

# LRDS 0610 - LEARNING DISABILITIES ORIENTATION

## Catalog Description

Hours: 9 lecture

Description: Orientation to the Learning Disabilities program and assessment of learning strengths and weaknesses to determine eligibility for learning disability services. Procedures and services offered follow the criteria mandated by the California Community College Chancellor's Office Learning Disabilities Eligibility and Service Model. Students must complete an application for learning disability services and be approved for enrollment by the instructor. Students are asked to provide relevant documentation related to eligibility for services. (pass/no pass grading) (not degree applicable)

## Course Student Learning Outcomes

- CSLO #1: Identify eligibility for services as an adult with a learning disability.
- CSLO #2: Identify personal learning strengths and weaknesses.
- CSLO #3: Identify and use strategies to attain academic goals.

## Effective Term

Fall 2022

## Course Type

Credit - Nondegree-applicable

## Contact Hours

9

## Outside of Class Hours

18

## Total Student Learning Hours

27

## Course Objectives

Through participation in the orientation and assessment process, and in consultation with the learning disabilities specialist, the students will:

1. Evaluate themselves as learners by completing surveys, reading assignments, and writing assignments.
2. Complete the six components designated by the California Community College Chancellor's Office Learning Disabilities Eligibility and Service Model.
3. Evaluate their academic strengths and weaknesses, learn effective learning and study strategies, and learn how to enhance their learning using assistive technology and campus resources.
4. Develop a Student Education Contract.
5. Demonstrate self-advocacy with faculty and staff.

## General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)

- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- Not Transferable

## Methods of Evaluation

- Skill Demonstrations
  - Example: 1. Skills described, implemented, and demonstrated: Student needs to complete all assessment components, including all standardized testing and meet with the instructor to discuss the results. 2. Student will demonstrate an understanding of the learning disability testing, learning disabilities in general, and their individual strengths and weaknesses.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion

Lecture:

1. Instructors administer standardized, individual assessments in the areas of cognitive abilities and academic achievement. Student's complete assessments in the areas of cognitive processing and academic skills through one on one testing with the instructor, to determine eligibility for DSPS services.
2. Student's will complete a learning styles inventory, review Learning Disability related topics (via videos and/or articles) and write a response. The student and instructor will discuss the application and results of the full testing assessment.
3. Instructor will refer the student to learn about assistive technology resources as needed.
4. Instructor will provide the student with a profile of their learning strengths and weaknesses and provide guidance for the student to self-advocate. The student can self-advocate by explaining their specific needs to their instructors and others.

## Typical Out of Class Assignments

### Reading Assignments

1. Read "100 Things Every College Student with a Disability Ought to Know" and write answers to the questions provided.
2. Read "College Students with Learning Disabilities: A Student's Perspective" and be prepared to discuss the content.

### Writing, Problem Solving or Performance

1. Write a passage identifying your learning strengths and weaknesses and how you discovered your learning difficulties.
2. Write answers to questions based on "100 Things Every College Student with a Disability Ought to Know" to indicate how the topics apply to you.
3. Identify learning strategies appropriate for your needs based on the results of your assessment, a learning style survey and experiences.

## **Other (Term projects, research papers, portfolios, etc.)**

Students will complete the following: 1. Read printed and online reference materials to identify resources for their academic success and discuss; 2. Watch programs related to disabilities and discuss; 3. Discuss progress in current classes.

## **Required Materials**

- Handbook of Learning Disabilities
  - Author: H. Lee Swanson, Karen Harris, Steve Graham, eds.
  - Publisher: Guildford Press
  - Publication Date: 2020
  - Text Edition: 2nd
  - Classic Textbook?:
  - OER Link:
  - OER:
- College Success for Students With Learning Disabilities
  - Author: Cynthia Simpson & Vicky Spencer
  - Publisher: Prufrock Press Inc.
  - Publication Date: 2009
  - Text Edition: 1st
  - Classic Textbook?:
  - OER Link:
  - OER:

**Other materials and-or supplies required of students that contribute to the cost of the course.**