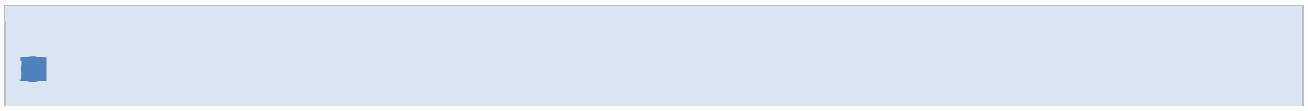
# SYLLABUS

*last updated 5/2014*

CAEP: Council for the Accreditation of Educator Preparation

.2 Beginning special education professionals use understanding of development and



Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment



Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment

A Guide for Daily Living and Working With FAS and Other Brain Differences.

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Making a difference: Working with students
who have fetal alcohol spectrum

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| | | (this reading also provides more in-depth information for the next unit, which covers speech and language issues. For this unit, read the sections titled "Visual Spatial, Motor and Attention" These are indexed in the PDF.)<br><br>Making a difference: Working with students who have fetal alcohol spectrum disorders<br><br>The American Journal of Occupational Therapy 62 |

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| | | Prenatal alcohol use and FASD: Diagnosis, assessment and new directions in research and multimodal treatment | | |
| | | Research in Developmental Disabilities | | |
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| Criteria | Points |
|---|---|
| Heading used | |
| Summary of reading. | |
| Characteristics of those with FASD identified | |
| Questions and thoughts on topic | |
| Mastery of written English conventions: mechanics, spelling, etc. | |
| Minimum length of 500 words | |
| Appropriately responds to at least two classmates postings | |
| Total (20 maximum) | |

| Criteria | Points |
|---|---|
| Heading used | |
| Summary of video content | |
| Characteristics of those with FASD identified and related to content. | |
| Questions and thoughts on topic addressed in video | |
| Mastery of written English conventions: mechanics, spelling, etc. | |
| Minimum length of 500 words | |
| Appropriately responds to at least two classmates postings | |
| Total (50 maximum) | |

| Criteria | Points |
|---|---|
| Summary of child's needs | |

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| 1 – Learner Development and Individual Learning Differences | | | |
| 2 - Learning Environments | | | |

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| 4 – Assessment | | | |
| 5 - Instructional Planning and Strategies | | | |

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| 6 - Professional and Ethical Practice | | | |

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**Inquiries** from students will be acknowledged promptly — often within the same day. Weekend emails will usually be answered on Mondays.

**Lessons** will be graded within one week after the due date.

**Checking your grades and receiving feedback from your instructor:**
To check your grades for assignments and find comments from your instructor, click on the My Grades link in the sidebar menu. All the assignments and their due dates are listed. To see details of your grades, click on the green check mark or the underlined score in the grade column.

If the score is for a test or quiz, you will see a View Attempt page where you can click on the check mark or your score to see results and feedback.

If the score is for an assignment, this will take you to a Review Submission History page where you will see a recap of what you submitted, your grade, and your instructor's comments and feedback.

**Assignments / Evaluation of Student Work and Progress**
Students are expected to complete the weekly assignments by their due dates. If circumstances arise that cause you to need extra time on any assignment(s), e-mail your instructor (jewagaman@alaska.edu) for guidance. Extensions of due dates may be granted, but your instructor expects to be informed in advance if you are not able to submit your assignment on time. (Emergency situations will be dealt with as needed.) Students are expected to maintain a working backup plan to be implemented in the event of a computer malfunction or an interruption of their normal Internet service during the course.

Internet (DSL strongly recommended), Windows, MAC or Unix (Computer less than 3 years old) with 64 MB RAM & Sound card with working computer speakers; Microsoft Office Suite of Software, (Word, Excel) installed; or OpenOffice (www.openoffice.org) free software from the Internet will need to be downloaded. Computers found in labs and many offices often have the above abilities.

**This course adheres to the Center for Distance Education Procedure regarding the granting of NB Grades** *The NB grade is for use only in situations in which the instructor has No Basis upon which to assign a grade. In general, the NB grade will not be granted.*

**Your instructor follows the University of Alaska Fairbanks Incomplete Grade Policy:**
“The letter “I” (Incomplete) is a temporary grade used to indicate that the student has satisfactorily completed (C or better) the majority of work in a course but for personal reasons beyond the student’s control, such as sickness, he has not been able to complete the course during the regular semester. Negligence or indifference are not acceptable reasons for an “I” grade.”

List of Professional Organizations

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- x _____
- x _____
- x _____
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- x _____
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- x _____
- x _____

Websites related to Fetal Alcohol Spectrum Disorders

- x _____
- x _____
- x _____

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- x http://fasdcenter.samhsa.gov/documents/Reach_To_Teach_Final_011107.pdf
- x http://www.nofas.org/
- x http://acca-ilp.org/fasd/