

Student Learning Outcomes

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 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.)

Text: There is no text. However, each student will have to register for free account to allow online access to training materials provided by Texas AgriLife Extension Service. http://extensiononline.tamu.edu/courses/cte_teachers.php Additionally, the student will need to select and/or update a web browser and associated software to utilize the online modules from AgriLife. Firefox and Google Chrome are the recommended browsers. The student may use iPad to access some of the materials but assignments **may not be** submitted from iPad.

Individual Education Plans or Individual Transition Plans for students with disabilities will be collected.

During a specified online forum, students will submit data and documents and collaboratively summarize the information.

Field Investigation #2 (Service Activity)

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 student from special populations. This report will be distributed via DocShare 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 be assigned a specific topic/category related to students from special populations. The student will develop an informative poster that includes (1) characteristics typically associated with school performance of students from the category, (2) assessment and recommended 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.

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

This poster will follow a format template provided by the professor.

Online and class participation

Student *attendance* will be monitored through login records and participation in online discussion. Participation in all class discussion and activities is essential for a grade of an "A."

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 type and format of exam, and how it is administered, will be determined by the instructor based on the contributions and participation of class members.

The professor reserves the right to modify this syllabus during the semester, if needed. The professor also reserves the right to extend credit for alternative assignments, projects, or presentations.

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 and decency. 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 instructor'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/Non-Discrimination

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, contact Coordinator of Disability Services at 903/886-5835. Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Office Hours

The following office hours are the official times that I will be available for drop-in student consultation. I have an open door policy and will try to assist students any time that I am available. However, occasionally the professorial demands of class preparation, research, and service prohibit immediate drop-in service.

Monday	8:00-11:00 a.m.	or	by appointment
Tuesday	9:30-11:00 a.m.		by appointment
Wednesday	1:30-3:00 p.m.		
Thursday			by appointment
Friday	Off campus for Supervision of Field Experiences or Engaged in Research		

Assistance in Hosting FFA Event

Students will be encouraged to assist with the hosting of the Area V & VI FFA Career Development events held in Commerce and Sulphur Springs on Tuesday, April 7, unless they have a team competing. This is a professional/career enhance networking opportunity for all students in the department. Some professors, including the one for this class offer extra credit for those students who work beyond the class time designated for this class. The amount of credit varies.

Course-Related Communication

University email will be the primary medium for communication related to class activities, date changes, and opportunities. The student is responsible for checking and responding to course-related communication in a prompt manner. Mass emailing will most frequently be done through the email function of eCollege, the university course management platform.

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