Mendocino College

COURSE LEVEL STUDENT LEARNING OUTCOMES

Term Effective:	Fall (Semester)	2007 (Year)

Title: Math Strategies For Students With Learning Disabilities
(limit to 50 characters including spaces)

Course Number: LRS 12

Initiator: Tascha Whetzel

Date Submitted: 5/23/2008

Units Min: 1.00
Units Max: 1.00

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

Lecture Hours: 8.00 to 8.00

Lab Hours: 24.00 to 24.00

Activity Hours: 0.00 to 0.00

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 math students with and without learning disabilities.
Develop short- and long-term goals for a student's educational contract in relation to individual mainstream math 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. rewording of word problems, visualization of concepts, use of manipulatives, use of peer tutoring, organization of homework assignments, and pattern recognition.)
Demonstrate application of adaptive strategies to the different math classes (i.e. use of visualization to conceptualize higher level math, check homework by using the substitution method, and the use of audio-visual materials to support concept development.)
Define coping mechanisms used to resolve stress related to mainstream mathematics coursework, math anxiety, and math avoidance.
Compare and contrast personal adaptive strategies utilized in mainstream math classes (i.e. extra time for testing as needed, visualization strategies, lined and graph paper for math to maintain alignment, and verbalization of mathematics processes.)
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 completion of goals (i.e. certificate, associate degrees, and transfer coursework as it relates to mathematics.)

Course Level Student Learning Outcomes

Based on exit interviews and observiations, these outcomes will be assessed using a scoring rubic.

SIGNATURES / APPROVALS:

Instructor(s) _____ _____
Signature Date

Instructor(s) _____ _____
Signature Date