

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Marlene Cvetko	Date:	11/14/2019
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Department	Subject	Course Number	Title
Non-Credit Learning Skills	Non-Credit Learning Skills NC/LNSK	903	Self-Advocacy for Students with Disabilities

Units/Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Total Units

Total Contact Hours

32.00 - 48.00

Stand Alone:

Stand Alone

AA/AS Degree General Ed Breadth Area(s):

-none-

General Education Justification:

Maximum Enrollment:	25
Maximum Enrollment Justification:	Course requires significant individualized instruction or assessment – check all that apply: * Course relies on small group dynamics as a means of instruction or assessment. * Course requires that each student be evaluated individually on a set of skills more than twice per semester. Justification: This course can have a higher cap than most LNSK courses. The course will still require individualized assessment and meeting for confidentiality purposes. Skills are continually

Grading Method:

TOP code:

monitored for measurable progress

NC-P/SP/NP

4930.32

Can be Taken

99

time(s) for credit (max 4)

- Visual or Performing Arts course that is required to meet major requirements for UC/CSU

- Intercollegiate athletics course

- Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is designed to teach students with learning and/or other disabilities skills necessary to communicate and self-advocate.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is designed to teach students with learning and/or other disabilities skills necessary to communicate and self-advocate.

Need for the course:

In program review we looked at course offerings. As changes in Pathways and AB 705 are implemented, this class will help disabled students understand disability as it applies to accommodations so that they can be self advocates and better communicate with faculty and staff. It will also help students develop skills they will need in life and work environments.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details. (For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Assess self-perceptions and develop more self-awareness, competence, and confidence to affiliate with others and contribute to the well-being of self and others.
 2. Discuss benefits/drawbacks of accommodations relative to specific functional limitations and/or course expectations/prerequisites/transfer options.
 3. Select and request accommodations appropriate to the learning disability based on information in the diagnostic report and specific to the course expectations.
 4. Describe learning disability including specific academic strengths and weaknesses to a variety of different audiences.
 5. Develop creative ways to overcome challenges.

Course Content:

(please number the outline of main topics and subtopics)

1. Critical elements of self-advocacy
 1. Learning Disability versus personal identity
 2. Independent decision making
 3. Documentation
 4. Encountering difficult academic/personal situation
 2. Reasonable accommodation
 1. Accommodations versus modification
 2. Functional limitations
 3. Academic strengths and weaknesses
 4. Course expectations
 5. Prerequisites
 6. Transfer options
 7. Course substitution options
 3. Reframing self-perception
 1. Maximizing strengths and minimizing weaknesses
 2. Using creativity to overcome challenges
 4. Negotiation and communication
 1. Supportive social networking
 2. Support services
 3. Negotiating for accommodation
 4. Confident communication

Methods of Instruction:

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

- **Method:** Lecture
Integration: Lecture may be used to introduce concepts of self-advocacy and effective communication with faculty and staff.
 - **Method:** In-class Exercises
Integration: In class excises may be used to evaluate self-perceptions and build communication confidence.
 - **Method:** Individual Projects
Integration: Individual projects may be used to explore strengths, weaknesses, functional limitations and appropriate accommodations.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Class Participation
Integration: Evaluation of class participation will be based on the student's progress in self advocacy the ability to communicate needs based on functional limitations.

- **Method:** Class Work
Integration: Class work will be evaluated each class meeting to determine measurable progress in the student's ability to apply concepts of self-advocacy and reasonable accommodation.
- **Method:** Role-playing/Simulation
Integration: Role playing may be used to evaluate the student's ability to negotiate reasonable accommodations and employ confident communication techniques when interacting with others.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Think about a recent communication you have had with a counselor or an instructor. Based on the class exercises and role plays we have done so far, discuss 3 actions you could take to improve your communication.
2. Choose two classes you are either enrolled in currently or plan to enroll in next semester and decide which accommodations you believe are reasonable for each class you have selected. Think about: Do you need the same accommodations for both classes or do the accommodations you need vary? For each accommodation you select, provide a rationale for the selected accommodation and provide one creative way you might approach learning the course material for the selected class.

Textbooks:

- Chambers, Jennifer (2014). *The Self-Advocacy Toolbox: Advocate, Educate, And Illuminate Your Life* Chambers, Jennifer. ISBN: 978-1500168629
- Reiff, Henry (2007). *Self-Advocacy Skills for Students With Learning Disabilities: Making It Happen in College and Beyond* Dude Publishing . ISBN: 978-1-934032-06-0

Other Resources:

- Daly-Cano, M,; Vaccaro, A. Newman, B. "College Student Narratives About Learning and Using Self-advocacy Skills." Journal of Postsecondary Education and Disability Volume 28(2), 213 - 227 07-07-1905.

Minimum Qualification

- Learning Assistance/Learning Skills Coordinators or Instructors and Tutoring Coordinators (Masters Required) **or**
- Learning Disabilities: Disabled Student Programs and Services (Masters Required) **or**
- Learning Disabilities: Specialist (Masters Required) **or**
- NC/Specialized Instruction (Disabled Students Programs and Services)-Vocational **or**
- NC/Specialized Instruction, Disabled Students Programs and Services **or**
- Physical Disabilities: Disabled Student Programs and Services (Masters Required) **or**
- Special Education (Masters Required)