**Syllabus for Job Exploration for Students with Disabilities**

**Course Title**: Job Exploration and Career Development for Students with Disabilities

**Duration**: 8–10 Weeks

**Target Audience**: High school students with disabilities (ages 14–21) receiving transition services under IDEA

**Course Objectives**

By the end of this course, students will:

1. Identify their interests, skills, and strengths to explore career options.

2. Understand workplace expectations, job responsibilities, and soft skills.

3. Learn about accommodations, supports, and resources available in the workplace.

4. Develop self-advocacy skills for employment and career planning.

5. Gain practical experience in job exploration through hands-on activities and community partnerships.

**Course Outline**

**Week 1: Introduction to Job Exploration**

• Course overview and objectives

• Importance of self-awareness in career planning

• Exploring strengths, interests, and values

**Week 2: Understanding Career Options**

• Overview of career clusters and pathways

• Introduction to industries that align with student strengths

• Exploring non-traditional pathways: internships, apprenticeships, and volunteer work

**Week 3: Career Assessments and Goal Setting**

• Using career assessment tools (e.g., O\*NET, CareerOneStop)

• Interpreting results to identify potential career paths

• Setting short- and long-term employment goals

**Week 4: Workplace Readiness Skills**

• Overview of workplace expectations (punctuality, teamwork, communication)

• Developing soft skills: communication, problem-solving, and adaptability

• Preparing resumes and practicing job applications

**Week 5: Accommodations and Workplace Supports**

• Understanding rights under ADA and Section 504 in the workplace

• Exploring assistive technologies and workplace accommodations

• Learning how to request accommodations

**Week 6: Community Partnerships and Job Shadowing**

• Connecting with local businesses for job shadowing or tours

• Role of vocational rehabilitation services and job coaches

• Exploring work-based learning opportunities

**Week 7: Self-Advocacy and Communication Skills**

• Teaching students how to advocate for their needs in the workplace

• Practicing communication and interview skills

• Role-playing scenarios to build confidence

**Week 8: Practical Applications and Reflections**

• Mock interviews and workplace scenarios

• Developing a career plan with actionable next steps

• Course review and reflection

**Assessments**

• Weekly reflections and participation in discussions

• Career assessment results and analysis

• Final project: Create a personalized career plan or portfolio, including a resume, cover letter, and identified supports

**Materials and Resources**

• Career exploration tools: O\*NET, CareerOneStop, and local job boards

• Access to assistive technologies for exploration activities

• Supplemental readings and videos on workplace skills and disability rights

**Learning Outcomes**

By the end of this course, students will have a clear understanding of their career interests and abilities, knowledge of workplace supports, and practical skills to begin their journey toward meaningful employment.