

COURSE REQUIREMENTS
EOS 5550/7550
STUDENTS WITH SPECIAL NEEDS IN OCCUPATIONAL STUDIES

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Office Hours: By appointment

Text: Sarkees-Wircenski, Scott (1995). *Vocational Special Needs*. AIP, Illinois.

Course Overview: This course provides prospective educators information regarding special needs learners in secondary vocational settings. Topics covered include legal provisions, vocational assessment, placement considerations, transitional IEPs, curricular modifications and intervention strategies which may maximize the benefits of secondary programs for students who may be at risk for failure in school.

Activities and Projects: Methods of teaching and evaluation for this course include:

- X Exam(s) - both objective and essay-type
- X Lecture and large group discussion
- X Individual or small group projects
- X Readings
- X Outside activities
- X Speakers, videotapes, field trips, etc.

Major Project: We will be observing and working with students from Clarke County. Our contact person is Ms. Lynn Johns, Director, Career & Technical Education. She is coordinating the visits, and will be working closely with me in the planning and evaluation of the overall project. You will be responsible for setting up times to visit, signing in, and calling ahead if you are unable to meet a scheduled visitation. Specific information about the school/student you are observing will be detailed later in the semester. If you live out of town and do not want to observe in Clarke County, you need to make your own arrangements.

Each person will observe a specific student no less than 6 hours during the semester. You will collect information on and prepare a teaching technique for that student. Observations will be made primarily in a special education classroom or CTE classroom. Work sites, assemblies, etc. are also good sources.

During your observation or volunteer periods, keep anecdotal records. Include information such as the type of class, student-teacher ratio, physical classroom layout, particular teaching techniques used, behavior management strategies, or other issues

that are of interest to you. *You must make connections between class information and your observations* and provide specific explanations and interpretations of your observations. Also, note any questions or comments you have that we could discuss during class. Your observations should be written up in a journal or “log” format including the date and time of each observation. You will develop a final summary describing the student you observe from these written observations. (See the observation/case handout). Additional instruction will be given for visitations during the semester.

The components of your major project are:

A. Written Account

school.

1. Anecdotal records of your individual visits to the
2. Overall summary describing your student and his/her educational issues.

B. Intervention Strategy

1. *Written process and plan* for determining intervention or instructional strategy for your student.
2. Intervention or instructional *strategy* that you develop or modify for your student.

Grading System:	Assignment	Due Date	Points
		Legislation Exam	
		*Class	
		Assessments and Activities	
	(1 @ 5 pts.)		
	(3 @ 10 pts.)		
	(1 @ 15 pts.)		
	(1 @ 20 pts.)		
	(2 @ 25 pts.)		
	Curriculum Modification Activity	11/18/02	50
	Research Presentation	Assigned	75
	Intervention Strategy	12/09/02	75
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	Total Points		400

*Class assessments and activities are conducted throughout the semester. They **cannot** be made up or turned in late.

****Note:** Students are responsible for assigned readings and handouts even if they are not discussed in class. Attendance is vital to successful completion of the course due to group work, discussion, and assessment activities related to observations.