programs (FEAP/PEC 5, 6, 7, 8, 9, 11).

9. Identify the components of exemplary career and technical special needs programs (FEAP/PEC 8, 9).

10. State the basic rationale for including or integrating learners from special populations in existing career and technical programs (FEAP/PEC 4, 5, 6, 7, 8, 9, 11).

11. List several successful methods for including or integrating learners from special populations in career and technical programs (FEAP/PEC 5, 6, 9).

12. Identify the competencies needed by career and technical instructors who work with learners with special needs (FEAP/PEC 3, 4, 5, 7, 8, 9, 10, 11).

13. Determine school policies and practices related to identifying special needs students (FEAP/PEC 2, 9).

14. Identify the teacher's role in the process of identifying special needs students (FEAP/PEC 11).

15. Describe your school's policies and your role as a teacher in identifying special needs students (FEAP/PEC 7, 9).

16. Identify trends regarding the use of inclusion in Career & Technical Education (FEAP/PEC 8, 9).

17. Describe inclusion in the workplace (FEAP/PEC 5, 6, 9).

18. List and describe arguments for Career & Technical Education inclusion (FEAP/PEC 5, 6).

19. List and describe arguments against Career & Technical Education inclusion (FEAP/PEC 5, 6).

21. Assess your program and facility for characteristics that allow for accommodation of special needs students (FEAP/PEC 9).

22. Plan facilities modifications that would meet the needs of technical exceptional students (FEAP/PEC 9, 10, 11).

23. Develop a lesson plan to include the integration of basic academic skills with occupational skills instruction (FEAP/PEC 4, 8, 10).

24. Develop a lesson plan to assist students in developing basic skills in written communications or oral communications (FEAP/PEC 2, 4, 8, 10).

25. Demonstrate the ability to accommodate ESOL Strategies into a lesson plan (FEAP/PEC 5).


27. Evaluate instructional materials (FEAP/PEC 3, 4, 8, 12).

28. Plan the use of instructional materials in your vocational program (FEAP/PEC 1, 3, 4, 5, 8, 10, 12),

29. Demonstrate the value of using the material for Career & Technical students with special needs (FEAP/PEC 4, 5, 6, 10).

III. Required Texts and Readings

Textbook: None required

Supplementary Materials: None required

IV. Academic Course Requirements

1. Activities (80%)
   Your written work must be professional in appearance. It should be free from grammatical and spelling errors.
   It is very important that you work be posted on or before the published due date and on time. You will have until a specific date and time noted for each course (see Schedule). Please see the grading “procedures” provided below.

2. Examination (10%)
There will be one overall final exam at the end of the course. It is weighted at 10% of the total course grade. Turnaround dates for this varies-but are usually one week Pay attention to course Schedule.

3. **Reflection (5%)**
   In each course we require a reflection at the very end of the course. It is done to offer you an opportunity to sit and think about the course-any aspect of it-and note your reflections. In addition, you will be asked to add an artifact into the “Live Text” software. The artifact is one of your postings in a course that is reflective of the knowledge you have acquired.

4. **Professionalism (5%)**
   Part of being a professional in education is modeling behaviors. You are or will be a professional educator/trainer and as such are expected to adhere to quality standards in the (virtual) classroom. Five points will be assigned about midway through the course. Your professionalism in the virtual classroom will be monitored and reviewed as to the extent you:
   - Participate regularly in Discussion Topics
   - Interact regularly with peers and instructor through course mail.
   - Submit completed assignments on time
   - Demonstrate appropriate net-etiquette
   - Provide on-line assistance to peers in the course

V. **Administrative Course Requirements**

**Attendance.** This course places a strong emphasis upon the interaction of the students therefore you are expected to attend all class sessions. The failure to attend class will negatively affect your grade.

**Late Assignments.** Please see the professor if you are turning in an assignment late.

VI. **Evaluation and Grading System**

All of our courses use the same grading scale and follow the same grading procedure. This is based on specific principles:

1. The work you do is performance--based, assignments are actual or simulate real world work.
2. There is one opportunity to revise selected work within one week of scored date.
3. Work is assessed using criterion and not norm-referenced; a "normal curve" is not used in calculating grades or activity scores in our courses.
4. Exams, as such, are weighted lower than in most other college courses, hence we attempt to treat adult learners as adult learners. There are no make up exams.
5. A "participation" component termed "Professionalism" is included in each course to simulate required participation in real-world work.

Each student earns points throughout the course. Listed below is the grading scale used in the course. Points given to each assignment are seen in the course's "Schedule."
Grading scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>B</td>
<td>87 - 93</td>
</tr>
<tr>
<td>C</td>
<td>80 - 86</td>
</tr>
<tr>
<td>D</td>
<td>73 - 79</td>
</tr>
<tr>
<td>F</td>
<td>72 and below</td>
</tr>
</tbody>
</table>

The faculty in this program has chosen NOT to adopt plus or minus policy for grades.

**Grading Procedures:** The following are the grading procedures used in determining your grade in each course.

1. **Late Assignments**

   Assignments need to be posted to Discussions by 11:55 p.m. Eastern Standard Time on the due date. A late assignment is graded as follows:

   - Beginning after 11:55 p.m., 1 point is deducted for every day that the assignment is posted late in WebCT.

   Any time you feel you might be falling behind in the course, it is best to contact the intern or myself to discuss your situation. No assignments will be accepted after the final day of class.

2. **Reposting**

   If you did not receive 100% of the points assigned to an activity, you have the chance to repost the activity within 5 days after receiving the grades (please see the "Grades" section below). However, reposting does not apply to an activity that requires you to post a response to another student. In other words, you are not able to go back into an activity and post a response to another student’s posting after the activities due date. Reposting only applies to a written assignment posting that did not receive full point value (i.e. a posting of a rubric for your course). There is no reposting or make up exams.

3. **Posting of Grades**

   Grades are completed one week after the due date. For example, if your assignment was due on Sunday at 11:55 p.m., then the grades are posted by the following Monday morning OR sooner. You can view your grades by selecting the "My Grades" link from the WebCT homepage. If you do not see your grade after the week, please notify me.
VII. Major Topics of the Course

| Special populations in the CTE classroom and workforce | Inclusion in the CTE Classroom and workplace. |
| School policies and practices for special populations in the CTE classroom. | Creating Lesson plans integrating technical skills, academic skills and special need requirements. |
| Role & responsibility of the teacher and/or trainer. | Researching and evaluating resources for the CTE special population. |

VIII. Tentative Course Outline

<table>
<thead>
<tr>
<th>Activities</th>
<th>Release Date</th>
<th>Points</th>
<th>Due Dates Sunday 11:55 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation, Introduction &amp; Sylli Quiz</strong></td>
<td>Date</td>
<td>0</td>
<td>Date</td>
</tr>
<tr>
<td>Activity 1</td>
<td>Special Populations in the Workforce/Classroom</td>
<td>Date</td>
<td>10</td>
</tr>
<tr>
<td>Activity 2</td>
<td>School policies and practices Role &amp; responsibility of teacher/trainer</td>
<td>Date</td>
<td>10</td>
</tr>
<tr>
<td>Activity 3</td>
<td>Inclusion in the CTE Classroom and workplace</td>
<td>Date</td>
<td>10</td>
</tr>
<tr>
<td><strong>Professionalism</strong> – Orientation Activity describes this grade - 3 of the 5 points may be earned at this time. Based on your professionalism - all 5 points can be earned by the end of this course</td>
<td>---</td>
<td>5</td>
<td>---</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Case Studies – Part One</td>
<td>Date</td>
<td>5</td>
</tr>
<tr>
<td>Activity 4</td>
<td>Case Studies – Part Two</td>
<td>Date</td>
<td>11</td>
</tr>
<tr>
<td>Activity 5</td>
<td>Creating a Lesson Plan Occupational Skills with Oral &amp; Written Communication.</td>
<td>Date</td>
<td>12</td>
</tr>
<tr>
<td>Activity 6</td>
<td>Creating a Lesson Plan Occupational Skills with Math &amp; Reading</td>
<td>Date</td>
<td>12</td>
</tr>
<tr>
<td>Activity 7</td>
<td>Researching and evaluating Resources for CTE special population.- Part One</td>
<td>Date</td>
<td>7</td>
</tr>
</tbody>
</table>
IX. Bibliography


Quenemoen, R., & Thurlow, M., (2002). Including alternate assessment results in accountability decisions (Policy Directions No. 13). Minneapolis, MN: University of Minnesota, National
Orientation Activity:  http://education.ucf.edu/teched/orientation.cfm

Completion of this activity is critical and required. The benefits to you include:

1. Success using Webcourses, the software program UCF uses, for our online courses.
2. Ability to perform basic word processing skills.
3. Clear understanding at onset of this course of the grading plan and grade scale.
4. Interaction among students in this course in a non-graded manner.

There are NO points attached to this activity, yet it coincides with the beginning of each course. The benefits are many and we feel a need to incorporate this in ALL our courses.

After completion of these Orientation Activity you, the prospective new student will be able to:

1. Identify important aspects of learning on-line.
2. Locate selected buildings on the UCF campus in Orlando.
3. Cite references according to protocol.
4. Follow UCF student conduct policies.
5. Accept grading policies for our courses.

Learning on-line

When UCF began using the Web for courses in the summer of 1996, and we adopted it fully for our courses then. There was no infrastructure as we have now. Initially our courses were very technically challenging by today's standards, and yet our students not only survived but thrived. However, because of growth and access by a wider range of skilled students a tutorial was developed. Of course the tutorial is on-line, teaching people how to be on-line using Web-CT and providing refresher training in basic word processing.

Completion of this tutorial can take up to one hour--time well spent up-front, for technical success later. You are asked, urged, cajoled, pressured, and even required to complete the tutorial as soon as possible.

1. Access "Learning on-line"
   Review:
   o Skill Requirements
   o Technical requirements
2. Complete:
   o Orientation Course
Plagiarism & Turnitin

Our courses ask of you to visit many web sites, as part of using what has been done at other places and actually reviewing research. It could be very easy to forget to offer a complete citation. Some could also omit entirely a quote or reference. While the former may happen, the latter should never occur. When it does it is plagiarism and is very serious.

The faculty at UCF now has access to a site to which we can submit student work for comparison to previously published work - Turnitin. You do NOT want to plagiarize or not include a complete citation for any reference or quotation. Above all else include the complete citation information when required.

Ethical policies:

At UCF adhering to acceptable ethical practices is considered essential. To that end you are asked to:

- Access the Golden Rule on line
- Read thoroughly Student Rights and Responsibilities
- Rules of Conduct
- Student Academic Behavior

This syllabus may be modified at the discretion of the instructor. Changes will be discussed in class and/or via email

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity**  I will practice and defend academic and personal honesty.

**Scholarship**  I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community**  I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity**  I will use my talents to enrich the human experience.

**Excellence**  I will strive toward the highest standards of performance in any endeavor I undertake.
Conceptual Framework

The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

At the heart of the model are three concentric circles creating a “target” for graduates from all of our professional education programs. The core objective (“bull’s eye”) is becoming a Professional Educator, an achievement that requires continuous reflective practice (middle ring) and professional development aligned with applicable national, state, and institutional standards (outer ring).

The three triangles represent three broad levels of professional development: Pre-professional, Professional, and Accomplished (note the physical progression indicating that professional development always moves in the direction toward Professional Educator). These triangles also represent the three major dimensions of professional development: knowledge, skills, and dispositions.

Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our circle of core beliefs (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).

The outer pentagon of the conceptual framework represents five broad orientations regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.

Major Milestones of Program
Conceptual Framework

UCF, College of Education
Conceptual Framework
Revised: 08-17-04

Knowledge
- Academic orientation
- Humanistic orientation
- Critical / Social orientation
- Technical / Scientific orientation

Skills
- Professional orientation
- Professional orientation
- Pre-Professional orientation

Dispositions
- Professional Educator/Practitioner
- Accomplished
- Professional
- Pre-Professional
Major Assessment Milestones (NCATE)
Program: Technical Education & Industry Training

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Milestone Description</th>
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| Program Entry                      | • Complete the University General Education requirements or its equivalent, i.e. an AA degree from an approved Florida community college or state university  
• Have a minimum 2.5 overall GPA  
• Meet the University CLAST or CLAST alternative criteria  
• Complete prerequisite courses |
| Midpoint Milestone Prior to Clinical Practice | Satisfactory completion of all (or 90 %) program courses with a minimum GPA of 2.5 |
| Exit from Clinical Practice        | Satisfactory completion of Directed Field Experience                                   |
| Program Exit                       | Web-based Reflective Portfolio                                                        |

If the milestones have not been satisfactorily completed a remedial plan to correct weaknesses will be developed by advisor.