

COURSE REQUIREMENTS
EOCS 5550/7550 - Summer 2005
STUDENTS WITH SPECIAL NEEDS IN OCCUPATIONAL STUDIES

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Office Hours: By appointment

Text: Wircenski-Sarkees, M. & Scott, J. L. (2003). *Special Populations in Career and Technical Education*. Homewood, IL: American Technical Publishers.

Course Overview: This course provides prospective and in-service educators information regarding special needs learners in secondary Career and Technical Education (CTE) settings. Topics covered include special population students in schools and the workforce, legal provisions, vocational assessment, placement considerations, transitional Individual Education Programs, curricular modifications, evaluation strategies 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:

- Exam(s) - both objective and essay-type
- Individual or small group projects
- Internet research
- Readings*
- Learning logs/Reflections
- Outside activities
- Internet/e-mail instruction.

Course Foundation Ideally, the course would be taught when secondary schools are in session which would give you the opportunity to work with a local secondary school to observe special population students in their special education classes or in Career and Technical Education classes. Since this is an internet course and secondary schools are not in session, another course foundation will be used.

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 observation 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 Write-ups* handout). Additional instruction will be given for visitations during the semester.

If you teach, you may choose a student in your classroom who has a disability or is academically disadvantaged. If you work with youth but do not teach, we will set up observations in your work environment, or in a community-based, youth apprenticeship or work-based learning program.

***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. Excessive absences may result in failure of the course.

Grading System:

Assignment	Due Date	Points
Legislation Activity	08/30/04	20
Legislation Exam	09/13/04	30
**Class Assessments and Activities	Unannounced	25
Student Observations and Write-ups	10/25/04	25
Specific Populations Assignment	TBA	75
Intervention Strategy	12/06/04	75
Final Exam Activity	12/13/04	<u>50</u>
Total Points		300

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

Accommodations: Any student who needs an accommodation or other assistance in this course should make an appointment with the instructor within the first week of class.

Honor Code and Academic Honesty Policy: UGA student honor code: “I will be academically honest in all of my academic work and will not tolerate dishonesty of others”. *A Culture of Honesty*, the University’s policy and procedures for handling cases of suspected dishonesty, can

be found at www.uga.edu/ovpi