



COURSE OUTLINE : ST DV 105

D Credit – Degree Applicable

COURSE ID 002101

Cyclical Review: November 2021

COURSE DISCIPLINE : ST DV

COURSE NUMBER : 105

COURSE TITLE (FULL) : College Success for Students with Disabilities

COURSE TITLE (SHORT) : Coll Success/Disabled Stu

ACADEMIC SENATE DISCIPLINE: DSPS Counseling

CATALOG DESCRIPTION

ST DV 105 is an introductory college orientation course for newly enrolled and continuing students with disabilities. Students develop an understanding of how disability-related factors may influence the educational decision-making process in college. Topics include effective study strategies, short and long-term goals, time management, self-advocacy, college academic regulations; associate degree options, including transfer; student services and specialized student support services.

CATALOG NOTES

Note: The course is specially designed for students who meet Title 5 eligibility requirements for Disabled Student Programs and Services.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

Total Course Units: 3.00

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

Total Contact Hours: 54.00

Total Out-of-Class Hours: 108.00

Recommended Preparation: ENGL 100 or ESL 141.



ENTRY STANDARDS

	Subject	Number	Title	Description	Include
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
3	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
4	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
5	ESL	141	Grammar and Writing IV	Compose a 400 to 450-word thesis-based essay which: (a) summarizes and cites appropriately a reading passage provided as a prompt, (b) includes a clear thesis statement, (c) uses evidence to support the thesis, (d) shows clear organization into an introduction, body, and conclusion, and (e) uses appropriate rhetorical modes such as comparison/contrast, cause/effect, and persuasion in order to support a thesis.	Yes

EXIT STANDARDS

- 1 Utilize techniques for time management and goal achievement;
- 2 Use study strategies that align with learning styles;
- 3 Identify methods to develop effective support networks utilizing appropriate campus support services, including DSPS;
- 4 Identify victim vs. creator roles and how these roles influence personal responsibility;
- 5 Recall disability-related laws and how to request disability-related academic and employment accommodations;
- 6 Identify values, interests, skills and disability-related strengths and challenges.

STUDENT LEARNING OUTCOMES

- 1 Explain how disability-related factors may affect the college experience.
- 2 Identify personal learning styles as related to the student's disability.



- 3 Prepare a Student Education Plan based on educational/career goals.
- 4 Identify the appropriate accommodations and services per student's disability.

COURSE CONTENT WITH INSTRUCTIONAL HOURS

	Description	Lecture	Lab	Total Hours
1	<p>Introduction</p> <ul style="list-style-type: none"> • Characteristics of a successful student • Effective organization of materials • Syllabus • DSP&S Overview 	2	0	2
2	<p>Campus & Disability-Related Resources</p> <ul style="list-style-type: none"> • Learning resources (Tutoring/Library) • Counseling Programs (DSPS, EOPS, Equity, General, Transfer, Dream Resource Center, Veterans Resource Center, Garfield DSPS, Career Center, CalWorks) • Student activities (Multicultural & Community Engagement Center, Pride Center, Student Clubs/Organizations/ASGCC, Campus events) • Equity-centered support systems on campus (Basic Needs/GCC CARES) • Disability resources (Department of Rehabilitation, Ability First, Regional Center, Verdugo Job Center, Independent Living Centers) • Health Center 	3	0	3
3	<p>Self-Motivation</p> <ul style="list-style-type: none"> • Life roles (student, child, partner, parent, etc.) • Goal setting (short/long-term) • Strategies for achieving goals • Visualization 	3	0	3



4	<p>Personal Responsibility</p> <ul style="list-style-type: none"> • Victim vs. creator roles • Language of responsibility • Wise Choice process • Obstacles to success 	3	0	3
5	<p>Self Management</p> <ul style="list-style-type: none"> • Accountability (students learn ownership of what happens as a result of their choices and actions) • Time Management • Self-Management Tools (calendars and mobile applications; daily action lists) • Time wasters and procrastination 	3	0	3
6	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Self-defeating patterns • Limiting versus empowering beliefs • Rewriting scripts • Positive versus negative self-talk • Self-esteem, self-confidence, self-affirmation 	3	0	3
7	<p>Learning Styles/ Study Strategies</p> <ul style="list-style-type: none"> • Recognizing personal learning styles • Reading techniques • Test taking strategies • Note-taking techniques • Long term memory versus short-term memory • Overcoming test anxiety 	12	0	12



8	<p>Personal Management</p> <ul style="list-style-type: none"> • Vocabulary of Emotion • Emotional Temperature • Managing emotions to reduce distress, improve relationships, increase success • Mutually supportive relationship • Health and Wellness/Mental Health Literacy • Diversity, Culture and Personal Values, Intersectional Identity (disability stigma, stereotypes, etc.) 	6	0	6
9	<p>Educational Accommodations</p> <ul style="list-style-type: none"> • Accommodations vs. Modifications • Assistive Technology • Disability law and history in relation to the Civil Rights Movement/Social Justice, including the Disability Rights Movement 	6	0	6
10	<p>Financial Literacy</p> <ul style="list-style-type: none"> • Loans, Grants, Scholarships • Financial Literacy 	3	0	3
11	<p>Self-Advocacy and Communication</p> <ul style="list-style-type: none"> • Know your rights (FERPA) • Students vs. parent role • Interdependence • Assertive communication skills (Active Listening, Email etiquette, Effective communication with instructors) 	4	0	4



12	Academic/Educational Planning (Post-Secondary Options)			
	<ul style="list-style-type: none"> • Major, degree, certificate, and transfer requirements • Introduction to Career Services (Students will schedule an appointment with the Career Center) • Introduction to Transfer Center services • Student Educational Planning 	6	0	6
				54

OUT OF CLASS ASSIGNMENTS

- 1 Student success notebook
- 2 Journal writing
- 3 Student Education Plan (SEP)

METHODS OF EVALUATION

- 1 Journal writing
- 2 Instructor evaluation of student work
- 3 Student Education Plan
- 4 Group Project (Ex: Students will work in groups and research campus resources)
- 5 Quizzes

METHODS OF INSTRUCTION

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)



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Guest Speakers

Presentations

TEXTBOOKS

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Becoming a Master Student	Supplemental	Cengage Learning	16	print	Ellis, David	9781337097109	2018
College Success	Supplemental	OpenStax			Baldwin, A	978-1-951693-17-6	2020