



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Educational Development 29
Descriptive Title: Individualized Assessment of Learning

Course Disciplines: Special Education

Division: Health Sciences and Athletics

Catalog Description: This course is designed to provide strategies for academic success for students with special learning needs. Individual assessments of learning strengths and weaknesses will be completed, which may determine eligibility for accommodations through the Special Resource Center. In addition, this course will introduce concepts of disability management and self-advocacy in the college setting. Students will learn to identify their individual learning styles and develop their individual learning profile.

Note: Recommended referral by Special Resource Center is advised.

Conditions of Enrollment: *You have no defined requisites.*

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 1.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 1.00

Grading Method: Pass / No Pass
Credit Status: Non-Degree Credit

Transfer CSU: No
Transfer UC: No

General Education:
El Camino College: _____
CSU GE: _____
IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. SLO #1 Individual Learning Profile

Students will identify a plan for academic success based upon their individual strengths and weaknesses, and if appropriate, their use of accommodations and services provided by the SRC.

SLO #2 Disability Laws

2. Students will identify key legislative mandates that affect students with disabilities and postsecondary education.

SLO #3 Campus Resources for Academic Success

3. Students will identify campus resources to assist with academic success.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify various learning styles and how to implement effective strategies for different modalities of learning.

Written homework

2. Identify individual educational strengths and weaknesses, interests and personality factors which may affect learning.

Term or other papers

3. Articulate concepts of disability management and self-advocacy in the college setting.

Term or other papers

4. Identify campus support services and community resources.

Presentation

5. Create an individual learning profile.

Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	1	I	I. INTRODUCTON TO INDIVIDUAL STUDENT CHARACTERISTICS AS THEY AFFECT LEARNING A. Personality traits B. Cognitive strengths
Lecture	4	II	II. DIFFERENCES IN LEARNING PREFERENCES OR LEARNING STYLES WITH EMPHASIS ON EFFECTIVE STUDY STRATEGIES A. Visual, auditory, kinesthetic B. Verbal, non-verbal

Lecture	3	III	III. DISABILITY MANAGEMENT IN THE COLLEGE SETTING A. Legal mandates B. Accommodations and support services 1. K-12 versus post-secondary models 2. Request and delivery methodology C. Role and responsibilities of student D. Role and responsibilities of institution
Lecture	4	IV	IV. INDIVIDUAL ASSESSMENT MEASURES A. Interest surveys B. Personality profiles C. Learning styles
Lecture	2	V	V. RESOURCES A. Campus support services B. Community resources
Lecture	4	VI	VI. INDIVIDUAL LEARNING PROFILE A. Learning strengths and weaknesses B. Interest and personality factors C. Effective strategies D. Resources E. Plan of action
Total Lecture Hours	18		
Total Laboratory Hours	0		
Total Hours	18		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Problem solving demonstrations (computational or non-computational)

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a two page report, create an individual learning profile of yourself as a college student. Consider such concepts as your learning style, learning strengths and weaknesses, and study strategies, and appropriate use of technology and resources, including the use of accommodations, if appropriate.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Identify and discuss the laws that mandate services to students with disabilities at the Kindergarten through Twelfth Grade (K-12) level.
2. Discuss the key differences between the K-12 modification of coursework and postsecondary reasonable accommodations as related to students with disabilities.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Written homework

Completion

Other (specify):

Create an individual learning profile

V. INSTRUCTIONAL METHODS

Discussion

Guest Speakers

Lecture

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Required reading

Written work

Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 2

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Instructor packet

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
------------	----------------------------

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
-------------------------	----------------------------

D. Recommended Skills

Recommended Skills

Completion of college level course.

E. Enrollment Limitations

--

Course created by Bill Hoanzl on 12/01/1987.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Kathryn Holmes on 02/04/2016

19451