

CATALOG INFORMATION

Dept and Nbr: ADLTED 613    Title: TEACHING DISAB. STUDENTS  
Full Title: Strategies for Teaching Students with Disabilities  
Last Reviewed: 11/26/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	1	Lecture Scheduled	0
Minimum	0	Lab Scheduled	8.00	1	Lab Scheduled	8.00
		Contact DHR	0		Contact DHR	0
		Contact Total	8.00		Contact Total	8.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 8.00

Title 5 Category: Non-Credit  
Grading: Non-Credit Course  
Repeatability: 27 - Exempt From Repeat Provisions  
Also Listed As:  
Formerly:

**Catalog Description:**  
This course is designed to introduce new or potential teachers in Adult Education and Career Technical Education Programs to working with students with disabilities in a higher education setting. Topics will cover: laws and regulations, types of disabilities and appropriate/legal accommodations, and strategies for working with students with disabilities.

**Prerequisites/Corequisites:**

**Recommended Preparation:**  
Course Completion of ADLTED 601

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This course is designed to introduce new or potential teachers in Adult Education and Career Technical Education Programs to working with students with disabilities in a higher education setting. Topics will cover: laws and regulations, types of disabilities and appropriate/legal accommodations, and strategies for working with students with disabilities.  
(Non-Credit Course)

Prerequisites/Corequisites:  
Recommended: Course Completion of ADLTED 601  
Limits on Enrollment:  
Transfer Credit:  
Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU GE:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>IGETC:</b>	<b>Transfer Area</b>	<b>Effective:</b>	<b>Inactive:</b>
<b>CSU Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>
<b>UC Transfer:</b>		<b>Effective:</b>	<b>Inactive:</b>

**CID:**

**Certificate/Major Applicable:**  
Certificate Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Incorporate a range of instructional strategies to accommodate and support students with disabilities.

### **Objectives:**

At the conclusion of this course, the student should be able to:

1. Discuss the various types of disabilities students experience
2. List the key elements of the Americans with Disabilities Act
3. Identify instructional strategies to accommodate and support students with disabilities

### **Topics and Scope:**

#### **I. Student Rights and Responsibilities**

##### **A. Disability Related Laws**

1. American with Disabilities Act (ADA)
2. Title 5 of the California Rehabilitation Act
3. Higher Education Opportunity Act (HEOA)
4. Individuals with Disabilities Education Act (IDEA)
5. ADA vs. IDEA

##### **B. Confidentiality**

##### **C. Family Educational Rights and Privacy Act (FERPA)**

##### **D. Disability disclosure**

##### **E. Student Code of Conduct**

#### **II. Functional Limitations of Disability**

##### **A. Visual**

##### **B. Auditory**

- C. Physical
- D. Processing and/or processing speed
- E. Learning
- F. Executive functioning
- G. Communication
- H. Physical and/or emotional stamina
- I. Focus and attention

### III. Post-Secondary Education Disability Services

- A. Accommodations, including but not limited to
  - 1. In-class graded assignments
  - 2. Note-taking
  - 3. Sign Language Interpreting
  - 4. Alternate media
  - 5. Recording instructional material
- B. Services, including but not limited to:
  - 1. Training in access technologies
  - 2. Disability related advising
  - 3. Priority registration
  - 4. Specialized instruction

### IV. Student and Community Resources, Including but not Limited to:

- A. Disability Resources Department
- B. Student Health Services
- C. Student Psychological Services
- D. Student Resource Center
- E. Career Center
- F. Financial Aid
- G. Scholarship
- H. Extended Opportunities and Services (EOPS)
- I. CalWORKs

### V. Instructional Supports

- A. Tutorial Services
  - 1. Centers
  - 2. Math lab
  - 3. Writing Center
  - 4. Online
- B. Distance Education

### VI. Strategies for Working with Students with Disabilities

- A. Universal design for learning
- B. Alternate forms of assessment
- C. Self-Advocacy
- D. Setting limits and boundaries

### **Assignment:**

- 1. Quick write about personal experience with persons with disabilities
- 2. Video response paper (1 to 2 pages)
- 3. Group lesson-planning exercise
- 4. Individual lesson plan

5. Strategies paper--expository and informational (1 to 2 pages)
6. Role-playing exercises (1 to 2)

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Quick write; video response paper; strategies paper

Writing  
40 - 50%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Role-playing; group lesson plan; individual lesson plan

Problem solving  
30 - 40%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance and active participation

Other Category  
10 - 20%

### Representative Textbooks and Materials:

Instructor prepared materials