EDAC 8: INTRODUCTION TO COLLEGE & ACCOMMODATIONS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	1
Hours:	12 lecture per quarter (12 total per quarter)
Advisory:	Not open to students with credit in CNSL 5, SPED 8, or SPED 80.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU/UC
Grade Type:	Pass/No Pass Only
Repeatability:	Not Repeatable
Formerly:	SPED 8

Student Learning Outcomes

- Students will identify campus resources that can supplement their learning process.
- Students will utilize online technology systems to set up meetings with DRC staff.

Description

Orientation to college for the first time college student. Includes Foothill College academic policies, resources, campus programs, and services; transition concerns from high school to post-secondary for students requiring special classroom accommodations related to disabilities; California system of higher education; educational goals and program planning. This course satisfies any college orientation requirement established for purposes of priority registration.

Course Objectives

The student will be able to:

1. Demonstrate knowledge of Foothill College policies, programs, resources, and services
2. Demonstrate knowledge of the California systems of higher education
3. Explain the differences between disability access laws in secondary and post-secondary education
4. Develop goals and plan a long range educational program
5. Articulate their legal rights to educational accommodations, self-advocate, and appropriately utilize the Foothill College disability resources

Course Content

1. Knowledge of Foothill College policies, programs, resources, and services
    a. Academic policies
        i. Grading system and calculating GPA
        ii. Adds, drops, and withdrawals; incomplete contracts
        iii. Pass/No Pass and auditing
        iv. Course repetitions and limits; academic renewal
        v. Exceptions and the petition process
        vi. Academic honesty, definitions, and penalties
        vii. Academic and progress probation and disqualifications
    b. Information resources
        i. Establishing an online student account via MyPortal; utilizing the functions provided in that environment
        ii. Utilizing the ClockWork system to request academic accommodation plans and schedule accommodated exams
        iii. College Catalog—a contract
        iv. Quarterly online class schedule
        v. Understanding content, including:
            1. Calendar of deadlines
            2. Campus map
            3. Course listings, unit values, numbering system
            4. Fee schedule
            5. Final exam schedule
            6. On- and off-campus courses, day and evening courses
        vi. Canvas system
    c. Foothill academics
        i. Degrees, certificates and basic skill building
        ii. The Foothill academic divisions; majors offered
        iii. Requirements for an A.A./A.S. degree; A.A. and A.S. transfer degrees (ADTs)
        iv. Examining curriculum sheets: transfer preparation and career degrees
        v. Understanding prerequisites, advisories, and special program applications
    d. Foothill College student success programs and services, demonstrated using a combination of walking campus tours, guest speakers, and presentations, to include:
        i. Admissions and Records
        ii. The Learning Center (TLC)
        iii. Foundation Lab
        iv. ASFC Smart Shop
        v. Bookstore
        vi. Campus Police
        vii. Counseling
        viii. Disability Resource Center (DRC)
        ix. EOPS
        x. Financial Aid
        xi. Health Services and Clinic
        xii. Honors Program
        xiii. International Student Program
        xiv. Krause Center for Innovation (KCI)
        xv. Library and Media Center
        xvi. Pass the Torch
        xvii. Physical Education area
        xviii. PSME Center
        xix. Psychological Services

xx. Student Activities/Student Affairs
xxi. Testing Center
xxii. Transfer Center
2. The system of higher education in California and the U.S.
   a. The Education Pyramid
   b. Discussion of the relatedness of short-term and long-term academic planning
   c. Discussion of disability as a factor in goal setting and realistic planning
   d. The California Community College system
   e. The California State University system
   f. The University of California system
   g. California and out-of-state private colleges and universities
   h. Understanding lower division and upper division coursework
   i. Examining the transfer patterns for CSU and UC (IGETC), and for private or out-of-state transfers
   j. Articulation agreements
   k. General education coursework and major-specific coursework
   l. Transfer admission agreements
3. Disability and college accommodations and access laws
   a. Set up accommodations through ClockWork
   b. The differences between high school class modifications vs. college course adjustments
   c. Typical academic accommodations provided on college campuses
   d. Testing accommodations
      i. Note taking services/SMARTPEN
      ii. Recording of lectures
      iii. Alternative media
      iv. Sign Language interpreters
      v. Video captioning
      vi. Orientation and mobility services
      vii. Readers and scribes
      viii. Specialized counseling: academic, personal, and vocational
      ix. Priority registration
      x. Adaptive computer technology: voice activated software, print enlargement software, keyboard adaptations
      xi. Campus shuttle service
      xii. Handicapped parking
      xiii. E-Text
      xiv. Braille materials, tactile graphics
      xv. Specialized tutoring—basic skills
      xvi. Equipment loan
      xvii. Liaison with campus services and community agencies
4. Values clarification and goal setting
   a. Discussion of the concept of lifetime goals
   b. Identification of individual primary values
   c. Discussion of organizing academics through the setting of progressive goals
   d. Completion of goal setting exercises, to include academic, personal, and career goals
   e. Choosing a major
   f. Validation of goal setting as a work in progress
   g. Developing a two-year education plan
      i. Planning realistically for success; time management
      ii. Planning for transfer or the workforce
      iii. Flexibility: changing goals and majors
5. Self-advocacy for students who require accommodations
   a. Utilizing the Disability Resource Center
   b. Test accommodations and procedures
   c. Disability documentation and the Student Educational Contract (SEC)
   d. Student rights and the campus ADA coordinator

Lab Content

Not applicable.

Special Facilities and/or Equipment

Accessible classroom or internet access with Zoom-capable computer, monitor, and speakers.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Worksheets
Quizzes
Assignments
Project (two-year education plan)
Classroom participation

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Class discussion
Cooperative learning exercises
Oral presentations
Demonstrations
Campus walking tours
One-on-one intake

Representative Text(s) and Other Materials

Mooney, Jonathan, and David Cole. Learning Outside The Lines: Two Ivy League Students With Learning Disabilities and ADHD Give You Tools For Academic Success and Educational Revolution. 2000.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

Supplemental reading:
Quinn, Patricia O. ADD and the College Student: A Guide for High School and College Students with Attention Deficit Disorder. 2004.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Goal setting questionnaires/short essay
2. Values clarification exercises

3. Time management planning project
4. Two-year education plan (planning classes for six consecutive quarters)

Discipline(s)

Community College Counselor of Students with Disabilities