

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:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

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