



COURSE OUTLINE

Outline Status: Outline Update (ECD 9695); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: LEARNING SKILLS**
3. **COURSE NUMBER: 041**
4. **COURSE TITLE: STUDY STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course will help students with identified learning disabilities develop strategies appropriate for his/her learning style to cope with the demands of the classroom environment. Such strategies include time management, note-taking, reading comprehension, goal setting, test-taking, concentration and memory, organization, and writing.

7. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course will help students with identified learning disabilities develop strategies appropriate for his/her learning style to cope with the demands of the classroom environment. Such strategies include time management, note-taking, reading comprehension, goal setting, test-taking, concentration and memory, organization, and writing.

8. **INITIAL COLLEGE APPROVAL DATE: before 1990**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 11/17/09**

Change in Course Description; no prerequisite; Course Change, hours in Protocol; Basic Skills ?

10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	1	18	1
Lab/Activity (w / homework):	4	72	2
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 1	Lecture: 18	Lecture: 1
	Lab: 4	Lab: 72	Lab: 2
	Total: 5	Total: 90	Total: 3
Totals In Protocol:	Lecture: 2	Lecture: 36	
	Lab: 2	Lab: 36	
	Total: 4	Total: 72	Total: 3

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

Class is designed for students with learning disabilities.
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Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
I. Active Learning A. Time management B. Goal setting C. Concentration D. Memory E. Learning Styles	3	I. Active Learning a. Discuss time-management plan for classes, study, work and leisure activities on a weekly and monthly basis. b. Describe, analyze and apply own strategies for setting goals c. Discuss strategies for sustaining concentration. d. Identify mnemonics and describe how to use them to remember new material. e. Discuss own learning style.
II. Active Reading & Content Understanding A. SQ3R B. Levels of Questions C. Reading Patterns D. Reading Comprehension	3	II. Active Reading & Content Comprehension a. Explain reading system for locating, extracting, organizing and applying information in college textbooks.
III. Active Notetaking Systems A. Textbook notes B. Lecture notes C. Using Assistive technology and materials	3	III. Active Notetaking Systems a. Identify and explain how to take text and lecture notes.
IV. Active Organizational Systems A. Traditional Outline B. 2/3 column Systems C. Note-card system D. Summaries E. Assistive technology for organization	3	IV. Active Organizational Systems a. Discuss own organizational system for study after experimentation with various techniques presented in class.
V. Active Test-Taking Systems A. Preparing for exams B. Objective Exams C. Essay Exams	3	V. Active Test-Taking Systems a. Develop, apply and evaluate own techniques for test-taking.
VI. Active Writing A. Paragraph System B. Summaries	3	VI. Active Writing a. Develop, apply and evaluate own techniques for writing assignments.
Total:	18	
Total Hrs In Protocol:	18	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
I. Active Learning A. Time management B. Goal setting C. Concentration D. Memory E. Learning Styles	15	I. Active Learning a. Prepare time-management plan for classes, study, work and leisure activities. b. Set up personal, professional, and academic goals (L/T; S/T). c. Assess and compare strategies for sustaining concentration. d. Create mnemonics to help remember new material. e. Assess self for learning style.
II. Active Reading & Content Understanding A. SQRRR B. Levels of Questions C. Reading Patterns D. Reading Comprehension	15	II. Active Reading & Content Comprehension a. Practice various reading systems using college textbooks.
III. Active Notetaking Systems A. Textbook notes B. Lecture notes C. Using Assistive technology and materials	15	III. Active Notetaking Systems a. Research note-taking systems and experiment different techniques using assistive technology.
IV. Active Organizational Systems A. Traditional Outline B. 2/3 column Systems C. Note-card system D. Summaries E. Assistive technology for organization	15	IV. Active Organizational Systems a. Create own organization systems for study after experimentation with various techniques presented in class
V. Active Test-Taking Systems A. Preparing for exams B. Objective Exams C. Essay Exams	5	V. Active Test-taking Systems a. Practice test-taking techniques during test simulation.
VI. Active Writing A. Paragraph System B. Summaries	5	VI. Active Writing a. Experiment writing techniques using assistive software.
VII. Final Exam	2	VII. Final a. Apply techniques learned in class to unfamiliar material.
Total:	72	
Total Hrs In Protocol:	72	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date.	Recommendations to improve teaching and learning. (modifications)

			(results & evaluation)	
Describe and explain the compensatory strategies and academic accommodations that will be helpful in academic classes according to your own preferred learning modality. SLO REVIEW, 11/10/09, GY	Pre-test/Post-test	no rubric	Spring 2010 (or first date of course implementation.)	

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

College Study Skills: Becoming a Strategic Learner, Blerkom, Van; 2009

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

College Study Skills: Becoming a Strategic Learner, Blerkom, 2009 Study Skills: Do I Really Need This Stuff?, Piscitelli, 2008 Essential Study Skills, Wong, 2009

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Write a letter to someone who is interested in this class by telling them what they will learn. Keep a written journal of all handouts and notes for future skill reference.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Read textbook chapters using specific strategies. For example, complete the chapter exercises for the SQ3R method. Use recommended assistive technology to complete assignments.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Plan, organize and evaluate study techniques used when acquiring, storing and expressing information studied.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems

them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Attendance, quizzes, midterm and final exam.

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

Computer assisted instruction.

9. SUPPLIES:

List the supplies the student must provide.

A 2-3 ringed binder, dividers, various colored highlighters, note-cards, graph paper, post-it notes, and weekly/monthly planner.

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

The use of various computer programs to enhance study strategies learned in class and/or as an adaptation for a functional limitation. Computer communication by email with instructors or with other students in the class.

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

This course builds the foundation for the ability to develop information competency through searching for information.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

N/A

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills. CHANGE: Item Checked
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.

- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: No

a. If yes, the course will be a portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Stand Alone Course

Section IV: ARTICULATION INFORMATION – N/A

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

<p>a. Transferable to the University of California: No</p> <p>b. UC Approval Date:</p>	<p>c. Transferable to the California State University: No</p> <p>d. College Approval Date:</p>
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: None b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: None b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>a. 2nd Area Requested: None b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>a. 2nd Area Requested: None b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER: N/A

Will this course be articulated to meet lower division major requirements?: No

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #: N/A**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Learning Assistance
2. **DEPT/DIVISION CODE:** 18
3. **SUBJECT CODE:** 560
4. **SUBJECT ABBREVIATION:** LRNSKIL
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** STUDY STRGY LD
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Non Degree Applicable**

8. **GRADING METHOD:** PASS/NO PASS
9. **REPETITIONS:** # of times repeated for credit: 2

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

Repetitions of classes specifically designed for students with disabilities can be permitted when continuing success of the student in other general and/or special courses is dependent upon additional repetitions; when additional repetitions of a specific special class are required for the student to meet the performance criteria of the class. (Title 5, section 56029) Students with disabilities may benefit from taking the course more than once; self-advocacy skills can be improved with repeat of class.

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **Yes**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **Yes**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Course for Substantially Handicapped

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): **4930.32**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS**1. APPROVAL STATUS:**

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input checked="" type="checkbox"/> Course Change*	College: 11/17/09		Effective Semester: Winter 2010	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 11/17/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

1. **ORIGINATOR: Phelps, Celeste**

2. **DEPARTMENT: 18**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

Specially funded by DSPS

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? No (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

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Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Celeste Phelps by Linda Larson-Singer	11/17/2009
Originator	Date
Kimberly McBride	12/02/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/23/2009
Librarian	Date
Dan Walden	11/30/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/30/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date