SPED 8: INTRODUCTION TO COLLEGE & ACCOMMODATIONS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	1
Hours:	12 lecture per quarter (12 total per quarter)
Advisory:	Not open to students with credit in CNSL 5 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

Student Learning Outcomes

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

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:

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

Course Content

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

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

a. Goal setting questionnaires/short essay
b. Values clarification exercises
c. Time management planning project

d. Two-year education plan (planning classes for six consecutive quarters)

Discipline(s)

Community College Counselor of Students with Disabilities