COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling Program

COURSE TITLE: Employment for Persons with Disabilities

COURSE NUMBER: RCI 7450

CALL NUMBER: 21598

TERM/YEAR: Winter 2014

DAY: Wednesday

TIME: 5:30 P.M. – 8:15 P.M.

COURSE LOCATION: 48 Education/Blackboard

INSTRUCTOR: Joy Inniss-Johnson, Ph.D.
Adjunct Faculty
Certified Rehabilitation Counselor (CRC)
Licensed Professional Counselor (LPC)
Certified Advanced Addictions Counselor (CAAC)
Certified Clinical Supervisor (CCS)

OFFICE ADDRESS: 323 College of Education

PHONE: (313) 550-7997 Cell Phone
LeJuan Walker – Program Secretary - 313-577-1613

E-MAIL: aa7498@wayne.edu
joyjohnson@wayne.edu

OFFICE HOURS: By appointment

CATALOG DESCRIPTION: Design and implementation of effective methods to help persons with disabilities obtain and maintain employment. Marketing and job placement skills, job seeking, skills training, job clubs, job adaptation, supported and transitional employment, employer assistance and training, and follow-along services.

COURSE OBJECTIVES:

The course is designed to provide students with a functional exposure to major theories of career development and to enable them to link these theories to the practice of career counselling with different populations and within different settings, and to prepare students to assist individuals in obtaining and maintaining employment, with a major focus on career counselling and job placement for persons with disabilities. Students are provided with opportunities designed to assist them in acquiring and applying.
knowledge, skills and resources relevant to them, career development and employment of persons with disabilities and the employers who employ them.

Students fulfilling all course requirements will demonstrate knowledge and/or skills in:

1. Development of a conceptual framework related to the role of the rehabilitation counselor as a consultant to and partner with customers and employers in job development, placement, and retention process.

2. Factors that shapes the economy and the nature of work and jobs, and how these changes will influence the employment services needed by people with disabilities.

3. Increase awareness of disability employment policy including the American with Disabilities Act of 1990 (ADA), ADA Amendments 2000, Ticket to Work and Work Incentives Improvement Act of 1999 (TWWIIA), Workforce Investment Act of 1998 (WIA), SSI and SSDI, as well as understand how to deal with their impacts on employment and vocational rehabilitation.

4. The ability to broker employment opportunities effectively and to accommodate consumer and employer needs.

5. Hiring processes, as well as the ability to facilitate consumer knowledge about and skill in navigating the employment process.

6. Job development and job maintenance skills as well as learning how to provide professional services too employers and to assist clients in meeting their personal career development needs.

7. Developing competence and confidence in initiating actions with employers, consumers and other parties to achieve quality employment outcomes.

8. Strategies to facilitate the transition to employment and removal of barriers to employment, including assessments, job analysis, and job accommodations.

9. Use occupational/labor market information to expand and inform options.

10. Specialized knowledge and skill in different employment models and strategies.

11. Articulate and apply career development theories and the importance of work to consumers with whom one works.

12. Conduct and utilize labor market analyses and apply labor market information to the needs of consumers in one’s caseload.

13. Utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning.

14. Understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment.
15. Explore occupational alternatives and develop career plans in collaboration with the consumer.

16. Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer’s understanding of these issues.

17. Identify the consumer’s need for accommodation and facilitate the use of resources to meet those needs.

18. Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate.

19. Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer’s successful job placement.

20. Consult with employers regarding accessibility and issues related to ADA compliance.

21. Evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer.

22. Assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services.

23. Develop job opportunities for consumers through employer contacts.


25. Teach the consumer appropriate job seeking, job interviewing, and job retention skills.

26. Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services to the consumer.

27. Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work.


29. Identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement.

30. Assess the consumer’s readiness for gainful employment and assist the consumer in increasing this readiness.

31. Provide prospective employers with appropriate information regarding consumer work skills and abilities.

32. Discuss a consumer’s return to work options with the employer.
33. Use computerized systems for consumer job placement assistance.

34. Arrange for functional or skill remediation services that will result in successful consumer job placement.

35. Identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements.

36. Provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement.

37. Assist the development of transition strategies to successfully complete the rehabilitation process.

38. Recognize the influence of family as individuals with disabilities grow and learn.

39. Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

40. Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with disability.

41. Identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

42. Develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

REQUIRED TEXTS:


ASSESSMENTS

Instructor will provide a copy of the following assessments:

- Medical Functional Capacity
- Labor Market Survey Summary/Checklist
- Job Accommodation Analysis
- Functional Capacity Checklist
- Transferability of Work Skills Worksheet
- Job Task Analysis

Additional References and Course pack resources (refer to back page)

REQUIREMENTS:

1. CLASS PARTICIPATION:
   Taking part in class discussions and online via blackboard are an important part of
this course. Sharing your understanding, opinions and questions from your readings, responses and experiences is crucial to the learning process. This course is presented in a seminar format, which requires a high level of student participation. You will be expected to make significant contributions to the discussion of the major topics assigned. This means that all readings must be completed before class and/or due dates. Attendance is mandatory and is required at all sessions scheduled in class. Two absences will result in one grade point of total attendance and participation marks. Three will result in two grade points and so on.

Additionally, students will also prepare and engage in discussion regarding the “Employment Line” during scheduled class sessions. Listed below are clientele experiences as they prepare for and re-engage in work. Additional information will be provided by instructor.

a. Today’s labor market and employment practices are changing. Transferable skills such as effective communication and problem-solving skills are critical to successful employment in this evolving labor market. How do you assist individuals who state they don’t have, or can’t identify their transferable skills.

b. Job finding is tough in any economy. Today’s job seekers need to be more creative, aggressive, competitive and persistent. How do you help the client to stay motivated when there is discouragement and their job search slows down. What techniques do you use to help them manage the pain of rejection?

c. What do you believe are the top five interview questions asked today?
   i. For you, what do you tell the client is the importance of developing an accomplishment statement (the personal commercial)?
   ii. What do you believe is the type of information/knowledge every job seeker needs before starting a job search?

d. Traditional career counselling approaches assume most clients have an internal locus of control and adaptive skills. In reality, millions of clients require added care and creativity from service providers due to cultural factors, socioeconomic barriers, object living conditions, and other difficult situations. What is your “nonconventional” career counseling approach to build on the tenets of social constructivism where clients construct their own understanding of the world within the social context of their unique experiences.

e. Counseling individuals who have recently lost jobs can be frustrating for career practitioners when the individuals are unresponsive to traditional career interventions. Sometimes their emotional reaction to poorly handled workforce reductions blunts their full engagement in reemployment activities. What do you use as a basic grief and trauma intervention strategies when the person experiences the “victim feeling cluster” often seen in displaced workers challenged by involuntary job loss. What specific techniques are useful for: differential diagnosis, contra indicators, symptom reduction techniques, and treatment selection.

**Contribution to grade: 10%**
2. **CLIENT PORTFOLIO PACKAGE:**
   Students will work in groups of 3 to 4 and choose a client in their community to accomplish the Labor Market Survey (different from MRS’s version) and Job Analysis assignment. It is expected students will create a marketing portfolio to include a resume and potential job searches on their client. There should be documentation (notes) of dates contacted and a summary of each occurrence. Information should be placed in a binder. Any handouts or materials (interviewing questions, soft skills, etc.) sent to the client must be included as well. Please exclude all Protected Information (name, address, telephone number) except consent form.

   **Date Due:** April 16 and 23, 2014 – Presentations will be scheduled
   **Contribution to Grade:** 10%
   
   Please note this assignment corresponds with assignments 3 and 4.

3. **LABOR MARKET SURVEY:** Students will form groups of 2-3 members and conduct a Labor Market Survey on a chosen occupation (your choice) that will include both general occupational information from national and local sources and information from employers contacted in the geographic area where placement is to occur for your case study and/or placement activity. Occupational and Labor Market information should include: (1) nature of work and working conditions, (2) employment, (3) training, qualification and advancement requirements, (4) job outlook, (5) earnings, and (6) sources of information. Case study should describe type of disability, functional limitations, work/volunteer experience, education and if accommodations are needed. Survey must include no less than 10 employers contacted, with one in person if possible. Final portfolio must and should include case study attached to the Labor Market Survey Report for full grade. Labor Market Survey Sheet will be provided.

   **Date Due:** April 16 and 23, 2014 – Presentations will be scheduled.
   **Contribution to Grade:** 20%

3. **JOB ANALYSIS:** A job analysis activity will be conducted on the same occupation and case study used for your Labor Market Survey, along with information provided in class. You are required to utilize the O-NET as well as complete an employer visit for this assignment. Format examples will be discussed in class.

   **Date Due:** April 16 and 23, 2014 – Information will be presented in class
   **Contribution to Grade:** 20%

   Please note assignments (Portfolio package, Labor Market Survey and Job Analysis) are combined into one presentation. Examples will be provided in class. Think of this assignment as an “Owner of a job placement agency.” You are marketing an example of the work you have done.

4. **MIDTERM EXAMINATION:** Will include all materials covered in the class and reading assignments.

   **Date:** March 19, 2014 - Online
   **Contribution to Grade:** 20%

   **NOTE:** All assignments must be typed and in APA.

   **LATE ASSIGNMENTS:**
   All assignments are to be submitted on or prior to the due date indicated. Assignments submitted after that time can be penalized in the grading process.
5. **Michigan Rehabilitation Services (MRS) – Employment Project – ongoing until 4/23/2014**

MRS is one of WSU’s major stakeholders and as a result has requested us to participate in a viable student learning activity based on their client needs. Students will be assigned 10 employer contacts per week to contact regarding job openings. MRS will provide the questions to ask the employers.

On Blackboard, you will find the Monthly Log Sheets and Labor Market Survey – MRS version Log Sheets on a weekly basis. New sheets will be posted every Wednesday. Please notify Ms. Wright when you have job lead by email and copy instructor as well.

i. At the end of the month, you must send Ms. Wright with a copy to instructor by email the following:

1. File saved as MRS Project – Month year for e.g. MRS Project – February 2014, MRS Project – March 2014, MRS Project – April 2014.

2. The file should have beginning with the MRS call log then a list of all the Labor Market Survey sheets of the calls made. MRS will provide a copy of their Labor Market Survey.

3. All logs must flow in order page by page. Please do not attach every log to the email. Open MS Word and copy and paste each log sheet behind each other.

**TO RECEIVE CREDIT FOR CALLS MADE PLEASE ENSURE THE ABOVE IS ADHERED TO AND EMAIL TO MS. WRIGHT WITH A COPY TO THE INSTRUCTOR ON A MONTHLY BASIS – BY THE 5TH OF THE NEXT MONTH. FOR EXAMPLE, FEBRUARY’S LABOR MARKET SHOULD BE SENT BY MARCH 5TH, MARCH’S LABOR MARKET BY APRIL 5TH. THE ONLY EXCEPTION IS APRIL – MUST BE SENT BY APRIL 23 SINCE THE PROJECT WILL END ON THAT DATE.**

**Date Due:** Monthly until April 23, 2014  
**Contribution to grade:** 30%

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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<tr>
<td>Mid-Term Examination</td>
<td>March 19, 2014</td>
<td>20</td>
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<tr>
<td>Client Portfolio Package</td>
<td>April 09, 2014</td>
<td>10</td>
</tr>
<tr>
<td>Client Labor Market Survey</td>
<td>April 09, 2014</td>
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<tr>
<td>Client Job Analysis</td>
<td>April 09, 2014</td>
<td>20</td>
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<tr>
<td>Class Participation</td>
<td>April 16 &amp; 23, 2014</td>
<td>10</td>
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<tr>
<td>MRS Labor Market Survey</td>
<td>April 23, 2014</td>
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<td></td>
<td>Final Calls</td>
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EVALUATION & GRADING:

Final grade will be derived from a composite of the five major requirements above. The plus/minus letter grade system and honor point value of grades is used in the CED program:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Honor Point</th>
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<tr>
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<td>C</td>
<td>2.00</td>
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<td>E or F 0.00</td>
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General Note on Grading:
The College of Education strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work and A grades will be reserved for outstanding performance. Please note, there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Class Policy:
You must attend each class session and actively participate in small group activities.

ATTENDANCE POLICY:
All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behavior that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behavior and if further problems are noted the student’s grade will be lowered by one letter.

Withdrawal Policy:
✓ Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
  o WF will be awarded if the student if failing the course (based on work due to
date) at the time the withdrawal is requested.
  o WN will be awarded if no materials have been submitted and/or never attended, so there is no basis for a grade.
✓ Students must submit their withdrawal request on-line through pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Incomplete Grades:**

Incomplete grades are provided only under extreme circumstances and must be negotiated with the instructor no later than 4/03/14. A signed contract, including a list of outstanding assignments and specific due dates will be required. **Work must be completed within one calendar year.** However, if in the instructor’s judgement, the student must attend subsequent sessions of the class regularly, then an “Incomplete” will not be approved and the mark of Withdrawal (W) will be considered. The student will be required to register for the class for the term in which attendance is planned. Tuition and applicable fees will apply.

**Reasonable Accommodations:**

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives and fulfil the requirements of the course.

**ATTENTION STUDENTS WITH DISABILITIES:**

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All course materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.
TO ALL STUDENTS REGARDING ACADEMIC DISHONESTY AND PLAGIARISM: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin, the Undergraduate Student Handbook and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and to make smart decisions about their academic work.

Electronic Mail and Blackboard:
Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.

CLASS SCHEDULE:

01/08/14
Introductions
Employment Syllabus Overview

Handouts

01/15/14
PODCAST
Meaning of Work
Attitudes and Perceptions of People with Disabilities
Myths and Facts about Workers with Disabilities
Employment among Working Age-PWD
Employment Myths about People with Disabilities
Legislation Issues in Job Placement
Worker’s Compensation Policy

S. & P. Ch. 1, 2 & 3
Handouts
American with Disabilities Act (ADA) Amendments of 2008

**Video: Everybody can work**

**Homework: ONET Exercise – Handout given in class**


**Professor will meet with those who did not take the Foundations class separately as scheduled in class**

01/22/14

Disability Management

Using Occupational and Labor Market Information in Vocational Counseling

Private Rehabilitation/Insurance Rehabilitation

Social Security Determination/Expert Testimony

**Guest Speakers: Tammy Littlefield and Guest – Certified Rehabilitation Counselors**

01/29/14

Veterans Benefits Administration

Careers in Vocational Rehabilitation - Federal

Vocational Rehabilitation and Education – Chapter 31 Program

**Guest Speaker: Carl Wells – VBA – Human Resource Specialist**

02/05/14

Career Development Theories and Constructs

Holland’s Theory

Minnesota Theory of Work Adjustment

Hershenson’s Model of Work-Adjustment Development

Social Cognitive Career Theory

An Ecological Model for Vocational Behavior

**Discussion of article – Ryan (1995)**

Research on the Career Development of People with Disabilities

Cont’d of Chapter 3

**Guest Speaker: Vicki Wright, Department of Human Services - Rehabilitation Counselor: Discussion of MRS Labor Market Survey Project – Random Job Lead Generation/Employer Contacts**

02/12/14

Research on the Career Development of PWD (cont’d)

Career Counseling with Diverse Populations

Video Employment – Walgreens Supported Employment

**THE EMPLOYMENT LINE #1 DISCUSSION**

Begin meeting with clients – please obtain approval from Instructor.

02/19/14

Using Occupational and Labor Market Information

Job Analysis

Transferable Skills Analysis

Computer Based Job Matching Systems

Labor Market Surveys

Job placement/Job Development/Job Search Support

**THE EMPLOYMENT LINE #2 DISCUSSION**

S. & P. Ch. 8 (cont’d)

S. & P. Ch. 10 & 11
02/26/14 Labor Market and Job Analysis (cont’d) Vocational Assessment and Disability Vocational Assessment Profile

**Employment Video**

Guest Speaker: Linda Billings, Rehabilitation Counselor – Department of Human Services – Michigan Bureau of Services for Blind Persons

*THE EMPLOYMENT LINE #3 DISCUSSION*

03/05/14 Disability and Reasonable Accommodations Functional Capacity Checklist Medical Functional Capacity Assessment

**Transferable Skills Analysis Sample**

Guest Speakers: Morris Schrock and Tonia Peterson – MRS – Disability Management Services

Mid-Term Review

03/12/14 **SPRING RECESS**

03/19/14 **MID-TERM EXAMINATION**

03/26/14 Job Placement and Employer Consulting

Job Development and Job Search Support

The Nuts and Bolts of Job Development and Developing a Partnership Approach

Identifying and Locating Potential Sources of Employment

Employer Perspectives and Job Retention

*THE EMPLOYMENT LINE #4*


Guest Speaker: Brenda Etheridge – Goodwill Industries – SSI/SSDI

04/02/14 Vocational Rehabilitation in the Context of Business

Motivation, Management and Marketing

Supported Employment (brief)

Future Trends in Job Placement

The role of culture & technology in job placement

*THE EMPLOYMENT LINE #5*

04/09/14 Portfolio Package Presentation

**Due: Portfolio Package Presentation**

**Due: MRS Project – Final Monthly Log**

04/16/14 Portfolio Package Presentation

**Due: Portfolio Package Presentation**
Course Wrap–up and evaluation

04/23/14 FINAL EXAMINATION

♦ S & P = Szymanski & Parker

Additional References and Resources:


Roessler, R. T., & Rubin, S. E. (1992). *Case management and rehabilitation counseling: Procedures and techniques.* Austin, TX: PRO-ED.

**JOURNALS:**

*American Psychologist*
American Journal of Psychiatry
Career Development Quarterly and Work
Counseling Psychology
Counseling Psychologist
Journal of Applied Rehabilitation Counseling
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Job Placement
Journal of Marital and Family Therapy
Journal of Mental Health Counseling
Journal of Occupational Rehabilitation
Journal of Vocational Behavior
Journal of Rehabilitation Administration
Journal of Rehabilitation in the Private Sector
Journal of Psychosocial Rehabilitation
Journal of Rehabilitation
NARPPS Journal
Psychological Assessment
Rehabilitation Counseling Bulletin
Rehabilitation Education
Rehabilitation Psychology
Rehabilitation Literature

ONLINE RESOURCES:
www.disabilityinfo.gov
www.ilru.org
www.maro.org
www.macil.net
www.cec.uwatout.edu
www.michigan.gov/mrs
www.ed.gov/offices/OSERS/RSA/rehabact.html
www.usdoj.gov/crt/ada/adahom1.htm
www.ncddr.org/rr/emerging/emerging1.html
www.ncrtm.org
www.rehabeducators.org
www.hrtips.org
www.ilr.cornell.edu/edi/
www.computel.com/~maernix/deafworld/deaf/deaf.html
www.janweb.icii.wvu.edu
www.cis.state.mi.us/wkrcmp/home.htm
www.bls.gov/oco/
online.onetcenter.org
www.bls.gov/oco/
http://stats.bls.gov
www.mois.org
www.act.org/workkeys
www.gettest.org
www.abledata.com
www.careeronestop.com

ADA Homepage
http://www.usdoj.gov/crt/ada/adahom1.htm

America Job Bank
http://www.ajb.org

Bureau of Labor Statistics Department of Labor
http://www.doleta.gov/

Career Builder
http://www.careerbuilder.com

DISCOVER Career Planning Program
http://webapps01.act.org/eDISCOVER/

Employment and Training Administration Department of Labor
http://www.doleta.gov/

FOCUS Career & Educational Planning Solutions
http://www.focuscareer.com/

Job Accommodation Network (JAN)
http://www.jan.wvu.edu/

National Collaborative on Workforce and Disability for Youth
http://www.ncwd-youth.info

Occupational Outlook Handbook (Bureau of Labor Statistics)
http://www.bls.gov/oco/

Occupational Outlook Quarterly
http://www.bls.gov/opub/ooq/ooqhome.htm

O*Net
http://online.onetcenter.org/

Self-Directed Search
http://www.self-directed-search.com

Summary of Major Labor Laws
http://www.dol.gov/opa/aboutdol/lawsprog.htm

U.S. Bureau of Labor Statistics
http://www.ajb.org/

U.S. Department of Labor Bureau of Labor Statistics
http://www.bls.gov/

US Workforce Fact Sheet
http://www.usworkforce.org/factsheet
NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc.
   It is more acceptable to say, "people who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or
"individual" before describing the disability. For example, say, "persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since a wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: “afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had____________", "the person has experienced____________", or a person with__________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)