

## SPED 530 Physical and Medical Needs of Persons with Severe Disabilities Online Spring 2016

<b>Instructor:</b>	Hilory Liccini
<b>Office:</b>	Memorial Hall 203K
<b>Phone:</b>	1-800-233-1737 ext. 3008 701-858-3008
<b>Email:</b>	<a href="mailto:Hilory.Liccini@minotstateu.edu">Hilory.Liccini@minotstateu.edu</a> please submit all assignments and emails through the course shell

### Texts

Orelove, F.P., Sobsey, D., & Silberman, R.K. (2004). *Educating children with multiple disabilities: A collaborative approach, 4th edition*. Baltimore: Paul H. Brookes Publishing Company. ISBN# 1-55766-710-1

Kathryn Wolff Heller, Paula E. Forney, Paul A. Alberto, Sherwood J. Best (2008). *Understanding Physical, Health, and Multiple Disabilities , 2nd edition*. Pearson Publishing Company. ISBN# 978-0132402736

These books should be available in the MSU bookstore. If not, students can order these books online through such venues as Barnes and Noble.com or Amazon.com. Other readings will be assigned according to the topic schedule and have been may available with the Learning Modules tab.

### MSU Course Description

An introduction to physically handicapping conditions and related educational practices. Etiological considerations with educational implications are stressed in at least the following areas: cerebral palsy, spina bifida, muscular dystrophy, epilepsy, and skeletal deformities. Review of methods for physical and health management.

### Course Purpose

SPED 530 is designed to provide an overview of the developmental disability conditions that teachers and human services providers may encounter in schools and community facilities. An overview of neurology is necessary as the foundation for this study. Detailed study will occur of cerebral palsy, spina bifida, muscular dystrophy, and other related skeletal and physical disabilities. Students will also study several health-related conditions and procedures that will likely be faced in human service professions. There will be some study on the development of adaptations and modifications for people with physical disabilities. Student outcomes are presented in the online course.

The course format will be online with asynchronous delivery. Students will be responsible for completing all readings and activities. Several activities will require work outside the class. This will include class and child observation. The site visits will be arranged by the student and must be approved by the instructor in advance. Students are encouraged to use their practica or work sites for the observation-based activities.

## Teacher Education

Students in the early childhood special education program are considered to be teacher education students. They are responsible for being familiar with the ARK teacher education model and the Teacher as Reflective Decision Maker theme of MSU's teacher education programs. Information on these can be found in the undergraduate catalog or by contacting the Dean of the College of Education and Health Sciences.

## ADA Accommodation Statement

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please contact the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, disk or Braille) are available through the Disability Support Service, located in the basement of Lura Manor, phone number 701-858-3371 or [evelyn.klimpel@minotstateu.edu](mailto:evelyn.klimpel@minotstateu.edu).

Minot State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your instructor or the MSU's Human Resource Office at 701-858-3352.

## Grading

Grades will be assigned for student performance on the exams and application activities. Total course points = 510 points. Final course grades will be assigned on the basis of:

Percentage	Grade
90% and above	A
80-89%	B
70-79%	C
below 70%	F

## Exams

- Midterm exam: (March 6, 2016) 100 points
- Terminology exam: (final date – April 3, 2016) 100 points
- Final exam: (May 10, 2016) 100 points
- The terminology exam may be taken up to three (3) times. The score on the final attempt will be the score for the terminology exam.

## Application Activities

- Several application activities have been provided to help you integrate the information from this course. Please see the Application Activities section provided under the syllabus tab or go directly to the Assignments tab.