Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

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SEAC 5190
Physical and Health Management of Students with Disabilities
3 Semester Hours

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Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*
(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from
http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

Course Information
No text required. Readings from journals and other resources are required.

Course Description
Physical and health management procedures necessary for individuals with disabilities. Course content addresses knowledge of roles and responsibilities of the educational team members in meeting the physical and health needs of persons with disabilities. Emphasis is placed on developing an understanding of the role of teacher in meeting the needs of children with physical and health management needs as well as working with other professionals in assuring that those needs are met.

Course Objectives (CO):
Candidates will:
CO 1. Describe the roles and responsibilities of the educational team (INTASC 10)
CO 2. Identify characteristics of students with physical disabilities and
      chronic health issues and the effect that these characteristics may have on their
      education (INTASC 1, 2) (DL$_{1.1}$)
CO 3. Describe methods for increasing access and participation in educational and social
      interactions for students with physical disabilities and chronic health issues
      through assessment of the environment and available technology and supports
      (INTASC 3, 7) (DL$_{2.2}$, AL $_{1.3}$)
CO 4. Identify the health and safety supports needed for students with varying types of
      physical disabilities and health management needs (INTASC 3)
CO 5. Describe the legal implications of health care procedures and the implementation
      of these procedures in schools (INTASC 9) (EDL$_{1.1}$)
CO 6. Identify community resources available to individuals with physical disabilities
       And health management needs (INTASC 9, 10) (EDL$_{2.1}$)

Activities/Assignments/Requirements *(example assignments)*
DQ1 on People First Language – 25 pts.
Community Mapping Assignment – 100 pts.
Research Article I – 50 pts.
DQ2 – 25 pts.
Paper on 3 questions – 50 pts.
Research Article 2 50/ Paper on Legal Issues – 50 pts.

DQ 3 Video presentation – 25 pts.
Brochure Assignment – 75 pts.

Course Evaluation
All requirements must be satisfactory and completed in a timely manner.
Grading Scale:
Grading Scale:
93 – 100% = A
83 – 92% = B
73 – 82% = C
63 – 72% = D
62% and below = F

ATTENDANCE POLICY
Candidates are expected to participate in class each week as indicated throughout the semester. In order to be successful in this class, you must log into the course at least twice each week and submit assignments on time.

PROFESSIONALISM
Teacher candidates are expected to correspond and interact with fellow classmates and course instructors in a professional manner at all times. As participants in VSU's MAT program in Special Education, Adapted Curriculum, candidates are further expected to demonstrate professionalism outside of the university setting, e.g., in their classroom, schools, and communities.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:
> Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).   The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).   According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT
Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual

responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.