

SED 901N – High Incidence Disabilities

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3
Target Grade Level: PreK - 12th grade
Course Access: <http://ce-connect.fresno.edu>

Course Description

This course provides students with an overview of the most common disabilities found in private and public schools: learning disabilities, other health impairments – AD/HD, asthma, diabetes, and Tourette’s syndrome – along with autism and speech and language disorders. The course will also provide insights to executive functioning and the impact on social skill development. Practical and applicable strategies and interventions for the classroom are presented.

Required Texts and Course Materials

There are no required textbooks for this course. All material is presented via video and professional development websites.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning). www.moodle.org, www.demo.moodle.org, www.docs.moodle.org

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

National Standards Addressed in This Course

Although there are no official state or national standards for special education, the Council for Exceptional Children (www.cec.sped.org) is regarded as the national representative of special education expectations. CEC ethical standards and best practices will be used as a core to special education expectations.

1. The education professional who works with children with special needs understands and applies knowledge of the philosophical, historical, and legal foundations of special education.
2. The education professional who works with children with special needs applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.
3. The education professional who works with children with special needs knows how to communicate and collaborate effectively in a variety of professional settings.
4. The education professional who works with children with special needs understands and applies knowledge of the characteristics and needs of individuals with disabilities.
5. The education professional who works with children with special needs understands formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.
6. The education professional who works with children with special needs understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.
7. The education professional who works with children with special needs understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.
8. The education professional who works with children with special needs understands assistive technology as defined by state and federal regulations.
9. The special education teacher understands and applies knowledge of transition issues and procedures across the life span.
10. The education professional who works with children with special needs promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Continuing Education Program Student Learning Outcomes

CE 1	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.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
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.

Student Learning Objectives (SLOs)

Student Learning Outcomes in This Course By the end of this course student will be able to:	National Standards Addressed in This Course*	Continuing Education Program Student Learning Outcomes Addressed**
1. Demonstrate an overall understanding of special education law as it applies to qualification for special education services.	1	5
2. Reflect upon their own views of disability and the role one plays in dispelling the value of those affected by disability.	2	1, 4 & 5
3. Understand and apply their knowledge regarding the definition, statistics, and characteristics of a high incidence disabilities.	4, 5, 6, & 7	2 & 4
4. Understand and apply their knowledge regarding the definition, statistics, and characteristics of auditory and visual processing.	4, 5, 6, & 7	2 & 4
5. Understand and apply their knowledge regarding the definition, statistics, and characteristics of Other Health Impaired.	4, 5, 6, & 7	2 & 4
6. Understand and apply their knowledge regarding the definition, statistics, and characteristics of autism.	4, 5, 6, & 7	2 & 4
7. Understand and apply their knowledge regarding executive functioning and implications for behavioral control.	4, 5, 6, & 7	2 & 4
8. Understand and apply their knowledge regarding how disability impacts social skill development.	4, 5, 6, & 7	2 & 4
9. Develop, critique, implement, and evaluate lessons development for inclusive classrooms.	4 & 7	2 & 4

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Assignment
First People Language	<ol style="list-style-type: none"> 1. Forum: Introduction 2. Read: The ARC: What is People First Language 3. Read: Iris: People First Language 4. Assignment: People First Language Reflection 	<p>0 Points</p> <p>10 Points</p>	<p>5 Minutes 20 Minutes</p> <p>20 Minutes</p> <p>1 Hour</p>
Special Education Law and Awareness	<ol style="list-style-type: none"> 1. Watch: A Historical Perspective of Special Education Law 2. Explore: IDEA: Individuals with Disabilities Education Act 3. Read: Disability Awareness: Bias and the Law 4. Assignment: Special Education Law and Awareness Reflection 	<p>10 Points</p>	<p>23 Minutes</p> <p>1 – 2 Hours</p> <p>5 Minutes</p> <p>2 Hours</p>
The Categories	<ol style="list-style-type: none"> 1. Watch: The Thirteen Categories 2. Read: Children and Youth with Disabilities 3. Assignment: Prevalence Rates 4. Assignment: Interventions, Modifications, and Accommodations 	<p>10 Points</p> <p>10 Points</p>	<p>23 Minutes 1 Hour</p> <p>1 Hour 1 Hour</p>
Specific Learning Disabilities	<ol style="list-style-type: none"> 1. Watch: Specific Learning Disabilities 2. Read: Learning Disabilities 3. Read: Dyslexia Basics 4. Watch: F.A.T. City: How difficult can this Be 5. Assignment: Ah ha & Oh No! 6. Assignment: Lesson Plan #1 7. Assignment: Lesson Plan #2 	<p>10 Points</p> <p>25 Points</p> <p>25 Points</p>	<p>9 Minutes</p> <p>30 Minutes 15 Minutes 90 Minutes</p> <p>30 Minutes 1 – 2 Hours 1 – 2 Hours</p>
Auditory Deficits	<ol style="list-style-type: none"> 1. Watch: Auditory Processing 2. Explore: Understanding Auditory Processing Disorders in Children 3. Explore: Understanding Auditory Processing 4. Assignment: Lesson Plan #3 5. Assignment: Lesson Plan #4 	<p>25 Points</p> <p>25 Points</p>	<p>7 Minutes 1 – 2 Hours</p> <p>1 – 2 Hours</p> <p>1 – 2 Hours 1 – 2 Hours</p>

Visual Deficits	<ol style="list-style-type: none"> 1. Watch: Visual Processing 2. Read: Understanding Visual Processing Issues 3. Assignment: Lesson Plan #5 4. Assignment: Lesson Plan #6 	<p>25 Points</p> <p>25 Points</p>	<p>5 Minutes</p> <p>1 Hour</p> <p>1 – 2 Hours</p> <p>1 – 2 Hours</p>
Speech and Language Impairments	<ol style="list-style-type: none"> 1. Watch: Speech and Language Disabilities 2. Read: Overview of SLI 3. Explore: Language Based Learning Disabilities 4. Explore: Ability Tools 5. Assignment: Lesson Plan #7 6. Assignment: Lesson Plan #8 7. Explore: Stuttering: Definition, Symptoms, and much more 8. Read: Classroom Speaking Situations 9. Read: Oral Reading Fluency 10. Stuttering: Answers for Educators 11. Assignment: Addressing Stuttering 	<p>25 Points</p> <p>25 Points</p> <p>10 Points</p>	<p>5 Minutes</p> <p>15 Minutes</p> <p>1 – 2 Hours</p> <p>1 – 2 Hours</p> <p>1 – 2 Hours</p> <p>1 – 2 Hours</p> <p>15 Minutes</p> <p>15 Minutes</p> <p>15 Minutes</p> <p>15 Minutes</p> <p>1 Hour</p>
Autism Spectrum Disorder	<ol style="list-style-type: none"> 1. Read: Overview of ASD 2. Complete: Autism Spectrum Disorders Part 1 3. Assignment: Initial Thoughts 4. Read: Autism Spectrum Disorders Part 2 5. Watch: Rain Main 6. Assignment: Rain Main Response 7. Assignment: Lesson Plan #9 8. Assignment: Lesson Plan #10 	<p>10 Points</p> <p>10 Points</p> <p>25 Points</p> <p>25 Points</p>	<p>30 Minutes</p> <p>30 Minutes</p> <p>1 Hour</p> <p>15 Minutes</p> <p>2 Hrs 15 Min</p> <p>1 Hour</p> <p>1 - 2 Hours</p> <p>1 – 2 Hours</p>
Other Health Impairment: AD/HD	<ol style="list-style-type: none"> 1. Watch: Other Health Impairments 2. Read: Overview of OHI 3. Read: AD/HD Fact Sheet 4. Read: AD/HD & Learning Disabilities 5. Watch: Happy Feet 6. Assignment: Happy Feet Response 7. Read: AD/HD Handout 	<p>10 Points</p>	<p>3 Minutes</p> <p>30 Minutes</p> <p>30 Minutes</p> <p>30 Minutes</p> <p>1 Hr 40 Min</p> <p>1 Hour</p> <p>30 Minutes</p>

	8. Assignment: He Just Needs a Little Discipline		1 Hour
	9. Assignment: Lesson Plan #11	25 Points	1 – 2 Hours
	10. Assignment: Lesson Plan #12	25 Points	1 – 2 Hours
Other Health Impairment: Asthma	1. Read: Asthma: The Facts		30 Minutes
	2. Read: Asthma: Characteristics, Accommodations, & Modifications		30 Minutes
	3. Assignment: Lesson Plan #13	25 Points	1 – 2 Hours
Other Health Impairment: Diabetes	1. Read: Diabetes – Type 1		30 Minutes
	2. Read: Diabetes – Type 2		30 Minutes
	3. Read: Diabetes: Tips for Teachers		30 Minutes
	4. Read: Information for Teachers and Care Givers		30 Minutes
	5. Assignment: Lesson Plan #14	25 Points	1 – 2 Hours
Other Health Impairment: Tourette's Syndrome	1. Read: What is Tourette's Syndrome		30 Minutes
	2. Watch: This Student's Experience with Tourette's Syndrome		10 Minutes
	3. Watch: I have Tourettes, but it Doesn't Have Me		4 Minutes
	4. Assignment: Addressing Tourette's	10 Points	1 Hour
Executive Functioning	1. Watch: Executive Functioning and Behavior Plans		18 Minutes
	2. Read: Executive		15 Minutes
	3. Watch: When the Chips are Down		90 Minutes
	4. Assignment: Addressing Executive Functioning	10 Points	1 Hour
	5. Assignment: Lesson Plan #15	25 Points	1 – 2 Hours
	6. Assignment: Lesson Plan #16	25 Points	1 – 2 Hours
Social Skills	1. Watch: It's So Much Work to be Your Friend		90 Minutes
	2. Assignment: Addressing Social Skills	10 Points	1 Hour
	3. Assignment: Lesson Plan #17	25 Points	1 – 2 Hours
	4. Assignment: Lesson Plan #18	25 Points	1 – 2 Hours
Course Wrap-Up: Grade and Evaluation	1. Assignment: Wrap-Up		30 Minutes
	2. Complete: Student Grade Submission Instructions		

Grading Policies and Rubrics for Assignments

- Assignments will be graded per criteria presented in the course grading rubrics.
- Students must earn a minimum of 80% to received credit for the assignment.
- A = 90-100% and B= 80-89%, (anything below 80% will not receive credit.)
- Grading Policies:
 - The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
 - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
 - All assignments must be completed to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Lesson Plans

All lesson plans should be completed on the FPU Lesson Plan template available on Moodle. Each component of the syllabus is to be completed. The Lesson plan is graded on a 25-point rubric.

<i>Does Not Meet Criterion 0 - 5</i>	<i>Approaches Criterion 6 - 10</i>	<i>Meets Criterion 11 - 20</i>	<i>Exceeds Criterion 12 - 25</i>
Not all components have been completed.	Each component of the lesson plan is complete; however, all components do not address the subject or disability.	Each component of the lesson plan is addressed and in alignment with the subject and disability being discussed.	The lesson plan well developed with each component connected to all parts and rationale provided is justified.

All other assignments

All other assignments are also graded on a 10-point rubric. Each component of the assignment must be addressed.

<i>Does Not Meet Criterion 0 - 2</i>	<i>Approaches Criterion 3 - 5</i>	<i>Meets Criterion 6 - 8</i>	<i>Exceeds Criterion 9 - 10</i>
Not all components have been completed.	Some components are stated. The assignment is well organized. Some grammar, punctuation, or formatting errors are present.	Each component is stated in a clear and concise manner. The assignment is well organized. Few grammar, punctuation, or formatting errors are present.	All components are well threaded throughout the assignment.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can 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. If 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: (https://docs.moodle.org/30/en/Student_FAQ). 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 5:00 pm. or email prof.dev@fresno.edu

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559-453-3460) is available Mon-Thurs 8:00 am to 8:00 pm 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 “School = Continuing Education”.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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 at <http://ce.fresno.edu/cpd/policies/>

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <http://registrar.fpu.edu/catalog>.

Fresno Pacific University Student Learning Outcomes

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