DRD 391 Course Outline as of Fall 2020

CATALOG INFORMATION

Dept and Nbr: DRD 391   Title: COLL RESOURCES & STRATS
Full Title: College Resources and Strategies
Last Reviewed: 4/8/2019

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00		Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00		Lab Scheduled	0	6	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	3.00		Contact Total	52.50
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00   Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Non-Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
This course provides students with an overview of college resources, community resources, and strategies that contribute to the academic success of students with disabilities. This course also addresses how students can safely and effectively access college and community resources.

Prerequisites/Corequisites:

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: This course provides students with an overview of college resources, community resources, and strategies that contribute to the academic success of students with disabilities. This course also addresses how students can safely and effectively access college and community resources. (Grade or P/NP)
Prerequisites/Corequisites:
Recommended:

Limits on Enrollment:
Transfer Credit:
Repeatability: Two Repeats if Grade was D, F, NC, or NP

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:
Not Certificate/Major Applicable

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify resources that support achievement of academic goals.
2. Identify strategies that support achievement of academic goals.
3. Describe strategies for accessing resources safely both on a college campus and in the larger community.

Objectives:
Students will be able to:
1. Identify the location and function of frequently used campus resources.
2. Choose appropriate activities in which to participate on campus.
3. Describe strategies for taking notes and managing reading assignments in college.
4. Identify executive function skill strengths and challenges.
5. Describe the process by which students access academic accommodations and disability related services on campus.
6. Identify the location and function of frequently used community resources.
7. Choose appropriate community based activities in which to participate.
8. Demonstrate understanding of strategies for staying safe on a college campus and in the larger community.

Topics and Scope:

I. College Resources
   A. Student Services
       1. Admissions and Records
       2. Bookstore
       3. Career Center
       4. Counseling
       5. Student Resource Center
       6. Disability Resources

      a. Requesting and accessing accommodations and services
      b. Talking to instructors about accommodations
      c. Arranging test taking accommodations
      d. Arranging note-taking accommodations
      e. Access Technology Center
    7. Financial Aid
    8. Scholarship
    9. Student Affairs
    10. Student Health Services
    11. Tutoring options on campus
  B. Library
  C. College Website
    1. Schedule of Classes
    2. Student Portal
II. Community Resources
  A. Employment
  B. Independent living
  C. Physical and Mental Health
III. Success Strategies
  A. Note-taking
  B. Reading
  C. Executive Function Skills
IV. Safety
  A. Emergency services
  B. Predator awareness
  C. Safe use of the internet and social media
  D. Safe use of public transportation

Assignment:

1. Note-taking for guest lectures/speakers and for visits to campus resources (approximately once a week)
2. Report on visits to campus and community resources (approximately one per week)
3. Participate in class discussions and group work on topics related to guest speakers from campus and community resources and to visits to campus resources (approximately once a week)
4. Fill in the blank worksheets to be completed as homework (approximately one per week)
5. Reading assignments (5-10 pages per week)
6. Notebook organization
7. Midterm
8. Resource plan: culminating project in which students identify campus and community resources based on individual students' goals and challenges (2-4 pages in length)
9. Final

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.

| Note-taking, fill in the blank worksheets, and resource access plan | Writing
30 - 40% |

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

| In-class discussions and group work | Problem solving
10 - 20% |

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

| Notebook Organization | Skill Demonstrations
10 - 20% |

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

| Midterm and final | Exams
10 - 20% |

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

| Report on resource visits, Attendance and participation | Other Category
20 - 40% |

Representative Textbooks and Materials:
Instructor prepared materials