



<b>Term Effective:</b>	Fall	2007
	Semester	Year

Title:   
*(limit to 50 characters including spaces)*

Course Number:

Initiator:

Date Submitted:

Units Min:  *If this is a variable unit course, then the relationship between units and any difference in expected SLO's should be explained.*

Units Max:

Lecture Hours:       Lab Hours:       Activity Hours:

**Student Learning Outcomes:** *(Enter the SLO's in an outline format. Use the Ctrl + Tab keys to indent for subtopics.)*

From the lecture portion, student will be able to:

- Describe his or her individual strengths and weaknesses in processing receptive language information (i.e. long-term retrieval, short-term memory, processing speed, auditory processing, visual-spatial thinking, comprehension knowledge, and fluid reasoning.)
- Discuss state, local and federal laws protecting the rights of students with special needs (i.e. Section 504 of the Rehabilitation Act of 1973, PL 94-142, and the Americans with Disabilities Act.)
- Identify pertinent college support services for reading for students with and without learning disabilities.
- Develop short- and long-term goals for a student's educational contract in relation to individual mainstream and reading course requirements.
- Recognize problem solving techniques in designing individual learning strategies (i.e. by using information about individual's deficit in long-term memory which results in a weakness in acquired knowledge, the student will develop a variety of self-generated strategies to improve memory and increase knowledge.)

From the lab portion, student will be able to:

- Utilize adaptive strategies for progress in mainstream classes (i.e. increase content specific vocabulary and develop use of context clues. Employ these skills to increase reading comprehension.)
- Demonstrate application of adaptive strategies specific to the different mainstream classes (i.e. use of vocabulary identification and development, specific vocabulary relative to a field of study, reading texts for comprehension and critical analysis of subject matter.)
- Define coping mechanisms used to resolve stress related to mainstream programs and disability related needs.
- Compare and contrast personal adaptive strategies utilized in mainstream classes (i.e. tape recording to assist reading, rewording of class notes, underlining/blocking to assist with tracking difficulties, extra time on tests, mapping strategies, vocabulary lists, and timely completion of reading assignments.
- Demonstrate increasing autonomy in (a) ability to stay on task, (b) completion of in class assignments and (c) participation in the group discussion process to support transition to associates degree and transfer coursework.

Based on exit interviews and observations, these outcomes will be assessed using a scoring rubric.

## Course Level Student Learning Outcomes

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### **SIGNATURES / APPROVALS:**

Instructor(s)

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Signature

\_\_\_\_\_  
Date

Instructor(s)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date