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**AUBURN UNIVERSITY**

**SYLLABUS**

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

***College of Education***

**COUN 2970**

Special Topics - College Quest

**Summer 2024**

Course Number: COUN 2970

Course Title: College Quest

Credit Hours: 2 Semester Hours Credits

Class Meeting Times: Varies

Class Location: Haley 2196

Office: Via Zoom

Office Hours: By appointment only

E-mail: dcb0065@auburn.edu

Date Syllabus Prepared: June 2024

**Instructor:**

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

Counselor Education and Supervision Doctoral Candidate

*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

***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:**

Tuesday, June 18th

2:30pm – 3:45pm

Thursday, June 20th

8:15am – 9:30am

Monday, June 24th

9:00am – 10:00am

Tuesday, June 25th

8:15am – 9:30pm

Wednesday, June 26th

12:45pm – 1:45pm

***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.

***Course Schedule:***

|  |  |  |
| --- | --- | --- |
| Week | Topic  | Assignments |
| 1 | **6/18** | Course IntroductionChoosing/Getting into College; Starting College Life | Trief Ch 1; 2 |
| **6/20** | Essential Academic Arrangements; Organization and Time Management | Trief Ch. 3; 4**Week 1 Log** |
| 2 | **6/24** | Note-taking, Study, & Research Skills | Trief Ch. 5; 6; 7 |
| **6/25** | Keyboarding Skills; Assistive TechnologyFinal Review  | Trief, Ch. 8; 9**Week 2 Log** |
| **6/26** | Presentations  | **Final**  |

***Course Requirements:***

***Weekly Logs:*** *(20 points each = 40 points total)*

Each week you will write 300 - 450 words, Times New Roman, 12-point font, double-spaced (about 1-2 pages) that addresses the following questions:

1. What have I taken away or found particularly valuable from being in the College Quest this week? What have I learned about myself?
2. What aspect did I struggle with or have concerns about during this week’s College Quest activities?

Logs should be grammatically correct and error-free. Please note that I will be the only person who will evaluate your logs, so you may write candidly about your learning experiences. 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 regarding your writing and conceptualization skills.

***Class Participation:*** *(20 points)*

Students must maintain consistent attendance and punctuality, pay attention during class, be prepared with readings and assignments, and participate in class discussions. 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>.

***Final:*** *(40 points)*

This will be based on assigned readings and class discussion. Students will present to the class. Rubric will be provided.

***Grading Scale:***

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

***Class Policy Statements:***

Attendance: Attendance is expected, and you are responsible for all class material covered in your absence. If you miss a class, you will not receive credit for in-class activities and discussions. Students with university approved absences will be allowed to make up missed in-class assignments/activities. I expect that when you do come to class, you will be in class and participating. Arriving late to class, leaving early, leaving class for an extended period during class are similar to an absence. Please use good manners with regard to your cell phone. Keep it on silent and only answer in the case of an emergency.

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, death of an immediate family member, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance 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 assignment (final exam) 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 APA format. Written assignments are expected to be typed, grammatically correct, and free of spelling and typographical errors. Assignments are expected to be at the level of quality expected of a professional.

All assignments must be turned in the day each are due. With a university approved excuse, students will have one week to turn in the assignment. Late assignments will receive a 25% deduction in the grade for each day they are late.

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 dcb0065@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, papers), 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 away during class times unless the instructor is notified of special circumstances. Computers/iPad are acceptable for class purposes only.

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. 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 lectures/PowerPoints will be provided electronically. Print copies will be available upon request.

Professionalism: Students are expected to demonstrate professional behaviors defined in the College’s conceptual framework listed below:

1. Engage in responsible and ethical professional practices
2. Contribute to collaborative learning communities
3. Demonstrate a commitment to diversity
4. Model and nurture intellectual vitality