



The University of Southern Queensland

Course specification

Description: Catering for Diverse and Special Needs

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	3206	41200	1, 2005	ONC	1.00	Wide Bay

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	070105

STAFFING

Examiner: Barry Fields
Moderator: Stephen Hughes

RATIONALE

Policies of inclusiveness and social justice demand that school systems and teachers respond appropriately and effectively to the needs of all students. For teachers this means, at the very least, the acquisition of appropriate attitudes towards and knowledge of students with special needs. Teachers must also develop effective methods and strategies for the teaching/learning and management of all students and to meet the specific needs of individual students with special needs. Students with special needs include the gifted; those with intellectual, physical or sensory impairments; and those experiencing social, emotional and/or behavioural adjustment difficulties. It also includes those students whose cultural, ethnic, socio-economic, language family or experiential background makes adjustment to school difficult. It is necessary to prepare teachers for this breadth of responsibility by providing information based on current theory and research about factors that affect the academic and social development of students in the regular classroom and to provide beginning teachers with skills and experiences that enable them to collaborate with other professionals.

SYNOPSIS

This course focuses on the range of students with special needs in secondary classrooms. Characteristics of such students, their teaching/learning and adjustment needs will be addressed along with practical, research-based methods and strategies for meeting their academic, social and emotional needs. Particular attention will be given to students with behaviour problems and to behaviour management. The course will be embedded within a framework of current educational philosophy and policies pertinent to the education of students with special needs. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO

NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

OBJECTIVES

On successful completion of this course students will be able to:

1. define and describe children with special needs in regular secondary classrooms
2. critically discuss the rationale for and the implementation of inclusive education, with particular reference to children with special needs
3. define and discuss the characteristics of students with special needs and the implications of those characteristics for student behaviour and for adjustment for teaching/learning
4. begin to plan, implement and evaluate instruction, based on analysis of appropriate data, to meet the specific needs of individuals and groups of students
5. demonstrate an understanding of the nature of collaborative consultation in the process of formal ascertainment and joint service delivery to students with special needs.

TOPICS

Description	Weighting (%)
1. Inclusive education, policy, practice and critical review	10.00
2. Student diversity in the secondary school	10.00
3. Definition, characteristics and educational needs of students with a range of special needs	10.00
4. Identification and assessment of children with special needs	10.00
5. Behaviour management	30.00
6. Curriculum and instructional design and modification for students with special needs	30.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Ashman, A & Elkins, J (eds) 2004, *Educating children with diverse abilities*, 2nd edn, Pearson Education, Frenchs Forest.

(plus course compass and must have the Value Pack with on-line access to Course Compass.)

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Directed Study	50.00
Lectures	12.00
Private Study	75.00
Tutorials	24.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	40.00	40.00	08 Apr 2005
ASSIGNMENT 2	60.00	60.00	10 Jun 2005

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for each of the summative assessment items. All 20 days of Professional Context Experience (PCE) must be completed satisfactorily before a passing grade can be awarded.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.

- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances. Applications for assignment extension must be made on an 'Extension Request Form' before the due date and where appropriate supported by documentary evidence.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.
- 5 The Faculty will NOT accept submission of assignments by facsimile.
- 6 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.
- 7 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 8 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 9 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 10 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 11 Each assessment item must be submitted and passed.
- 12 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 13 Professional presentation is expected for assignments (including appropriate use of grammar, punctuation and spelling). Attachment of an assignment cover sheet is necessary and available from the Faculty Assignment Collection Office, G315.

14 All 20 days of Professional Context Experience (PCE) must be completed satisfactorily before a passing grade can be awarded.

OTHER REQUIREMENTS

- 1 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**
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