SPECIAL EDUCATION 603  
VOCATIONAL ADJUSTMENT OF INDIVIDUALS WITH EXCEPTIONALITIES  
3 HOURS CREDIT  

**Prerequisite:** SPED 200, 210, or 600  

**Course Description:**  
Identification of vocational needs of individuals with exceptionalities with emphasis on positive student outcomes and adult lifestyles. Visitation of vocational facilities is required.  

**Statement of Conceptual Framework:**  
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.  

**Course Objectives:**  
Upon completion of the course, students will have demonstrated their understanding of the following competencies by their performance on the midterm and final examinations and by their successful completion of the course requirements.  

1. Relationship of special education to the organization and function of educational agencies. (CC:1, K3) (PS)  
2. Family systems and the role of families in the educational process. (CC:1, K6) (PS, KL, SM, D)  
3. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development. (CC: 2, K3) (KL, SM, D)  
4. Effects an exceptional condition(s) can have on an individual’s life.(CC:3, K1) (PS, KL, SM, CK, D)  
5. Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.(CC:3, K2) (PS, SM, D)  
6. Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling. (GC:3, K3) (KL, D)  
7. Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction. (CC:3, K4) (CK, KL, D)  
8. Demands of learning environments. (CC:5, K1) (KL, D)  
9. Social skills needed for educational and other environments. (CC:5, K5) (KL, CK, D)  
10. Strategies for preparing individuals to live harmoniously and productively in a
culturally diverse world. (CC:5, K7) (KL, CK, SM, D)
11. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program. (CC:10, K2) (CK, KL, D)
12. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. (CC: 10, K4) (KL, D)
13. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice. (GC:1, K3) (PS)
14. The legal, judicial, and educational systems to assist individuals with disabilities. (GC: 1, K4) (PS, D)
15. Impact of sensory impairments, physical and health disabilities on individuals, families and society. (GC: 2, K2) (KL, D)
16. Psychological and social-emotional characteristics of individuals with disabilities. (GC:2, K4) (KL, D)
17. Strategies for integrating student initiated learning experiences into ongoing instruction. (GC : 4, K5) (KL, SM)
18. Model career, vocational, and transition programs for individuals with disabilities. (GC:7, K2) (SM, D, T)
19. Types and importance of information concerning individuals with disabilities available from families and public agencies. (GC:8, K3) (PS, D, SM)
20. Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities. (GC:10, K3) (PS, D, KL)

Learner Outcomes:
By the conclusion of this course, the student will be able to:

(Learner Outcomes with a * are addressed in products submitted by students)

1. Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs. (CC:4, S2) (PS, KL, CK, D)
2. *Use strategies to facilitate maintenance and generalization of skills across learning environments. (CC:4, S4) (PS, KL, CK, SM)
3. *Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem. (CC:4, S5) (PS, CK, SM, KL)
4. *Use strategies that promote successful transitions for individuals with exceptional learning needs. (CC:4, S6) (KL, D)
5. Identify realistic expectations for personal and social behavior in various settings. (CC:5, S2) (SM, KL, CK, D)
6. *Identify supports needed for integration into various program placements. (CC:5, S3) (PS, KL, SM, CK, D, T)
7. Establish and maintain rapport with individuals with and without exceptional learning needs. (CC:5,S7) (CK, KL, D)
9. *Create an environment that encourages self-advocacy and increased
10. Involve the individual and family in setting instructional goals and monitoring progress. (CC: 7, S3) (PS, SM, D)

11. *Integrate affective, social, and life skills with academic curricula. (CC:7,S7) (PS)


13. Practice within the CEC Code of Ethics and other standards of the profession. (CC:9, S1) (PS, KL, SM, CK)

14. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (CC:9, S2) (PS, KL, SM, CK)

15. *Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs. (CC:9, S5) (PS)

16. *Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team. (CC:10, S4) (KL, SM, CK, D)

17. *Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various learning environments (CC:10, S6) (PS, SM, KL, D)

18. Relate levels of support to the needs of the individual (GC:3, S1) (KL, CK, SM, D, T)

19. *Design and implement instructional programs that address independent living and career education for individuals. (GC:7, S6) (CK, KL, SM, PS, D)

20. Use skills in problem solving and conflict resolution. (GC:5, S5) (CK, KL, SM)


22. Plan instruction in a variety of educational settings. (GC:5, S3) (KL, SM, PS, D)

23. Teach individuals with disabilities to give and receive meaningful feedback from peers and adults. (GC:5, S4) (KL, SM, D)

24. Select adapt and modify assessments to accommodate the unique abilities and needs of individuals with disabilities. (GC:8, S3) (CK, KL, SM, PS, D)

25. Participate in the activities of professional organizations relevant to individuals with disabilities. (GC:9, S1) (PS, SM)

26. Ethical responsibility to advocate for appropriate services for individuals with disabilities. (GC:9, S1) (PS, SM)

27. *Use local, community, and state and provincial resources to assist in programming with individuals with disabilities. (GC:10,S1) (SM, PS, KL, D)

28. Collaborate with team members to plan transition to adulthood that encourages full community participation. (GC:10,S4) (CK, SM, PS, KL, D)
FIELD EXPERIENCE REQUIREMENT:
Observation of adults with disabilities employed in a community workplace
Observation of an adult without a disability in a community workplace for job carving assignment.

REQUIRED UNIT/PROGRAM ASSESSMENTS:
Field Experience hours are to be uploaded to Pass-Port

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests – 3@50 pts. each</td>
<td>150 pts.</td>
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<tr>
<td>Observation and Analysis of Employment Options</td>
<td>120 pts.</td>
</tr>
<tr>
<td>Web Sites</td>
<td>36 pts.</td>
</tr>
<tr>
<td>Case Study/Lesson Plans</td>
<td>120 pts.</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>66 pts.</td>
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<tr>
<td>Job Carving Activity</td>
<td>25 pts.</td>
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<tr>
<td>Iris Activity</td>
<td>37 pts.</td>
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<tr>
<td>Total Pts.</td>
<td>554 pts.</td>
</tr>
</tbody>
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SPED 603 Reference List


Cronin, M. E., Patton, J. R., & Wood, S. J. (2005). *Life skills instruction: A practical guide for integrating real-life content into the curriculum at the elementary and secondary levels for students with special needs or who are placed at risk.* Austin: PRO-ED.


Wehman, P., & Revell, W. G. (2005). Lessons learned from the provision and funding
of employment services for the MR/DD population: Implications for assessing
the adequacy of the SSA Ticket to Work. *Journal of Disability Policy Studies*,
16 (2), 84 – 107.

**JOURNALS:**

*Journal of Special Education*
*Intervention in School and Clinic*
*Remedial and Special Education*
*Exceptional Children*
*Teaching Exceptional Children*
*Exceptional Parent*
*Journal of Learning Disabilities*
*Journal of Mental Retardation*