I. Catalog Information

GUID 119  Educational Diagnostic Center (EDC) Instructional Assistance Laboratory  0 1/2 Unit(s)

GUID 119X  1 0/0 Unit(s)

(Formerly Guidance 119A and 119B.)

Repeatability: (May be repeated as required by Student Educational Contract - CCR T.5 56029 (c.).)

Pass-No Pass (P-NP) course.

Three hours laboratory for each unit of credit

Instructional support laboratory and strategies for effective studying to improve academic performance for students with disabilities.

II. Course Objectives

A. Locate, differentiate, and utilize instructional support opportunities
B. Differentiate among content acquisition, learning strategies, academic skills development and academic coaching.
C. Practice as needed: content, strategies, skills or coaching objectives
D. Recognize, apply and evaluate disability accommodations as needed for effective studying
E. Recognize impact of cultural and cognitive diversity on study style and success
F. Locate additional instructional support resources as needed

III. Essential Student Materials

None

IV. Essential College Facilities

None

V. Expanded Description: Content and Form

A. Locate, differentiate, and utilize instructional support opportunities
   1. EDC/DSS advisors, counselors and instructional associates
   2. Group vs. lab support
   3. Tutorial Center/Academic Skill Center
   4. Private tutorial resources
   5. On-line learning assistance
   6. Peer study groups
   7. Supplemental instruction
   8. Campus retention programs
   9. Course instructors

B. Differentiate among content tutoring, learning strategies, academic skills development and academic coaching
   1. Content clarification
   2. Strategies for learning such as memory, reading comprehension
   3. Academic coaching (organization, progress tracking, task management, time management, planning and prioritizing)
   4. Academic skills development
C. Practice skills and strategies as needed or indicated by Student Educational Contract
   1. Memory
   2. Reading
   3. Study
   4. Organization and task management
   5. Content
D. Recognize, apply and evaluate disability adaptations as needed for effective studying.
   1. Alternate media
   2. Environmental adjustments
   3. Note taking assistance
   4. Assistive technology
E. Increase awareness of social structures, and political barriers that enhance or hinder effective study
   1. Cooperative vs. competitive environments,
   2. Group vs. independent learning
   3. Rigid or flexible time schedules
   4. Informal or formal communication settings
   5. Cultural expectations of the classroom
F. Acquire information about locating additional disability and general instructional support resources
   1. On-line and e-mail tutorials and resources.
   2. Classes on learning and study strategies. (Guid 102, Huma 57, Skills Center)
   3. Learning center services
   4. Assistive technology
   5. Counseling
   6. Financial Aid
   7. Personal coaching
   8. Classroom instructor
   9. Brain based learning research

VI. Assignments
   A. Attend sessions with necessary class materials
   B. Establish goals for each session
   C. Complete summary progress notes

VII. Methods of Instruction
   None

VIII. Methods of Evaluating Objectives
   A. Complete learning style and strategies surveys and inventories
   B. Complete quarterly self-evaluations

IX. Texts and Supporting References
   A. Examples of Primary Texts and References
   B. Examples of Supporting Texts and References
      1. All Kinds of Minds Institute, http://www.allkindsofminds.org/


