AUBURN UNIVERSITY

SYLLABUS

DEPARTMENT OF SPECIAL EDUCATION, REHABLITATION, AND COUNSELING

**Spring Semester 2022**

**1. COURSE NUMBER:** RSED 5210

**SECTION:** 002

**TITLE:**  Occupational Information

**CREDIT HOURS:** 3

**PREREQUISITES:** Undergraduates, must be junior standing or higher

**MEETING TIME:** TR 12:30pm-1:45pm

**MEETING LOCATION:** Haley Center 2346

**INSTRUCTOR:** Marlye Armstrong Lee, M.Ed., CRC

Email: [armstrong@auburn.edu](mailto:armstrong@auburn.edu) (best way to contact me)

Office: 334-844-2096

\*\*Because I teach adjunct and work full-time in the Office of Accessibility as an Accommodation Specialist, we will both need to be flexible and creative about when we meet. My office is located in the Haley Center. Please, reach out to me if you would like to request a meeting and I will do my best to accommodate you!

**2. DATE SYLLABUS PREPARED:** December 2021

**3. TEXT (required):** Szymanski, E., & Parker, R. M. (2010). Work and disability: contexts, issues,

and strategies for enhancing employment outcomes for people with disabilities

(3rd ed.). Austin, TX: Pro-Ed**.**

In addition to the text, we will be utilizing online portals and pages that provide occupational

information, such as the Dictionary of Occupational Titles, O\*Net, JAN, and the Occupational Outlook Handbook. I will give all of you fair warning on class days that we will be utilizing those so that you will be prepared with your laptops, tablets, etc.

**4. COURSE DESCRIPTION:** This is a required course for upper level undergraduate and graduate rehabilitation majors and serves as an elective for other majors. The course is designed to familiarize students with methods used by various rehabilitation practitioners to gather and analyze occupational information. Information acquired through this class will enable the student to identify, locate, and use federal, state, and privately produced occupational data resources. Further instruction on how to incorporate this information into job accommodation, labor market surveys, and job placement of people with disabilities will be covered.

**5. COURSE OBJECTIVES:**

1. To increase awareness of occupational information resources and the rationale for use in evaluation, placement, and guidance/counseling

2. Develop skill in job analysis

3. Build skills in acquiring, evaluation, and classifying occupational data from job analysis, the DOT, O\*Net, Occupational Outlook Handbook, etc.

4. Understand how to perform a transferability of skills analysis

5. To examine local companies, their hiring practices, and company/HR practices for injured workers

6. To be familiar with the impact of occupational information on different jobs related to the field of rehabilitation

**6. COURSE CONTENT**

Week 1 Syllabus

Introductions

Importance of Occupational Information, employment, and Vocational Rehab.

Chapter 1

Quiz 1 – open-book (Importance of Occ. Info., employment, and VR)

Week 2 Quiz 2 (Ch. 2)

O\*NET & JAN (Job Accommodation Network)

Week 3 Assignment: O\*NET & JAN

Week 4 Review Quiz 2

Chapter 4

Week 5 Chapter 4

Chapter 5

Watch The Last Truck: Closing of a GM Plant (documentary)

Week 6 DOT (Dictionary of Occupational Titles)

Midterm Review

Week 7 Chapter 8

Midterm Exam

Week 8 Review Midterm Exam

Quiz 3 (Ch. 8)

Chapter 9

Week 9 Review Quiz 3

Chapter 10

Transferrable Skills Analysis & Assignment: Transferrable Skills

Week 10 Chapter 11

Quiz 4 (Ch. 11)

Introduce Bonus Assignment

Week 11 Review Quiz 4

Chapter 12

Week 13 Chapter 13 (pages 415 – 421)

Final Exam Review

Week 14 Bonus Assignment Due

Final Exam

**7. COURSE REQUIREMENTS:**

**General Course Requirements**

Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.

**Course Assignments:**

1. **Attendance:** It is expected that each person will attend class. If you must be absent, please notify the instructor (see Class Policy Statements below). If absence from class without notifying instructor prior to absence, any assignments, pop quizzes, etc. will not be allowed to be made-up. If an absence is communicated with the instructor prior, an opportunity to make-up missed assignments will be granted.
2. **Participation:** It is expected that each person will come to class prepared and will participate in discussions generated through class readings, class exercises, and topic presentations. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work (see Class Policy Statements below). If absent from class without notifying instructor prior, any assignments, quizzes, etc. will not be allowed to be made-up. If an absence is communicated with the instructor prior, an opportunity to make-up missed assignments will be granted.
3. **Examinations:** There will be two exams; a mid-term and final, worth 28 points each. *(56 points)*
4. **Homework and In-class Assignments:** Throughout the semester there will be several assignments given as homework. The assignments will be in the areas of the DOT, O\*Net, Transferable Skills, Job Analysis, and activities related to in class lecture materials and textbook areas. There will be six assignments at 6 points each. *(36 points)*
5. **Quizzes and Pop Quiz:** There will be four quizzes, only one pop quiz, worth 2 points each. The questions asked in these will directly relate to class lectures and notes. *(8 points)*

**8. Grading and Evaluation:** Final grades will be based on the following points:

* Examinations (Midterm & Final) = 56 (2 @ 28 points each)
* Homework = 12 (2 @ 6 points each)
* Assignments = 24 (3 @ 8 points each)
* Quizzes = 8 (4 @ 2 points each)

Total Points (Undergraduate) = 100

**Grading scale:**

Undergraduate: 90-100 A

80-89 B

70-79 C

60-69 D

<60 F

**9. CLASS POLICY STATEMENTS:**

**Attendance:** Students are expected to attend class on a regular or consistent basis and participate in class discussions, activities and exercises. Attendance will be taken. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Unavoidable absences from campus must be documented and cleared with the instructor **in advance.**

The 2004-2005 Auburn University Bulletin notes: "Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades."  
  
**Effective 2005 Spring semester the standard that RSED faculty will follow relative to class attendance will be that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see *AU Access*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.**

**Make-up Exams:** Make-up exams may be given for University-approved excuses as outlined in AU ACCESS, however, please note the **Attendance Policy** above. Arrangements to take a make-up exam must be made in advance.

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments are due on the date noted in the syllabus unless pre-arranged dates are established between the student and the professor.

**Auburn University Policy on Classroom Behavior:** “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephone, and web activities associated with courses) may include, but are not limited to the following: • arriving after a class has begun • eating or drinking • use of tobacco products • monopolizing discussion • persistent speaking out of turn • distractive talking, including cell phone usage • audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor • refusal to comply with reasonable instructor directions • employing insulting language or gestures • verbal, psychological, or physical threats, harassment, and physical violence”.

**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.

**Accommodations for Students with Disabilities:** Auburn University is committed to providing accommodations and services to students with documented disabilities. Students who need accommodations are asked to arrange a meeting with the course instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with the instructor’s office hours, an alternative time can be arranged. To set this meeting, please contact the instructor by e-mail. Send a copy of your *Accommodations Memo and Instructor Verification Form* to the meeting. If you do not have an *Accommodation Memo* but need an accommodation(s), make an appointment with the Program for Students with Disabilities, 1228 Haley Center or call 844-2096 (V/TT) for additional information. They will inform you of procedures to be followed for eligibility consideration. Learners who have questions about participating in this course should contact the above office in advance to ensure proper accommodations.

**Cheating:** The Auburn Academic Honesty Code (Policy) is found on both the ***AU Access*** and in the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author(s) risk grave consequences.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This

resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *AU Access* for steps toward redress.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Contingency Plan:**

In the event that campus is closed due to a natural disaster or other reasons, we will conduct class

via online interface and online portals such as Canvas. Class e-mails will be sent out if we must utilize course contingency plans.