

CATALOG INFORMATION

Dept and Nbr: DRD 700

Title: LEARNING STRATEGIES

Full Title: Learning Strategies

Last Reviewed: 2/27/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	17.5	Lecture Scheduled	0
Minimum	0	Lab Scheduled	0	3	Lab Scheduled	0
		Contact DHR	3.00		Contact DHR	52.50
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 52.50

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly:

**Catalog Description:**  
This non-credit course is designed for students with disabilities who require specialized instruction and/or support to maximize their college success. Students may participate in a variety of individual and group instruction and/or other academic support activities.

**Prerequisites/Corequisites:**

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: This non-credit course is designed for students with disabilities who require specialized instruction and/or support to maximize their college success. Students may participate in a variety of individual and group instruction and/or other academic support activities. (Non-Credit Course)  
Prerequisites/Corequisites:  
Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

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

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>		Effective:	Inactive:
<b>UC Transfer:</b>		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. Develop strategies for college success to compensate for disability-related limitations.
2. Apply disability-related compensatory strategies for college success.

### **Objectives:**

1. Discuss attributes of college success.
2. Describe the impact of disability-related limitations on college success.
3. Identify individual strengths and disability related limitations.
4. Analyze various disability-related compensatory strategies.
5. Apply at least one disability-related compensatory strategy.

### **Topics and Scope:**

- I. Disability and College Success
  - A. Attributes of college success
  - B. Impact of disabilities on college success
- II. Individual Strengths and Disability-Related Limitations
  - A. Individual strengths
  - B. Individual disability-related limitations
- III. Disability Compensatory Strategies
  - A. Accommodations and other disability related services
  - B. Campus and community resources
  - C. Individual strategies
  - D. Self-advocacy

### **Assignment:**

1. Assess personal strengths and limitations

2. Research the nature and functional limitations of a specific disability
3. Explore various disability related strategies
4. Practice and apply selected strategies
5. Create a plan for college success
6. Quizzes (0-5)

### 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.

Self-assessment of strengths and weakness, personal script

Writing  
0 - 25%

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

Plan for success

Problem solving  
0 - 50%

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

Practice and application of strategies, role plays

Skill Demonstrations  
20 - 60%

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

Quizzes

Exams  
0 - 50%

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

Attendance and participation

Other Category  
25 - 75%

### Representative Textbooks and Materials:

Instructor prepared materials