Syllabus: ECT 4562/5566

General Course Information:

- **ECT4562**: Introduction to Career and Technical Special Needs Education
- **ECT 5566**: Career and Technical Special Needs Education

Instructor Information:

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Course Description:

ECT 4562: "Introduces historical evolution, legislative development, and instructional methodologies in career and technical special needs education" (University of West Florida Catalogue, 2010 - 2011).

ECT 5566: "Historical, developments, legislation, instructional strategies and problems associated with instructing special needs students in career and technical studies related environments" (University of West Florida Catalogue, 2012-2013).

Textbooks:


Purpose:

- The literature related to the future workforce and potential students enrolled in career and technical education (CTE) programs indicates a majority of CTE programs participants will be classified as students having special needs (Sarkees, Scott, 2003; Gulton, 1988).
The skills required for teaching and planning instruction for special needs students have been included in ECT 4562 as a required course in the Bachelor's in Career and Technical Education Programs.

The need for training to work with special populations became evident in the 1988 changes in Florida CTE Teacher Certification which added a recommendation to districts for coursework or in-service of new CTE instructors in working with CTE special needs populations.

The course empowers career and technical education teachers and professionals to meet the needs of all students they are serving which include special needs and culturally diverse student populations.

ECT 4562 assists to develop the empowered person and professional in the roles as a specialist, researcher, practitioner, epistemologist, and as a critical thinker, problem solver, decision-maker, ethical/moral being, and active professional.

**Prerequisites: NONE**

**Course Objectives:**

1. Demonstrates understanding of special populations in the workforce and the historical evolution of career and technical education and federal legislation by preparing assignments that relate to IDEA (the original legislation as well as the mandated updates).
2. Identify the role Career and Technical Education has in educating special needs learners by preparing PowerPoints and lessons related to the categories of disabilities and special populations.
3. Define the steps necessary to identify special needs learners assessment including referral, evaluation, and placement.
4. Identify the components included in an individualized education plan, as well as programs for special needs clientele, interagency collaborative and cooperative planning for CTE special needs students.
5. Prepare lessons using different instructional methodologies and strategies appropriate for CTE special needs learners which include but are not limited to curriculum modification and instructional techniques.
6. Differentiate between effective and ineffective methods for learner evaluation, grading procedures, integration into CTSOs, job placement and follow-up for special needs learners.
7. Analyze current technology available to assist special needs students and evaluate the accessibility of given facilities and programs to special needs students.
8. Demonstrate a knowledge of coordinating student services and the transition process for CTE special needs students.
Method of Instruction:

- Internet (D2L) content modules, Discussions, Elluminate Sessions, Individual Assignments, and Research both on the web and through other resources.
- At least 20% of your time should be allotted to experiential learning which gives you a true perspective of the diverse learning styles of specific needs students. Conducting interviews and visiting schools where special needs students comprise the majority of the population will provide a rich learning experience for you and your colleagues.
- The remainder of your time should be directed toward research, interacting with peers, completing all assignments, taking an active role in the discussion section of D2L, and participating in any scheduled chat sessions.
- Learning should be engaging, enjoyable, and significant to an individual's needs.
- Please do your best to participate in all aspects of the course.

Evaluations will be made throughout the course in the form of written assessments and activities related to the content of the course. Grades will be assigned on the basis of total scores derived as nearly as possible in the following manner:

Requirements:

- Module 1 - Library Modules: 10%
- Module 2 - Reading Module: 10%
- Module 3 - Resident Expert PowerPoint: 10%
- Module 3 - Assessment Assignment: 10%
- Module 4 - C.I.T.E. Inventory: 10%
- Module 5 - Textbook Readability: 10%
- Transition Plan - Session 6: 10%
- Final Project with Lesson Plan for Adaptation: 10%
- Discussion Responses: 20%

Graduate students enrolled in ECT 5566 will be required to complete and submit a well-researched and presented research project. The research paper should align with the Resident Expert PowerPoint. See rubrics for evaluation criteria.

- Subjective evaluation will be done throughout the course from information gained through student participation, effort, quality of postings in the discussion box, team spirit and cooperation, timeliness of all work, and attendance (actively engaged in the cyberspace classroom).
- Points will be deducted from work that is submitted past the due date.
- Excessively late work (two - three weeks) will not be graded.
FEEDBACK:

- Feedback to students will be provided through both written and verbal comments on work completed.
- Whenever possible, emails will be answered within 48 hours.
- If at all possible, submitted assignments will be read and graded within one week. Students will be given the opportunity to evaluate the course and the instruction at the end of the semester. Student comments will be utilized to revise and improve the course syllabus and instruction.

GRADING SCALE: Letter grades will be assigned as follows:

- 93-100%: A
- 90-93%: A-
- 87-90%: B+
- 83-87%: B
- 80-83%: B-
- 77-80%: C +
- 73-77%: C
- 70-73%: C-
- 67-70%: D +
- 63-67%: D
- < 63%: F

FLEXIBILITY: The syllabus is subject to change. When possible, you will be notified in advance of any changes.

AMERICANS WITH DISABILITIES ACT: Any student whose disabilities fall within the ADA must inform us at the beginning of the term of any special needs necessary to accomplish the requirements and goals for this course. [ADA Compliance at UWF](#)

REFERENCES


