



PALS-051: LEARNING DISABILITIES WORKSHOP (FORMERLY LNSK-051)

Effective Term

Fall 2022

BOT Approval Date

12/16/2021

Discipline

PALS - Personalized Academic Learning Skills

Course Number

051

Course Title

Learning Disabilities Workshop (formerly LNSK-051)

Short Title

LD Workshop

Credit Status (CB 04)

C - Credit - Not Degree Applicable

Units**Lecture Units**

0.50

Total Units

0.50

Hours**Lecture Contact Hours**

8-9

Out of Class Hours Lecture

16-18

Total Contact Hours

8 - 9

Total Out of Class Hours

16 - 18

Total Student Learning Hours

24 - 27

Distance Education

Yes

Distance Education**Distance Education Type**

Hybrid Only

What will be done in face-to-face meetings

During the face-to-face meetings the student will be assessed using the WAIS IV and the WJ IV.



Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course focuses on understanding learning differences and strategies related to specific learning disabilities. Cognitive and achievement assessments will be provided as needed to identify student's learning profile. Offered as pass/no pass only. (formerly LNSK-051)

Codes

TOP Code (CB 03)

4930.32 - Learning Skills, Learning Disabled

CIP Code

32.0101 - Basic Skills and Developmental/Remedial Education, General.

Repeatability Code

No

Grading Option

P/NP only

Learning Objectives

Learning Objectives

Learning Objective

1. Identify and explain the key attributes for learning including attention, memory, language skills and executive function.
2. Define learning disability and describe its impact on learning.
3. Evaluate learning potential and learning strengths and weaknesses.
4. Appraise learning strengths and weaknesses through assessment and analysis of results.
5. Consider and choose appropriate accommodations and develop an individual study plan for eligible students based on the results of diagnostic assessment.
6. Locate and be able to access available programs and services.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.

Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.

Communicate remediation needs based on documented functional limitations.

Identify an accommodation that might be used as a compensatory strategy for a specific functional limitation.

Program Learning Outcomes

Learning Outcome

Analyze and critically evaluate functional limitations, select appropriate compensatory learning strategies, and evaluate use adaptive technologies appropriate learning for their individual remediation needs.

Communicate effectively with instructors, staff and fellow students using appropriate methods of technology and select appropriate learning and compensatory strategies.

Demonstrate personal responsibility, identify personal needs and goals, and select appropriate resources necessary to meet them.

Practice active learning and demonstrate measurable progress of course level learning outcomes defined in their educational study plan.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

**Personal
and Professional Responsibility
Civic**

Content

Course Lecture Content

Course content may vary based on the individual disability. Content may include, but is not limited to the following:

1. Demonstrate and identify the key attributes for learning including attention, memory, language processing and executive function.
 - a. Attention, distractibility, and ADHD
 - b. Short-term and long-term memory
 - c. Language processing and dyslexia
 - d. Executive function and meta-cognition
2. Define Learning disability and describe its impact on learning.
3. Evaluate learning potential and learning strengths and weaknesses.
 - a. Learning theories
 - b. Learning styles
4. Appraise learning strengths and weaknesses through assessment and analysis of results.

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- a. Self assessment
 - b. Pre assessment screening and consultation
 - c. Comprehensive intake
 - d. Tests of cognitive ability
 - e. Test of achievement
 - f. Writing samples
 - g. Post assessment consultation
 - h. Educational barriers and limitations
 - i. Alternative explanations
5. Consider and choose appropriate accommodations and develop an individual study plan for eligible students based on the results of diagnostic assessment.
 - a. Appropriate accommodations
 - b. Individual study plan
 - c. Alternative strategies
 - d. Recommended instruction
 6. Locate and be able to access available programs and services.
 - a. Support services
 - b. Referral services

Methods of Instruction

Method

Directed Study

Integration

Directed study may be used to evaluate learning potential and learning strengths and weaknesses using learning styles inventories and tie the findings to learning theory to better understand the impact of LD on the individual student and is presented in accessible format.

DE Adaptations for MOI

Directed study assignments, including selected self assessments, specific compensatory learning strategies instruction, and the impact of identified educational barriers may be provided via adaptive release, virtual classroom, or individual online conferencing within the CMS. Assignments will be completed submitted via the CMS .

Method

Individualized Instruction

Integration

Individual instruction will be used to appraise and learning strengths and weaknesses through administration and analysis of results of self evaluation including a basic understanding of the purpose of formal (cognitive and achievement) and informal assessment (writing samples, self-evaluations) in determining educational barriers and compensatory media and selecting appropriate accommodations and are presented in accessible format.

DE Adaptations for MOI

Individual instruction may be done via a synchronous or asynchronous private chat, virtual classroom or individual online conferencing, or by phone.

Method

Directed Study

Integration

One on one consultations, including cognitive and achievement assessment and accommodation, as determined appropriate, will be used to inform students regarding individual progress and instruction of target compensatory strategies. This aligns with communicating effectively with instructors using appropriate methods of technology and select appropriate learning and compensatory strategies.



DE Adaptations for MOI

One on one consultations may be conducted by phone or in an online privately arranged chat with the instructor.

Method

Individualized Instruction

Integration

Students may be assigned selected and targeted short videos identifying and explaining the key attributes of attention, memory and brain function, language skills, executive functioning and color as determined appropriate based on individual functional limitations.

DE Adaptations for MOI

Short accessible videos on identifying and explaining the key attributes of attention, memory and brain function, language skills, executive functioning and color as determined appropriate based on individual functional limitations will be delivered via the CMS. Students will respond to selected and targeted video in written text via the journal or discussion board features, verbally via conferencing as determined appropriate by the instructor based on individual functional limitations.

Methods of Evaluation

Method

Class Participation

Integration

Class Participation may be assessed in several different ways including but not limited to: answering questions, discussion, development of individual study plan based on self evaluations and assessment (informal and/or formal) through the intake interview meeting.

This activity supports the course objective to evaluate learning potential and learning strengths and weaknesses.

DE Adaptations for MOE

Class participation will be evaluated in a timely manner within the CMS. An individual online appointment will be set within 48 hours upon student initial contact. Students will receive immediate feedback from instructor during the online intake interview meeting.

Method

Homework

Integration

Journal entries may be used to answer questions relative to self appraisals with discussion of learning theories/styles to protect privacy issues related to functional limitations.

DE Adaptations for MOE

Journals will be evaluated for clarity of ideas, especially focusing on the student's ability to understand the functional limitations and compensatory strategies via the CMS. Journal entries may be used to protect student privacy relative to functional limitations. Students will receive immediate feedback from instructor within 48 hours upon receiving journal submissions from students.

Method

Quizzes

Integration

Quizzes covering concepts of LD including memory, executive functioning and metacognition, attention and distractibility, dyslexia, and dyscalculia.



DE Adaptations for MOE

Quizzes will evaluate the student's level of understanding of the concepts of LD including memory, executive functioning and metacognition, attention and distractibility, dyslexia, and dyscalculia. Quizzes will be delivered through the CMS and students will receive immediate feedback and scores after taking the quiz on Canvas.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment 1

Complete the intake packet provided to you by the instructor and attend scheduled individual appointments with the instructor. The intake packet may be provided electronically via private email. Once the intake packet is complete, you may return the packet via email. Private appointments for review and discussion of the intake packet will be completed one on one by appointment only once the completed packet is returned to the instructor. Contents of the intake packet and all reviews will be completed individually, in private, and will remain confidential to provide to for any privacy concerns relative to disabling conditions and functional limitations.

How assignment will be adapted in online format

The writing assignment will be turned in through CMS and students will receive a confirmation email that the Intake packet was received. Feedback will be discussed through online zoom meeting.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Assignment 2

Prepare a written outline, which should include the following elements as related to your functional limitations:

A. Outline key characteristics of your functional limitations and their impact on learning. This may include short-term memory, long-term memory, dyslexia, ADHD, color or other identified functional limitations.

B. Outline one learning theory related your identified functional limitations.

C. Outline the plan of action developed from assessment results and prescribed recommendations, including compensatory strategies and support/referral services discussed.

Once the written outline is submitted, you will meet with the instructor in private to provide for any privacy concerns relative to your functional limitations to review and discuss any refinements of compensatory strategies and support services.



How assignment will be adapted in online format

Assignment will be submitted through CMS. Students will receive immediate feedback through CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Read your assessment eligibility results. After you have read your results, please tell me what you think you will start doing moving forward to help you be a successful student. Did you learn something new about yourself after reading and going over your assessment with me?

How assignment will be adapted in online format

The reading assignment will be submitted through CMS. Feedback will be discussed through online zoom meeting.

Course Materials**Textbooks**

Simpson, Cynthia G., and Vicky G. Spencer. College Success for Students with Learning Disabilities: A Planning and Advocacy Guide for Teens with LD, ADHD, ASD, and More. Prufrock Press Inc., 2020. ISBN: 978-1646320455

Other Resources

Handouts and assigned reading will be provided by the instructor.

Class Size Information**Class Size**

15

Class Size Category

J - Specialty lab

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

Diversity and inclusion are considerable factors to the revision. We offer an inclusive course where all students are welcome to participate and be part of. The literature readings, videos, and PowerPoint materials that are infused in the course foster diversity from multicultural and intersectional perspectives. The course content shows relevance to how students' age, race, gender, social class, language, sexual orientation, dis(ability) and regionality and nationality influence students' learning.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Weekly assignments, discussion posts, homework and final project were analyzed and given attention to align with promoting an equitable course to students. The goal is to support all students, meet where they are at and have the students reflect on their cultural frame of reference and connect their own personal experiences. Students are also presenting information critical to the learning objectives that provides a diverse perspective to the instructional material.

Interactions

Explain how the course will incorporate student-to-student interaction.

Instructor will have a Q& A discussion post open throughout the semester in the CMS. Students will be able to interact and share any resources or tools, programs and services and study skills strategies that have helped them throughout the semester. Students will respond to other students' post through CMS.

Explain how the course will incorporate instructor-to-student interaction.

Intake interviews and Eligibility Recommendation meetings will be facilitated either virtually or face to face. The administration of the assessment is done in a face- to- face modality.

Using the CMS , discussion forums in video-conferencing software, and/or in-class, the instructor will participate in discussions to appraise student's learning strengths and weaknesses based on assessment and analysis of results.

Explain how the course will incorporate student-to-content interaction.

Instructor will provide success strategies relevant to assessment results.

To learn course objectives/concepts, students will reference accessible materials such as assigned readings (textbooks, articles, etc.), written lecture materials or transcripts of lectures, video or audio lectures, or narrated PowerPoint presentations.

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Explain how the course will incorporate student-to-self interaction (metacognitive).

The determination of learning disability eligibility and accommodations will help the students become aware of their academic limitations.

Key: 2036