**AUBURN UNIVERSITY**

**SYLLABUS**

**FALL 2022**

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

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| **Course Number & Section:** | **RSED 4100-*D01*** |
| **Attribute:** | Virtual |
| **Class Location:** | Online  |
| **Class Meeting Times:** | Asynchronous |
| **Course Title:** | Professional Communication in Rehabilitation |
| **Prerequisites:** | Junior/Senior classification |
| **Credit Hours:**  | 3 semester hours credits |

**Instructor:**

Denise Bozek, M.A.Ed.&H, CRC

Auburn University

Counselor Education and Supervision Doctoral Student

Graduate Teaching Assistant

Email: dcb0065@auburn.edu

**Office Hours:** Fridays @ 8am (zoom) orby appointment (in person or zoom)

**Syllabus Updated: August 2019; August 2020; August 2021; August 2022**

***Course Purpose and Objectives:***

The purpose of this course is to provide the rehabilitation student with an opportunity to develop a portfolio that will exemplify the particular abilities and attributes of each person who has completed the Rehabilitation and Disability Studies major. A portfolio will be created and may be used in seeking employment, admission to graduate school, and to provide record of your undergraduate experience. The course will allow each student to emphasize the unique competencies that he or she has gained during the baccalaureate education.

The portfolio is a form of written communication. The process used in the creation of a portfolio requires introspection, analysis, and synthesis of the student’s educational, clinical, advocacy, volunteer, and leadership experiences. The course is structured to assist the student in the creation of the portfolio through the achievement of the following objectives:

1. Complete a SWOT Analysis
2. Develop of a professional mission statement
3. Create several professional resumes
4. Obtain job interviewing skills towards employment or graduate programs
5. Develop an e-portfolio that emphasizes the unique attributes of the student’s education, relevant experiences, and accomplishments.
6. Gain an understanding of working with diverse populations and communicating effectively as a human services practitioner.

***Strongly Recommended Readings:***

Nielsen, L. V. (2016). *The book on career readiness: The prof’s guide to graduating college with a job offer.* Columbia, SC: CreateSpace Independent Publishing.

Sidell, N., & Smiley, D. (2008). Professional communication skills in Social Work. Boston: Pearson.

**Additional materials** **will be provided in CANVAS to complete assignments.**

Back, A.I., et al. (2016). Building resilience for palliative care clinicians: An approach to burnout prevention based on individual skills and workplace factors. Journal of Pain and Symptom Management, 52(2), 284-291.

Bencsik, A., Horvath-Csikos, G., & Jubasz, T. (2016). Y and z generations at workplaces. *Journal of Competiveness,* 3, 90-106. doi: 10.7441/joc.2016.03.06

Brown Epstein, H-a. (2018). Reachout yourself: Resumes, cover letters, and interviewing. *Journal of Hospital Librarianship, 18(1),* 75-80.

Chacala, A., McCormack, C., Collins, B., & Beagan, B. L. (2014). My view that disability is okay sometimes clashes: Experiences of two disabled occupational therapists. *Scandinavian Journal of Occupational Therapy, 21,* 107-115.

Schroth, H. (2019). Are you ready for gen Z in the workplace? *California Management Review, 61(3),* 5-18.

Shore, L. M., et al. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management,* 37(4), 1262-1289. doi 10.1177/0149206310385943

Silva, P. et, al. (2018). The million dollar question: Can internship boost employment? *Studies in Higher Education,* 43(1), 2-21.

Small, J., Chan, S. M., Drance, E., Globerman, J., Hulko, W., O’Connor, D., ... & Ho, L. (2015). Verbal and nonverbal indicators of quality of communication between care staff and residents in ethnoculturally and linguistically diverse long-term care settings. *Journal of cross-cultural gerontology*, *30*(3), 285-304.

Wehman, P., Taylor, J., Brooke, V., Avellone, L., Whittenburg, H., Ham, W., ... & Carr, S. (2018). Toward competitive employment for persons with intellectual and developmental disabilities: What progress have we made and where do we need to go. *Research and Practice for Persons with Severe Disabilities*, *43*(3), 131-144.

***Instructional Method:***

Instructional methodologies employed in this course will be recorded Zoom lectured posted through Panopto on Canvas. It is highly recommended that students view **ALL** recorded lectures. Students should view the recorded lecture and complete corresponding assignments by Sunday at 11:59pm each week. **It is vital students check their email/Canvas announcements for any updates and changes.** This is our major form of communication. Students should always review the Assignment page in Canvas for upcoming activities and due dates.

***Assignments:***

1. ***SWOT Analysis, Core Values, Core Beliefs***

Handouts describing these activities and worksheets will be provided.

**The SWOT is worth 5 points**

**Core Values is worth 5 points**

**Core Beliefs is worth 5 points**

1. ***Mission Statement***

This assignment will convey to the reader and you, your vision of what you want to become. This statement crystallizes your view or perspective regarding career direction and provides you with a purpose and identity that is self-reinforcing or motivating. The mission statement rests upon a foundation of core beliefs and values that give meaning and further define and amplify the condition that services are the be provided to stakeholders.

**This assignment is worth 10 points.**

1. ***Cover Letter and Resume***

Thisassignment requires that each student develop a resume tailored to his/her personal future goals. We will review the areas of a cover letter and resumes extensively. Materials used for this assignment will come from Auburn University Career Development Services office. Students will have the option to turn in a rough draft to obtain feedback before submitting the final copy.

**The cover letter and resume will be worth 10 points each (20 points total).**

1. ***Written Interview Response***

Each student will use the STAR method to respond to a set of written interview questions. We will discuss this assignment in detail through a class lecture.

**STAR Method-** is a structured manner of responding to behavioral-based interview questions by discussing the specific **s**ituation, **t**ask, **a**ction, and **r**esult of the situation you are describing. This method will help students be specific and avoid rambling or including too much information when answering challenging interview questions.

**This assignment is worth 10 points.**

1. ***Mock Interview Recording***

Practicing interview skills before being in front of a potential employer or graduate school committee can be helpful to get the nerves out of the way and to receive feedback on responses and non-verbal communication. Each student will be assigned a group to develop and complete a professional mock interview, either in person or online. Students will take turns role playing the interviewer and applicant within each group. Mock interview questions will come directly from the Auburn University Career Center Handout provided. Students will also complete and submit a self-evaluation form on this interview.

**This assignment is worth 10 points.**

1. ***Portfolio Development and Presentation***

Each student will be required to develop a PowerPoint portfolio that contains: the mission statement, cover letter, resume, a product or presentation from a rehabilitation course, a product from one other class taken at the college level, practicum and internship information, and other materials such as letters of recommendation, plans of study, evidence of leadership activities. Please include other information such as your work experiences, volunteerism, college level clubs or organizations, and hobbies and interests, etc. BE CREATIVE! Personal but professional pictures of you representing your work is highly welcomed! Details will be provided regarding the production of this artifact.

**This assignment is worth 20 points.**

1. ***Literature Reflection***

Students will select and read one of the several articles provided. After reading, students should write a 2-3 page reflection. Formatting should include Times New Roman, 12 pt. font, 1-inch margins and a separate title page. This reflection should address the following prompts:

* 1. Summarize the major focus of the article (Think: who, what, when, where?)
	2. Discuss three big take-aways from the article – these can be anything you learned!
	3. Discuss how you will apply what you learned to your work

**This reflection will be worth 10 points.**

1. ***Class Participation/Discussion Posts***

Class participation will be based on student interaction in the discussion posts and recorded lecture participation. Recorded lecture participation will be monitored through Panopto analysis on Canvas. Other “non-graded” assignments throughout the semester may be assigned and will contribute to this overall participation grade. Discussion posts will be posted each week.

**Students may earn up to 50 class participation points**.

1. ***Final Reflection***

In lieu of a final exam, students will submit a thorough reflection outlining the experience and growth throughout this course. The reflection will be a minimum of 3 typed pages, written as closely to APA 7th edition as possible. This includes a title page, 12 pt font, Times New Roman text, and 1-inch margins. The following prompts should be addressed:

* 1. What insights did you gain from completing the SWOT Analysis?
	2. Explain your experience and/or the benefit of developing a professional mission statement.
	3. Describe your professional resume development process. Was this simple? Were there any hurdles? Any areas of future improvement?
	4. Did you increase your job interviewing skills towards employment or graduate programs? In what ways?
	5. You developed an e-portfolio that emphasized the unique attributes of your education, relevant experiences, and accomplishments. How do you see this benefitting you moving forward? What additional materials can you include in your portfolio? In what ways do you plan to expand this portfolio?
	6. Describe the ways in which you gained an understanding of working with diverse populations and communicating effectively as a human services practitioner.
	7. Outline any final thoughts about the course. This may include the format, thoughts on course improvements in the future, your own growth and development this semester, etc.

**This assignment is worth 20 points.**

***Grading:***

*This course is calculated out of the total points possible:*

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| --- | --- |
| **Percentage** | **Letter Grade** |
| 90-100% | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| 0-59% | F |

***Note that there will be no rounding of grades in this course***

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| **Assignments** | **Point Value** |
| SWOT Analysis/ Core Values/Beliefs | 15 |
| Mission Statement | 10 |
| Cover Letter/Resume | 20 |
| Written Interview Response using STAR | 10 |
| Mock Interview Recording | 10 |
| Portfolio PowerPoint | 20 |
| Literature Reflection | 10 |
| Class Participation | 50 |
| Final Reflection | 20 |
| **Total Points Possible:**  | **165** |

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| **Dates:** | **Tentative Course Schedule:** | **Assignment due Sunday 11:59pm** |
| **Week 1:**8/17-8/21 | Introduction and Course OverviewCh 1&2: Degree Distinction & Building your Networks (Nielson, 2016)Review *Ten Commandme&&ts of Etiquette for Communicating with People with Disabilities -* in Canvas | Discussion post 1 |
| **Week 2:**8/22-8/28 | SWOT AnalysisCh 2: Introduction Communicating about Yourself (Sidell & Smiley, 2008) | Discussion post 2 |
| **Week 3:**8/29-9/4  | Mission Statements, Core Values, Core Beliefs Introduction & Portfolio Intro.Ch 4: Verbal & Nonverbal Communication Skills (Sidell & Smiley, 2008) | Discussion post 3 |
| **Week 4:**9/5-9/11 | Review – SWOT & Mission StatementsCh 3&4: Writing a Resume & Cover Letter (Nielsen, 2016)  | Discussion post 4SWOT Analysis  |
| **Week 5:**9/12-9/18  | AU Career Center Cover Letter/ Resume Development- Interview Techniques, etc. | Discussion post 5 |
| **Week 6:**9/19-9/25 | Ch 5-7: Job Search, Interview Skills, Skills Employers Seek (Nielsen, 2016) | Discussion post 6Mission Statement |
| **Week 7:**9/26-10/2 | Portfolio components – WIX, O’NET Interest Profiler, social media/Linkedln | Discussion post 7 |
| **Week 8:** | **NO CLASS –** Fall Break |  |
| **Week 9:**10/10-10/16 | Ch 9: After the Interview (Nielsen, 2016) Ch 6: Communicating about Confidentiality (Sidell & Smiley, 2008) | Discussion post 8Optional Cover Letter/ Resume draft for feedback |
| **Week 10:**10/17-10/23 | Ch 10&11: Finding Opportunities, Closing the Deal & Accepting the Offer (Nielsen, 2016) | Discussion post 9Written Interview Response |
| **Week 11:** 10/24-10/30 | Ch 7&8: Communicating with & about Clients (Sidell & Smiley, 2008) | Discussion post 10Cover Letter/ Resume (Final Draft) |
| **Week 12:**10/31-11/6 | Self-care & Burnout; Mental Health/Substance Use in ClientsReview Literature | Discussion post 11Literature Reflection |
| **Week 13:**11/7-11/13 | Mock Interview Group Work | Discussion post 12Mock Interview Recording & Self Evaluation |
| **Week 14:**  | **NO CLASS –** ALCA Conference | Portfolio PowerPoint |
| **Week 15:** | **NO CLASS –** Thanksgiving Break  |  |
| **Week 16:**11/28-12/4 | Review  | Final discussion post 13 |
| **Finals Week** | **NO CLASS** | Final Reflection DUE 12/5 11:59pm |

***Class Policy Statements:***

1. **Lecture Materials:** Course materials will be posted at the beginning of each week. It is your responsibility to watch the recorded lecture and complete the corresponding assignments each week.
2. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during the first week of classes, or as soon as possible if accommodations are needed immediately. **To set up this meeting, please contact me by e-mail.** If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
3. **Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the provost, which will then refer the case to the Academic Honesty Committee. Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: [www.auburn.edu/student\_info/student\_policies/](http://www.auburn.edu/student_info/student_policies/)
4. **Title IX**: Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: <http://www.auburn.edu/titleix>.
5. **Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.
6. **Diversity/Name/Pronoun Policy:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, please let me know in class or through email at any time. If at any point I am mispronouncing your name, please correct me as soon as possible in class or through email. All people have the right to be addressed and referred to with the gender pronoun they are most comfortable with. If you feel open to do so, please let me know with which gender pronoun you would like to be addressed at any time. In order to have a safe and respectful classroom, I will do my best to address and refer to all students by their preferred pronoun and will support classmates in doing so as well.

1. **Plagiarism:** Maintaining ownership of your work can be challenging when you are doing research and writing papers. Plagiarism is academic dishonesty and occurs when you accidentally or purposefully do any of the following in an assignment:
	1. Use somebody else’s words either verbatim or almost verbatim without attribution
	2. Use somebody else’s evidence, line of thinking, idea, without attribution
	3. Turn in somebody else’s work as your own, as in copy a peer’s paper, purchasing a readymade paper, or hiring somebody to write the paper for you.
	4. Turn in previously submitted work as new work without instructor approval.

Plagiarism is a serious academic offense and will not be tolerated in this class. Instances of plagiarism will be given a 0 on the assignment and reported to the University for academic dishonesty. <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

1. **Classroom Behavior and Professionalism:** Non-threatening behaviors that impede the learning of other students will result in the following consequences:
2. The instructor will issue a general word of caution to the class as a whole rather than to a particular student as to not exacerbate the problem.
3. The instructor will speak with the student in a one-on-one setting if the issue continues either in the same class or another class period.
4. If the disruptive behavior is preventing further instruction, the instructor is authorized to ask the disruptive student to leave the class immediately for the remainder of the class session. Removal from the classroom more than one class period, for an extended period, or on a permanent basis requires the instructor to file charges of a violation of the Auburn University Discipline Code with the Vice President for Student Affairs.

If threats have been made or physical violence is imminent, the instructor should notify the Auburn University Department of Public Safety immediately. The instructor should also notify the course department head/chair or dean promptly, followed by a memo to the department head/chair or dean.

Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chatrooms, telephony, and web activities associated with courses) may include, but are not limited to, the following:

* + 1. Arriving after a class has begun
		2. Use of tobacco products
		3. Monopolizing discussion
		4. Persistent speaking out of turn
		5. Distractive talking, including cell phone usage
		6. Audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor
		7. Refusal to comply with reasonable instructor directions
		8. Employing insulting language or gestures
		9. Verbal, psychological, or physical threats, harassment, and physical violence

It is the student’s responsibility to review and adhere to the Auburn University Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf>.

1. **Communication/Canvas/Email:** Students are expected to familiarize themselves with Canvas. All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make every effort to keep all students’ grades up to date on the course Canvas page by grading within one week of the assignment due date. Auburn University TigerMail is the preferred means of communication between student and instructor throughout this course. Emails from servers outside of AU TigerMail will not be accepted (i.e. gmail, yahoo, outlook, etc.). Students are expected to check their email accounts/Canvas announcements on a daily basis. The instructor will notify you via Canvas announcements of any course changes. It is highly encouraged that students ensure Canvas settings forward Canvas announcements to their TigerMail account. The instructor will make every effort to respond to emails within a 24-hour period during weekdays. The instructor will not be responsive to emails after 7pm or on weekends and holidays.
2. **Extra Credit Opportunities:** I will present you all with various extra credit opportunities throughout the semester. I will give you ample amount of time to receive these points.
	1. SONA Extra Credit
		1. The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email from the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please emailsona@auburn.edu. For every SONA credit you earn, you earn 2 cumulative bonus points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied please email me. If you have questions about participating in studies, please emailsona@auburn.edu
3. **Attendance Policy:** Attendance is based on watching the recorded lectures and will be monitored through Panopto analysis on Canvas. Only individuals with university approved absences will be allowed to make up missed assignments. I know that emergencies do happen, so just communicate with me.

**University Approved Excuses:** According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

1. **COVID-19 Policy:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* + 1. Provide me with medical documentation, if possible
		2. Keep up with coursework as much as possible
		3. Participate in class activities and submit assignments remotely as much as possible
		4. Notify me if you require a modification to the deadline of an assignment or exam
		5. Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu. These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

COVID Response Team (ahealthieru.edu)
Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
AU Medical Clinic (<https://cws.auburn.edu/aumc/>

If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office ([http://aucares.auburn.edu](http://aucares.auburn.edu/))

**Face Coverings**: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

**Course Delivery Changes:** Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas announcements as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer, reliable Internet, and check the Canvas page for updates daily.

1. **Technology and Assignments:**
	1. It is the student’s responsibility to attain and maintain the technology necessary to complete this distance education course (for the asynchronous section)
	2. **Assignments are due Sunday at 11:59pm on the date listed on the syllabus.** Canvas is considered the official timestamp for assignments. Those assignments turned in after the indicated time on Canvas are subject to point deduction
	3. **Assignments are deducted 10% for every day late. After 5 days late, the assignment will no longer be accepted.**
	4. If you are struggling to navigate Canvas, it is your responsibility to take the necessary steps to address it. If you email me from your Auburn email before a deadline with the assignment attached, I will use my discretion as to whether or not I will accept it. **I will not accept technology related excuses that are received after the deadline or ones before the deadline that do not have the assignment attached to the email.**
	5. Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.
2. **Contingency Statement:** The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement as soon as possible.

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**\*\*\*\*The syllabus/schedule may be revised to accommodate the needs of assignment requirements. Proper notification will be given if any change in schedule or assignments occurs.**