**COUN 2970**

Special Topics - College Quest

**Summer 2018**

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**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

Instructor information

**E. Kelley Mautz, MPA, MS, CRC, ALC**

**Counselor Education and Supervision Doctoral Candidate**

**ekm0031@tigermail. auburn.edu**

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Office Hours

**Wednesdays 10:00am – 12:00pm**

**and by appointment**

Office Location:

**Haley Center**

**Room 1234F**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2970

Course Title: College Quest

Credit Hours: 3 Semester Hours Credits/Graded

Class Meeting Times: aries, see schedule on pg. 3

Class Location: Varies, see schedule on pg. 3

Instructor: E. Kelley Mautz, MPA, MS, CRC, ALC

Office: Haley Center Room 1234F

Office Hours: Wednesday, 10:00am-12:00pm and by appointment

E-mail: ekm0031@tigermail.auburn.edu

Date Syllabus Prepared: May 2018

*The course syllabus is a general plan for the course. Deviations may be necessary and will be communicated to the class in a timely manner.*

**Required Text/Readings**

Trief, E. (2017). College Bound: A Guide for Students with Visual Impairments (2nd Ed.). New York: AFB Press

Other Readings as Assigned.

**Course Description**

This course complements the College Quest program sponsored by the Alabama Department of Rehabilitation Services, Alabama Institute for the Deaf and Blind, Alabama Industrial Development Training, and the Department of Commerce Workforce Development Division and is designed to enhance skills needed for successful transitioning to post-secondary educational settings. The course provides opportunities to discuss and reflect on your experiences in terms of what you are learning or relearning as it pertains to career/vocational goals, daily living skills, orientation and mobility, self-advocacy, social networking and technology skills. Recognizing that each student enters College Quest with varying skill sets, the course serves as a mechanism for students to document progress made in each of the aforementioned areas. Students may apply these credits as part of their baccalaureate program at Auburn University or any other accredited university as accepted.

**Student Learning Outcomes**

Students who successfully complete the course will be able to:

1. Evaluate, as appropriate to individual needs, the use of low vision rehabilitation options needed to maximize functional vision such as near/distance magnification, lighting and glare control, contrast/visual field enhancement and visual efficiency skills.

2. Identify reasons that contribute to selecting the right college for each student.

3. Identify reasons why students with disabilities do not succeed in college and what can be done to promote college persistence.

4. Understand the important role that college resources play in college persistence and graduation (e.g., counseling and psychological services, career services, disability services, faculty advising, technology labs, study groups, and writing labs)

5. Understand the differences between high school and college in terms of legislation and self-advocacy.

**Class Meeting Schedule**

Date/Time Meeting Place

June 19th Haley Center Room 1221

2:30pm – 4:00pm

June 21st Mell Classroom Building 3033

10:15am – 11:45am

June 25th Haley Center Room 2326

10:45am – 11:45am (lunch 12:00pm-12:45pm)

1:00pm – 2:00pm

Date/Time Meeting Place

June 27th Haley Center Room 2011

8:00am – 9:00am

**Course Content Outline**

This course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

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| --- | --- | --- |
| Week  | Topic  | Assignments |
| 1 | 6/19/18 | Course IntroductionChoosing and Getting in to the College of Your Choice | Trief Chapter 1 and 2Pre-Survey |
| 6/21/18 | Adapting to College Life and Being Successful | Trief Chapters 3, 4, and 9Turn in Week 1 Log |
| 2 | 6/25/18 | Study and Research Skills | Trief Chapters 5, 6, and 7 |
| 6/27/18 | Computer SkillsCourse Wrap-up  | Trief, Chapter 8Turn in Week 2 LogFinal ExamPost Survey |

**Course Requirements**

The following assignments as listed below will be used in determining final grades. Students will receive a grade of “A” [exceptional] to “F” [failure] at the end of the course based upon the total points accumulated for course assignments.

*Personal Assessment of Functionality*: Students will complete two surveys pertaining to perceptions of functional skills and expectations for the future. These on-line surveys will be completed on both the first and last day of the course. Responses are confidential and data will be used only to evaluate the impact of the course for all students. Students do not receive any points for this assignment, but are evaluated in terms of completing or not completing the assignment.

*Class Participation:* In order to receive maximum points, students must maintain consistent attendance and punctuality, pay attention during class and, when invited, be prepared with readings and participate in class discussions, and, when applicable, complete prior assignments fully and by the date scheduled. Students are also expected to follow the students conduct code expected of any Auburn University student, which can be found at: http://www.auburn.edu/student\_info/student\_affairs/studentconduct/index.php. A total of 20 points can be earned for full participation.

*Weekly Logs:* As noted on the class schedule, each week you will write a 300 to 450 word, double-spaced paper (if you convert to 12-point font that would be 1-2 pages) that addresses these two questions:

1. What have I taken away or found particularly valuable from being in the College Quest this week? What have I (re)learned about myself?

2. What aspect did I struggle with or have concerns about during this week’s College Quest activities?

You should write grammatically correct and error-free sentences. Please note that I will be the only person who will evaluate your logs. So, you may write candidly about your learning experiences for a given week. The purpose is to provide me with an understanding of how College Quest is impacting you as well as to provide you with an opportunity to receive feedback from me regarding your writing and conceptualization skills. Please note that each weekly log is worth 20 points (2 logs x 20 points each = 40 points total).

*Final Exam Based on Assigned Readings and Class Discussion:* We will have a final exam based on the assigned readings (Chapters 1 - 9) from the book and class discussions. The examination will be worth 40 points and will consist of multiple choice format.

**Course Grading Scale**

Using a maximum of 100 points from the various learning assignments, the associated points with respect to letter grades will be as follows:

Excused

**Class Policy Statements**

Attendance: Note this class meets two times per week. Attendance is expected and you are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade can be affected by an absence. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will be in class. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence. In addition, please use good manners with regard to your cell phone. Keep it on silent/vibrate and only answer it in the case of an emergency (see previous statements about the frequency of emergencies). Ultimately, you should treat class as you would work. You would not take calls while working and you would not No Show.

Excused Absences: Unexcused absences could result in a 10 point grade reduction per absence. Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. In no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook for additional rules and regulations.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. midterm or final) due to properly authorized excused absences must be initiated by the student within one week 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.

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 at the level of quality expected of a professional.

All assignments must be turned in the day each are due and in the manner requested by the instructor. Assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have one week from the time he or she returns to class to tum in the assignment. Late assignments will receive a 25% deduction in the grade for each day they are late.

Those assignments and projects that are to be typed need to be done in the following format:

Font: Times New Roman, 12-inch font;

Margins: 1”;

Spacing: Double Spacing;

Include the Running head

Class lectures may be supplemented with reflection questions and activities that can be completed outside of class. Alternative assignments will be provided at the end of class and due before the next class period. These assignments may be submitted electronically via email to ekm0031@tigermail.auburn.edu or submitted at the beginning of the next class period in hard copy.

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, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of tum; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) 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."

Academic Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to cheating will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and 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, students 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, risk grave consequences.

Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g. on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. 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).

Access to Course Content: All class lecture notes and Power Points will be posted in Dropbox (log-in information to be shared at the first class). Print copies will be available upon request.

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:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality