

APPLICATION FOR NEW COURSE

1. Submitted by the College of Education Date: 1/8/2008

Department/Division proposing course: Special Education and Rehabilitation Counseling

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number RC 580

b. Title Supported Employment, Independent Living, and Transition

If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:
Supp emp/IL & Transition

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

- () CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER - Please explain: _____

d. Please choose a grading system: [X] Letter (A, B, C, etc.) [] Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES [X] NO [] If YES, maximum number of credit hours: 3

g. Course description:

This course emphasizes acquisition of a basic knowledge and understanding of the origins and development of supported employment, transition, and independent living.

h. Prerequisite(s), if any:

Admission to the Rehabilitation Counseling Program or consent of instructor.

i. Will this course be offered through Distance Learning? YES [] NO [X]

If YES, please identify one of the methods below that reflects how the majority of the course content will be delivered:

- Internet/Web-based [] Interactive video [] Extended campus [] Kentucky Educational Television (KET/teleweb) [] Other []

Please describe "Other": _____

3. Teaching method: [X] N/A or [] Community-Based Experience [] Service Learning Component [] Both

4. To be cross-listed as: N/A
Prefix and Number

Signature of chair of cross-listing department

5. Requested effective date (term/year): Fall / 2008

APPLICATION FOR NEW COURSE

6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
- If NO, please explain: _____

8. Why is this course needed?

This course is needed to meet new General Curriculum Requirements, Knowledge Domains, and Educational Outcomes that have been implemented by the Council on Rehabilitation Education (CORE), which is the accrediting body that accredits the Rehabilitation Counseling Program.

9. a. By whom will the course be taught? Kathy Sheppard-Jones, Ph.D.
- b. Are facilities for teaching the course now available? YES NO
- If NO, what plans have been made for providing them?

10. What yearly enrollment may be reasonably anticipated?
15-20 students

11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
- If YES, please explain.

As a 500-level course, this course may be of interest to graduate and undergraduate students in majors other than Rehabilitation Counseling, who have an interest in disability, supported employment, and transition

12. Will the course serve as a University Studies Program course?¹ YES NO
- If YES, under what Area? _____

¹AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.

13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
- relatively new – now being widely established
- not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No

15. Is this course part of a proposed new program? YES NO

If YES, please name: _____

16. Will adding this course change the degree requirements for ANY program on campus? YES NO

If YES², list below the programs that will require this course:

²In order to change the program(s), a program change form(s) must also be submitted.

APPLICATION FOR NEW COURSE

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Malachy Bishop, Ph.D., Coordinator Phone: 7-4291 Email: mbishop@uky.edu

20. Signatures to report approvals:

12/4/2007
DATE of Approval by Department Faculty

Debra Harley, Ph.D. / Debra A. Harley
printed name Reported by Department Chair signature

2/12/2008
DATE of Approval by College Faculty

Deborah Slaton / Deborah Slaton
printed name Reported by College Dean signature

Approval UC 10/7/08

* DATE of Approval by Undergraduate Council

/
printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

/
printed name Reported by Graduate Council Chair signature

* DATE of Approval by Health Care Colleges Council (HCCC)

/
printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

*If applicable, as provided by the *University Senate Rules*

Syllabus
RC 560 Supported Employment, Transition, and Independent Living
Summer 2009

Instructor: Kathy Sheppard-Jones, PhD, CRC
Office: 209 Mineral Industries Bldg
Office Phone: 257-8104
Office Hours: By appointment
Email: kjone@uky.edu

Required Text:

Wehman, P., (2006). *Life beyond the classroom: Transition strategies for young people with disabilities. 4th Edition.* Baltimore: Paul H. Brookes.

General Description of Course:

This course emphasizes acquisition of a basic knowledge and understanding of the origins and development of supported employment, transition, and independent living. The contents of the course provide the student with the following information:

- (a) philosophies for transition and supported employment programs;
- (b) the concept of Person Centered Planning;
- (c) a model for developing a transitional process in the community;
- (d) vocational training and placement concepts of transition and supported employment;
- (e) various perspectives and roles within supported employment and transition; and
- (f) major elements of independent living rehabilitation.

Core Standards

C.2.2 Counseling Services (d & e)

- Environmental and attitudinal barriers to individuals with disabilities; services to a variety of disability populations, including multiple disabilities, in diverse settings.

C. 2.3 Case Management (b & c)

- Planning for the provision of independent living services and vocational rehabilitation services; identification and use of community resources and services in rehabilitation planning.

Objectives

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

1. Identify characteristics of populations served by supported employment, transition, and independent living programs.
2. Distinguish among existing models for supported employment, transition, and independent living.

3. Understand and utilize the philosophies and concepts for supported employment, transition, and independent living.
4. Understand and apply job placement strategies for supported employment and transition programs.

Learning experiences:

1. Lectures
2. Read recommended text and other material presented in class.
3. Complete topical overview papers
4. Final in class exam

Course Requirements

1. Attendance – In order to gain an understanding of supported employment, transition, and independent living from a variety of perspectives, students must attend class. Class participation is a valuable way to learn from others and share your own experiences. More than one unexcused absence will be equal to a one-letter reduction in your final grade. You must be present to learn much of this material. The course is driven primarily by guest speakers who will share their experiences. There is no way to regain information that is lost by missing these practical and informative lectures.

2. Required readings – All readings for this course have been selected in an effort to enhance your learning. Guest speakers may assign reading materials prior to their lecture. Be sure to complete the readings prior to class in order to participate more fully in discussions and to build a strong foundation for your knowledge.

3. Three reaction papers will be assigned during the course. You will receive instruction as to what criteria must be met to receive the maximum number of points for each paper. All assignments must be individual and independent efforts. Late assignments will be accepted with grade deductions taken. You will lose 1 point per day that the paper is late (including weekend days). For example, if you hand in a paper one week late, you will automatically lose 7 points off the paper. Cheating or plagiarism will result in failing the course at a minimum.

4 An in class final exam will be given. Exam questions will consist of information from lectures, assigned readings, and assigned online materials.

Grading:

Final grade for undergraduate students will be determined on the following basis:

Class Attendance and Participation	60 points
Topical Overview Paper #1	20 points
Topical Overview Paper #2	<u>20 points</u>
	100 point total

Final grade for graduate students will be determined on the following basis:

Reaction Paper #1	15 points
Reaction Paper #2	15 points
Reaction Paper #3	15 points
Participation	15 points
Final Examination	<u>40 points</u>
	100 point total

Accommodations for students with disabilities

All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Course Schedule

Class	Topic	Speaker
1 June 12	Overview of the course Read Chapters One, Two, Three and Four	
2 June 19	Transition - CBWTP CBWTP	Beth Harrison Meada Hall, CBWTP
3 June 26	Supported Employment	Milton Tyree
4 July 3	Transition Wrap Up	Marti Ginter
5 July 10	Independent Living	Sara Richardson
6 July 17	Supported Living Reaction Paper #1 Due	Vondah Vanderhorst
7 July 24	Principles of Person Centered Planning Supported Employment Wrap Up Exam Review; Course Evaluations Reaction Paper #2 Due	Teresa Barney Janis Friend
8 July 31	Reaction Paper #3 Due Final Exam	

Readings List/References

Text:

Wehman, P., (2006). *Life beyond the classroom: Transition strategies for young people with disabilities*. 3rd Edition. Baltimore: Paul H. Brookes.

Class 1

Ch 1 – Transition: The Bridge from Youth to Adulthood

Paul Wehman

Ch 2 – Self-Determination, Student Involvement, and Leadership Development

Michael L. Wehmeyer, Stelios Gragoudas, and Karrie Shogren

Ch 3 - Individual Transition Planning: Putting Self-Determination Into Action

Paul Wehman

Class 2

Ch 4 - Transition Planning in the Community: Using All of the Resources

Valerie Brooke, J. Howard Green, W. Grant Revell, and Paul Wehman

Ch 6 Facilitating and Supporting Transition: Secondary School Restructuring and the Implementation of Transition Services and Programs

Mary A. Falvey, Richard L. Rosenberg, Devon Monson, and Lori Eshilian

Class 3

Ch 11 Job Carving and Customized Employment

Cary Griffin and Pam Targett

Ch 12 Vocational Placements and Careers: Toward Inclusive Employment

Paul Wehman, Valerie Brooke, and Michael D. West

Class 4

Ch 9 Assistive Technology from School to Adulthood

Amy J. Armstrong and Paul Wehman

Class 5

Ch 14 Housing and Community Living

Michael D. West and William E. Fuller

Class 6

Ch 15 Social Security Disability Benefit Issues Affecting Transition-Age Youth

Class 7

Ch 5 - Moving Toward Full Inclusion

Kim Spence-Cochran and Cynthia Pearl

Additional Readings/Reference Materials

- Albrecht, G. L., Seelman, K. D., & Bury, M. (eds.) (2001). *Handbook of Disability Studies*. Sage publishers.
- Bond, G. R. (2004). Supported employment: Evidence for an evidence-based practice. *Psychiatric Rehabilitation Journal*, 27 (4), 345-359.
- Bond, G.R., Becker, D.R., Drake, R.E., Rapp, C.A., Meisler, N., Lehman, A.F., Bell, M.D., and Blyler, C.R. (2001). Implementing supported employment as an evidence based practice. *Psychiatric Services*, 52 (3), 313-322.
- Campbell, J. & Lehr-Essex, E. (1994). Factors affecting parents in their future planning for a son or daughter with developmental disabilities. *Education Training in Mental Retardation and Developmental Disabilities*, 29 (3), pp 222-228.
- Gowdy, E.A., Carlson, L.S., & Rapp, C.A. (2004). Organizational factors differentiating high-performing from low-performing supported employment programs. *Psychiatric Rehabilitation Journal*, 28 (2), 150-156.
- Halpern, A. & Doran, B. & Bends, M. (1993). Job experiences of students with disabilities in their last two years in school. *Career Development for Exceptional Individuals*, 16 (1), pp 63-74.
- Heal, L., & Rusch, F. (1995). Predicting employment for student who leave special education high school programs. *Exceptional Children*, 61 (5), pp 472-488.
- Hughes, C. (1992). It's my life! Facilitating self-advocacy through the transition planning process. *LINCletter*, 15 (1).
- Inge, K., Dymond, S. & Wehman, P. (1996). Transition from school to adulthood. P. J. McLaughlin & P. Wehman & (Eds.). *Mental Retardation and Developmental Disabilities* pp 69-84. Austin: PRO-ED.
- Mac-Donald-Wilson, K.L., Rogers, E.S., Massaro, J.M., Lyass, A., & Crean, T. (2002). An investigation of reasonable workplace accommodations for people with psychiatric disabilities: Qualitative findings from a multi-site study. *Community Mental Health Journal*, 38 (1), 35-50.
- MacMillan, D.L., Widaman, K., Balow, I., Borthwick-Duffy, S., Hendrick, I., & Hemsley, R. (1992). Special education students exiting the educational system. *Journal of Special Education*, 26 (1), pp 20-36.

- McGrew, J.H., Johannessen, J.K., Griss, M.E., Born, D.L., & Katuin, C.H. (2005). Performance-based funding of supported employment: A multi-site controlled trial. *Journal of Vocational Rehabilitation*, 23, 81-99.
- McNulty, K. (1995). Parents speak out: Perspectives on transition services. In J. Everson (Ed.) *Supporting young adults who are deaf and blind in the communities*. Baltimore: Paul Brookes Publishing Co., pp 87-98.
- Sale, P., Metzler, H., Everson, J., & Moon, J.S. (1991). Quality indicators of successful vocational transition programs. *Journal of Vocational Rehabilitation*, 1 (4), pp 47-63.
- Wehman, P. (1996). *Life Beyond the Classroom: Transition Strategies for Young Adults with Disabilities* (2nd ed.). Baltimore: Paul Brookes Publishing Company.
- Wehman, P., Revell, W. G. (1995). Transition into supported employment for young adults with severe disabilities: Current practices and future directions. *Journal of Vocational Rehabilitation*.
- Wermuth, T. (1991). Impact of educational legislation on transition and supported employment programs. *The Advance*, 3 (1), pp 3-4.
- West, L.L. (1987). Designing vocational programs for special needs individuals. In G.D. Meers (Ed.), *Handbook of vocational special needs education* (2nd ed.) (pp 222-242): Rockville, MD, Aspen.
- Whitney-Thomas, J. & Hanley-Maxwell, C. (1996). Packing the parachute: Parents experiences as their children prepare to leave high school. *Exceptional Children*, 63 (1), pp 75-87.

The College of Education has approved and submits for consideration the following:

Application for New Course Department of Special Education and Rehabilitation Counseling

Prefix and Number: RC 560

Title: Supported Employment, Independent Living, and Transition

Lecture 3

Course Description: This course emphasizes acquisition of a basic knowledge and understanding of the origins and development of supported employment, transition, and independent living.

Prerequisites: Admission to the Rehabilitation Counseling Program or consent of instructor.

Rationale: This course is needed to meet new General Curriculum Requirements, Knowledge Domains, and Educational Outcomes that have been implemented by the Council on Rehabilitation Education (CORE), which is the accrediting body that accredits the Rehabilitation Counseling Program.