

Course Objectives: Upon completion of the course the student will be able to:

1. List the categories of *special populations* in career-technical education.
2. Discuss major legislation related to the education of special populations.
3. Distinguish between methods of assessment used in identifying learning differences, difficulties, and disabilities.
4. Participate appropriately in the development of *Individual Education Plans* and *Transition Plans* for students who are representative of special populations.
5. Select instructional material and techniques complimentary to specific learning styles and/or disabilities.
6. Recognize physical, social, and psychological barriers to student success within the school environment.
7. Organize classroom, laboratory, and career/technical student organization activities that do not discriminate against students who are representative of special populations.
8. Utilize appropriate educational journals, texts, and Internet-based resources to research and develop an appropriate review of literature for an assigned topic.
9. Utilize multimedia resources, including PowerPoint, to develop a presentation of key points from literature review of assigned topic to share with classmates.
10. Collaborate with school officials, including CTE and special education teacher(s), to determine special population enrollment trends for a specific campus and CTE subject (agricultural science, family & consumer sciences, etc.)
11. Compose research/professional paper that offers overview and specifics regarding one aspect of serving students who are representative of special populations.
12. Engage in community-based or service-oriented types of activities for serving students who are representative of special populations.

References: The following web sites will be useful references for class and work.

Special Populations in Career-Technical Education Resources from TEA via UNT

<http://www.cte.unt.edu/home/special.html>

Career Technical Special Populations Training & Resource Education Center (TAMU)

<http://ctsp.tamu.edu/>

Special Education in Texas from Texas Education Agency

<http://www.tea.state.tx.us/special.ed/>

Recently adopted and Revised Commissioner's Rules (TEA)

<http://www.tea.state.tx.us/special.ed/rules/adoptrule.html>

Texas Education Agency Curriculum Division

<http://www.tea.state.tx.us/curriculum/>

The Journal for Vocational Special Needs Education Personnel

http://www.specialpopulations.org/journal_link_page.htm

Education World—Vocational Education Community (teacher resources)

<http://www.education-world.com/vocational/>

Education World—Teaching Special Kids: Online Resources

http://www.education-world.com/a_curr/curr139.shtml

Journal of Agricultural Education

<http://pubs.aged.tamu.edu/jae/>

Journal of Family and Consumer Sciences Education

<http://www.natefacs.org/JFCSE/jfse.htm>

Journal of Southern Agricultural Education Research

<http://pubs.aged.tamu.edu/jsaer/>

Journal of Extension

<http://www.joe.org/>

Journal of Vocational Education Research

<http://scholar.lib.vt.edu/ejournals/JVER/>

National Center for Research in Vocational Education

<http://ncrve.berkeley.edu/>

Electronic Journals from the Digital Library & Archives (Virginia Tech)

<http://scholar.lib.vt.edu/ejournals/>

The following activities and assignments will be used in grade determination. The instructor reserves the right to modify course content, assignments, or grading policy at any time during the semester.

	<u>Points</u>
Field Investigation #1-Local Policies and Procedures	100
Field Investigation #2-Service Activity	100
Online <u>Written Report</u> (topic assigned)	100
Online <u>Presentation</u> (topic assigned from above)	100
Online discussion and participation	100
Comprehensive Final Exam	<u>100</u>
Total points from course assignments	600

Grade = $\frac{\text{Points Earned}}{600} = \underline{\hspace{2cm}}$

A=90+ B=80-89 C=70-79
D=60-69 F=59 or lower

The student will collect information regarding the number of students from special populations enrolled in his/her classes (or those of an assigned teacher if the student is not currently teaching). A guide for collecting the data will be provided by the professor. Additionally, copies of local examples of modification sheets, referral forms, and Individual Education Plans or Individual Transition Plans for students with disabilities will be collected.

The student will submit a report on his/her involvement in an activity, such as but not limited to *Special Olympics*, *Handicapable Rodeo*, nontraditional career fair, workshop for pregnant or parenting teens, grant writing workshop, or other initiative designed to serve students of special populations. The report may contain a narrative, photographs, and promotional information on the activity. The intent of the report is to provide peers with examples of opportunities to assist in the social and/or career development of students from special populations. This report will be distributed via email to all students in the class for feedback and discussion. Students may elect to take this a step further by actually completing and submitting a grant application, professional development conference presentation, or research article for publication in an appropriate journal.

Online Written Report and Presentation

Each student will select or be assigned a specific topic/category related to students from special populations. The student will develop a 4-6 page (plus additional pages for references) informative/instructive paper that outlines the (1) characteristics typically associated with school performance of students from the category, (2) assessment and instructional strategies, and (3) sources for more information, etc. References should be cited using American Psychological Association (APA) format. For an excellent tutorial on APA format, go to the following web link.

<http://owl.english.purdue.edu/handouts/research/index.html>

Additionally, the student will develop a corresponding PowerPoint presentation (12-15 slides) that includes key points of the written report. Both assignments will be submitted to the professor and all students in the class for feedback and online discussions. See rubric(s).

Online and Class Participation

Student *attendance* during weeks of online sessions will be monitored through login records, participation in discussion groups, and correspondence via email (when needed).

Discussion Postings - A grade will be assigned for participation in the discussion postings for each lesson. Generally this grade will be 100% of point value. A grade of 0 is given when no participation in the discussion topic is evident. (There are 20 discussion Q's total for the semester making them 5 points each.)

Final Exam

The comprehensive final exam will assess the students' understanding of regulations, procedures, terminology, and instructional strategies associated with the teaching of students from special populations in career and technical education courses. The test may be distributed and collected via email on the specified date and time for the final exam. The type of exam and how it is administered will be determined by the professor based on the contributions and participation of class members.

AFE 572—Special Populations Course Schedule

January 15 Module 1: Section 1, 2, and 3.
Defining and Determining the Scope of Special Populations in Career and Technical Education
Role of the CTE Teacher in Serving Special Populations
Serving Students with Disabilities
**Note Due Dates for Field Investigation #1 is Feb. 5th and #2 is Feb. 26th.*
Instructions are explained on p. 3 of this Syllabus

January 22 Module 2: Section 1 and 2.
Introduction to Learners with Disabilities
Serving Students with Disabilities(cont.)
*Learners with Disabilities** (IDEA)*
-sensory impairments _____
-orthopedic impairments _____
-learning disabilities _____
-emotionally disturbed _____
-intellectually disabled _____

January 29 Module 3: Section 1, 2, and 3.
*Learners with Disabilities** (504)*
-ADD/ADHD _____
-dyslexia _____
-medical (asthma, diabetes, HIV/AIDS, etc) _____
Assessment and Other Issues
*Learners who are Economically or Educationally Disadvantaged***
-economically disadvantaged _____
-educationally disadvantaged _____

February 5 **Due:** *Field Investigation #1*
Referral, Assessment, and Identification
*Learners with Limited English Proficiency or Who are Migrant***
-ESL students in the CTE setting _____
-Migrant Programs _____

February 12 *Learners in Nontraditional Settings***
-pregnant and/or parenting _____
-preparation for nontraditional occupations _____
*Specific Programs for Spec Pops***
-CTED courses in Ag/FCS _____
-Work-Based Learning _____
-Community Based Learning _____
-Transition Planning _____

February 19 *Curriculum Modification & Instructional Strategies***
-Modifying Methods and Materials _____

-Techniques for the Gifted/Talented
Tech Prep & Service Learning

Guest Online Presentation

February 26 **Due:** *Field Investigation #2—Extracurricular/Service Activity Reports*

- Discussion and review of field investigations
- Recent research and legislative trends
- Course evaluations

March 5 **Final Exam** (due as specified/announced by professor)

****** *student-developed presentations approved by and submitted to professor **ONE WEEK in advance of scheduled due date.***

Class Syllabus Addendum

Professionalism

Students are expected to attend class and/or laboratory as scheduled. Their participation in class discussion and instructional activities should follow the basic principles of common courtesy, decency, and cooperation with peers and instructional personnel. Rude and disruptive behavior, as well as cheating, in any form, will not be tolerated. The use of tobacco products in the classroom, laboratory, or field trip sites is prohibited. Inappropriate conduct will not be tolerated. Failure to comply with the professor's guidelines may result in suspension from class for the remainder of the day's instruction. Repeat offenses may result in additional consequences.

Reasonable Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Director of Disability Services at 903/886-5835.

Office Hours

Being an adjunct assistant professor, I'm on campus as indicated in the syllabus. However, my virtual office is online and open 24/7. If you should have any concerns or questions, please do not hesitate to contact me by email or phone. Using the course email tool through eCollege is the most efficient way of reaching me but also you may call me on my phone. Students can expect to receive a response from me within 24-48 hours.

***Course communication will be primarily through your MyLeo e-mail.
Please check regularly.**

Students are expected to adhere to [Rules of Netiquette](#).

Academic Honesty and Integrity

Students are expected to do their own work. Assistance with written assignments, such as proofreading or editing, is encouraged as long as the final concepts and product are those drafted and authored by the student. Information or materials (including ideas, quotes, data, procedures, etc.) from sources other than the student must be given proper credit through appropriate citation. The discipline of Agricultural Education uses the APA format (5th edition) as its primary style guide for publications, including research papers and reports. Assistance with this format and general guidelines for written assignments are available at the following source:

The Online Writing Lab at Purdue University

<http://owl.english.purdue.edu/owl/resource/560/01/>

Academic honesty and integrity is expected of all students. Cheating including but not limited to copying, talking to classmates during testing, using notes when prohibited by instructor, and plagiarism (as defined by the Council of Writing Program Administrators <http://www.wpacouncil.org/node/9>) will not be tolerated. Penalties may include grade reduction or suspension from class, depending on the frequency and severity of the violation.

Reservation

The professor reserves the right to modify course content, activities, and assessments if circumstances warrant. Modifications may be made on an individual basis if deemed appropriate by the professor.