



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.  
Please consult the web for updates that may occur during the year.

### Description: Learning Disabilities - Literacy and Numeracy

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	3321	74673	1, 2008	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070113

## STAFFING

Examiner: Nicole Todd

## REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BEPR or BPMU or BEPH or BEEH or BESP

## OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

## RATIONALE

With the broad acceptance of inclusive education as the guiding principle for the delivery of education in early childhood settings and primary classrooms, educators are faced with the challenge of reviewing, and, where necessary, modifying their practices to ensure that all students in their classes are provided with an appropriate education. While the need for adaptive responses is not new, the demands of providing a truly inclusive curriculum require a more insightful and flexible approach to how education is planned, organised and delivered.

## SYNOPSIS

In this course preservice educators are guided through the process of reviewing curriculum content, educational methods and strategies in early childhood settings and primary classrooms, with the view to determining what adaptations and modifications are necessary to accommodate students from diverse backgrounds and with a wide variety of social and learning needs. Particular attention is given to helping students expand their educational repertoires to better enable them to respond to the demands of teaching in heterogeneous educational environments. While the course will emphasise adaptations and strategies for students with high incidence disabilities (students with learning disabilities /difficulties, AD/HD and mild intellectual impairment), this will be done in

the context that educators will need to demonstrate the flexibility necessary to address the full range of student diversity they will inevitably be confronted.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. devise a framework for the review of curriculum, management and educational practices aimed at identifying areas where adaptations and modifications are necessary to accommodate the needs of diverse groups of students (Assignment 1)
2. acquire a knowledge and understanding of a variety of educational strategies and methods known to be effective with students experiencing learning problems and related adjustment difficulties (Assignments 1 and 2)
3. respond to a series of case studies and scenarios of student diversity with appropriate curriculum, organisational and educational plans aimed at catering for the variety of student needs presented. (Assignments 1 and 2)
4. demonstrate, where appropriate effective use of ICT in completion of course assessment (All assessment items)
5. demonstrate knowledge, understanding and application of correct communication skills including literacy, presentation and referring protocols (All assessment items)

## TOPICS

Description	Weighting (%)
1. Student diversity and heterogeneity	5.00
2. A framework for providing inclusive education	10.00
3. The challenge of curriculum adaptations and modifications	10.00
4. Organisation and management in educational settings	10.00
5. Methods and strategies for students with disabilities (LD, AD/HD & II) and special needs	50.00
6. Responding flexibly: case studies and scenarios	15.00

## 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).

Westwood, P 2007, *Commonsense methods for children with special needs*, 5th edn, Routledge Falmer, London.

## 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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...  
<http://www.usq.edu.au/library/faculties/education/default.htm>

Cole, P & Chan, L 1990, *Methods and strategies for special education*, Prentice Hall of Australia, Sydney.

Rodis, P, Garrod, A & Boscardin, ML 2001, *Learning disabilities and life stories*, Allyn & Bacon, Boston.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assignments	16.00
Directed Study	60.00
Lectures	13.00
Private Study	60.00
Tutorials or Workshops	13.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	40.00	40.00	28 Apr 2008
ASSIGNMENT 2	60.00	60.00	13 Jun 2008

## 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 of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 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 total weighted marks available for the course.
- 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.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. 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.
- 5 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.
- 6 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).
- 7 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.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
  - 2 Students are to use a recognised referencing system as specified by the examiner.
  - 3 **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.
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