MEMORANDUM

To: Ms. Jinawa McNeil
Chair, UMES Senate

From: Dr. Latasha Wade
Chair, Senate Academic Affairs Committee

Date: September 2, 2015

Re: Proposal for Course, Program, or Curriculum Status Changes from the Department of Technology

On March 12, 2015, the Senate Academic Affairs Committee (SAAC) received proposals from the Department of Technology to:

1. Create new courses (all 3-credit courses) for the Career and Technology Education program
   a. EDTE 380 Hybrid - Universal Design for Learning in Career and Technology Education
   b. EDTE 381 Hybrid - Managing Effective Career and Technology Education Classrooms
   c. EDTE 465 Hybrid - Instructional Analysis and Curriculum Development in Work-Based Learning

2. Remove (8) courses from Construction Management Technology concentration (courses will still be used in other concentrations/programs within the department)
   a. CMTE 313
   b. CMTE 314
   c. CMTE 315
   d. CMTE 316
   e. CMTE 317
   f. CMTE 413
   g. CMTE 414
   h. CMTE 454

3. Create (8) new courses and add to concentration
   a. CMTE 319 - Statics and Strengths of Materials
   b. CMTE 320 - Building Structures
c. CMTE 321 – BIM Technology for Construction Management I

d. CMTE 322 – BIM Technology for Construction Management II

e. CMTE 326 – Mechanical and Electrical Building Systems

f. CMTE 427 – Soils and Site Development

g. CMTE 440 – Construction Safety Management

h. CMTE 450 – Green Building II

4. Update catalog description of Construction Management Technology concentration

Members of the SAAC independently reviewed the course proposals on August 31st.

On September 1st, members of the SAAC voted electronically to approve the requested course changes with no recommended modifications.

SAAC Members:
Kate Brown, Ph.D. Malinda Cecil, Ph.D.
Derrek Dunn, Ph.D. Kingsley Ejiogu, Ph.D.
Nydia Gregory, Ph.D. Ali Ishaque, Ph.D.
Gail Lankford, M.Ed. Latasha Wade, Pharm.D.
MEMORANDUM

TO: Dr. Patrick R. Liverpool
   Provost and Vice President for Academic Affairs

FROM: Dr. Ayodele J. Alade
       Dean, School of Business and Technology

DATE: March 10, 2015

SUBJECT: Proposal for Program, Curriculum or Course Status Forms
          Department of Technology – Career and Technology Education Program (BMI)
          EDTE 380HYBRID & EDTE 381HYBRID
          Course Revisions

The following Proposal for Program, Curriculum or Course Status Forms on behalf of the School
of Business and Technology’s (SBT) Department of Technology are attached:

- Official Request for Course Change in the UMES Catalog
- EDTE 380HYBRID – Universal Design for Learning in Career and Technology
  Education
- EDTE 381HYBRID – Managing Effective Career and Technology Education Classrooms

The following members of the SBT Curriculum Committee met on March 10, 2015:

  Dr. Mohammad Ali – Dept. of Business, Management & Accounting
  Dr. Karl Binns – Dept. of Hospitality and Tourism Management
  Dr. Ibibia Dabip – Dept. of Engineering & Aviation Sciences
  Dr. Aaron Rababaah – Dept. of Mathematics & Computer Science
  Dr. Joseph Arumala – Dept. of Technology (SBT Curriculum Committee Chair)

If you have any questions, please contact me.
MEMORANDUM

TO: Dr. Ayodele J. Alade
    Dean, School of Business and Technology

FROM: Dr. Joseph Arumala
      Chair, SBT Curriculum Committee

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If you have any questions, please contact me.
November 16, 2014

Dr. Ayodele Alade, Dean
School of Business and Technology
UMES Campus

**Re: EDTE 380 and EDTE 381 Course Changes**

Dear Dr. Alade;

The Department of Technology Curriculum Committee met to review and approve the revision of the following courses: **EDTE 380 and EDTE 381**. The changes are being requested by Dr. Thomas Loveland at our BMI off-campus site.

The members of the Department of Technology’s Curriculum Committee are:
Dr. Kenny Fotouhi, Curriculum Committee Chair
Dr. Derrek Dunn, Ex-officio
Dr. Thomas Loveland
Dr. Jeffery Molavi
Mr. Harry Shealey
Mr. Joel Tomlinson

In conclusion, the Department of Technology Curriculum Committee, after an exhaustive examination of the proposed documents, unanimously recommends that the attached be approved. Therefore, the proposal is hereby submitted to you for support and approval.

Sincerely,

[Signature]

Dr. Derrek B. Dunn, Chairperson

Attachments
September 10, 2014

To Curriculum Review Committee,

Please accept this package submission from the Career and Technology Education program in Baltimore. Here is the context of this submission.

**Package #1 Two Undergraduate Electives**

The BMI office serves a statewide pool of new Career and Technology Education teachers who are required by state law to take four Professional and Technical Education classes. We offer undergraduate credit courses for these non-degree seeking teachers through our office. The attached two undergraduate courses are revisions of current courses taught here for certification. The original courses needed updating of descriptions, objectives, and/or focus due to COMAR regulatory changes from the Maryland Department of Education.

**EDTE 381 Managing Effective Career and Technology Education Classrooms** will replace **EDTE 481 Facilities Organization & Management**. EDTE 481 is a required course in the undergraduate Technology Education sequence. When redeveloped in the Baltimore CTE office, it served the purpose of teaching COMAR-required content of managing effective CTE classrooms to PTE certification pathway teachers across the state. The problem though is the overlap of non-degree certification course prefix number and the undergraduate Technology Education course prefix number. A second problem is that EDTE 481 is still listed as an elective in the CTED M.Ed. program. That content is covered extensively in CTED 602. When the new EDTE 381 is approved, there will be good separation between the PTE certification course (EDTE 381) and the undergraduate Technology Education course (EDTE 481) and/or the Master's degree course (CTED 602). The new course will focus on the needs of new CTE teachers with extra sessions on class management.
EDTE 380 Universal Design for Learning in Career and Technology Education will be another option for the current Department of Education class EDSP 470 Differentiated Learning in CTE. The difference between the two courses is in three areas: content focus, formatting in Blackboard, and expectations. There is a need to provide new content on special populations in the workplace, English Language Learners (ELL), gender diversity in CTE, and serving culturally diverse student populations.

The courses provided by the Career and Technology office in Baltimore follow a common format in Blackboard that has led to student confidence in using the UMES online learning management system. The new course will follow that format. Finally, as a 300 level course, there will be more manageable expectations for the new CTE teachers taking the course but still provide them the content and skills needed to utilize universal design for learning strategies to help all CTE students.

If you have any questions please, contact me immediately. I am willing to use SKYPE to meet with any UMES C & I committee that has questions.

Thank you!

Dr. Thomas Loveland, Coordinator
CTED M.Ed. Program
OFFICIAL REQUEST FOR COURSE CHANGE IN THE UMES CATALOG

ALL INFORMATION, INCLUDING INSTRUCTOR'S SOCIAL SECURITY NUMBER IS NEEDED BEFORE A CHANGE CAN BE PROCESSED.

Semester: □ Winter  X Spring  □ Summer I  □ Summer II  □ Summer III  □ Fall  ______ 2016  Year

WHEN ADDING A NEW COURSE, PLEASE INDICATE THE NAME AND CREDITS FOR THAT COURSE.

<table>
<thead>
<tr>
<th>CATALOG ADDITIONS, DELETIONS OR CHANGES – PART 1</th>
<th>Pre-Requisites</th>
<th>Co-Requisites</th>
<th>Close Course (Indicate Prefix, Number and Name of Course)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New and/or Existing Courses</td>
<td>(Indicate Prefix &amp; Number)</td>
<td>(Indicate Prefix &amp; Number)</td>
<td>Course Title</td>
</tr>
<tr>
<td>Course Title</td>
<td>Credit Hours</td>
<td>To Be Added</td>
<td>To Be Deleted</td>
</tr>
<tr>
<td>Universal Design for Learning in Career and Technology Education</td>
<td>EDTE 380 HYBRID</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Managing Effective Career and Technology Education Classrooms</td>
<td>EDTE 381 HYBRID</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

1. Form may be used to change Credit Hours Only.
2. Form must accompany Proposal for Program, Curriculum and Course Status for NEW courses.
3. Complete next page to modify and/or include Course Description.

COURSE DESCRIPTION – PART 2

<table>
<thead>
<tr>
<th>Modify Course Description</th>
<th>New Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDTE 380 Universal Design for Learning in Career and Technology Education</td>
<td>This course provides an overview of the rationale, legal and social foundations, and characteristics of education for students with special needs or other exceptionalities. It focuses on modifying the Career and Technology Education curriculum, laboratory, student outcomes, learning activities, class management, assessments, media, etc. to accommodate the unique learning needs of non-traditional, Exceptional Language Learners, gifted, and students with disabilities. The central application of the course will be Universal Design for Learning with major topics including multiple means of representation, action and expression, and engagement. Specific course topics will include differentiated instruction, assistive technologies, applicable state and federal laws, working with in-school professional and outside agencies, individualized education plans, and cultural contexts in the Career and Technology Education classroom.</td>
</tr>
</tbody>
</table>
EDTE 381 Managing Effective Career and Technology Education Classrooms
Participants in this course will develop skills for organizing and managing instruction in Career and Technology Education programs. Particular attention will be given to the organization and management of facilities, students, resources and activities for safe and effective learning. Topics will include classroom management, laboratory management, program and instructor effectiveness, state and national safety laws, teacher liability, identifying funding resources, program advisory committees, student organizations, and the role of professional associations. This course satisfies one of the four Professional and Technical Education certification pathway requirements. Prerequisite: Permission of Instructor.

Approved:  
Denele J. Glenn  12/10/14
Department Chair/Director  Date

Dean  3/7/15  Date

Academic Affairs Use Only:
Entered by: cjc  elt  Date

9.15.14
PROPOSAL FOR COURSE, PROGRAM OR CURRICULUM STATUS

DIRECTIONS:
Provide one set of forms for each course, curriculum or program change. Submit one signed copy. All proposals must have the following: old catalogue description, new catalogue description, start date, course prerequisites, course co-requisites, course outline (topics only), course objectives, and course learning outcomes, effects on staff and/or facility, and lab fees.

Each reviewing committee must complete a memorandum with the following information. Date proposal was received, list of members of the committee, the vote of the committee for approval, and a minority report if objections or reservations were raised about the proposal. This memorandum will proceed to the next level with a copy sent to the department of origin for the proposal. The one hard copy of the forms must be sent through the process. All proposals must be sent in electronic form for easier review by the various committees.

Proposals must have a date received line and a date acted upon line. A memo must be sent forward by each committee regarding the action of that committee to the next level with a copy of that memorandum sent to the originating department. Upon action by the Senate, a copy of that action will be submitted by the Senate chair or the Chair of the Academic Affairs committee to the originating department chair.

School:  □ Ag & Natural Sciences  □ Arts and Professions  □ Business and Technology
         □ Health Professions  □ Library Services

DEPARTMENT: Technology

PRESENT COURSE
□ Change  □ Eliminate

Prefix & Number ________________  Credit Hours: ________________
Title: __________________________

Start Date:  □ Fall  □ Spring  □ Summer I  □ Summer II  □ Summer III  □ Winter  Year: __________

NEW COURSE

Prefix & Number  EDTE 380  Credit Hours: 3
Title: Universal Design for Learning in Career and Technology Education

Start Date:  □ Fall  □ Spring  □ Summer I  □ Summer II  □ Summer III  □ Winter  Year: 2016
Course Title: Universal Design for Learning in Career and Technology Education

New Catalogue Description:

This course provides an overview of the rationale, legal and social foundations, and characteristics of education for students with special needs or other exceptionalities. It focuses on modifying the Career and Technology Education curriculum, laboratory, student outcomes, learning activities, class management, assessments, media, etc. to accommodate the unique learning needs of non-traditional, Exceptional Language Learners, gifted, and special needs students. The central application of the course will be Universal Design for Learning with major topics including multiple means of representation, action and expression, and engagement.

Specific course topics will include differentiated instruction, assistive technologies, applicable state and federal laws, working with in-school professional and outside agencies, individualized education plans, and cultural contexts in the Career and Technology Education classroom.

Prerequisites: None

Co-requisites: None

Course Outline (Topics Only):

Special Needs and Diversity in the Workplace
Demographic Shifts in American workplaces.

Designing Instruction for 21st Century Learners

Framework for 21st Century Learning

21st Century Themes and Skills

Role of CTE in Preparing Students to be College and Career Ready.

Characteristics of Students with Exceptionalities

Misunderstood Minds

Exceptional Language Learners & CTE

Cultural Interviews

Diversity and the Implications for Teaching and Learning

Cultural Proficiency

Gender Diversity in CTE

Universal Design for Learning UDL Context

COMAR State Regulations

Mapping Instruction with UDL

UDL Multiple Means of Recognition I

Recognition Networks

Differentiated Instruction in Lesson Plans

UDL Multiple Means of Recognition II

Resources for Lesson Plan Accommodations

Instructional Technology

UDL Multiple Means for Action and Expression I

Strategic Networks

Differentiated Assessment

Remediation and Extensions for Gifted

Federal and State Laws
Individualized Education Plans

UDL Multiple Means of Engagement

Affective Networks

Classroom Management with Special Populations

Motivation

Creating Positive Learning Environments

Behavior Management

Implementing Successful Plans

Positive Behavior Intervention System (PBIS)

 Modifications to CTE Facilities and Equipment

Assistive Technologies

Transition Planning

Special Needs Agencies

Working with In-School ELL and Special Needs Professionals

Course Objectives:

1. describe the context of special needs and diverse populations in the modern workplace.

2. articulate how educators account for 21st century learners in classrooms.

3. analyze the characteristics of various populations of individuals with disabilities and individuals whose second language is English.

4. Analyze the impact of diverse populations on teaching and learning in CTE.

5. specify the use of Universal Design for Learning (UDL) in a CTE classroom setting.

6. specify differentiated instructional and assessment strategies for students with disabilities and Exceptional Language Learners (ELL) populations.

7. explain the legal requirements at Federal and State levels that apply to individuals with disabilities and individuals whose second language is English.
8. articulate the purpose of an Individual Education Plan (IEP) and develop written goals for an IEP.

9. explain classroom management in a Career and Technology Education setting with secondary or adult learners from varying populations.

10. evaluate Career and Technology Education program and facility modifications for special needs and Exceptional Language Learners (ELL) populations.

11. articulate the benefits of working with in-school ELL and Special Needs professionals and with outside agencies.

Course Learning Outcomes:

Describe how you currently accommodate for ESE and ELL students in your CTE classroom.

Paper on impact of 21st century learners and role of CTE in preparing learners to be college and career ready.

Misunderstood Minds Web Research Guiding Questions.

Misunderstood Minds Tools and Resources- Summary, Analysis & Reflection

What Would You Do?

Identify the needs of ELL students in your CTE classroom and the implications of cultural and linguistic diversity for learning and teaching.

Interview ELL student and report the results.

Student Diversity Summary, Analysis and Reflection

Paper or PPT describing the theory of Universal Design for Learning and the implications for CTE

Detailed differentiated accommodations in a CTE lesson plan based on UDL.

Identify supports and resources for the lesson plan and reflect on their use in your CTE class.

Specify formative and summative accommodations for assessment in a CTE lesson plan.

Detailed extensions for gifted and a remediation plan for a CTE lesson plan.

Describe major components of federal and state laws pertaining to the education of exceptional learners and specify the impact on CTE classrooms.
Interview a special educator or 504 Coordinator.

Philosophy of Classroom Management with Special Populations.

Develop 3-5 positively stated class rules and a Behavior Lesson Plan for teaching one of the rules.

Describe ten current lab modifications and two new proposed modifications based on identified needs. Implement one proposal and report on the results.

Share three outside agencies that CTE teachers could work with to help special needs students in the CTE classroom.

Meet with in-school professionals to collaborate on the development of a resource for one of your CTE special need students.

Effects on staff and/or facility: Proposed hybrid course: No impact on staff or facility

Lab Fee (if required): No lab fee anticipated.

Note: This is a lecture class and an elective.
<table>
<thead>
<tr>
<th>Role</th>
<th>Date Received</th>
<th>Date Approved</th>
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<tbody>
<tr>
<td>Chair, Departmental Curriculum Committee</td>
<td>11/02/2014</td>
<td>11/06/2014</td>
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<tr>
<td>Chair, Department Curriculum Committee (non-departmental courses only if applicable)</td>
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<tr>
<td>Chair, General Education Committee</td>
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<tr>
<td>Department Chair:</td>
<td>11/06/2014</td>
<td>11/12/2014</td>
</tr>
<tr>
<td>Chair, School Curriculum Committee</td>
<td>3/10/2015</td>
<td>3/10/2015</td>
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<tr>
<td>School Dean:</td>
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<td>3/11/15</td>
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<td>Graduate Council (if a graduate program):</td>
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<td>Graduate Office (if a graduate program):</td>
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<tr>
<td>Chair, Senate Academic Affairs Committee</td>
<td>3/12/15</td>
<td>9/1/15</td>
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<tr>
<td>Chair, UMES Senate:</td>
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<tr>
<td>Vice President for Academic Affairs:</td>
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</table>
UNIVERSITY OF MARYLAND EASTERN SHORE
DEPARTMENT OF EDUCATION

EDTE 380
Section #0505

Universal Design for Learning in Career and Technology Education

SYLLABUS

Spring SESSION
2016

January 25–May 8, 2016

Instructor

Baltimore Museum of Industry
(410) 727-4808 X164
UNIVERSITY OF MARYLAND EASTERN SHORE
DEPARTMENT OF TECHNOLOGY

COURSE SYLLABUS
Universal Design for Learning in Career and Technology Education
Fall 2013

This syllabus, course calendar, and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix, Section #: EDTE 380 (#0505)
Credit Hours: 3
Pre-requisite:
Co-requisite:
Day, Time and Campus: Hybrid
Professor:
Office Hours: By Appointment
Contact Information:
Email:

ACADEMIC DEPARTMENT: Department of Technology
Dean: Dr. Ayodele Alade
Office Location: Princess Anne campus

I. COURSE DESCRIPTION

This course provides an overview of the rationale, legal and social foundations, and characteristics of education for students with special needs or other exceptionalities. It focuses on modifying the Career and Technology Education curriculum, laboratory, student outcomes, learning activities, class management, assessments, media, etc. to accommodate the unique learning needs of non-traditional, Exceptional Language Learners, gifted, and students with disabilities. The central application of the course will be Universal Design for Learning with major topics including multiple means of representation, action and expression, and engagement. Specific course topics will include differentiated instruction, assistive technologies, applicable state and federal laws, working with in-school professional and outside agencies, individualized education plans, and cultural contexts in the Career and Technology Education classroom.

II. CONCEPTUAL FRAMEWORK

The University of Maryland Eastern Shore’s Professional Education Unit prepares professionals who are reflective, innovation, value diversity and are effective (PRIDE). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that make for effective student learning outcomes.

III. MAJOR INSTRUCTIONAL OBJECTIVES

Upon completion of the course, the student will be able to:

1. describe the context of special needs and diverse populations in the modern workplace.
2. articulate how educators account for 21st century learners in classrooms

UMES CTE Coordinator: T. Loveland
Syllabus EDTE 380
3. analyze the characteristics of various populations of individuals with disabilities and individuals whose second language is English.
4. Analyze the impact of diverse populations on teaching and learning in CTE.
5. specify the use of Universal Design for Learning (UDL) in a CTE classroom setting.
6. specify differentiated instructional and assessment strategies for students with disabilities and Exceptional Language Learners (ELL) populations
7. explain the legal requirements at Federal and State levels that apply to individuals with disabilities and individuals whose second language is English.
8. articulate the purpose of an Individual Education Plan (IEP) and develop written goals for an IEP.
9. explain classroom management in a Career and Technology Education setting with secondary or adult learners from varying populations.
10. evaluate Career and Technology Education program and facility modifications for special needs and Exceptional Language Learners (ELL) populations.
11. articulate the benefits of working with in-school ELL and Special Needs professionals and with outside agencies.

IV. INSTRUCTIONAL TECHNOLOGY

Based on the Maryland Teacher Technology Standards (MTTS), students in the Department of Technology will develop skills and knowledge in instructional technology throughout their program. They will learn how to use the computer, internet, web-sites, digital cameras, DVD players, PowerPoint programs, and other multimedia instructional technology to access, evaluate and process information efficiently and effectively. Students will use instructional technologies to communicate information in a variety of formats. They will demonstrate an understanding of the legal, social, and ethical issues related to technology use. Students will design, implement, and assess learning experiences that incorporate instructional technology in the delivery of curriculum-related study in career and technology education.

Instructional Technology Objectives:

I. Information Access, Evaluation, Processing and Application
Access, evaluate, process and apply information efficiently and effectively.
   1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.
   2. Evaluate information critically and competently for a specific purpose.
   3. Organize, categorize and store information for efficient retrieval.
   4. Apply information accurately in order to solve a problem or answer a question.

II. Communication
   A. Use technology effectively and appropriately to interact electronically.
   B. Use technology to communicate information in a variety of formats.
      1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.
      2. Select appropriate technologies for a particular communication goal.
      3. Use productivity tools to publish information.
      4. Use multiple digital sources to communicate information online.

III. Legal, Social and Ethical Issues
Demonstrate an understanding of the legal, social and ethical issues related to technology use.
   1. Identify ethical and legal issues using technology.
   2. Analyze issues related to the uses of technology in educational settings.
   3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.
   4. Use classroom procedures to manage an equitable, safe and healthy environment for students.

IV. Assessment for Administration and Instruction
Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.
   1. Research and analyze data related to student and school performance.
   2. Apply findings and solutions to establish instructional and school improvement goals.
   3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.

V. Integrating Technology into the Curriculum and Instruction
Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.
1. Assess students' learning/instructional needs to identify the appropriate technology for instruction.
2. Evaluate technology materials and media to determine their most appropriate instructional use.
3. Select and apply research-based practices for integrating technology into instruction.
4. Use appropriate instructional strategies for integrating technology into instruction.
5. Select and use appropriate technology to support content-specific student learning outcomes.
6. Develop an appropriate assessment for measuring student outcomes through the use of technology.
7. Manage a technology-enhanced environment to maximize student learning.

VI. Assitive Technology
Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.
1. Identify and analyze assistive technology resources that accommodate individual student learning needs.
2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.

VII. Professional Growth
Develop professional practices that support continual learning and professional growth in technology.
1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.
2. Use resources of professional organizations and groups that support the integration of technology into instruction.
3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.
4. Identify local, state and national standards and use them to improve teaching and learning.

V. DIVERSITY

The Department of Technology values the diversity of people, including those individuals with special needs and exceptionalities, and those from different ethnic, racial, gender, cultural, language, socioeconomic, and religious backgrounds. All graduate courses are designed to meet the educational needs of a diverse group of students, in addition to teaching them about the importance and influence of diversity in the content of each course. Students will interact with diversity and equity issues through experiential learning activities while in the classroom, technology laboratories, and field experiences. Students will be able to teach from a multicultural and global perspective that draws on the histories and experiences of students from diverse culture backgrounds. Courses are designed to help students confront issues of diversity that affect learning and to develop strategies and materials for improving student achievement and learning. Students will develop the proficiencies to work with students from diverse backgrounds and with disabilities and special needs to ensure that all students have the opportunity to learn and succeed.

Diversity Objectives:

The student will be able to:

- Design curriculum materials and utilize different teaching techniques to meet the educational needs of a diversity of students, including those from different ethnic, racial, gender, language, socio-economic, and religious backgrounds and those with special needs and exceptionalities.
- Explain and demonstrate how people from diverse ethnic, racial, gender, language, socio-economic, exceptionalities, and religious backgrounds have influenced by Career and Technology Education.
- Understand human, equity, and developmental issues surrounding the use of assistive instructional technology to enhance student learning and apply that understanding to practice.
- Apply assistive instructional technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.
Major Instructional Objectives tied to INTASC, the Conceptual Framework, MD Teacher Technology Standards, (MTTS), and the National Board of Professional Teacher Standards

This course is designed to enable teacher candidates to:

<table>
<thead>
<tr>
<th>#</th>
<th>Objectives</th>
<th>INTASC Standards</th>
<th>UMES Conceptual Framework</th>
<th>MTTS</th>
<th>CAEP</th>
<th>NBPTS CTE</th>
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<tbody>
<tr>
<td>1</td>
<td>describe the context of special needs and diverse populations in the modern workplace.</td>
<td>4</td>
<td>P, R, I, D, E</td>
<td>I</td>
<td>1.1</td>
<td>1</td>
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<td>2</td>
<td>articulate how educators account for 21st century learners in classrooms</td>
<td>2, 4, 5</td>
<td>P, R, I, D, E</td>
<td>I</td>
<td>1.1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>analyze the characteristics of various populations of individuals with special needs and individuals whose second language is English.</td>
<td>1, 2</td>
<td>P, R, I, D, E</td>
<td>I, IV, V</td>
<td>1.6</td>
<td>1, 4</td>
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<tr>
<td>4</td>
<td>analyze the impact of diverse populations on teaching and learning in CTE.</td>
<td>2, 5</td>
<td>P, R, I, D, E</td>
<td>I, IV</td>
<td>1.9</td>
<td>4</td>
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<tr>
<td>5</td>
<td>specify the use of Universal Design for Learning (UDL) in a CTE classroom setting.</td>
<td>1, 2, 6, 7, 8</td>
<td>P, R, I, D, E</td>
<td>I, II, IV, V, VI</td>
<td>1.2</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>6</td>
<td>specify differentiated instructional and assessment strategies for special needs and Exceptional Language Learners (ELL) populations.</td>
<td>1, 2, 7, 8</td>
<td>P, R, I, D, E</td>
<td>I, II, IV, V, VI</td>
<td>1.3, 1.6, 1.7, 1.8</td>
<td>1, 2, 3, 4, 5</td>
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<td>7</td>
<td>explain the legal requirements at Federal and State levels that apply to individuals with special needs and individuals whose second language is English.</td>
<td>9</td>
<td>P, R, I, D, E</td>
<td>I, II, V</td>
<td>1.1</td>
<td>1, 2, 3, 4, 5</td>
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<td>8</td>
<td>articulate the purpose of an Individual Education Plan (IEP) and develop written goals for an IEP.</td>
<td>1, 2, 6, 7, 9, 10</td>
<td>P, R, I, D, E</td>
<td>I, II, V</td>
<td>1.1</td>
<td>1, 2, 3, 4, 5</td>
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<td>9</td>
<td>explain classroom management in a Career and Technology Education setting with secondary or adult learners from varying populations.</td>
<td>3</td>
<td>P, R, I, D, E</td>
<td>I, II, III, V</td>
<td>1.2</td>
<td>3, 4</td>
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<tr>
<td>10</td>
<td>evaluate Career and Technology Education program and facility modifications for special needs and Exceptional Language Learners (ELL) populations.</td>
<td>1, 2, 6</td>
<td>P, R, I, D, E</td>
<td>V, VI</td>
<td>1.5, 1.9</td>
<td>1, 2, 3, 4, 5</td>
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<tr>
<td>11</td>
<td>articulate the benefits of working with in-school ELL and Special Needs professionals and with outside agencies.</td>
<td>9, 10</td>
<td>P, R, I, D, E</td>
<td>I, II, VII</td>
<td>1.8</td>
<td>5, 11</td>
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</tbody>
</table>

VI. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. REQUIRED TEXTBOOKS

*Teaching Every Student in the Digital Age* - David H. Rose & Anne Meyer
ASCD, 2002 (This text is available at no cost as an e-text [http://www.cast.org/teachingeverystudent/ideas/tes/](http://www.cast.org/teachingeverystudent/ideas/tes/) or a print copy can be purchased at ASCD and Amazon websites.

B. SUPPLEMENTAL READINGS AND REFERENCES

*Universal Design for Learning in the Classroom: Practical Applications (What Works for Special-Needs Learners)*... by Tracey E. Hall PhD, Anne Meyer EdD and David H. Rose EdD (Jul 31, 2012)

D. SUPPLIES/ASSOCIATIONS
Group presentations may require some supplies and/or copies. Students are responsible for transportation to school and materials needed to teach lessons.

Membership in professional organizations is highly encouraged. They provide opportunities for networking, resources, presentations, and publication in peer-reviewed journals.

VII. COURSE REQUIREMENTS & EXPECTATIONS

1. This course will be conducted in the form of an online/hybrid learning experience with a variety of activities and role-play opportunities to engage the learner. The course content is divided into 15 lessons or modules. The course includes two scheduled face-to-face classes, in addition to the asynchronous (online) portion of the course. Since the course lacks the traditional weekly face-to-face component, each of the course lessons/modules is an essential component of the learning process.

2. An initial face-to-face class will provide an orientation to the course learning outcomes, technology requirements, course expectations and procedures. It will also offer an opportunity for students to meet the instructor and fellow classmates. Students are expected to carefully review the course syllabus, course schedule and familiarize themselves with how to navigate Blackboard to access course content and assignments. Technical Assistance and support is available through the UMES Instructional Technology Department’s helpdesk on the UMES website portal.

3. Please understand that this IS NOT a self-paced online class. Students are expected to meet deadlines and are expected to understand that failure to do so will result in consequences.

4. For proper student learning to occur, pacing of content mastery is important. Therefore, all assignments are to be completed on time. If, due to extreme circumstances, you are unable to complete an assignment on time, you must notify the instructor before the assignment is due so a new date can be negotiated.

5. The first Blackboard activity students are to complete is checking their email address in Blackboard and making any necessary changes. All course handouts, transparencies, and assignments can be found in Blackboard. The college is encouraging all instructors to be “greener” and reduce the amount of paper used. Students can review the information in Tips and Tutorials, if they are not comfortable with the different aspects of Blackboard.

6. READING THE DIGITAL TEXT MATERIALS IS IMPERATIVE. Students cannot master the content of the course without reading the text. Class serves the purpose of clarifying and expanding the concepts found in the text. The subject matter is clarified in class activities, materials and explanations.

7. Exchange telephone numbers with at least one classmate in order to obtain notes and follow-up assignments missed during an absence.

8. All final work products are to be the independent work of each student. Please understand that Blackboard uses the SafeAssign program to determine plagiarism in student work.

9. Students are encouraged to ask questions whenever information needs clarifying.
Required Assessments: Submission of Assignments: All Assignment must be posted to Blackboard by 5:30 p.m. on the date due.

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<thead>
<tr>
<th>Sess. #</th>
<th>Dates</th>
<th>Assignment</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Discussion Forum #1: Introduce self and describe how you currently accommodate for ESE and ELL students in your CTE classroom.</td>
<td>40</td>
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<tr>
<td>2</td>
<td>9/4</td>
<td>Drop Box #2: Paper on impact of 21st century learners and role of CTE in preparing learners to be college and career ready.</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>DB #3A: Misunderstood Minds Web Research Guiding Questions, DB 3B: Misunderstood Minds Tools and Resources- Summary, Analysis &amp; Reflection What Would You Do?</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td>DB #4A: Identify the needs of ELL students in your CTE classroom and the implications of cultural and linguistic diversity for learning and teaching. DB #4B: Interview ELL student and report the results.</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>DB #5: Student Diversity Summary, Analysis and Reflection</td>
<td>50</td>
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<tr>
<td>6</td>
<td>10/2</td>
<td>DF #6: Submit a paper or PPT describing the theory of Universal Design for Learning and the implications for CTE labs.</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>DB #7: Submit detailed differentiated accommodations in a CTE lesson plan based on UDL.</td>
<td>100</td>
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<tr>
<td>8</td>
<td>10/16</td>
<td>DB #8: Identify supports and resources for the lesson plan and reflect on their use in your CTE class.</td>
<td>40</td>
</tr>
<tr>
<td>9</td>
<td>10/23</td>
<td>DB #9A: Specify formative and summative accommodations for assessment in a CTE lesson plan. DB #9B: Write detailed extensions for gifted and a remediation plan for a CTE lesson plan.</td>
<td>40</td>
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<td>10</td>
<td>10/30</td>
<td>DB #10: Describe major components of federal and state laws pertaining to the education of exceptional learners and specify the impact on CTE classrooms.</td>
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<td>11</td>
<td>11/6</td>
<td>DB #10: Interview a special educator or 504 Coordinator.</td>
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<td>12</td>
<td>11/13</td>
<td>DB #12: Philosophy of Classroom Management with Special Populations. How can you increase motivation for learning?</td>
<td>50</td>
</tr>
<tr>
<td>13</td>
<td>11/20</td>
<td>DB #13: Develop 3-5 positively stated class rules Write a Behavior Lesson Plan for teaching one of the rules.</td>
<td>50</td>
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<tr>
<td>14</td>
<td>11/27</td>
<td>DB #14: Describe ten current lab modifications and two new proposed modifications based on identified needs. Implement one proposal and report on the results.</td>
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<tr>
<td>15</td>
<td>12/3</td>
<td>DF #15A: Share three outside agencies that CTE teachers could work with to help special needs students in the CTE classroom. DB #15B: Meet with in-school professionals to collaborate on the development of a resource for one of your CTE special need students.</td>
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<td></td>
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<td><strong>Total Points</strong></td>
<td>1000</td>
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**UMES Grading Scale**

- 90% - 100%    A
- 80% - 89.5%    B
- 70% - 79.5%    C
- 60% - 69.5%    D
- Below 60%      F

UMES CTE Coordinator: T. Loveland

Syllabus EDTE 380
PLEASE NOTE: Assignments, Course Information, Course Content and Grades are located on Blackboard. Course grades - Every effort will be made to keep an accurate account of assignments submitted and grades earned in this class. However, occasionally errors may occur. The student has responsibility for monitoring his/her grades to be certain he/she gets credit for all submitted assignments and exams.

VIII. CALENDAR AND TOPICAL OUTLINE

<table>
<thead>
<tr>
<th>Sess. #</th>
<th>Dates</th>
<th>Format</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1       | 8/28   | Face   | Special Needs and Diversity in the Workplace  
Demographic Shifts in American workplaces. |
| 2       | 9/4    | Online | Designing Instruction for 21st Century Learners  
Framework for 21st Century Learning  
21st Century Themes and Skills  
Role of CTE in Preparing Students to be College and  
Career Ready. |
| 3       | 9/11   | Online | Characteristics of Students with Exceptionalities  
Misunderstood Minds |
| 4       | 9/18   | Online | Exceptional Language Learners & CTE  
Cultural Interviews |
| 5       | 9/25   | Online | Diversity and the Implications for Teaching and Learning  
Cultural Proficiency  
Gender Diversity in CTE |
| 6       | 10/2   | Online | Universal Design for Learning UDL Context  
COMAR State Regulations  
Mapping Instruction with UDL |
| 7       | 10/9   | Online | UDL Multiple Means of Recognition I  
Recognition Networks  
Differentiated Instruction in Lesson Plans |
| 8       | 10/16  | Online | UDL Multiple Means of Recognition II  
Resources for Lesson Plan Accommodations  
Instructional Technology |
| 9       | 10/23  | Online | UDL Multiple Means for Action and Expression I  
Strategic Networks  
Differentiated Assessment  
Remediation and Extensions for Gifted |
| 10      | 10/30  | Online | Federal and State Laws  
- Individuals with Disabilities Act  
- Americans with Disabilities Act  
- No Child Left Behind  
- Perkins Acts III and IV  
- Maryland State laws |
| 11      | 11/6   | Online | Individualized Education Plans |
| 12      | 11/13  | Online | UDL Multiple Means of Engagement  
Affective Networks  
Classroom Management with Special Populations  
Motivation |
| 13      | 11/20  | Online | Creating Positive Learning Environments  
Behavior Management  
Implementing Successful Plans  
Positive Behavior Intervention System (PBIS) |
| 14      | 11/27  | Online | Modifications to CTE Facilities and Equipment  
Assistive Technologies |
| 15      | 12/3   | Online | Transition Planning  
Special Needs Agencies  
Working with In-School ELL and Special Needs Professionals |
IX. SYLLABUS STATEMENTS COMMON TO ALL UMES SYLLABI

UMES Policy on Class Attendance

All students are expected to attend all classes. Excessive unexcused absences for any reason may result in either a low grade or course failure. All students will be considered excessively absent from a class if they miss a class more hours during the semester or term than the class meets each week.

1. The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly, for consistent attendance offers the most effective opportunity open to all students to gain command of the concepts and materials of their courses of study. Absences (whether excused or unexcused) do not alter what is expected of students qualitatively and quantitatively.

2. In many courses, such as those requiring group discussion, laboratories, clinics, public speaking or language conversation, or performance of particular skills, in-class participation is an essential part of the work of the course. In other courses, occasional in-class assessments may occur without prior notice.

3. The University will excuse the absences of students that result from instances such as: illness (where the student is too ill to attend class), death in the immediate family (family members are defined as being one or more of the following persons: father, stepfather, grandfather, or legal guardian, mother, stepmother, grandmother, sister, brother, stepsister, stepbrother, any person living as an integral member of a student’s home), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student’s control. Students requesting excused absences must furnish acceptable documentation to their course instructors to support their assertion that absences were the result of one of these causes. However, the nature of some courses will preclude makeup of assessments missed. In these cases, students will not be penalized for excused absences; grades will be computed on actual assessment as explained in the course’s syllabus. Otherwise, students with excused absences will be given an opportunity to make up missed assessments. The responsibility for granting excused absences and determining which assessments can be made up lies with the instructor of each individual course. Absences (whether excused or unexcused) do not relieve the students of their responsibility to complete the course assessments. Instructors are especially understanding in cases related to health and/or death, provided the student provides proper documentation.

4. Students must notify their instructors of the reason for any absence as soon as possible. Where the reason for an absence from a scheduled assessment is known in advance (for example, in cases of religious observance or participation in University activities at the request of University authorities), students must inform their instructors two weeks prior to the absence, if known that far in advance, or immediately upon discovering the impending absence. Prior notification is particularly important in connection with examinations and other major assessments, since failure to reschedule them before conclusion of the final examination period may result in loss of credits during the semester. When the reason is not known in advance (for example, in cases of health related emergencies or compelling circumstances beyond their control), students must inform their instructors as soon as possible after its development.

5. Each department and school may develop a general policy for class attendance as long as it conforms to this UMES Policy for Class Attendance.

6. Each instructor is responsible for distributing to each student a written statement as part of the course syllabus at the beginning of the semester in order to inform each class of the nature of in-class participation and assessments expected and what effect absences will have on the evaluation of the student’s work in the course. This statement must include any department and school policies, which are applicable to the course. The instructor in accordance with this statement, the general policy of his or her department and school, and this UMES Policy for Class Attendance shall handle absences.

7. In cases of dispute, the student may appeal to the chair of the department offering the course within one week from the date of the refusal of the right to a make-up assignment. In those instances where the instructor is the chair, the appeal may be made to the dean. The dean’s decision will be final in all cases. When permitted, a makeup assessment must be given on campus unless the published schedule or course description requires other arrangements. The makeup assessment must be held at a time and place mutually agreeable to the instructor and student. The makeup assessment must not interfere with the student’s regularly scheduled classes. In the event that a group of students requires the same make-up assessment, one make-up assessment time may be scheduled at the convenience of the instructor and the largest possible number of students involved, and a second make up for the remaining group.
8. All students are expected to attend all classes. Excessive unexcused absences for any reason may result in either a low grade or course failure. All students will be considered excessively absent from a class if they miss a class more hours during the semester or term than the class meets each week. For example a student should not miss (unexcused absence) a class that meets three hours per week more than three hours during the semester or term nor be absent from a class that meets one hour per week more than once during the semester or term. At the beginning of each semester or term, the class instructor will distribute this written policy and other relevant information as part of the course syllabus, regarding his/her expectations on absenteeism, attendance, warnings, requests for withdrawal, and make-up privileges.

9. Instructors are to document students’ class attendance through the process of taking and maintaining daily attendance during each semester.

**Academic Honesty**

Academic honesty and integrity lie at the heart of any educational enterprise. Students are expected to do their own work and neither to give nor receive assistance during quizzes, examinations, or other class exercises. Because the university takes academic honesty seriously, penalties for violations may be severe, including failing the course and possibly being dismissed from the university. Students accused of academic dishonesty will be given due process before disciplinary action is taken. Please request most current policy and procedure followed when academic dishonesty accusations are lodged by faculty against students from the faculty member, the academic advisor, or the department chair.

PROCEDURE FOR REVIEWING CHARGES OF PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY


ACADEMIC HONESTY POLICY FOR GRADUATE AND UNDERGRADUATE STUDIES


**Disability**

Students capable of success, regardless of their disabilities are admitted to the university. The faculty and staff of the University of Maryland Eastern Shore work cooperatively to assist their students in achieving their educational goals. Moreover, students with disabilities are accommodated in accordance with both federal and state laws. To receive special accommodations for a disability, the student must register with Student Disability Services before any accommodations can be granted. At the time of registering for disability services, please bring documentation to support your claimed disability. The documentation must be within three years and provided by a licensed professional with expertise in the special disability area. If you have questions about disability services or accommodations, please contact Dr. Dorling Joseph at (410) 621-3446. The Student Disability Services office is located in the Student Services Center (SSC), Suite 2169.

**General Student Resources**

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<thead>
<tr>
<th>Sess. #</th>
<th>Dates</th>
<th>Format</th>
<th>Topics</th>
<th>Objectives</th>
<th>Assignment</th>
<th>Pts</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td>Face</td>
<td>Special Needs and Diversity in the Workplace</td>
<td>1. describe the context of special needs and diverse populations in the modern workplace.</td>
<td>Discussion Forum #1: Introduce self and describe how you currently accommodate for ESE and ELL students in your CTE classroom.</td>
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<td>Demographic Shifts in American workplaces.</td>
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<td>2</td>
<td>9/4</td>
<td>Online</td>
<td>Designing Instruction for 21st Century Learners</td>
<td>2. articulate how educators account for 21st century learners in classrooms</td>
<td>Drop Box #2: Paper on impact of 21st century learners and role of CTE in preparing learners to be college and career ready.</td>
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<td>Framework for 21st Century Learning</td>
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<td>21st Century Themes and Skills</td>
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<td>Role of CTE in Preparing Students to be College and Career Ready.</td>
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<td>3</td>
<td>9/11</td>
<td>Online</td>
<td>Characteristics of Students with Exceptionalities</td>
<td>3. analyze the characteristics of various populations of individuals with special needs and individuals whose second language is English.</td>
<td>DB #3A: Misunderstood Minds Web Research Guiding Questions. DB 3B: Misunderstood Minds Tools and Resources - Summary, Analysis &amp; Reflection What Would You Do?</td>
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<td>Misunderstood Minds</td>
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<td>4</td>
<td>9/18</td>
<td>Online</td>
<td>Exceptional Language Learners &amp; CTE Cultural Interviews</td>
<td>3. analyze the characteristics of various populations of individuals with special needs and individuals whose second language is English.</td>
<td>DB #4A: Identify the needs of ELL students in your CTE classroom and the implications of cultural and linguistic diversity for learning and teaching. DB #4B: Interview ELL student and report the results.</td>
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<td>5</td>
<td>9/25</td>
<td>Online</td>
<td>Diversity and the Implications for Teaching and Learning</td>
<td>4. analyze the impact of diverse populations on teaching and learning in CTE.</td>
<td>DB #5: Student Diversity Summary, Analysis and Reflection</td>
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<td>Cultural Proficiency</td>
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<td>Gender Diversity in CTE</td>
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<td>6</td>
<td>10/2</td>
<td>Online</td>
<td>Universal Design for Learning UDL Context</td>
<td>5. specify the use of Universal Design for Learning (UDL) in a CTE classroom setting.</td>
<td>DF #6: Submit a paper or PPT describing the theory of Universal Design for Learning and the implications for CTE labs.</td>
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<td>COMAR State Regulations</td>
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<td>Mapping Instruction with UDL</td>
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<td>7</td>
<td>10/9</td>
<td>Online</td>
<td>UDL Multiple Means of Recognition I Recognition Networks</td>
<td>5. specify the use of Universal Design for Learning (UDL) in a CTE classroom setting. 6. specify differentiated instructional and assessment strategies for special needs and Exceptional Language Learners (ELL) populations.</td>
<td>DB #7: Submit detailed differentiated accommodations in a CTE lesson plan based on UDL.</td>
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<td>Week</td>
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<td>Test</td>
<td>Course/Unit Title</td>
<td>Assessment/Paper</td>
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<td>8</td>
<td>10/16</td>
<td>Online</td>
<td>UDL Multiple Means of Recognition II Resources for Lesson Plan Accommodations Instructional Technology</td>
<td>5. specify the use of Universal Design for Learning (UDL) in a CTE classroom setting. 6. specify differentiated instructional and assessment strategies for special needs and Exceptional Language Learners (ELL) populations.</td>
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<tr>
<td>9</td>
<td>10/23</td>
<td>Online</td>
<td>UDL Multiple Means for Action and Expression I Strategic Networks Differentiated Assessment Remediation and Extensions for Gifted</td>
<td>5. specify the use of Universal Design for Learning (UDL) in a CTE classroom setting. 6. specify differentiated instructional and assessment strategies for special needs and Exceptional Language Learners (ELL) populations.</td>
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<tr>
<td>10</td>
<td>10/30</td>
<td>Online</td>
<td>Federal and State Laws Individuals with Disabilities Act Americans with Disabilities Act No Child Left Behind Perkins Acts III and IV Maryland State laws</td>
<td>7. explain the legal requirements at Federal and State levels that apply to individuals with special needs and individuals whose second language is English.</td>
<td>100</td>
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<tr>
<td>11</td>
<td>11/6</td>
<td>Online</td>
<td>Individualized Education Plans</td>
<td>8. articulate the purpose of an Individual Education Plan (IEP) and develop written goals for an IEP.</td>
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<tr>
<td>12</td>
<td>11/13</td>
<td>Online</td>
<td>UDL Multiple Means of Engagement Affective Networks Classroom Management with Special Populations Motivation</td>
<td>5. specify the use of Universal Design for Learning (UDL) in a CTE classroom setting. 9. explain classroom management in a Career and Technology Education setting with secondary or adult learners from varying populations.</td>
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<tr>
<td>13</td>
<td>11/20</td>
<td>Online</td>
<td>Creating Positive Learning Environments Behavior Management Implementing Successful Plans Positive Behavior Intervention System (PBIS)</td>
<td>9. explain classroom management in a Career and Technology Education setting with secondary or adult learners from varying populations.</td>
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<td>14</td>
<td>11/27</td>
<td>Online</td>
<td>Modifications to CTE Facilities and Equipment Assistive Technologies</td>
<td>10. evaluate Career and Technology Education program and facility modifications for special needs and Exceptional Language Learners (ELL) populations.</td>
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<td>DB #9A: Specify formative and summative accommodations for assessment in a CTE lesson plan. DB #9B: Write detailed extensions for gifted and a remediation plan for a CTE lesson plan.</td>
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<td>DB #10: Describe major components of federal and state laws pertaining to the education of exceptional learners and specify the impact on CTE classrooms.</td>
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<td>DB #10: Interview a special educator or 504 Coordinator.</td>
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<td>DB #12: Philosophy of Classroom Management with Special Populations. How can you increase motivation for learning?</td>
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<td>DB #13: Develop 3-5 positively stated class rules Write a Behavior Lesson Plan for teaching one of the rules.</td>
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<td>DB #14: Describe ten current lab modifications and two new proposed modifications based on identified needs. Implement one proposal and report on the results.</td>
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</tbody>
</table>
| 15 | 12/3 | Online | Transition Planning  
Special Needs Agencies  
Working with In-School ELL and Special Needs Professionals | 11. articulate the benefits of working with in-school ELL and Special Needs professionals and with outside agencies. | DF #15A: Share three outside agencies that CTE teachers could work with to help special needs students in the CTE classroom.  
DB #15B: Meet with in-school professionals to collaborate on the development of a resource for one of your CTE special need students. | 30 | 50 | Total Points | 1000 |
PROPOSAL FOR COURSE, PROGRAM OR CURRICULUM STATUS

DIRECTIONS:

Provide one set of forms for each course, curriculum or program change. Submit one signed copy. All proposals must have the following: old catalogue description, new catalogue description, start date, course prerequisites, course co-requisites, course outline (topics only), course objectives, and course learning outcomes, effects on staff and/or facility, and lab fees.

Each reviewing committee must complete a memorandum with the following information. Date proposal was received, list of members of the committee, the vote of the committee for approval, and a minority report if objections or reservations were raised about the proposal. This memorandum will proceed to the next level with a copy sent to the department of origin for the proposal. The one hard copy of the forms must be sent through the process. All proposals must be sent in electronic form for easier review by the various committees.

Proposals must have a date received line and a date acted upon line. A memo must be sent forward by each committee regarding the action of that committee to the next level with a copy of that memorandum sent to the originating department. Upon action by the Senate, a copy of that action will be submitted by the Senate chair or the Chair of the Academic Affairs committee to the originating department chair.

School: □Ag & Natural Sciences □Arts and Professions □Business and Technology
□Health Professions □Library Services

DEPARTMENT Technology

PRESENT COURSE

□Change □Eliminate □Add

Prefix & Number ___________ Credit Hours: ___________

Title: __________________________________________

Start Date: □Fall □Spring □Summer I □Summer II □Summer III □Winter Year: ________

-----------------------------------------------------------------------------------------------

NEW COURSE

Prefix & Number EDTE 381HYBRID Credit Hours: ________

Title: Managing Effective Career and Technology Education Classrooms

Start Date: □Fall □Spring □Summer I □Summer II □Summer III □Winter Year: ________
Course Title: Managing Effective Career and Technology Education Classrooms

Old Catalogue Description:

New Catalogue Description:

Participants in this course will develop skills for organizing and managing instruction in Career and Technology Education programs. Particular attention will be given to the organization and management of facilities, students, resources and activities for safe and effective learning. Topics will include classroom management, laboratory management, program and instructor effectiveness, state and national safety laws, teacher liability, identifying funding resources, program advisory committees, student organizations, and the role of professional associations. This course satisfies one of the four Professional and Technical Education certification pathway requirements.

Prerequisite: Permission of Instructor.

Prerequisites: Permission of Instructor.

Co-requisites: N/A

Course Outline (Topics Only):

Student Responsibilities and Ground Rules

Effective CTE Classroom Management
Course Objectives:

1. Develop a system of student responsibilities and ground rules for the management of class routines in career and technology education.

2. Articulate the elements of effective CTE laboratory management.

3. Utilize instructional technology to communicate.

4. Develop a system for documenting student achievement in career and technology education.

5. Design a system to assess CTE program and instructor effectiveness.

6. Demonstrate knowledge of state and national safety laws, and issues in CTE teacher liability.

7. Demonstrate safety concepts in a career and technology education laboratory environment.

8. Articulate the role of program advisory boards in CTE programs.

9. Describe the role of student and professional associations in the development of high quality CTE programs.

10. Implement systems for managing resources used by students.

11. Identify program funding resources for CTE laboratories.
Course Learning Outcomes:

- Describe your current laboratory and how if helps or hinders class management.
- Ground Rules and Student Responsibilities paper
- Classroom Management Research Paper and Classroom Management PPT
- Presentation on class management issue
- Open House communication that utilizes instructional technology
- Student Achievement System paper
- Program and Instructor Effectiveness System paper
- Midterm Exam
- CTE Legal Issues paper
- Safety test for CTE equipment.
- Lab Safety Plan and Safety Orientation PPT
- Program Advisory Board paper and critique
- State and National Professional Organizations paper
- Student Organizations paper
- Equipment Inventory Report & Lab Management Response
- Simulated Grant Application
- Final Exam

Effects on staff and/or facility: No effect

Lab Fee (if required): None

Special Note: This is a lecture class and an Elective
<table>
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<tr>
<th>Signature</th>
<th>Date Received</th>
<th>Date Approved</th>
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<tbody>
<tr>
<td>Chair, Departmental Curriculum Committee</td>
<td>11/02/2014</td>
<td>11/06/2014</td>
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<td>Graduate Council (if a graduate program):</td>
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<td>Graduate Office (if a graduate program):</td>
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<td>Chair, Senate Academic Affairs Committee:</td>
<td>3/12/15</td>
<td>9/11/15</td>
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<td>Chair, UMES Senate:</td>
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<td>Vice President for Academic Affairs:</td>
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UNIVERSITY OF MARYLAND EASTERN SHORE
DEPARTMENT OF TECHNOLOGY

EDTE 381
Location 0505, Section #

Managing Effective Career and Technology Education Classrooms

SPRING SESSION
2015
January 22 – May 7

Instructor

Baltimore Museum of Industry, Room 101
Work Phone: 410 727-4808 X164

UMES CTE Coordinator: Loveland
UNIVERSITY OF MARYLAND EASTERN SHORE  
DEPARTMENT OF TECHNOLOGY

COURSE SYLLABUS  
Managing Effective Career and Technology Education Classrooms  
2015

This syllabus, course calendar, and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix, Section #: EDTE 381 (#XXXX)  
Credit Hours: 3  
Pre-requisite:  
Co-requisite:  
Day, Time and Campus: Wednesdays, 5PM – 8PM,  
Professor:  
Office Hours:  
Office Location:  
Office Phone:  
Email Address:  

ACADEMIC DEPARTMENT: School of Business and Technology  
Dean: Dr. Ayodele Alade  
Office Location: Princess Anne campus

I. COURSE DESCRIPTION  
Participants in this course will develop skills for organizing and managing instruction in Career and Technology Education programs. Particular attention will be given to the organization and management of facilities, students, resources and activities for safe and effective learning. Topics will include classroom management, laboratory management, program and instructor effectiveness, state and national safety laws, teacher liability, identifying funding resources, program advisory committees, student organizations, and the role of professional associations. This course satisfies one of the four Professional and Technical Education certification pathway requirements. Prerequisite: Permission of Instructor.

II. CONCEPTUAL FRAMEWORK  
The University of Maryland Eastern Shore’s Professional Education Unit prepares professionals who are reflective, innovation, value diversity and are effective (PRIDE). Our candidates are professionals who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously reflect on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are innovative in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing diversity centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that make for effective student learning outcomes.

III. MAJOR INSTRUCTIONAL OBJECTIVES  
After completing this course, participants will be able to:  
1. Develop a system of student responsibilities and ground rules for the management of class routines in career and technology education.  
2. Articulate the elements of effective CTE laboratory management.
3. Utilize instructional technology to communicate.
4. Develop a system for documenting student achievement in career and technology education.
5. Design a system to assess CTE program and instructor effectiveness.
6. Demonstrate knowledge of state and national safety laws, and issues in CTE teacher liability.
7. Demonstrate safety concepts in a career and technology education laboratory environment.
8. Articulate the role of program advisory boards in CTE programs.
9. Describe the role of student and professional associations in the development of high quality CTE programs.
10. Implement systems for managing resources used by students.
11. Identify program funding resources for CTE laboratories.

IV. INSTRUCTIONAL TECHNOLOGY

Based on the Maryland Teacher Technology Standards (MTTS), students in the Department of Technology will develop skills and knowledge in instructional technology throughout their program. They will learn how to use the computer, internet, web-sites, digital cameras, DVD players, PowerPoint programs, and other multimedia instructional technology to access, evaluate and process information efficiently and effectively. Students will use instructional technologies to communicate information in a variety of formats. They will demonstrate an understanding of the legal, social, and ethical issues related to technology use. Students will design, implement, and assess learning experiences that incorporate instructional technology in the delivery of curriculum-related study in career and technology education.

Instructional Technology Objectives:

I. Information Access, Evaluation, Processing and Application
Access, evaluate, process and apply information efficiently and effectively.

1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology.
2. Evaluate information critically and competently for a specific purpose.
3. Organize, categorize and store information for efficient retrieval.
4. Apply information accurately in order to solve a problem or answer a question.

II. Communication
A. Use technology effectively and appropriately to interact electronically.
B. Use technology to communicate information in a variety of formats.

1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.
2. Select appropriate technologies for a particular communication goal.
3. Use productivity tools to publish information.
4. Use multiple digital sources to communicate information online.

III. Legal, Social and Ethical Issues
Demonstrate an understanding of the legal, social and ethical issues related to technology use.

1. Identify ethical and legal issues using technology.
2. Analyze issues related to the uses of technology in educational settings.
3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection.
4. Use classroom procedures to manage an equitable, safe and healthy environment for students.

IV. Assessment for Administration and Instruction
Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

1. Research and analyze data related to student and school performance.
2. Apply findings and solutions to establish instructional and school improvement goals.
3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.

V. Integrating Technology into the Curriculum and Instruction
Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.

1. Assess students’ learning/ instructional needs to identify the appropriate technology for instruction.
2. Evaluate technology materials and media to determine their most appropriate instructional use.
3. Select and apply research-based practices for integrating technology into instruction.
4. Use appropriate instructional strategies for integrating technology into instruction.

UMES CTE Coordinator: Loveland

EDTE 381 Syllabus
5. Select and use appropriate technology to support content-specific student learning outcomes.
6. Develop an appropriate assessment for measuring student outcomes through the use of technology.
7. Manage a technology-enhanced environment to maximize student learning.

VI. Assistive Technology
Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.
1. Identify and analyze assistive technology resources that accommodate individual student learning needs.
2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.

VII. Professional Growth
Develop professional practices that support continual learning and professional growth in technology.
1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.
2. Use resources of professional organizations and groups that support the integration of technology into instruction.
3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.
4. Identify local, state and national standards and use them to improve teaching and learning.

II. DIVERSITY
The Department of Technology values the diversity of people, including those individuals with special needs and exceptionalities, and those from different ethnic, racial, gender, cultural, language, socioeconomic, and religious backgrounds. All graduate courses are designed to meet the educational needs of a diverse group of students, in addition to teaching them about the importance and influence of diversity in the content of each course. Students will interact with diversity and equity issues through experiential learning activities while in the classroom, technology laboratories, and field experiences. Students will be able to teach from a multicultural and global perspective that draws on the histories and experiences of students from diverse culture backgrounds. Courses are designed to help students confront issues of diversity that affect learning and to develop strategies and materials for improving student achievement and learning. Students will develop the proficiencies to work with students from diverse backgrounds and with disabilities and special needs to ensure that all students have the opportunity to learn and succeed.

Diversity Objectives:

The student will be able to:

- Design curriculum materials and utilize different teaching techniques to meet the educational needs of a diversity of students, including those from different ethnic, racial, gender, language, socio-economic, and religious backgrounds and those with special needs and exceptionalities.
- Explain and demonstrate how people from diverse ethnic, racial, gender, language, socio-economic, exceptionalities, and religious backgrounds have influenced by Career and Technology Education.
- Understand human, equity, and developmental issues surrounding the use of assistive instructional technology to enhance student learning and apply that understanding to practice.
- Apply assistive instructional technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.

Major Instructional Objectives tied to INtASC, the Conceptual Framework, MD Teacher Technology Standards, (MTTS), and the National Board of Professional Teacher Standards.

This course is designed to enable teacher candidates to:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>InTASC 2011 Standards</th>
<th>UMEs Conceptual Framework</th>
<th>Maryland Teacher Tech Std</th>
<th>CAEP Standards</th>
<th>NBPTS CTE Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop a system of student responsibilities and ground rules for the management of class routines in career and technology education.</td>
<td>5</td>
<td>P, E</td>
<td>I, III</td>
<td>1.2, 2.3</td>
<td>1, 3</td>
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</tbody>
</table>
2. Articulate the elements of effective laboratory management.  
3, 4  P, E  I, II, III, VI  1.1, 1.2  1, 2, 3, 5
3. Utilize instructional technology to communicate.  
8  P, I, E  I, II, III, V, IV, V, VI  1.4  3, 12
4. Develop a system for documenting student achievement in career and technology education.  
6  P, E  I, II, V  1.3, 1.5, 2.3, 4.1  6
5. Design a system to assess CTE program and instructor effectiveness.  
6, 9  P, R, E  I, II, III  1.5, 2.3, 4.2  2, 5, 6, 10, 12
6. Demonstrate knowledge of state and national safety laws, and issues in CTE teacher liability.  
4  P  I, III, VII  1.1  3
7. Demonstrate safety concepts in a career and technology education laboratory environment.  
5  P, E  I, II, V  1.1, 1.2  2, 3
8. Articulate the role of program advisory boards in CTE programs.  
4  P, R, I, E  II, VII  1.1  3, 11, 12, 13
9. Describe the role of student and professional associations in the development of high quality CTE programs.  
9, 10  P, R, I, E  II, VII  1.8  3, 12, 13
10. Implement systems for managing resources used by students.  
5  P, I, D, E  I, II, III, V, VI  1.1  1, 3
11. Identify program funding resources for CTE laboratories.  
10  P, E  III, III, VII  1.8  3, 11

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. REQUIRED TEXTBOOKS

B. SUPPLEMENTAL READINGS AND REFERENCES: See Blackboard Session folders

C. TECHNOLOGY
Technology-based readings and resources are a requirement in this class. You must regularly check Blackboard for course assignment and schedule updates. All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf). It is important that you have access to other Microsoft software like PowerPoint, Publisher and Excel, and Adobe Reader. Having supplemental programs like Adobe Professional will be useful in some classes.

D. SUPPLIES/ASSOCIATIONS
Group presentations may require some supplies and/or copies. Students are responsible for transportation to school and materials needed to teach lessons. Membership in professional organizations is highly encouraged. They provide opportunities for networking, resources, presentations, and publication in peer-reviewed journals.
IV. COURSE REQUIREMENTS & EXPECTATIONS

Required Assessments

<table>
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<tr>
<th>Session</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Points</th>
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<td>1</td>
<td>1/25</td>
<td>DB 1: Describe your current laboratory and how it helps or hinders class management.</td>
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<td>2</td>
<td>2/1</td>
<td>DB 2A: Ground Rules</td>
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<td>DB 2B: Student Responsibilities paper</td>
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<td>3</td>
<td>2/8</td>
<td>DB 3A: Classroom Management Research Paper</td>
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<td>4</td>
<td>2/15</td>
<td>DS 4: Classroom Management PPT Presentation</td>
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<td>5</td>
<td>2/22</td>
<td>DB 5: Open House communication that utilizes instructional technology</td>
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<td>3/1</td>
<td>DB 6A: Student Achievement System</td>
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<td>3/8</td>
<td>DB 7: Program and Instructor Effectiveness System</td>
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<td>8</td>
<td>3/12</td>
<td>Midterm Exam in class</td>
<td>80</td>
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<td>9</td>
<td>3/29</td>
<td>DB 9: Legal Issues in CTE paper</td>
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<td>10</td>
<td>4/5</td>
<td>DB 10: Write safety test for CTE equipment</td>
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<td>11</td>
<td>4/12</td>
<td>DB 11A: Lab Safety Plan</td>
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<td>DB 11B: Safety Orientation PPT</td>
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<td>12</td>
<td>4/19</td>
<td>DF 12: Program Advisory Board paper and two forms</td>
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<td>DF 12: Classmate critique</td>
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<td>13</td>
<td>4/26</td>
<td>DB13A: State and National Professional Organizations</td>
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<td>DB 13B: Student Organizations</td>
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<td>14</td>
<td>5/3</td>
<td>DB 14A: Equipment Inventory Report</td>
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<td>DB 14B: Lab Management Response</td>
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<td>5/10</td>
<td>DB 15: Simulate grant application</td>
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<td>Take Home Final Exam</td>
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UMES Grading Scale

- 90% - 100% A
- 80% - 89.5% B
- 70% - 79.5% C
- 60% - 69.5% D
- Below 60% F

V. CALENDAR AND TOPICAL OUTLINE

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<tr>
<td>1</td>
<td>1/22</td>
<td>Face</td>
<td>Student Responsibilities and Ground Rules</td>
<td>Establishing Ground Rules</td>
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<td>Utilizing and Enforcing Responsibilities and</td>
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<td>Effective CTE Classroom Management I</td>
<td>Managing the Classroom</td>
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<td>Effective CTE Classroom Management II</td>
<td>Classroom Routines</td>
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<td>Monitoring Classroom Environment</td>
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<td>Self-Discipline</td>
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<td>Effective CTE Classroom Management II</td>
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<td>4</td>
<td>2/12</td>
<td>Face</td>
<td>CTE Lab Management</td>
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<td>2/26</td>
<td>Face</td>
<td>Student Achievement Systems in CTE</td>
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<td>• Grading Systems</td>
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<td>• Student Records</td>
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<td>7</td>
<td>3/5</td>
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<td>Program and Instructor Effectiveness</td>
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<td>• Peer Assessment</td>
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<td>• Self Reflection/Assessment</td>
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<td>• Student Grades</td>
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<td>8</td>
<td>3/12</td>
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<td>Role of Professional Associations</td>
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<td>Managing Student and Lab Resources</td>
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VI. SYLLABUS STATEMENTS COMMON TO ALL UMES SYLLABUS

UMES Policy on Class Attendance

All students are expected to attend all classes. Excessive unexcused absences for any reason may result in either a low grade or course failure. All students will be considered excessively absent from a class if they miss a class more hours during the semester or term than the class meets each week.

1. The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly, for consistent attendance offers the most effective opportunity open to all students to gain command of the concepts and materials of their courses of study. Absences (whether excused or unexcused) do not alter what is expected of students qualitatively and quantitatively.
2. In many courses, such as those requiring group discussion, laboratories, clinics, public speaking or language conversation, or performance of particular skills, in-class participation is an essential part of the work of the course. In other courses, occasional in-class assessments may occur without prior notice.

3. The University will excuse the absences of students that result from instances such as: illness (where the student is too ill to attend class), death in the immediate family (family members are defined as being one or more of the following persons: father, stepfather, grandfather, or legal guardian, mother, stepmother, grandmother, sister, brother, stepsister, stepbrother, any person living as an integral member of a student’s home), religious observance (where the nature of the observance prevents the student from being present during the class period), participation in University activities at the request of University authorities, and compelling circumstances beyond the student’s control. Students requesting excused absences must furnish acceptable documentation to their course instructors to support their assertion that absences were the result of one of these causes. However, the nature of some courses will preclude makeup of assessments missed. In these cases, students will not be penalized for excused absences; grades will be computed on actual assessment as explained in the course’s syllabus. Otherwise, students with excused absences will be given an opportunity to make up missed assessments. The responsibility for granting excused absences and determining which assessments can be made up lies with the instructor of each individual course. Absences (whether excused or unexcused) do not relieve the students of their responsibility to complete the course assessments. Instructors are especially understanding in cases related to health and/or death, provided the student provides proper documentation.

4. Students must notify their instructors of the reason for any absence as soon as possible. Where the reason for an absence from a scheduled assessment is known in advance (for example, in cases of religious observance or participation in University activities at the request of University authorities), students must inform their instructors two weeks prior to the absence, if known that far in advance, or immediately upon discovering the impending absence. Prior notification is particularly important in connection with examinations and other major assessments, since failure to reschedule them before conclusion of the final examination period may result in loss of credits during the semester. When the reason is not known in advance (for example, in cases of health related emergencies or compelling circumstances beyond their control), students must inform their instructors as soon as possible after its development.

5. Each department and school may develop a general policy for class attendance as long as it conforms to this UMES Policy for Class Attendance.

6. Each instructor is responsible for distributing to each student a written statement as part of the course syllabus at the beginning of the semester in order to inform each class of the nature of in-class participation and assessments expected and what effect absences will have on the evaluation of the student’s work in the course. This statement must include any department and school policies, which are applicable to the course. The instructor in accordance with this statement, the general policy of his or her department and school, and this UMES Policy for Class Attendance shall handle absences.

7. In cases of dispute, the student may appeal to the chair of the department offering the course within one week from the date of the refusal of the right to a make-up assignment. In those instances where the instructor is the chair, the appeal may be made to the dean. The dean’s decision will be final in all cases. When permitted, a makeup assessment must be given on campus unless the published schedule or course description requires other arrangements. The makeup assessment must be held at a time and place mutually agreeable to the instructor and student. The makeup assessment must not interfere with the student’s regularly scheduled classes. In the event that a group of students requires the same make-up assessment, one make-up assessment time may be scheduled at the convenience of the instructor and the largest possible number of students involved, and a second make up for the remaining group.

8. All students are expected to attend all classes. Excessive unexcused absences for any reason may result in either a low grade or course failure. All students will be considered excessively absent from a class if they miss a class more hours during the semester or term than the class meets each week. For example a student should not miss (unexcused absence) a class that meets three hours per week more than three hours during the semester or term nor be absent from a class that meets one hour per week more than once during the semester or term. At the beginning of each semester or term, the class instructor will distribute this written policy and other relevant information as part of the course syllabus, regarding his/her expectations on absenteeism, attendance, warnings, requests for withdrawal, and make-up privileges.

9. Instructors are to document students’ class attendance through the process of taking and maintaining daily attendance during each semester.
Academic Honesty

Academic honesty and integrity lie at the heart of any educational enterprise. Students are expected to do their own work and neither to give nor receive assistance during quizzes, examinations, or other class exercises. Because the university takes academic honesty seriously, penalties for violations may be severe, including failing the course and possibly being dismissed from the university. Students accused of academic dishonesty will be given due process before disciplinary action is taken. Please request most current policy and procedure followed when academic dishonesty accusations are lodged by faculty against students from the faculty member, the academic advisor, or the department chair.

PROCEDURE FOR REVIEWING CHARGES OF PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY
http://www.umes.edu/cms300uploadedFiles/Academic%20Honesty%20Statement%20B.pdf

ACADEMIC HONESTY POLICY FOR GRADUATE AND UNDERGRADUATE STUDIES

Disability

Students capable of success, regardless of their disabilities are admitted to the university. The faculty and staff of the University of Maryland Eastern Shore work cooperatively to assist their students in achieving their educational goals. Moreover, students with disabilities are accommodated in accordance with both federal and state laws. To receive special accommodations for a disability, the student must register with Student Disability Services before any accommodations can be granted. At the time of registering for disability services, please bring documentation to support your claimed disability. The documentation must be within three years and provided by a licensed professional with expertise in the special disability area. If you have questions about disability services or accommodations, please contact Dr. Dorling Joseph at (410) 621-3446. The Student Disability Services office is located in the Student Services Center (SSC), Suite 2169.

General Student Resources

http://www.umes.edu/Academic/index.aspx?id=29104
<table>
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<tr>
<th>Sess #</th>
<th>Class Date</th>
<th>Format</th>
<th>Topics</th>
<th>Objectives</th>
<th>EDTE 381 Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>1/23</td>
<td>Face</td>
<td>Student Responsibilities and Ground Rules Establishing Ground Rules Determining Student Responsibilities Utilizing and Enforcing Responsibilities and Ground Rules</td>
<td>1. Develop a system of student responsibilities and ground rules for the management of class routines in career and technology education.</td>
<td>DB 1: Describe your current laboratory and how it helps or hinders class management.</td>
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<td>2</td>
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<td>Face</td>
<td>Effective CTE Classroom Management I Managing the Classroom Discipline Core Management Concepts Motivation</td>
<td>2. Articulate the elements of effective CTE laboratory management.</td>
<td>DB 2: Ground Rules&lt;br&gt;DB 2: Student Responsibilities paper</td>
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<td>3</td>
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<td>Online</td>
<td>Effective CTE Classroom Management II Classroom Routines Monitoring Classroom Environment Self-Discipline Rewards and Incentives</td>
<td>2. Articulate the elements of effective CTE laboratory management.</td>
<td>DB 3A: Classroom Management Research 2-3 page paper</td>
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<td>4</td>
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<td>Effective CTE Classroom Management III CTE Lab Management</td>
<td>2. Articulate the elements of effective CTE laboratory management.&lt;br&gt;3. Utilize instructional technology to communicate.</td>
<td>DB 4: Student PPT presentation in-class on CTE class management</td>
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<td>5</td>
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<td>Online</td>
<td>Instructional Technologies Copyright Law</td>
<td>3. Utilize instructional technology to communicate.</td>
<td>DB 5: Open House communication that utilizes instructional technology</td>
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<td>6</td>
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<td>Student Achievement Systems in CTE Grading Systems Student Records</td>
<td>4. Develop a system for documenting student achievement in CTE.</td>
<td>DB 6A: Student Achievement System</td>
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<td>Program and Instructor Effectiveness Peer Assessment Student Evaluations Self Reflection/Assessment Student Grades</td>
<td>5. Design a system to assess CTE program and instructor effectiveness.</td>
<td>DB 7: Program and Instructor Effectiveness System (4 pages)</td>
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<td>Midterm (5-6 questions per session) Teacher Evaluation Student Learning Objectives Professional Development Plan Instruction Feedback</td>
<td>5. Design a system to assess CTE program and instructor effectiveness.</td>
<td>Midterm Exam</td>
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<td>Role of Professional Associations State and national teacher associations State and national student associations</td>
<td>9. Describe the role of student and professional associations in the development of high quality CTE programs. DB13A: State and national professional organization. DB 13B Student organization paper</td>
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<td>5/1</td>
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<td>Managing Student and Lab Resources</td>
<td>10. Implement systems for managing resources used by students. Equipment Inventory Report (15) Lab Management response (15)</td>
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<td>Program Funding District and state resources Outside resources</td>
<td>11. Identify program funding resources for CTE laboratories. DB 15: Simulate one grant application</td>
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EDTE 381