**Course Description**

Students increase their awareness of, and sensitivity to, persons with learning disabilities in social, educational and work settings. The field of learning disabilities is introduced through an historical overview, definitions, characteristics, and various models of the causes of learning disabilities. Students learn about the impact learning disabilities have on people's day-to-day lives and the strategies that may be used to compensate for them. Activities include group work, independent research, reflection and case studies. Students are encouraged to share personal experience and knowledge.

**General Education Theme Area(s)**

This is a General Education course that supports learning in the following theme area(s): Personal Understanding

**Relationship to Essential Employability Skills**

This course contributes to your program by helping you achieve the following Essential Employability Skills:

- **EES 1** Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (T, A, CP)
- **EES 2** Respond to written, spoken or visual messages in a manner that ensures effective communication. (T, A, CP)
- **EES 5** Use a variety of thinking skills to anticipate and solve problems. (T, A, CP)
- **EES 6** Locate, select, organize and document information using appropriate technology and information systems. (T, CP)
Course Learning Requirements/Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

1.) Describe the influences that led up to the emergence of the field of learning disabilities and, in particular, to appreciate the role of parent and professional groups in this development.
   - Review pioneering research in LD
   - Examine legal issues/legislation
   - Consider the unique nature of LD.

2.) Identify characteristics & prevalence of learning disabilities and understand the definitions from different perspectives (i.e. educational vs. medical and psychological definitions)
   - Note variations in the definition of LD
   - List components of identification criteria and exclusion factors
   - Search literature for incidence of LD in the general population
   - Review indicators: early, school
   - Describe main characteristics of LD

3.) Differentiate between the various types of LD and appreciate the unique learning characteristics of each person with a LD through readings and a case study.
   - Review and describe categories of disabilities
   - Reflect on attitude and bias
   - Review and explode some myths and misconceptions.

4.) Explore the impact of Learning Disabilities in educational and social settings and identified strategies that assist persons with learning disabilities.
   - Explore individual learning styles
   - Examine extraneous factors to learning
   - Examine specific learning, social, and behavioural strategies

5.) Describe how adequate intelligence, motivation, instruction and emotional support may help adults with Learning Disabilities compensate for difficulties they experience in educational and career pursuits.
   - Review role of self-advocacy
Explore adult profiles
Examine post-secondary supports
Explore workplace accommodations
Review transition issues

Evaluation/Earning Credit

The following list provides evidence of this course's learning achievements and the outcomes they validate:

Quiz(zes)/Test(s) (30%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, EES 5, EES 10

Written Assignment(s) (40%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, EES 1, EES 6, EES 7

Discussion Forum (30%)
Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, CLR 5, EES 2, EES 8

Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Learning Resources

Links to web based resources are provided within the Course Documents.

Key web sites include:
Learning Disabilities Association of Canada: http://www.ldac-acta.ca/
Learning Disabilities Association of Ontario: http://www.ldao.ca/
LDOnline: http://www.ldonline.org/

All readings and course notes are provided on-line under Course Documents.

Learning Activities

group project work via email & electronic discussion groups
both directed and undirected group discussion via email & electronic discussion group
individual reading and research on the Internet
independent study & reflection
access to a group facilitator by email, or phone, (depending on geographic location)
detailed study guidelines & specific time lines for completing the course over a 15 week period

Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Other: An oral dialogue that (a) assesses the candidate's knowledge of the differing theories on the causes, types, and definitions of learning disabilities and (b) verifies the candidate's understanding of the impact learning disabilities have in a variety of settings.
- Portfolio

Grade Scheme

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<thead>
<tr>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90% - 100%</td>
<td>4.0</td>
<td>A</td>
<td>85% - 89%</td>
<td>3.8</td>
</tr>
<tr>
<td>A-</td>
<td>80% - 84%</td>
<td>3.6</td>
<td>B+</td>
<td>77% - 79%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73% - 76%</td>
<td>3.0</td>
<td>B-</td>
<td>70% - 72%</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>67% - 69%</td>
<td>2.3</td>
<td>C</td>
<td>63% - 66%</td>
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<tr>
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<td>1.7</td>
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<td>57% - 59%</td>
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<td>1.2</td>
<td>D-</td>
<td>50% - 52%</td>
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<td>0% - 49%</td>
<td>0</td>
<td>FSP</td>
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Course Related Information

Please refer to the Course Section Information (CSI) / weekly schedule for specific course-related information as provided by your professor.

Department Related Information

Policy on course assignments, tests, exams:
Late Submission Policy
Students are expected to make every effort to meet the originally scheduled course requirements by writing tests and examinations as scheduled and submitting assignments by the due date. Please note below the expectations for exceptional circumstances.

Tests and Exams
In cases of a medical or compassionate issue which prevents the student from writing during the originally scheduled time, students are to notify their professor of their absence in writing prior to the evaluation, or, in the case of extenuating circumstances no later than three (3) working days after the evaluation. Documentation may be required in order for the test/exam to be rescheduled.

Assignments
Assignments are due in the format and at the date and time specified by the professor (hard copy in class, Assignment Tool through Brightspace, etc.). Assignments which do not meet submission guidelines regarding format will be considered late.
Late assignments will be subjected to an immediate 20% penalty. The student may submit the work within one week of the due date with no further penalty.
After one week, the assignment will not be accepted and a mark of zero will be recorded.

Online and in-class assignments
Online work is due as scheduled and will not be accepted after the due date.
In-class assignments, including presentations, are to be completed as scheduled.

Progression Policy
Students must complete more than 50% of their Level 1 courses, in order to progress to Level 2 of the program.

Students who fail to meet the progression criteria to advance to Level 2 will be required to withdraw from the program and must reapply to Level 1 through the Ontario College Application Services (www.ontariocolleges.ca) if they wish to return.

Students who fail to meet the progression criteria to advance to Level 4 will also be required to withdraw from the program and reapply to Level 3 through the Ontario College Application Services (www.ontariocolleges.ca) if they wish to return.

College Related Information

Email
Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.
Students with Disabilities
If you are a student with a disability, you are strongly encouraged to make an appointment at the Centre for Accessible Learning to identify your needs. Ideally, this should be done within the first month of your program, so that a Letter of Accommodation (LOA) can be provided to your professors. If you are a returning student, please ensure that professors are given a copy of your LOA each semester.

Retroactive Accommodations
Students are expected to meet evaluation and completion deadlines as stated in course outline and course section information documents. In circumstances where evaluation and/or completion deadlines are missed or student performance has been affected by a temporary or permanent disability (including mental health), interim or retroactive accommodations may be considered. In such instances, please consult your course faculty member. For other situations where deferral of evaluations may be warranted, please refer to college policy AA21.

Academic Integrity & Plagiarism
Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback
It is Algonquin College’s policy to give students the opportunity to share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Mobile Devices in Class
With the proliferation of small, personal mobile devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Mobile Devices in Class

Transfer of Credit
It is the student’s responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

Note: It is the student’s responsibility to refer to the Algonquin College Policies website for the most current information at http://www.algonquincollege.com/policies/

Legend

Terms
• ALO: Aboriginal Learning Outcome
• Apprenticeship LO: Apprenticeship Learning Outcome
• CLR: Course Learning Requirement
• DPLO: Degree Program Learning Outcome
• EES: Essential Employability Skill
• EOP: Element of Performance
• GELO: General Education Learning Outcome
• LO: Learning Outcome
• PC: Program Competency
• PLA: Prior Learning Assessment
• PLAR: Prior Learning Assessment and Recognition
• VLO: Vocational Learning Outcome

**Assessment Levels**
- T: Taught
- A: Assessed
- CP: Culminating Performance