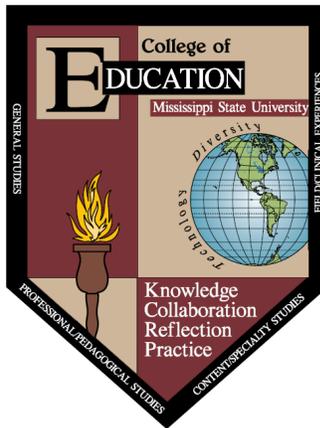


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of CURRICULUM, INSTRUCTION, and SPECIAL EDUCATION
COURSE SYLLABUS**

Course Prefix & Number:	EDX 4603/6603
Course Title:	Children and Youth with Physical/Multiple Disabilities
Credit Hours:	3 semester hours
Course Type:	Lecture
Catalog Description:	Educational implications and adaptations of procedures in schools, homes, hospitals, and special schools for children with orthopedic and/or neurological impairments.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

The student will:

1. Demonstrate a knowledge of the etiology and nature of the various physical disabilities and other health impairments. **(CFPO 2; InTASC 1)**
2. Demonstrate a knowledge of the frequency of major physical disabilities/ health impairments. **(CFPO 2; InTASC 1)**
3. Read and interpret a medical report concerning physical disabilities/ health impairments. **(CFPO 2, 7; InTASC 8)**
4. Demonstrate a knowledge of the interdisciplinary team focusing on physical disabilities or other health impairments, i.e. medical, psychological, educational, etc. **(CFPO 4; InTASC 1)**

Topics to be Covered:

ORTHOPEDIC DISABILITIES

1. Neurologically related disabilities **(CFPO 2; InTASC 1; 6 hrs)**
 - a. Introduction: Neuroanatomy resources
 - b. Cerebral palsy
 - c. Spina bifida
 - d. Convulsive disorders
 - e. Friedreich's ataxia
 - f. Poliomyelitis
 - g. Spinal muscular atrophy
2. Musculoskeletal related disabilities **(CFPO 2; InTASC 1; 8 hrs)**
 - a. Introduction: The musculoskeletal system
 - b. Amputations
 - c. Arthrogyrosis
 - d. Muscular Dystrophy
 - e. Osteogenesis imperfecta
 - f. Juvenile rheumatoid arthritis
 - g. Scoliosis
 - h. Short stature
 - I. Temporary conditions
 - j. Dermatomyositis

OTHER HEALTH IMPAIRMENTS

3. Respiratory related disorders **(CFPO 2; InTASC 1; 3 hrs)**
 - a. Introduction: The Respiratory System
 - b. Allergic reactions (Asthma)
 - c. Cystic fibrosis
4. Cardiovascular and blood disorders **(CFPO 2; InTASC 1; 2 hrs)**
 - a. Introduction: Circulatory System

- b. Heart disease
 - c. Hemophilia
 - d. Sickle Cell Disease
 - e. Thalassemia
5. Other Conditions (CFPO 2; InTASC 1; 6 hrs)
- a. Cancer
 - b. Juvenile diabetes mellitus
 - c. Trauma-related conditions
 - d. Burns
 - e. Kidney disorders
 - f. Enuresis and encopresis
 - g. Acquired Immune Deficiency Syndrome (AIDS)

Required Text:

Westling, D.L, & Fox, L. (2009). *Teaching students with severe disabilities* (4th ed.).
Columbus, OH: Merrill

Selected readings as specified by instructor are required.

Methods of Instruction:

Methods of instruction will include:

- Lecture/Class Discussions
- In-Class Learning Exercises

Student Activities:

1. Co-lead one formal presentation. Each 25 minute presentation will focus on an approved topic related to the education of children with physical/multiple disabilities. A summary handout and appropriate visual aids should accompany each presentation. (All course objectives)
2. Organize your notebook to serve as a materials reference kit. Your notebook should include divisions for class notes, journal articles, teacher-made materials, commercial materials, catalog requests, catalogs, sources for free classroom materials, etc. (All course objectives)
3. Summarize the information in eleven professional articles related to persons who have physical/ multiple disabilities. The articles are identified in this addendum. The summaries should follow the format presented in class. (All course objectives)
4. Write two ten-page papers on approved topics or complete 15 hours of assigned practicum with students who have physical/multiple disabilities. Practicum experiences should be recorded in a log after each visit. The typed log should be organized to address effective instructional procedures, student characteristics, and program evaluation. A specific format and guide for students to follow will be provided by instructor. (All

course objectives)

5. Write an IEP for an assigned child or the child with whom you worked.
6. Attend each class meeting. The attainment of the objectives for this course is directly related to the developmental sequence of experiences from class to class. Attendance will be directly reflected in the participation grade. (All course objectives)
7. Graduate students will be responsible for a paper and presentation on an approved topic.

Honor Code:

Mississippi State Honor Code:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

The rules and procedures of the MSU Honor Code will be followed:

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research or other academic work. It does not include honest error or honest differences in interpretations or judgments of data.

Mississippi State University students are responsible for authenticating any assignment submitted to an instructor or graduate committee, excluding examinations. If asked, a student must be able to produce proof that the assignment submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor or graduate committee request it, is sufficient grounds to initiate an academic dishonesty case.

Technology:

Multiple assignments provide students with opportunities to integrate technology into instruction and critique technology applications. Technology is expected and required when exercising leadership in directing weekly seminars/class discussions and completing required extension activities.

Diversity:

Students with disabilities are a heterogeneous population. As a result, courses in special education involve the full range of human diversity. Lecture examples, discussions, and classroom projects freely incorporate diverse populations.

Student with Disabilities:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documents, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus where students with disabilities identify

themselves when requesting academic accommodations. For additional information, contact SSS at 325-3335.

Field Component:

None

Evaluation of Student Progress:

1. Two 75-point tests will be given during the semester. Tests will contain multiple choice, matching, and/or essay items. Proficiency in written language will be required for full credit.
2. Six 10-point unscheduled quizzes will be given during the semester (lowest grade dropped). Quizzes will contain multiple choice, matching, and/or essay items. Proficiency in written language will be required for full credit.
3. A class participation grade will be given (40 points). Attendance and preparation are essential for full credit.
4. Quality of papers or practicum performance will be assessed (30 points).
5. A group presentation will be made (20 points). Presentations will be scored by both the instructor and peers. Organized, accurate, and complete presentations are expected. Creative, well-delivered presentations are required for full credit.
6. The quality of the IEP will be evaluated (20 points).
7. The accuracy/organization of the notebook will be assessed (10 points).

Assignment of Final Grade:

- A = 368 points-400 points
- B = 328 points-367 points
- C = 288 points-327 points
- D = 248 points- 287 points
- F = <248 points

Make-Up Policy:

1. Assignments must be completed according to the class schedule. Late assignments will be penalized.
2. The first missed, unscheduled quiz will be the dropped grade. Any other missed quiz will be taken along with the final examination.
3. Any missed, scheduled quiz/examination will be taken along with the final examination.

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