|  |  |
| --- | --- |
| Course Name and Number: SPED4014 Critical Issues: Serving Students with Intense Disabilities | |
| Description:  The purpose of this course is to provide an in-depth look at the critical issues related to serving students with significant disabilities. The courses addresses the influence of medical, sensory, and cognitive impairments across the lifespan. Specific attention is given to strategies for managing the critical issues in school settings. | |
|  |  |
| Credit Hours: 3 semester hours | |
| Required or elective: Required | |
| Faculty members who teach the course:  Prerequisites:  Textbooks: None | |
| Other resource materials: Course readings provided on Blackboard | |
| Learning Outcome:  How is this outcome assessed? | |
| 1. Describe the critical issues related to serving individuals with significant medical, sensory, and cognitive disabilities.  Case study/field based application | |
| 2. Analyze the influence of these disabilities and the related critical issues on academic/school and home functioning, and quality of life.  Case study/field based application | |
| 3. List important resources for meeting the needs of individuals with significant medical, sensory, and cognitive disabilities, and discuss strategies for locating and accessing these resources.  Case study/field based application | |
| 4. Develop detailed plans for managing the needs of students with significant medical, sensory, and cognitive disabilities in school settings.  Case study/field based application | |
|  |  |
| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.*** *This course aligns with the transformative initiative through the following themes:*   * Helping candidates come to terms with unintentional barriers and bias * Implementation of research-based strategies * Embedding methods courses in schools and better integrating methods courses with field experiences * Reflection | |
|  | |
| **Alignment with Conceptual Framework:**  This course addresses these institutional standards:  Candidates of the University of Cincinnati are *committed, caring, competent educators:*   * who successfully collaborate, demonstrate leadership, and engage in positive systems change. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. | |
|  | |
| **Alignment with Specialized Program Association:** | |
| This course addresses the following Council for Exceptional Children Standards:  **Standard #2: Development and Characteristics of Learners**  EC2K5: Impact of medical conditions on family concerns, resources, and priorities.  **Standard #3: Individual Learning Differences**  CC3K1: Effects an exceptional condition(s) can have on an individual’s life.  **Standard #5: Learning Environments and Social Interactions**  CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are  valued.  CC5S2 Identify realistic expectations for personal and social behavior in various settings.  CC5S3 Identify supports needed for integration into various program placements.  CC5S8 Teach self-advocacy.  CC5S9 Create an environment that encourages self-advocacy and increased independence.  CC5S16 Use universal precautions.  EC5S1 Implement nutrition plans and feeding strategies.  EC5S2 Use health appraisal procedures and make referrals as needed.  EC5S3 Design, implement, and evaluate environments to assure developmental and functional  appropriateness.  EC5S4 Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and  technology, including adaptive and assistive technology.  **Standard #9: Professional and Ethical Practice**  CC9S3 Act ethically in advocating for appropriate services.  CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of  individuals with exceptional learning needs.  **Standard #10: Collaboration**  CC10S3 Foster respectful and beneficial relationships between families and professionals.  CC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants  in the educational team.  CC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and  their families.  CC10S6 Collaborate with school personnel and community members in integrating individuals with  exceptional learning needs into various settings. | |
|  | |
| **Alignment with Ohio Standards for the Teaching Profession:** | |
| Teachers expect that all students will achieve to their full potential | |
| Teachers collaborate and communicate student progress with students, parents and colleagues | |
| Teachers treat all students fairly and establish an environment that is respectful, supportive and caring | |
| Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community | |
| Teachers understand, uphold and follow professional ethics, policies and legal codes of  professional conduct | |
| Teachers take responsibility for engaging in continuous, purposeful professional development. | |
| Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and  student achievement. | |
| **Alignment with State Requirements:** | |
| **N/A** | |
| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | |
|  | |
| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). | |
|  | |
| **Electronic Communication Policy;** | |
| Participants are responsible for checking Blackboard and email on a regular basis.  Digital communication tools (i.e., email, IM/Skype, etc.) are valued forms of communication. Students are encouraged to utilize these forms of communication when interacting with the instructor. **When using these forms of communication students are to be professional and remember the proper way to communicate with faculty**. Furthermore, students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired it may not always be possible (especially late at night and on weekends). **Students should allow a minimum of 24 hours (on weekdays; 48 hours weekends) for a response to take place. *Generally, students will not receive responses on weekends or holidays.*** The instructor will answer emails in the timeliest fashion possible.  University policy requires students to use their UC email account for course-based and university business. | |
| **Grading:** | |
| Grading Scale - Undergraduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  67-69 D+ 1.33  64-67 D 1.00 Poor  61-63 D- 0.67  < 61% F 0.00  Grading Scale - Graduate Students  95-97 A 4.00 Excellent  92-94 A- 3.67  90-92 B+ 3.33  87-90 B 3.00 Good  84-86 B- 2.67  80-83 C+ 2.33  70-79 C 2.00 Satisfactory  < 69% F 0.00  **Incomplete Course (receiving an “I”) :** All course assignment must be completed to receive a passing grade. An “I” grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the quarter. Such an agreement will clearly designate a completion timeline of all incomplete course requirements; it is the individual’s responsibility to develop this agreement and not that of the instructor. Failure to reach such an agreement, prior to the conclusion of a course, and missing outstanding assignments will result in an “F” for the course. As per university policy, after one year an "I" grade turns into an "F" grade; upon changing an “I” to an “F” there is no opportunity to change the grade. Furthermore, as per program policy, until converted into a satisfactory letter grade, students with an “F” in any course will be unable to participate in a program sponsored internship experience. | |
| **Course Schedule:** | |
| ***Week*** | ***Topic*** |
| 1 | Introduction to medical, sensory, and cognitive disabilities, Syllabus, |
| 2 | Linking expectations and outcomes; defining quality of life |
| 3 | A lifespan perspective in serving individuals with medical, sensory, and cognitive disabilities |
| 4 | Understanding medical and sensory needs |
| 5 | Understanding cognitive disabilities |
| 6 | Feeding and feeding interventions |
| 7 | Personal care and personal care interventions (toileting) |
| 8 | Sensory Interventions |
| 9 | Lifting and positioning |
| 10 | Putting it all together: personal care, sensory, and lifting and positioning |
| 11 | Transitions and transition planning |
| 12 | Transitions and transition planning |
| 13 | Teaming and collaboration: Working with families, outside agencies, and medical professionals |
| 14 | Teaming and collaboration: Working w families, outside agencies, and medical professionals |
| Exam Week |  |