

Course Outline

COURSE: GUID 557 **DIVISION:** 30 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2019 **CURRICULUM APPROVAL DATE:** 11/13/2018

SHORT TITLE: LNG SKILLS EVALUATION

LONG TITLE: Learning Skills Evaluation

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
.5	18	Lecture:	.5	Lecture:	9
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	.5	Total:	9

COURSE DESCRIPTION:

This course provides an evaluation of the student's cognitive/perceptual abilities and basic skills academic achievement. The evaluation results are used to determine the student's eligibility for Learning Disabilities Services, to develop individual educational plans, and to improve the student's understanding of their own learning strengths and weaknesses. The evaluation is conducted on a one-to-one basis by appointment. Students receive skills training to assist them with their learning difficulties. Units earned in this course do not count toward the associate degree and/or certificate requirements. This is a pass/no pass course.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: R - Course may be repeated

Maximum of 1 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. explain his/her individual academic strengths and weaknesses.

Measure of assessment: written report; oral report

Year assessed, or planned year of assessment: 2017

2. interpret his/her individual cognitive and perceptual strengths and weaknesses.

Measure of assessment: written report; oral report

Year assessed, or planned year of assessment: 2017

3. identify appropriate study strategies based on his/her individual learning profile.

Measure of assessment: written report; oral report

Year assessed, or planned year of assessment: 2017

4. evaluate Gavilan courses and AEC courses, services and accommodations that are appropriate for his/her individual profile.

Measure of assessment: written report; oral report

Year assessed, or planned year of assessment: 2017

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 11/13/2018

1 Hour

Content: The Intake Interview which includes information about the students' health, family, work experience, education, and current

educational difficulties is completed. SPO: Students will complete the intake interview with the L.D. Specialist and identify their need for the assessment.

1 Hour

Content: Academic assessment of

the students' reading skills is administered. SPO: Students will complete the required reading achievement assessment as determined by the L.D. Specialist: word identification, reading comprehension, and reading fluency.

1 Hour

Content: Academic assessment of the students' math skills is administered. SPO: Students will complete the required math achievement tests as determined by the L.D.

Specialist: math calculation, application, and fluency.

1 Hour

Content: Academic assessment of the students' written language skills is administered. SPO: Students will complete the required

language arts achievement tests as determined by the L.D. Specialist: spelling, editing, and writing fluency.

1 Hour

Content: Assessments of the students' cognitive and perceptual abilities are

administered. SPO: Students will complete the required cognitive assessment as determined by the L.D. Specialist: visual detail perception, vocabulary, visual-motor speed and memory, and verbal reasoning. .

1 Hour

Content: The assessment of the students' cognitive and perceptual abilities is continued. SPO: Students will complete the required cognitive assessment as determined by the

L.D. Specialist: abstract visual reasoning, auditory attention and memory, and general information.

1 Hour

Content: The final assessments of the students' cognitive and perceptual abilities are administered. SPO: Students will complete the required cognitive assessment as determined by the L.D. Specialist: visual analysis and sequencing, verbal expression and social judgment, mental manipulation of auditory information and visual-motor speed and accuracy. Students will review the written summary of results with the L.D. Specialist.

1 Hour

Content: The results of the assessment, eligibility determination, and recommendations for courses, study strategies, and accommodations are explained to the students. SPO: Students sign off on the assessment and eligibility determination, stating that they understand the results. Assignment: Students complete Individual Learning Profile Reports which include summaries of their academic and cognitive/perceptual strengths and weaknesses and appropriate study strategies, classes and accommodations.

1 Hour

Content: The Learning Disabilities Specialist and the students review, discuss, and modify, if necessary, the students' Individual Learning Profiles. SPO: The students and the Learning Disabilities specialist create an educational plan, including appropriate coursework and accommodations. Students will

METHODS OF INSTRUCTION:

A battery of academic and cognitive/perceptual tests mandated by the Chancellor's office is administered individually to the student. Title V regulations are used to determine Learning Disability Service Eligibility. The results of the assessment, eligibility determination, and appropriate study strategies are explained to the student during a final appointment. Based on final assessment outcomes the student will receive learning skills training.

OUT OF CLASS ASSIGNMENTS:

2-3 Hours

Student to gather information about their health, family, work experience, education, and current educational difficulties is completed. This assignment would include but limited to Past Educational records and evaluations (IEP and Triennial reports), Medical histories and any other needed information.

2-3 Hours

The student would create a username and password in order to log onto PLATO website. The student would learn and practice how to navigate the website, completing pretests and reviewing assignments.

2-3 Hours

The student would log onto PLATO website and use the test preparation modular assignment to practice/review word identification, reading comprehension, and reading fluency.

2-3 Hours

The student would log onto PLATO website and use the test preparation modular assignment to practice/review math calculation, application, and fluency.

2-3 Hours

The student would log onto PLATO website and use the test preparation modular assignment to practice/review spelling, editing, and writing fluency.

2-3 Hours

The student would create a username and password in order to log onto Kurzweil 3000 program. The student would learn and practice how to navigate the program, completing some practice reading selections and reviewing assignments.

2-3 Hours

The student would log onto Kurzweil 3000 reading assistance program to review printed information that discusses and describes the various aspects of the Cognitive evaluation: such as visual detail perception, vocabulary, visual-motor speed and memory, and verbal reasoning.

2-3 Hours

The student would log onto Kurzweil 3000 reading assistance program to review printed information that discusses and describes the various aspects of the Cognitive evaluation: such as abstract visual reasoning, auditory attention and memory, and general information.

2-3 Hours

The student would log onto Kurzweil 3000 reading assistance program to review printed information that discusses and describes the various aspects of the Cognitive evaluation; such as visual analysis and sequencing, verbal expression and social judgment, mental manipulation of auditory information and visual-motor speed and accuracy.

2-3 Hours

Students complete Individual Learning Profile Reports which include summaries of their academic and cognitive/perceptual strengths and weaknesses and appropriate study strategies, classes and accommodations.

2-3 Hours

The students and the AEC counselor will create an educational plan, including appropriate coursework and accommodations. Students will develop a strategy employing accommodations and appropriate strategies to successfully achieve their academic and career goals.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 10.00 %

10% - 25% Written homework; Other: YES

Skill demonstrations

Percent of total grade: 75.00 %

75% - 90% Class performance; Other: Completion of Learning Disabilities Assessment.

REPRESENTATIVE TEXTBOOKS:

None

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: S

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000180385

Sports/Physical Education Course: N

Taxonomy of Program: 493032