

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

PERSONAL DEVELOPMENT–SUCCESS SERVICES 080 – EDUCATIONAL ASSESSMENT AND PRESCRIPTIVE PLANNING

.5 hour lecture, .5 unit

Catalog Description

Designed to assess, identify and diagnose learning strengths and weaknesses for the purpose of identifying specific learning disabilities. Guidelines mandated by the California Community Colleges Chancellor's Office. *Learning Disabilities Eligibility and Service Model*, will be utilized to determine eligibility for Learning Disabilities Services. An orientation to the Learning Disabilities Program will be provided as well as prescriptive planning. A pre- and post-conference will be held with a qualified and certificated Disabled Students Programs and Services (DSPS) Specialist. **Pass/No Pass only. Non-degree applicable.**

Prerequisite

None

Course Content

- 1) Intake screening
- 2) Measured achievement (reading, mathematics, written language, general knowledge)
- 3) Ability level
- 4) Processing deficit
- 5) Aptitude-achievement
- 6) Determination of eligibility
- 7) Prescriptive planning

Course Objectives

Students will be able to:

- 1) Identify strengths and weaknesses in aptitude, perception, and achievement areas.
- 2) Analyze the characteristics of specific learning disabilities.
- 3) Recognize individual learning deficits and to develop an intervention process to address these.
- 4) Actively participate in creating an appropriate plan that will allow the student to progress toward a realistic educational goal.
- 5) Develop a written evaluation of individual learning strengths, weaknesses, and preferred learning styles.

Method of Evaluation

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation, one of which must be essay exams, skills demonstration or, where appropriate, the symbol system.

- 1) Individualized written intake and oral review reflecting a baseline of the student's learning needs.
- 2) Instructor observations that assess the student's dynamic process while performing academic and

cognitive learning skills.

- 3) Written and verbal diagnostic assessments that demonstrate and measure the student's level of achievement in basic skill subjects and their ability to apply verbal, kinesthetic, and cognitive skills.
- 4) Final written or oral evaluation that demonstrates and measures the student's summative level of academic and cognitive strengths, identifies the areas where they may need support, and lists the strategies and resources that best meet their individual learning needs.

Special Materials Required of Student

None

Minimum Instructional Facilities

Campus Student Services

Method of Instruction

- 1) Individual diagnostic assessment and instruction, in accordance with the *Learning Disabilities Eligibility and Service Model*, as mandated by the California Community Colleges Chancellor's Office.
- 2) Lecture sessions including group or one-to-one orientation, introduction to learning disabilities, and post-secondary learning disabilities strategies and services.
- 3) Individual assistance for strategy development for academic skill success may be included.

Out-of-Class Assignments

- 1) Short reading handouts about learning disabilities and/or learning style preference tips.
- 2) Short written summary about individual strengths, deficits, and appropriate interventions, strategies, and resources to support student success.

Texts and References

- 1) Required (representative example): None
- 2) Supplemental (representative examples of assessment materials provided by instructor):
 - a. Wechsler Adults-Intelligence Scale, Pearson, 2014.
 - b. Wechsler Individual Achievement Test, Pearson, 2014.
 - c. Woodcock-Johnson Psychoeducational Test Battery, Riverside Publishing Co., 2014.
 - d. California Community Colleges Chancellor's Office, *Learning Disabilities Eligibility Service Model*, 2016.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Identify their strengths and deficits in aptitude, perception, and areas of achievement in order to understand their learning needs.
- 3) Evaluate learning strengths, weaknesses, and preferred learning to effectively utilize their academic adjustments, campus services, and resources that support their academic success.