

SED-912: Bridging to the MMSN and ESN Credentials

Independent Study Online Course Syllabus

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Course Description

This course is designed as a “bridge” option for current Mild to Moderate Education Specialists or Moderate to Severe Education Specialists to demonstrate competence on Teacher Performance Expectations embedded in the new Education Specialist Credentials that were launched Summer/Fall 2022. The Office of Administrative Law (OAL) approved the package and several updates to the Education Specialist Credential went into effect on July 1, 2022. The new bridge authorizations allow individual credential holders to earn the full breadth of the new authorizations while holding previously issued Education Specialist authorizations.

The Bridge Authorization is an added authorization that is an option for special education credential holders whose credential was issued prior to the new standards and is intended to result in these credential holders having authorizations that are equivalent in scope to the new Mild to Moderate Support Needs (authorization code MMSN) and Extensive Support Needs (authorization code ESN) authorizations. This course is designed to meet the Mild to Moderate Support Needs Teacher Performance Expectations 2.2, 2.3, 2.11, 3.3, 4.5, 5.2, and 6.6. This course is designed to meet the Extensive Support Needs Teacher Performance Expectations 2.6, 2.7, 2.14, 3.5, 4.6, 5.3, and 6.7.

Note - Educators who hold a credential authorizing special education instruction that was issued under older standards and does not include the autism preparation must also hold the added authorization in autism spectrum disorders to be considered equivalent. This course does not meet the requirements for the added authorization in autism spectrum disorders.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Required Books:

- Darmofal, K. (2015). *101 tips for recovering from traumatic brain injury: Practical advice for TBI survivors, caregivers, and teachers*. Loving Healing Press. ISBN: 978-1615992829
<https://www.amazon.com/Tips-Recovering-Traumatic-Brain-Injury/dp/1615992820>

- Orelove, F. P., Sobsey, D., Gilles, D. L. (2017). Educating Students with Severe and Multiple Disabilities, A Collaborative Approach. Brooks Publishing. ISBN-13: 978-1598576542
<https://www.amazon.com/Educating-Students-Severe-Multiple-Disabilities/dp/1598576542>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

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, podcasts, worksheets, online activities, journal articles and other resources.

Moodle: Moodle is a web-based learning management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
<https://moodle.org> // <https://moodle.org/demo> // <https://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 for a 3-unit course (one week per unit).

Mild Moderate Support Needs (MMSN) Teacher Performance Expectations (TPEs) Addressed in the course:

MM 2.2	Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations.
MM 2.3	Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.
MM 2.11	Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.
MM 3.3	Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

MM 4.5	Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues.
MM 5.2	Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
MM 6.6	Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

Extensive Support Needs (ESN) Teacher Performance Expectations (TPEs) Addressed in the course:

EX 2.6	Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations
EX 2.7	Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations
EX 2.14	Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function
EX 3.5	Demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.
EX 4.6	Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues
EX 5.3	Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods

	to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities
EX 6.7	Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:		National Standards Addressed*	CE-SLO Addressed*
C-SLO 1	Explain how to support the movement, mobility, sensory and specialized health care needs for students to fully participate.	MM 2.2, EX 2.6	CE-SLO 2
C-SLO 2	Explain how to organize a safe environment, that includes barrier free space for independent mobility.	MM 2.2, EX 2.6	CE-SLO 4
C-SLO 3	Develop an overall understanding of students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability.	MM 2.3, EX 2.7 MM 3.3, EX 3.5	CE-SLO 2

C-SLO 4	Develop an overall understanding of students who have sustained a traumatic brain injury as they transition to school and present with a change in function and family needs.	MM 2.11, EX 2.14 MM 6.6, EX 6.7	CE-SLO 2
C-SLO 5	Explain core challenges associated with the neurology of open or closed head injuries	MM 4.5 EX 4.6	CE-SLO 2
C-SLO 6	Identify resources for individuals with physical, orthopedic, and multiple disabilities, as well as traumatic brain injury,	MM2.2, EX 2.6, MM 2.3, EX 2.7, MM 4.5 EX 4.6, MM 6.6, EX 6.7	CE-SLO 6
C-SLO 7	Explain how to utilize assessment data.	MM 5.2, EX 5.3	CE-SLO 4
C-SLO 8	Explain Assistive Technology and augmentative and alternative systems.	MM 5.2 EX 5.3	CE-SLO 2

* Please refer to the section on **Mild Moderate Support Needs Teacher Performance Expectations and Extensive Support Needs Teacher Performance Expectations**

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

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	<ul style="list-style-type: none"> Welcome Video Course Syllabus Introduce Yourself Forum 	
Module 1 – Movement, Mobility, Sensory and/or Specialized Health Care Needs, Positioning, Seating, Feeding	<ul style="list-style-type: none"> Read Chapter 3: <i>Educating Students with Physical Disabilities</i> Read Chapter 5 – <i>Educating Students with Special Health Care Needs</i> 1.1 Assignment: Physical Disabilities Presentation 1.2 Assignment: Classroom Visual Layout 	25 points 15 points
Module 2 – Functional Limitations of Movement/ Orthopedic Impairments/ Health Impairment and Physical Limitations.	<ul style="list-style-type: none"> Read Chapter 8: <i>Nutrition & Mealtime Considerations</i> Read Chapter 11: <i>Creating Educational Adaptations, Accommodations, and Modifications</i> Read: <i>Definition of Deaf-blindness</i> Read: <i>Deaf-Blindness</i> Read: <i>Impact of Deaf Blindness on Learning</i> Read: <i>Deaf Blindness Overview</i> 2.1 Assignment: Accommodations & Modifications 2.2 Assignment: Video on Orthopedic Impairment 2.3 Forum Post: Video on TBI 	15 points 25 points 10 points
Module 3 – Traumatic Brain Injury	<ul style="list-style-type: none"> Read Chapter 2: <i>Partnering with Parents & Families</i> Read <i>Traumatic Brain Injury</i> Read <i>Definition of Traumatic Brain Injury</i> Read <i>Get the Facts About TBI</i> Read: <i>Traumatic Brain Injury and Concussion</i> 3.1 Assignment: Create Video - TBI 3.2 Forum: Share Video on TBI 	25 points 10 points

Module Title	Module Assignments and Activities	Points Possible
Module 4 – Traumatic Brain Injury	<ul style="list-style-type: none"> Read: <i>101 Tips for Recovering from Traumatic Brain Injury: Practical Advice for TBI Survivors, Caregivers, and Teachers</i> 4.1 Assignment: TBI Activity 4.2 Forum: Share TBI Activity Spreadsheet 4.3 Assignment: Reflection Journal 	50 points 10 points 10 points
Module 5 – atypical Development Associated with Various Disabilities & Instructing Students with Severe & Multiple Disabilities	<ul style="list-style-type: none"> Read Chapter 6: <i>Integrating Health Care Plans in Education Programs</i> Read Chapter 10: <i>Instructing Students with Severe and Multiple Disabilities in Inclusive Classrooms</i> Read Chapter 11: <i>Creating Educational Adaptations, Accommodations, and Modifications</i> 5.1 Assignment Severe & Multiple Disabilities Spreadsheet 5.2 Forum Severe & Multiple Disabilities 	25 points 10 points
Module 6 – Assessments and Assistive Technology for Students with Severe and Multiple Disabilities	<ul style="list-style-type: none"> Read Chapter 12: <i>Alternate Assessments for Students with Severe and Multiple Disabilities</i> Read Chapter 7: <i>Teaching Communication Skills</i> Read Chapter 4: <i>Educating Students with Sensory Disabilities</i> Read <i>What is Assistive Technology?</i> Read <i>Augmentative and Alternative Communication (AAC)</i> 6.1 Assignment: IRIS Module: Assistive Technology 6.2 Assignment: Assistive Technology Activity 6.3 Assignment: Assistive Technology Spreadsheet 6.4 Forum: IRIS Module-Assistive Technology 	25 points 10 points 25 points 10 points
Module 7 – Transition for Individuals with Severe & Multiple Disabilities	<ul style="list-style-type: none"> Read Chapter 13: <i>Transition to Adulthood for Youth with Severe and Multiple Disabilities</i> 7.1 Assignment Transition Checklist 7.2 Assignment Community Resources Spreadsheet 7.3 Transition Helping Students Explore Vocational Choices Activity 	25 points 20 points 25 points
Module 8 – Putting it all Together	<ul style="list-style-type: none"> 8.1 Assignment: Piktochart 	100 points
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> Final Reflection Forum Course Evaluation Course Completion Checklist Grade Request / Transcript Request 	
	TOTAL POINTS	470 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)

- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone 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.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. 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 forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Students with disabilities should contact the Academic Support Center to discuss academic and other needs as soon as they are diagnosed with a disability. Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/students/academic-support/services-students-disabilities>.

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 and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

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 at <https://ce-connect.fresno.edu>. Moodle is a learning management system that provides students access to online resources, documents, assignments, knowledge checks, forums, etc. Moodle is easy to learn and has a friendly user interface. There are also some student tutorials on the Center for Online Learning website at Fresno Pacific University - <https://col.fresno.edu/student>.

Moodle Login and Passwords: Students will need to have internet access to log onto <https://ce-connect.fresno.edu>. The username and password 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 communication. If you need help with your username and password recovery, please contact the Continuing Education office at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm (pacific) or email them at 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-Fri 8:00 am to 5:00 pm (pacific) or by filling out a "Request Services" form at <https://col.fresno.edu/contact/request-services>. If asked, please identify that you are with the "School = Continuing Education".

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and "Request Final Grade". Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

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 <https://www.fresno.edu/students/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	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.
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FPU-SLO 2	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.
FPU-SLO 3	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.
FPU-SLO 4	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.
FPU-SLO 5	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.
FPU-SLO 6	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 worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	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.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	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.