



Term Effective:	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 information (i.e. expressive language, receptive language, auditory or visual memory, conceptualization, or perceptual organization skills.)
- 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.)
- Describe pertinent college support services for students with learning disabilities.
- Develop short- and long-term goals for a student's educational contract in relation to individual mainstream course of study.
- Recognize problem solving techniques in designing individual learning strategies (i.e. using information about an individual difficulty in long-term memory resulting 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 text, use of color coding in flashcards, use of multisensory input, use of fewer problems per page, use of study groups.)
- Demonstrate application of adaptive strategies within specific disciplines in his/her course of study (e.g. use hands on materials to understand concepts of science and math, use of computer to support writing skills, development of specific vocabulary for health sciences through the use of flashcards.)
- Define coping mechanisms 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 note taking, rewording complex written passages, underlining/blocking to assist with tracking difficulty, establish priorities, developing and maintaining a semester schedule, extra time for testing as needed, mapping strategies, lined paper for math to maintain alignment.)
- Demonstrate increasing autonomy in (a) ability to stay on task, (b) completion of in class assignments and (c) participation in group discussion process to support transition to associate degree and transfer coursework.

Course Level Student Learning Outcomes

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

SIGNATURES / APPROVALS:

Instructor(s)

Signature

Date

Instructor(s)

Signature

Date