

## SPED 857: Vocational Training and Employment for Youth with Disabilities Spring, 2008

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### COURSE PURPOSE

The purpose of this course is to provide graduate students in special education and related areas who are specializing in secondary school/transition programs with an overview of employment and vocational models for adolescents and young adults with disabilities. Emphasis is placed upon theory and practice related to career development, supported employment, working with businesses, and school and community vocational training models.

**Accommodations:** The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Please also see the instructor privately in regard to this course.

**Required Textbook:** This is not a required textbook for this course, but you may want to purchase a new ink cartridge for your printer. Required readings are available as PDF downloads in each Weekly Session on the course Blackboard Site.

**Writing Support:** As a student in this course, you are eligible to an Online Consultation about your writing through the KU Writing Center (<http://www.writing.ku.edu/>). Through Online Consultation, students submit their papers to the writing center for feedback along with specific questions that he/she would like answered about his/her writing. Writing consultants review the papers and provide extensive feedback via email. Please note: writing consultants will not make corrections on comments on the actual paper, but will provide ample feedback. Additionally, the KU Writing Center offers a page of links that can help you understand trustworthiness of web-based resources (<http://www.writing.ku.edu/students/evaluate.shtml>).

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. KU subscribes to a digital plagiarism detection program called Turnitin.com, which may be used to check papers submitted in this course. You may be asked to submit your papers in a digital format (e-mail attachment, BlackBoard™ digital drop box or on disk) so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs.

Please just be certain that your words are your own, and cite others as often as possible.

## EVALUATION CRITERIA

Students in this course will be evaluated on the basis of their performance of course requirements. Evaluation of knowledge and comprehension will be based upon class participation and weekly activities. Application of knowledge will be evaluated through the class projects.

1. Weekly Activities: Each week, in preparation for the assigned topic, you will be required to either participate in a discussion board OR complete and turn in a short assignment that is designed to assist you in applying the content, knowledge and new information into your professional and personal experiences. Each weekly activity is worth 10 points.

2.. Completion of 3 Vocational/Employment Activities: By the end of the semester, you will have completed and turned in a minimum of 3 activities from the list found in the Vocational Activities document. If you would like to include an activity that is not on this list, please submit your ideas in writing to me (via email) for approval prior to implementing that activity. These activities are designed to encourage practice, application and/or additional knowledge attainment and skill development. The purpose is to expose you to new ideas and/or assist with enhancing the vocational program you are involved with. This list is dynamic and will be updated as new initiatives, conferences, etc. are brought to your attention over the semester. You are certainly allowed to make suggestions for new and innovative activities.

3. Running Project: Developing a Career Plan for an Individual with Disabilities: The development of a career plan for a student with a disability that includes the completion of at least one formal vocational assessment instrument, one informal assessment method, and a person-centered planning approach. Please see the attached Career Planning Project description for detailed information about this project.

<b>Due Date</b>	<b>Activities</b>	<b>Points</b>
Weekly, on Saturday by midnight	Weekly activities related to the topic...may include a homework assignment or participation on the discussion board.	10 pts. each X 14 weekly sessions = 140 total
<b>Friday, Oct. 6th, 2006 5pm CST</b>	Running Project 1 DUE	20
<b>Friday, November 10th, 2006 5pm CST</b>	Running Project 2 DUE	20
<b>Friday, December 1, 2006 5pm CST</b>	Running Project 3 DUE	20
<b>Monday, December 11th, 2006 5pm CST</b>	Final Project: Development of a Career Plan	30
Sept. 15	Turn in Checklist of Planned Vocational/Employment Activities	

October 20	Completion of 1st Vocational/Employment Activity	45
November 17	Completion of 2nd Vocational/Employment Activity	45
December 8	Completion of 3rd Vocational/Employment Activity	45
December 13	Final Project: Development of a Career Plan in Room 225 the Edwards Campus (or my mailbox at JRP) by 5:00 PM	100
	<b>Total Points</b>	<b>400</b>