

## ***DSPS 12 – Career Exploration and Planning for Students with Disabilities***

Assists students with a systematic approach to self-exploration, occupational research and career decision-making. Students will identify interests, personality style, and skills. Educational and functional limitations, as well as reasonable accommodations will be explored. Designed for students with disabilities.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify occupational trends.</li><li>2. Identify values, interests, skills and disability limitations.</li><li>3. Integrate and interpret self-assessment information to identify career options.</li><li>4. Evaluate career and educational options including the essential functions of specific occupations/occupational programs.</li><li>5. Apply goal setting and planning strategies related to identified career goals.</li><li>6. Identify aspects of disability legislation related to occupations and employment</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• <i>Two to three page autobiographical summary</i></li><li>• <i>A written report on research findings for a career(s) of interest</i></li><li>• <i>Two to three page essay integrating and interpreting self-assessment information for the purpose of identifying possible career field(s)</i></li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations: <i>Not Applicable</i></p> <p>Category 3. Skills Demonstrations: <i>Not Applicable</i></p> <p>Category 4. Objective Examinations:</p> <ul style="list-style-type: none"><li>• <i>Objective exams to assess knowledge of occupational trends, understanding of the career planning process, and knowledge of disability laws relevant to jobs and employment.</i></li></ul>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>-Career planning</li><li>-Occupational trends</li><li>-Goal setting and decision making</li><li>-Motivation and achievement, including disability-related limitations that create barriers to achievement</li><li>-Occupational interests</li><li>-Abilities: skills and aptitudes</li><li>-Disabilities: educational and functional limitations</li><li>-Personality style, values, and work preferences</li><li>-Disability law: reasonable accommodations in the educational and employment settings</li><li>-Occupational research including essential functions of occupations and occupational programs</li><li>-Educational planning: college options</li><li>- Final exam</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students will develop a current educational plan by the end of the subsequent semester that is consistent with identified career interests. (closed)</li></ol> <p><b>Effective Term:</b> Summer 2011</p> <p><b>Next Review due:</b> 5/31/2015</p> <p><b>Suggested SLO time:</b> 2013 – 2014 (in process)</p>

## ***DSPS 13 – Orientation to College for Students with Disabilities***

Examine the college experience in relationship to disabilities. Develop an understanding of how disability related factors may influence the educational decision-making process.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Describe how disabilities may affect the college experience.</li><li>2. Plan an educational timeline.</li><li>3. Identify and evaluate college resources.</li><li>4. Self-assess college readiness.</li><li>5. Discover different learning preferences and the appropriate accommodations that relate to disability.</li><li>6. Compare and contrast post-secondary options.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• 2-3 page reaction paper describing how disabilities may affect college experience</li><li>• 2-3 page reflection paper based on learning preferences</li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations:</p> <ul style="list-style-type: none"><li>• Completion of educational timeline</li></ul> <p>Category 3. Skills Demonstrations:</p> <p>Category 4. Objective Examinations:</p> <ul style="list-style-type: none"><li>• Objective examination that may include true and false, short answer and multiple choice questions on post-secondary options, impact of disability, educational accommodations, learning preferences and self-advocacy</li></ul>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Post-secondary options</li><li>- College readiness</li><li>- Learning preferences</li><li>- College resources</li><li>- Assessment results</li><li>- Educational accommodations</li><li>- Self-advocacy</li><li>- Educational planning</li><li>- Final exam</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p>          <p><b>Effective Term:</b> Summer 2014</p>  <p><b>Next Review due:</b> 5/31/2018</p>  <p><b>Suggested SLO time:</b> 2016 – 2017</p>

## ***DSPS 25 – Language Development for Deaf Students in ASL and English***

Language Development for Deaf or hard of hearing students who use sign language to improve written English and ASL communication.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Construct simple English sentences from concepts presented in American Sign Language (ASL).</li><li>2. Translating basic English texts to ASL to enhance understanding of written English.</li><li>3. Compare ASL and written English use of articles, prepositions, pronouns and adjectives</li><li>4. Compare ASL verb inflection and English verb tense constructions.</li><li>5. Choose English prepositions to represent concepts presented in ASL.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• Weekly journal entries</li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations:</p> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Quizzes - demonstration of translation</li></ul> <p>Category 4. Objective Examinations:</p> <ul style="list-style-type: none"><li>• Multiple choice questions demonstrating correct ASL and English grammar</li><li>• Short answer questions on translations from English to ASL and ASL to English</li></ul>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- English use of nouns: singular, plural, countable, possessive</li><li>- ASL noun vocabulary, singular and plural</li><li>- English use of articles and prepositions</li><li>- ASL use of classifiers and placement</li><li>- English use of personal and demonstrative pronouns</li><li>- ASL use of pronouns</li><li>- English verb tenses: simple and continuous, present, past, future</li><li>- ASL verb inflection</li><li>- English use of adjectives</li><li>- ASL noun modifiers</li><li>- English to ASL sentence translation</li><li>- ASL to English sentence translation</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <ol style="list-style-type: none"><li>1. Students completing DSPPS 25 will improve their skill in identifying nouns. (open)</li><li>2. Students completing DSPPS 25 will improve their skill in identifying simple verbs. (open)</li></ol> <p><b>Effective Term:</b> Summer 2014</p> <p><b>Next Review due:</b> 5/31/2018</p> <p><b>Suggested SLO time:</b> 2015 – 2017</p>

## ***DSPS 26 – Language Enhancement for Deaf Students in ASL and English***

Language Enhancement for Deaf or hard of hearing students who use sign language to improve written English and ASL communication.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Construct multiple English sentences from concepts presented in American Sign Language (ASL).</li><li>2. Translating texts to ASL to enhance understanding of written English.</li><li>3. Compare ASL and written English sentence structure</li><li>4. Construct original English sentences with noun-verb agreement.</li><li>5. Compare ASL text and English text constructions.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• Weekly journal entries</li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations:</p> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Quizzes and Tests</li></ul> <p>Category 4. Objective Examinations:</p> <ul style="list-style-type: none"><li>• Multiple choice questions demonstrating correct ASL and English usage</li><li>• Short answer questions on translations from English to ASL and ASL to English</li></ul>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- English verb tenses: perfect and perfect continuous; present, past, future</li><li>- ASL verb inflection</li><li>- English noun-verb agreement</li><li>- ASL noun-verb agreement</li><li>- English use adverbs</li><li>- ASL verb modifiers</li><li>- English to ASL text translation</li><li>- ASL to English text translation</li><li>- English adjectives and ASL noun modifiers</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current;</b></p> <ol style="list-style-type: none"><li>1. Students who complete DSPS 26 will show improvement in their ability to identify all parts of speech. (open)</li></ol> <p><b>Effective Term:</b> Summer 2014</p> <p><b>Next Review due:</b> 5/31/2018</p> <p><b>Suggested SLO time:</b> 2015-2017</p>

## ***DSPS 30 – Academic Success Strategies for Students with Disabilities***

Strategies for academic success intended for students with physical or learning-related disabilities. Addresses language, memory and reasoning with subject-specific techniques.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify students' learning-related disability, describe the specific effects it has on their learning process, and identify their potential linguistic/visual/cognitive strengths that can improve their academic success.</li><li>2. Identify classroom strategies that can assist individual students</li><li>3. Identify non-classroom strategies that can assist individual students</li><li>4. Identify and show the results of implementing at least three specific learning strategies for skills described in the course outline.</li><li>5. Demonstrate improvement or compensation technique(s) for a specific learning issue as described in the course outline.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include: If the course is degree applicable, substantial written assignments in this course are inappropriate because:</p> <ul style="list-style-type: none"><li>• Students use problem solving and use classroom and non-classroom strategies for individual subject matter.</li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations:</p> <ul style="list-style-type: none"><li>• Identify and use classroom and non-classroom strategies for individual subject matter.</li></ul> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Classroom and non-classroom strategies for individual subject matter</li></ul> <p>Category 4. Objective Examinations:</p>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Identifying students' disabilities that affect learning including an introduction to learning-related types of disabilities, the specific effects of these various types of disabilities on the learning process, and understanding cognitive strengths and weaknesses.</li><li>- Using effective disability-specific accommodations and classroom strategies that can adjusting to the demands and pace of college classes</li><li>- Using effective non-classroom learning strategies to handle disability-related learning needs: Tutorial assistance (and other resources on campus), study groups and working on assignments successfully when away from campus.</li><li>- Developing and using visual-spatial and perceptual strategies</li><li>- Developing and using language expression strategies</li><li>- Developing and using fluid reasoning strategies</li><li>- Developing and using retention strategies</li><li>- Developing and using executive functioning strategies</li><li>- Developing compensation techniques</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <ol style="list-style-type: none"><li>1. Students will be able to communicate what “using a strategy” means. (open)</li></ol> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students who successfully complete DSPS 30 will report using a wider variety of learning strategies and supports. (closed)</li><li>2. Students who successfully complete DSPS 30 will feel it helped them be more successful and confident in the associated class (es). (closed)</li></ol> <p><b>Effective Term:</b> Summer 2013</p> <p><b>Next Review due:</b> 5/31/2017</p> <p><b>Suggested SLO time:</b> 2015 – 2016</p>

## ***DSPS 31 – Memory Strategies for Students with Disabilities***

Principles of the memory process as it applies to academic coursework. Focuses on the memory process, improving specific memory components, identifying key concepts to memorize, and the independent application of memory strategies to other academic courses.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify the major steps of the memory process.</li><li>2. Analyze memory difficulties and relate them to one or more of the steps in the memory process.</li><li>3. Select and apply specific memory strategies within structured tasks.</li><li>4. Determine which key concepts should be memorized from within increasingly complex material and organize them.</li><li>5. Demonstrate the use of selected memory strategies in other academic courses.</li><li>6. Evaluate the impact of strategies on memory skills.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• Analysis essay about personal memory skills of at least two written pages</li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations:</p> <ul style="list-style-type: none"><li>• Group problem-based learning tasks, with demonstrations to class</li></ul> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Applications memory strategies to material from this or other courses</li></ul> <p>Category 4. Objective Examinations:</p> <ul style="list-style-type: none"><li>• Short answer, matching, and short essay pertaining to principles of memory and memory strategies.</li></ul>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Theories of the memory process</li><li>- Self-assessments of components of memory skills</li><li>- Influence of attention, working memory, and automaticity</li><li>- Identifying key concepts found in lists, charts and diagrams</li><li>- Memory strategy: Chunking and grouping techniques</li><li>- Memory strategy: Association techniques</li><li>- Identifying key concepts found in headings, vocabulary, and summaries</li><li>- Memory strategy: Distributed practice techniques</li><li>- Memory strategy: Link system techniques</li><li>- Identifying key concepts found in extended text</li><li>- Memory strategy: Peg system techniques</li><li>- Blending of memory strategy techniques</li><li>- Applying strategies</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <ol style="list-style-type: none"><li>1. Students completing DSPTS 31 will create keywords (acoustic link to an image) for selected academic vocabulary.</li></ol> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students will select mnemonic strategies appropriate for the material they are planning to memorize from another class. (closed)</li><li>2. Students will create mnemonic products that demonstrate an effective use of their chosen mnemonic strategy for material they are planning to memorize from another class. (closed)</li></ol> <p><b>Effective Term:</b> Summer 2013</p> <p><b>Next Review due:</b> 5/31/2017</p> <p><b>Suggested SLO time:</b> 2015 – 2016</p>

## ***DSPS 32 – Technology for Students with Learning Disabilities***

Students with Learning Disabilities can improve their reading comprehension and written expression as applied to assignments in academic classes through the use of technology. A variety of strategies using technology will be introduced to students that will aid them in understanding and learning reading assignments and in expressing their ideas in written assignments. They will select several strategies for more in-depth use and will apply them functionally in academic classes. Concurrent enrollment in an academic class that requires reading and writing is advised.

### **Measurable Objectives:**

1. Identify and apply strategies using technology which increase their reading comprehension of academic material.
2. Identify and select strategies using technology that increase the amount and quality of their writing as applied to assignments in academic classes.
3. Evaluate the specific strategies using technology that fit their individual learning strengths and weaknesses.
4. Independently apply the most effective strategies using technology to their academic assignments.
5. Independently use the online tools provided to Mt. SAC students, including Student Portal and Learning Management System.

### **Lecture/Lab Outline:**

- Assistive technology
- Mt. SAC website, Student Portal, Faculty Web directory, Learning Management System (LMS) and Mt. SAC Library web pages
- Support technology for reading, such as Audio Book Libraries, commercial audiobooks/ebooks, screenreaders and audio only files
- Support technology for writing, such as MS Office applications, word prediction software, organization software, speech-to-text software and online tools for writing support and creating citations
- Other technology to support memory and organization as it relates to aspects of written language, such as audio recorders, Smartphones, PDAs, Spellers/Dictionaries/Thesauruses, and Smartpens
- Technology to enhance study skills, such as screenreading software, organization software, tools for time management and organization, which could include calendars and "to-do" lists
- Final exam

### **Methods of Evaluation:**

Category 1. Substantial written assignments for this course include: If the course is degree applicable, substantial written assignments in this course are inappropriate because:

- The course primarily involves skills demonstration and problem solving.

Category 2. Computational or non-computational problem solving demonstrations:

- Students will compile a portfolio of materials they have developed applying the strategies using software and/or equipment presented in class to their academic class assignments.
- Students will do a class presentation on one of the strategies they explored and used in their academic class.
- In classroom demonstrations of Learning Management System features, students will respond to questions asked in the discussion forum and will respond to other students' posts.

Category 3. Skills Demonstrations:

1. Students will practice with the software and equipment to gain proficiency in effective use of the materials and can use the High Tech Center Lab to do so if they choose.

Category 4. Objective Examinations:

- A midterm and final exam over the information presented in class will be given.

### **Student Learning Outcomes:**

#### **Current:**

1. Students who successfully complete DSPTS 32 will demonstrate continued use of at least one technology-based tool or strategy for reading, writing or study techniques in the semester following the class. (completed)

#### **Closed:**

1. Students will identify at least one technology that is assistive to reading and one for writing. (closed)

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|  | <p>2. Students will continue to use one or more assistive technology(ies) for reading, writing or organizing independently. (closed)</p> <p><b>Effective Term:</b> Summer 2012<br/><b>Next Review due:</b> 5/31/2016<br/><b>Suggested SLO time:</b> 2015 – 2016</p> |
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## ***DSPS 33 – Strategies for Success in Math for Students with Disabilities***

Strategies for students currently in math courses for academic success in relationship to disabilities. Emphasis on effects of and strategies for processing, language expression, memory, reasoning, and processing speed as they relate to math.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify learning-related disability(ies) and learning styles, and describe the potential effects of them on learning of math.</li><li>2. Demonstrate improved knowledge of language and symbols used in math.</li><li>3. Apply memory strategies appropriate to math level.</li><li>4. Apply reasoning or organizing strategies appropriate to math level.</li><li>5. Analyze the types of errors made in math.</li><li>6. Evaluate changes in strategy use in math.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• 2 page analysis of the impact of disabilities and learning styles on performance in math</li><li>• 1 page self-evaluation of strategy use in math</li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations:</p> <ul style="list-style-type: none"><li>• Short answers, often including computations, on approved, self-created, math quizzes</li></ul> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Application of memory strategies to math work</li><li>• Application of reasoning or organizing strategies to math work</li><li>• Analysis of errors in math tests</li></ul> <p>Category 4. Objective Examinations:</p> <ul style="list-style-type: none"><li>• Short answers on vocabulary quiz</li></ul>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Disabilities, learning styles and their relationship to math</li><li>- Types of accommodations</li><li>- Applications of general study techniques to math</li><li>- Math terminology</li><li>- Interpreting symbols and their use in math</li><li>- Memory strategies for math vocabulary</li><li>- Memory strategies for formulas and procedures</li><li>- Analyzing errors in completing math procedures</li><li>- Organizing content and procedures in math</li><li>- Anxiety and math</li><li>- Reasoning and related cognitive skills in math</li><li>- Identifying and analyzing patterns and analogies in math</li><li>- Applying cognitive strategies when studying math</li><li>- Final exam</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students who successfully complete DSPP 33 will identify strategies learned that they intend to continue to use in future math courses. (closed)</li></ol> <p><b>Effective Term:</b> Summer 2011</p> <p><b>Next Review due:</b> 5/31/2015</p> <p><b>Suggested SLO time:</b> 2012 – 2013 (closed)</p>

## ***DSPS 34 – Writing Strategies for Students with Disabilities***

Strategies for success in writing for students with disabilities concurrently enrolled in ENGL 67, 68, 1A, 1B, and 1C classes. These strategies are applied to their English writing assignments by supporting the student's strengths and compensating for their weaknesses in writing.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify learning related disability and describe the specific effects it has on reading and writing skills.</li><li>2. Identify strengths and weaknesses in reading and writing.</li><li>3. Identify and explore specific strategies that can be applied to address areas of weakness in writing.</li><li>4. Evaluate the effectiveness of the strategies used</li><li>5. Apply strategies to the writing process.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• Write a full paragraph about your strengths in writing, followed by a full paragraph describing your weaknesses in writing.</li><li>• Complete a portfolio that includes description of specific strategies they applied to their English papers and an evaluation of the effectiveness of each strategy.</li></ul> <p>Category 2. Computational or non-computational problem solving demonstrations:</p> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Engage in a group project that requires demonstration of strategies that address an assigned aspect of writing, including but not restricted to annotation, pre-writing, use of technology and editing. Provide visual aids and a written outline in addition to the practical demonstration.</li></ul> <p>Category 4. Objective Examinations:</p>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Nature of the disability and the impact of the disability on writing skills</li><li>- Strengths and weaknesses in writing</li><li>- Strategies for understanding written material, such as annotation, group discussion, use of screenreading technology</li><li>- Resources on campus that offer assistance in writing</li><li>- Appropriate use of accommodations in writing</li><li>- Strategies for pre-writing, such as brainstorming, mapping, outlining, use of grids or formats</li><li>- Strategies to avoid procrastination on writing assignments, and to complete assignment by the deadline</li><li>- Strategies for editing papers, using technology and campus resources</li><li>- Technologies that assist in identifying and correcting spelling and grammar errors</li><li>- Strategies for organizing and sequencing information in English papers</li><li>- Strategies for effective time management to allow completion of assigned papers by deadline given</li><li>- Final exam</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students will select and demonstrate at least one of four methods of pre-writing for an assignment from their English class. (closed)</li></ol> <p><b>Effective Term:</b> Summer 2011</p> <p><b>Next Review due:</b> 5/31/2015</p> <p><b>Suggested SLO time:</b> 2013 – 2014 (in process)</p>

## **DSPS LERND1 Communication Intervention**

For students with acquired brain injury. Instruction to improve speech, language and cognitive skills. Appointment with instructor required.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Complete baseline assessments.</li><li>2. Discuss and develop short term goals with instructor.</li><li>3. Complete assignments and programs of study with increasing independence.</li><li>4. Demonstrate speech and language skills through class participation and completion of assignments.</li><li>5. Analyze and formulate communication goals related to long term educational and vocational plans with instructor involvement.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• This course is primarily a skills based course related to the development of cognitive skills</li></ul> <p>Category 2. Computational or non-computational problem-solving demonstrations.</p> <ul style="list-style-type: none"><li>• Use academic and cognitive strategies for complex tasks.</li></ul> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Increasing independence in the use of cognitive and academic strategies to complete individualized assignments.</li></ul> <p>Category 4. Objective Examinations:</p>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Completing baseline assessments and establishing goals.</li><li>- Identifying individual physical strategies to increase intelligible speech.</li><li>- Hierarchical instruction and practice in speech and language abilities (expressive, receptive, reading, writing).</li><li>- Adjusting type of activity and strategies to increase attention, memory, reasoning, and problem solving.</li><li>- Instruction and practice in functional independence in academic and vocational settings.</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students who complete the class will report more successful functional communication. (closed)</li><li>2. Students will feel an increased level of comfort in communicating with others. (closed)</li></ol> <p><b>Last Approval:</b> Summer 2014 *per WebCMS public access</p> <p><b>Next Review due:</b> 5/31/2018</p> <p><b>Suggested SLO time:</b></p>

**DSPS LERND2 High Tech Center: Assistive Technology and Academic Strategies**

Technology and academic strategies to assist students in accessing information and completing credit class assignments. Students should be registered with DSPS and enrolled in at least 3 academic units.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>6. Describe student's own physical, cognitive and/or academic limitations.</li><li>7. Apply assistive technology and academic strategies to current academic courses.</li><li>8. Show problem-solving and critical thinking skills through completion of credit class assignments.</li><li>9. Articulate how the assistive technology and academic strategies mitigates limitation(s).</li><li>10. Generalize use of the assistive technology and academic strategies to other locations and other courses.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• This course is primarily a skills based course related to use of assistive technology and academic strategies.</li></ul> <p>Category 2. Computational or non-computational problem-solving demonstrations.</p> <ul style="list-style-type: none"><li>• Discuss student's limitation(s) and the use of assistive technology and academic strategies.</li></ul> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Use of assistive technology or academic strategies to complete course assignments.</li></ul> <p>Category 4. Objective Examinations:</p>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Computer fundamentals</li><li>- Identifying physical, cognitive, and/or academic strategy and technology needs</li><li>- Using instructor-recommended hardware and software</li><li>- Exploring and practicing strategies that support skills needed in current credit college courses</li></ul> <p>Using technology and academic strategies independently</p>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students enrolled in LERND2 will meet one or more of the learning, improvement, or completion goals they establish for the semester. (closed)</li><li>2. Students who register for LERND2 will continue to attend after their initial orientation. (closed)</li></ol> <p><b>Last Approval:</b> Summer 2014 *per WebCMS public access</p> <p><b>Next Review due:</b> 5/31/2018</p> <p><b>Suggested SLO time:</b></p>

## **DSPS LERND3 Acquired Brain Injury Intervention**

Specialized instruction and the use of computer software to improve cognitive skills needed for academic and vocational goals. Must meet with a brain injury specialist in DSPS prior to registration.

<p><b>Measurable Objectives:</b></p> <ol style="list-style-type: none"><li>1. Complete baseline assessments.</li><li>2. Discuss and select goals with instructor.</li><li>3. Complete assignments and programs of study with increasing independence.</li><li>4. Show problem-solving and critical thinking skills through completion of their assignments.</li><li>5. Analyze and formulate short-term goals related to their long-term educational and vocational plans with instructor involvement.</li></ol>	<p><b>Methods of Evaluation:</b></p> <p>Category 1. Substantial written assignments for this course include:</p> <ul style="list-style-type: none"><li>• This course is primarily a skills based course related to development of cognitive skills.</li></ul> <p>Category 2. Computational or non-computational problem-solving demonstrations.</p> <ul style="list-style-type: none"><li>• Use academic and cognitive strategies for complex tasks</li></ul> <p>Category 3. Skills Demonstrations:</p> <ul style="list-style-type: none"><li>• Increasing independence in use of cognitive and academic strategies, and technology to complete individualized assignments.</li></ul> <p>Category 4. Objective Examinations:</p>
<p><b>Lecture/Lab Outline:</b></p> <ul style="list-style-type: none"><li>- Computer fundamentals</li><li>- Completing baseline assessments and establishing goals</li><li>- Identifying physical, cognitive and academic strategy, and technology needs</li><li>- Using instructor-identified hardware, software and strategies, as individualized programs of study</li><li>- Increasing independence in completing individualized assignments</li></ul> <p>Adjusting type of activity, strategies and difficulty of assignments to facilitate problem-solving and critical thinking</p> <ul style="list-style-type: none"><li>- Exploring education and vocational avenues and resources</li></ul>	<p><b>Student Learning Outcomes:</b></p> <p><b>Current:</b></p> <ol style="list-style-type: none"><li>1. Students who complete 6 weeks or more of enrollment in Acquired Brain Injury Intervention (DSPS LERND3) will feel that the program is helping them towards their goal. (75% criterion)</li></ol> <p><b>Closed:</b></p> <ol style="list-style-type: none"><li>1. Students enrolled in LERND3 will meet one or more of the cognitive and/or language improvement goals they establish for the semester. (closed)</li><li>2. Students who register for LERND3 will continue to attend (find the services helpful) after their initial orientation. (closed)</li></ol> <p><b>Last Approval:</b> Summer 2014 *per WebCMS public access</p> <p><b>Next Review due:</b> 5/31/2018</p> <p><b>Suggested SLO time:</b></p>