

C095

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education Date 10/15/03
Department/Division offering course EDSRC - Rehabilitation Counseling
2. Changes proposed:
 - (a) Present prefix & number RC 558 Proposed prefix & number same
 - (b) Present Title Supported Employment, Independent Living & Transition
New Title same
 - (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

 - (d) Present credits: 1 Proposed credits: same
 - (e) Current lecture: laboratory ratio no change Proposed: _____
 - (f) Effective Date of Change: (Semester & Year) Spring 2004
3. To be Cross-listed as: NA
Prefix and Number _____ Signature: Department Chair _____
4. Proposed change in Bulletin description:
 - (a) Present description (including prerequisite(s)):
No change (see attached pages from the bulletin)
 - (b) New description:
No change
 - (c) Prerequisite(s) for course as changed: _____
5. What has prompted this proposal?
Development of a Web based program
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
None
7. What other departments could be affected by the proposed change?
None
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*
10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

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12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Ralph M. Crystal Phone Extension: 7-3834

Signatures of Approval:

<u><i>John Bott Slater</i></u> Department Chair	<u>1/13/04</u> Date
<u><i>Robert Shapiro</i></u> Dean of the College	<u>1/14/04</u> Date
_____	_____
_____	Date of Notice to the Faculty
_____	_____
<u><i>Jasmine Blackwell</i></u> **Undergraduate Council	<u>3-19-04</u> Date
_____	_____
_____	Date
_____	_____
_____	Date
_____	_____
_____	Date of Notice to University Senate

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

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

PrintForm

ClearForm

RC 558
Special Topics in Rehabilitation
Supported Employment, Transition, and Independent Living

Summer 2003
Tuesday, 4:30 – 6:20
033 Dickey Hall

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

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.

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 reaction 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 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. 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. Two 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. Cheating or plagiarism will result in failing the course at a minimum. 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.

4. Exams – There will be an in class final exam given in this course the last day that the class meets. The exam may consist of short answer, true-false, multiple choice and longer essay-type questions. A review period will be provided prior to the exam.

Grading:

Final grade will be determined on the following basis:

Class Attendance and Participation	30 points
Reaction Paper #1	15 points
Reaction Paper #2	15 points
Final Examination	40 points

Text:

Wehman, P., (2001). Life beyond the classroom: Transition strategies for young people with disabilities. 3rd Edition.

Class	Topic	Speaker
1 June 17	Overview of the course; Kentucky Supported Living Read Chapter One	Vondah Vanderhorst; Kentucky State Supported Living Coordinator
2 June 24	Transition: Laying the Groundwork Read Chapters Two, Five	Beth Harrison, Kentucky Transition Collaborative; Tim Elam, KY Dept of Vocational Rehabilitation
3 July 1	Person Centered Planning Read Chapters Eight, Nine	Carolyn Wheeler, Interdisciplinary Human Development Institute; Janis Friend, KY Dept of Vocational Rehabilitation
4 July 8	Supported Employment; Kentucky's Business Leadership Network Reaction Paper #1 Due Read Chapter Four	Claudia Ernharth, Kentucky Business Leadership Network & Kentucky Supported Employment Training Project
5 July 15	Community-Based Work Transition Read Chapter Eleven	Milton Tyree; Community- Based Work Transition Project; Karen Lawrence, Kentucky Dept of Vocational Rehabilitation
6 July 22	Independent Living; Project ASSET Read Chapters Three, Ten	Lori Barrett, KY Dept of Vocational Rehabilitation; Nancy Chesser, Project ASSET; Pamela Glisson, Vice-Chair KY Statewide Independent Living Council
7 July 29	The Family Role in Transition and Other Timely Topics; Exam Review; Course Evaluations Reaction Paper #2 Due	Jeff Bradford; Kentucky Independent Case Management
8 August 5	Final Exam	

Addendum for RC 558: Supported Employment

Assignments

Graduates are required to submit three reaction papers. Each will be worth 10 points.