OCTD 5311
OCCUPATIONAL TRAINING FOR DIVERSE POPULATIONS
OCCUPATIONAL TRAINING AND DEVELOPMENT
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

COURSE SYLLABUS

I. COURSE DESCRIPTION

Strategies and procedures for on-the-job training as well as instructional laboratory training of individuals with disabilities. This course includes the survey of applicable legislation and the identification of appropriate career counseling and training strategies involved with a diverse training program.

II. RATIONALE

This course is a graduate level course that may be used wherever an applied course dealing with occupational training for diverse and special populations is applicable. The course is intended to be an integral part of coursework for the Master of Science degree in Occupational Training and Development and the primary course for acquiring skills and knowledge working with diverse and special populations in occupational training.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS

Not applicable to this course.

IV. STUDENT LEARNING OUTCOMES

Students in the Occupational Training and Development program will:

1. Discuss and explain practical and theoretical knowledges and practices of technical training and instruction in the secondary, post secondary and industrial workplace;
2. Utilize information and data from industry recognized sources to determine current instructional and training needs.

V. TExES COMPETENCIES

Not applicable to this course.

VI. COURSE OBJECTIVES AND OUTCOMES

1. Describe a conceptual model for career development and job placement.
2. Explain the psychosocial and economic aspects of work and the corresponding implications for people with disabilities.
3. Identify legislation concerning career counseling and job placement for people with disabilities.
4. Analyze career development theories, constructs, and research and the corresponding implications for people with disabilities.
5. Recognize issues in vocational assessment and disabilities.
6. Describe various aspects of disability and accommodation.
7. Analyze occupational labor market information.
8. Identify possible career development interventions for people with disabilities.
9. Describe, from the business perspective, possible relationships between employers and job development.
10. Explore various job search and employer negotiation strategies used in the rehabilitation process.
11. Discuss supported placement and supported employment.
12. Identify various career counseling and job placement theories and practices.

VII. COURSE TOPICS

1. Psycho-social and economic aspects of work: implications for people with disabilities
2. Legislation concerning career counseling and job placement for people with disabilities
3. Career development theories, constructs, and research: implications for people with disabilities
4. Issues in vocational assessment and disability
5. Disability and accommodation
6. Occupational and labor market information and analysis
7. Career development interventions for people with disabilities
8. Employers and job development: the business perspective
9. Securing employment: job search and employer negotiation strategies in rehabilitation
10. Supporting placement
11. Career counseling and job placement

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES

Methods and activities for instruction include:

Methods and activities for instruction in this course will include traditional experiences, such as lecture discussion, demonstrations by the instructor and students, guest speakers, and video presentations. Students will also participate
in cooperative learning activities and field trips. This course will provide instruction through face to face format and will also include an online section based on the needs of the class.

IX. EVALUATION AND GRADE ASSIGNMENTS

See attached Course Schedule and Policies.

X. COURSE SCHEDULE

See attached course schedule and course requirements for current term.

XI. TEXTBOOKS

No Textbooks required for this course, readings and assignments will be from the course reference list. The reference list will be continually updated based on the needs of students enrolled during each term. Following is a preliminary list of materials;


Special needs center website: http://ctsp.tamu.edu/ 

XII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. To be determined by course term is the last day to drop a class with an automatic grade of "W" this term.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://studentaffairs.tamucc.edu/StudentCodeofConduct.pdf.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student
Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
OCTD 5311 Occupational Training for Diverse Populations
Phillip McEndree
Faculty Center #237
Phone 361/825-2731 or 800/445-0381
Fax 361/825-6076
E-mail phillip.mcendree@tamucc.edu

The course for OCTD 5311 Occupational Training for Diverse Populations will be taught according to the tentative schedule printed below, and will include, but not be limited to, the following topics:

Week one
Psycho-social and economic aspects of work: implications for people with disabilities

Week two
Legislation concerning career counseling and job placement for people with disabilities

Week three
Career development theories, constructs, and research: implications for people with disabilities

Week four
Issues in vocational assessment and disability

Week five
Disability and accommodation

Week six
Occupational and labor market information and analysis

Week seven
Career development interventions for people with disabilities

Week eight
Employers and job development: the business perspective

Week nine
Securing employment: job search and employer negotiation strategies in rehabilitation
Week ten
   Supporting placement

Week eleven
   Career counseling and job placement

Week twelve
   Individual presentation of papers

Week thirteen
   Individual presentation of papers

Week fourteen
   Individual presentation of papers

Week fifteen
   Individual presentation of papers

Course evaluation will be based on the instructor's discretion using the following sample criteria as a guide:
Class Participation*  25%
Homework Assignments** 35%
4 Objective Quizzes @ 10% each

All written assignments should be submitted in a professional manner. Most papers require only a single staple in the upper left hand corner with a cover sheet. Plastic covers should never be used. Your name and assignment identification for the class should appear on the cover sheet. Font and type face should be easily legible and use 12 point for the body of the paper, with standard 1 inch margins.