

SPED 8: INTRODUCTION TO COLLEGE & ACCOMMODATIONS

Foothill College Course Outline of Record

Heading	Value
Units:	1
Hours:	1 lecture per week (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 the college orientation requirement for new students.

Course Objectives

The student will be able to:

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

Course Content

- Values clarification and goal setting
 - Discussion of the concept of lifetime goals
 - Identification of individual primary values
 - Discussion of organizing academics through the setting of progressive goals
 - Completion of goal setting exercises, to include academic, personal and career goals
 - Choosing a major
 - Validation of goal setting as a work in progress

- Organizational structure of higher education in California and the U.S.
 - The Education Pyramid
 - Discussion of the relatedness of short-term and long term academic planning
 - Discussion of disability as a factor in goal setting and realistic planning
 - The California Community College system
 - The California State University system
 - The University of California system
 - California and out of state private colleges and universities
 - Understanding lower division and upper division coursework
 - Examining the transfer patterns for CSU and UC (IGETC), and for private or out of state transfers
 - Articulation agreements
 - General education coursework and major-specific coursework
 - Transfer admission agreements
- Understanding the Foothill College system and structure
 - Academic policies
 - Grading system and calculating GPA
 - Adds, drops and withdrawals; incomplete contracts
 - Pass/No Pass and auditing
 - Course repetitions and limits; academic renewal
 - Exceptions and the petition process
 - Academic honesty, definitions, and penalties
 - Academic and progress probation and disqualifications
 - Information resources
 - Establishing an online student account via MyPortal; utilizing the functions provided in that environment
 - College Catalog—a contract
 - Quarterly online class schedule
 - Understanding content, including:
 - Calendar of deadlines
 - Campus map
 - Course listings, unit values, numbering system
 - Fee schedule
 - Final exam schedule
 - On and off campus courses, day and evening courses
 - Canvas system
 - Foothill academics
 - Degrees, certificates and basic skill building
 - The seven Foothill divisions; majors offered
 - Requirements for an A.A./A.S. degree; A.A. and A.S. transfer degrees (ADTs)
 - Examining curriculum sheets: transfer preparation and career degrees
 - Understanding prerequisites, advisories and special program applications
 - Foothill College student success programs and services, demonstrated using a combination of walking campus tours, guest speakers and presentations, to include:
 - Admissions and Records
 - The Learning Center (TLC)
 - Foundation Lab
 - ASFC Smart Shop
 - Bookstore
 - Campus Police
 - Counseling
 - Disability Resource Center (DRC)
 - EOPS
 - Financial Aid
 - Health Services and Clinic
 - Honors Program
 - International Student Program
 - Krause Center for Innovation (KCI)

14. Library and Media Center
15. Pass the Torch
16. Physical Education area
17. PSME Center
18. Psychological Services
19. Student Activities/Student Affairs
20. Testing Center
21. Transfer Center
- F. Disability and college accommodations
 1. Set up accommodations through ClockWork
 2. The differences between high school class modifications versus college course adjustments
 3. Typical academic accommodations provided on college campuses
 - a. Testing accommodations
 - b. Note taking services/SMARTPEN
 - c. Recording of lectures
 - d. Alternative media
 - e. Sign Language interpreters
 - f. Video captioning
 - g. Orientation and mobility services
 - h. Readers and scribes
 - i. Specialized counseling: academic, personal and vocational
 - j. Priority registration
 - k. Adaptive computer technology: voice activated software, print enlargement software, keyboard adaptations
 - l. Campus shuttle service
 - m. Handicapped parking
 - n. E-Text
 - o. Braille materials, tactile graphics
 - p. Specialized tutoring–basic skills
 - q. Equipment loan
 - r. Liaison with campus services and community agencies
 3. 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
- G. Developing a two-year education plan
 1. Planning realistically for success; time management
 2. Planning for transfer or the work force
 3. Flexibility: changing goals and majors

Lab Content

Not applicable.

Special Facilities and/or Equipment

- A. Wheelchair accessible classroom and workstations.
- B. When taught via Foothill Global Access, on-going access to computer with email software and hardware; email address.

Method(s) of Evaluation

- A. Worksheets
- B. Quizzes
- C. Assignments
- D. Project (two-year education plan)
- E. Classroom participation

Method(s) of Instruction

Lecture, class discussion, cooperative learning exercises, oral presentations, demonstrations, campus walking tours.

Representative Text(s) and Other Materials

Foothill College Catalog, current year. (Required)

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. New York: Fireside, 2000. (Recommended)

Quinn, Patricia O., M.D. ADD and the College Student: A Guide for High School and College Students with Attention Deficit Disorder. New York: Magination Press, 2004. (Supplemental reading)

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

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