

EDTR 265

Prevocational and Vocational Curriculum and Methods for Special Education

3 Credits

Community College of Baltimore County
Common Course Outline

Description

EDTR 265 – Prevocational and Vocational Curriculum and Methods for Special Education: students examine the curriculum and methodology of instruction in the area of prevocational/vocational services for students with disabilities. Included within this exploration are the transitional services for students exiting the school's system and entering adult living arrangements, as well as the legislation that guides the field of special education.

Overall Course Objectives

Upon completion of this course, students will be able to:

1. discuss the legislation relevant to special education, specific to transitional services and prevocational/vocational training;
2. analyze the various vocational paths available to students with disabilities;
3. evaluate teaching strategies to utilize prevocational/vocational training;
4. design a lesson plan that incorporates multiple strategies to meet students' needs;
5. explain the various options to be explored when planning for a student's transition from school;
6. evaluate the role of the student's family in the educational process;
7. plan how to facilitate effective communication between families and the school team;
8. create a transition plan;
9. apply instructional differentiation to meet success for all students in a diverse population; and
10. evaluate instructional outcomes with a variety of assessment tools.

Major Topics

- I. Legal issues in the education of students with disabilities
- II. Curriculum design
- III. Teaching methods and learning styles
- IV. Prevocational/vocational training programs
- V. Transition services in the state of Maryland
- VI. Lesson Planning
- VII. Family communication and involvement
- VIII. Diversity

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

- one course-long reflective journal
- one comprehensive final exam
- one written transition plan
- one lesson plan that demonstrates differentiated instruction
- one transition planning observation

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course can be used for teachers seeking certification through the Maryland State Department of Education in the areas of special education and early childhood/elementary education.

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