Independent Study Online Course Syllabus

**Course Number:**  SED 905  
**Course Title:** Starting Special Need Programs for those with Learning Challenges in Faith Based Schools

X Online  □ Distance Learning

<table>
<thead>
<tr>
<th>Instructor: Joyce Inouye M.A.Ed.</th>
<th>Units: 3</th>
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</thead>
<tbody>
<tr>
<td>Phone number: (310) 738-5397 (Cell)</td>
<td>Grade Level: K-12</td>
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**Course Description:**
The course will develop leadership skills to overcome challenges and gain knowledge on how to start, maintain, improve and/or enhance a program in faith-based schools that serve those students with learning challenges to better meet their individual needs.

It is assumed that in taking this course you have access to at least one student exhibiting difficulties in learning in which to make observations and applications from the course material.

**Procedures:**
Carefully read the entire syllabus and all of the course requirements. If, after examining the course requirements, you decide that this course is inappropriate for your needs, notify the instructor via email, refer to the Independent Study Policies and Procedures for information regarding course drops and refunds.

**How to send email:**
The subject line of all emails must contain the following information:
course number, your last name, first name initial (Example: SED 905 Inouye, J.)
Email sent without this subject line will not be opened.

**Course Dates:**
This course is self-paced. Students may enroll anytime and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week

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Course Materials: (Students will need to purchase the required text, as costs are not included in fees for this course.)


God. (Eternity). The Bible.

*This text can be purchased through www.amazon.com or www.joninandfriends.org

Course Requirements:
Evaluation is based on the demonstration of content knowledge, creation of mini (section) topical papers, the ability to interact with assigned readings, interviews, and class participation. Prepare to set aside at least 6 hours a week to study outside of class. In completing the reading and assignments, the candidate will be well equipped for the final.

Students will read selected chapters in the required text with this course, as well as on-line articles. (See rubric)

Students will watch the Video and/or power point lecture and complete homework and topical mini-papers. (A mini-paper is 250-350 words or one page, typed 12-font)

Students will complete several reflections in forums, and the homework mini-papers related to the topics of discussion.

Students will demonstrate content knowledge through creation of mini topical papers.

Students will interact and participate with assigned readings, interviews and class discussions.

National Standards:
This course covers the following National Board for Professional Teaching Standards

Proposition 1: Teachers are Committed to Students and Their Learning
Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitable, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
Accomplished teachers, have skill and experience in teaching what they do. They are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers Are Responsible for Managing and Monitoring Student Learning
Accomplished teachers create, enrich, maintain and alter instructional setting to capture and sustain the interest of their students and to make the most effective use of time. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools’ goals for students to be met.

Proposition 4: Teacher Think Systematically about Their Practice and Learn from Experience
Accomplished teachers draw on their knowledge of human development, subject matter and instruction and their understanding of their students to make principled judgments about sound practice.

Proposition 5: Teachers are Members of Learning Communities
Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development.

Learning Objectives/Outcomes:
Upon completion of the course, you will be able to:

1. Develop a program specifically designed to meet the needs of your Faith Based School, and the students with specific learning needs within it. (Proposition 1, Proposition 3 and Proposition 4)

2. Compare and contrast current programs in Faith Based schools by considering how they are financially funded, supported, serve their students, and affect the entire study body and all stakeholders involved. (Proposition 1, Proposition 3 and Proposition 4)

3. Develop a diagram of steps to start a special need program at a faith based school. (Proposition 1, Proposition 3)

4. Present a two-minute testimony using theology as to why a Faith Based school should serve those with learning needs. (Proposition 2, Proposition 3, and Proposition 4)

5. Present to the Administration, Staff and Parents a program that will accommodate for the specific needs of students with academic challenges. (Proposition 2, Proposition 3, and Proposition 4)

6. Develop a volunteer program for a special need program in Faith Based Schools. (Proposition 2, Proposition 3, and Proposition 4)
7. Interview parents to discover why they would prefer their child with learning challenges in a Faith based school. (Proposition 4, Proposition 5)

8. Develop individualized accommodations through a special need program in Faith Based School. (Proposition 2, Proposition 3, Proposition 4, and Proposition 5)

Schedule of Topics

1. Serving Those with Disabilities in Faith Based Schools
   This will be done by video and/or PowerPoint presentation, selected textbook readings, and quiz.

2. Christian Community Response to students with mild disabilities.
   This will be presented by video and/or PowerPoint lecture with an assignment mini paper on what they have gained through the readings, and lecture (3 main points).

3. Theology Basis for serving those with Special Learning needs.
   This will be presented by video and/or PowerPoint lecture with an assignment mini paper on what they have gained through the readings, and lecture (3 main points). Being able to bring forth scripture to support having a program and being able to share a (2 minute) testimonial.

4. Comparing and Contrast Existing Special Need Programs in Faith Based Schools.
   This will be taught through video lecture and/or PowerPoint. The assignment would be to create a mini paper that compares and contrasts two existing special need programs in Faith Based Schools. (strengths and weaknesses, financial supports, program schedules)

5. Getting Volunteers to assist those with needs in a Faith Based School.
   This will be taught through video lecture and/or PowerPoint. The student will write a mini-paper on starting a volunteer assistance program and support for families and teachers at the school.

6. Understanding the Needs of the Stakeholders Involved.
   This will be taught through video lecture and/or PowerPoint. The student will write a mini paper on what parent and teacher interviews.

7. Becoming an Agent of Change.
   This will be taught through video lecture and/or PowerPoint. The student will write a mini paper on support from public schools, professional and the community.

8. Resistance for Programs
   This will be taught through video lecture and/or PowerPoint. The student will write a mini paper on how teachers feel toward accommodations to their curriculum, and any extra work involved.

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9. **How to serve those with Learning Challenges in Faith Based Schools.**
   This will be taught through video lecture and/or PowerPoint. The student will create strategies for specific learning challenges of inattention, auditory/visual processing, dyslexia, dysgraphia, for students with unique learning challenges.

10. **Building a Supportive Network**
    This will be through text reading and video lecture PowerPoint. The student will take a quiz on what support services are available and write an essay on what they have available in their school districts.

11. **Bringing Vision to Fruition**
    Students will learn by video lecture PowerPoint and create a visual diagram map of the steps necessary to start a special need program in faith based schools.

**Evidence of Learning** (based on course rubrics)
- Course instructor observed evidence of course objectives through topical mini papers
- Course instructor observed evidence of course objectives through map diagram
- Course instructor observed evidence of course objectives through interviews with existing special need programs in Faith Based Schools (compare/contrast in areas of financial funding, volunteer help, and how the program serves students with specific learning challenges).
- Course instructor observed evidence of course objectives through interviews with parents. (Their feelings toward the having a program, the pros and cons and opinions).
- Course instructor observed evidence of course objectives through interviews with administrators and staff. (Support for the having a program, the pros and cons, becoming “Agents of change”).
- Course instructor observed evidence of course objectives as demonstrated by the students’ final project that produces the foundations necessary to start a special need program in faith based schools.

**Grading Policies and Rubrics**
Students who take the course for credit/no credit must earn an 80% or above to earn credit. Students who enroll in the course for a letter grade must achieve a grade of “A” or “B”. Coursework that earns below a “B” or below an 80% will not receive credit. An assignment rubric is available to download. You will want to print the rubric to refer to throughout the course. 1000 points on the rubric scale are available.

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A = (900-1000 points)
Work shows an investment of time and energy. There are thoughtful reflections and examples to support ideas. The questions are answered thoroughly and additional thoughts or questions may be raised to indicate that the student is interacting with the text.

A- = (875-899 points)
B+ = (850-874 points)
B = (800-849 points)
B- = (750-799 points)
Work is not as thorough in thought and reflection. Thoughts are more general and do not give as much detail. Questions are answered but do not address the issues with precision.

Additional Class Information

Late Assignments:
One of the six domains of the California Standards for the Teaching Profession and Teacher Expectation 12 and 13 is efficient time management skills. Time management will be important in order to hand in completed assignments on time. Late assignments will not be accepted unless a significant emergency can be formally documented. All assignments are due on their due dates or before.

Instructor/Student Contact
Contact with the instructor will be via email, web discussion forum, posted assignments through FPU moodle and phone. The instructor is here to facilitate learning and guide students through the objects. Students are encouraged to use email, forums and phone to communicate with the instructor.

Technology Requirements:
In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:
This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more
about Moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – http://col.fresno.edu/student.

**Moodle Site Login and passwords – (or other online course access information)**
Students will need to have internet access to log onto http://ce-connect.fresno.edu. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to:00 5pm.

**Getting Help with Moodle:**
If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at http://col.fresno.edu/contact/request-services. Please identify that you are with the Continuing Education/Independent Studies department.

**Course Completion:**
The following forms need to be completed, self monitored, and mailed back to the instructor upon completion of the course. Please print the following forms:

- Procedure for Completing Coursework
- Assignment Checklist

**Final Course Grade and Transcripts**
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at http://ce.fresno.edu/cpd - under General Information > CPD Policies.

**References:**
Please find the following resources to further enhance your knowledge and abilities:


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9) YouTube. Harris, Martin. *Heart of a Disability.* This is a project that brings forth Kingdom perspectives on Disabilities. YouTube – 2:20 mins. [http://www.youtube.com/watch?v=9Rzk66abJUg](http://www.youtube.com/watch?v=9Rzk66abJUg)


differences and the potential power to make changes in society.
http://www.johnmhull.biz/A%20Spirituality%20of%20Disability1.htm


This section is a bibliography of suggested additional readings to expand the course content, including web sites for accessing the National Standards for the Teaching Profession, and State content standards. Careful attention to current resources is requested. To ensure your course content is current, a minimum of 25% of the references should be publications that have been published within five years of the current year.

**Plagiarism and Academic Honesty**
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

**CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>CE 1.</th>
<th>Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.</th>
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<td>CE 2.</td>
<td>Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.</td>
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| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

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**FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES**

| **Student Learning Outcomes Oral Communication:** Students will *exhibit* clear, engaging, and confident oral communication – in both individual and group settings – and will critically *evaluate* content and delivery components. |
| **Written Communication:** Students will *demonstrate* proficient written communication by *articulating* a clear focus, *synthesizing* arguments, and utilizing standard formats in order to *inform* and *persuade* others. |
| **Content Knowledge:** Students will *demonstrate* comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| **Reflection:** Students will *reflect* on their personal and professional growth and *provide evidence* of how such reflection is utilized to manage personal and vocational improvement. |
| **Critical Thinking:** Students will *apply* critical thinking competencies by *generating* probing questions, *recognizing* underlying assumptions, *interpreting* and *evaluating* relevant information, and *applying* their understandings to new situations. |
| **Moral Reasoning:** Students will *identify* and *apply* moral reasoning and ethical decision-making skills, and *articulate* the norms and principles underlying a Christian world-view. |
| **Service:** Students will *demonstrate* service and reconciliation as a way of leadership. |
| **Cultural and Global Perspective:** Students will *identify* personal, cultural, and global perspectives and will employ these perspectives to *evaluate* complex systems. |
| **Quantitative Reasoning:** Students will accurately *compute* calculations and symbolic operations and *explain* their use in a field of study. |
| **Information Literacy:** Students will *identify* information needed in order to fully understand a topic or task, *explain* how that information is organized, *identify* the best sources of information for a given enquiry, *locate* and critically *evaluate* sources, and accurately and effectively *share* that information. |
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