

Preparing Students for Employment and Postsecondary Education

Instructor:

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Course Purpose: This course focuses on postsecondary goals in the areas of education/training and employment. Students will identify critical elements of transition planning with regard to postsecondary education and employment through online modules, videos and short readings. The knowledge base for the course content comes out of special education, school-based related service disciplines (e.g., school psychology, school social work, guidance and counseling, occupational therapy, and speech/language pathology) career and vocational guidance, rehabilitation, vocational education, and vocational evaluation.

Learning Objectives:

Students will learn and apply

- Competitive job placement and support
- Eligibility versus Entitlement
- Community-based transition services & supports
- Documentation including Summary of Performance

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.

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 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 necessary.

Required Textbook: This is not a required textbook for this course. Required readings are available as PDF downloads on the course website, <http://www2.ku.edu/~tccop/cgi-bin/mod/login/index.php>

Topics, Readings & Activities

Week	Topic	Learning Objectives	Readings	Activities
1	Competitive Job Placement and Support	Job placements and supports for students with disabilities	Online Learning Module: <i>Transition for Youth with ED/BD</i>	Module activities
2	Eligibility versus Entitlement	Laws regulating accommodations at the secondary and adult levels	Read or view 3 articles/videos/websites from selection	Discussion Board
3	Community-Based Transition Services	Community-based instruction in transition	Read or view 3 articles/videos/websites from selection	Discussion Board
4	Creating Community Connections	Documentation related to successful transition	Read or view 3 articles/videos/websites from selection	Reflective Email

Interactive Activities	Points Possible	Due Date
Module Summary Sheet	20	
Discussion Week 2	20	
Discussion Week 3	20	
Reflective Email	20	
Project (for undergraduate or graduate credit)	20	

Project Requirements

For those earning undergraduate or graduate credit, choose one of the following project options.

Option 1:

Review the summary of performance for 5 students from your school district. Compare the information presented to that in the summary of performance template discussed in this course. Identify the information that is related to a student's postschool goals. Then list additional information that would be beneficial to include in the summary of performance. Write a 2-page single-spaced paper identifying: (1) information included in the summary of performance; (2) additional information that would be beneficial to the student and/or adult service providers; and (3) a reflection on the adequacy and use of the summary of performance.

Option 2:

Choose one area of transition planning discussed in class that you feel could be improved in your district. Develop a presentation and/or training materials on that area of need. Create one of the following: (1) a 10-20 slide PowerPoint presentation that you might present in the future, or (2) training materials that could be used at the district level (e.g., pamphlet, insert to IEP manual, handouts). For either option, include resources or website links where individuals can obtain more information. Be sure to include references for information you obtain from websites or articles. Then write a 1-2 page reflection on why you chose the topic and how you will use the presentation/materials you created. Submit the document(s) and reflection on the course website.

Option 3:

Conduct an informal interview with someone at a local postsecondary institution. I would suggest contacting the coordinator of disability support services. Ask questions that could help you better prepare students to transition to that setting. Example questions are included on the course website. Submit your questions with answers and a brief summary of how the information will help you improve transition services.

Option 4:

Complete a job analysis for one job site that is a potential or current site for one of your students. Sample analysis forms are included on the course website. Then write a 1-2 page reflection on why you chose the jobsite and how the information you gained from the job analysis will assist you in providing supports within that site. Submit your analysis and reflection.

Option 5:

Write a 7-10 page double-spaced literature review (research paper) over a topic discussed in class. Use appropriate APA citations throughout the paper and include a reference page. It is typically helpful to narrow your topic (i.e., individualized postsecondary education support models for students with significant disabilities). Please contact the instructor if you would like assistance defining your topic. As a literature review, it is expected that all information will be obtained through reputable sources. These can include articles, books, websites, interviews, videos, etc. You may include a section in the paper about your personal experiences, but the majority of the paper should reference other sources. Submit the paper on the course website.