



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: Teaching Students with High Support Needs

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	3322	78723	2, 2008	ONC	1.00	Fraser Coast

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070113

STAFFING

Examiner: Janice Stenton
Moderator: Stephen Hughes

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

The inclusion of students with high educational support needs has been a significant development in schools throughout the 1980's, 1990's and into the 21st Century. Students with HSN make up a small population in inclusive classrooms and present a number of complex curriculum and pedagogical implications for teachers, families, student peers and support staff. An inclusive curriculum designed to provide maximum opportunities for students with HSN to access and participate in schooling along with their age peers requires teachers to: attend to their understanding of the student's individual educational needs, develop skills in collaborating with a range of support personnel, and apply pedagogical skills that will enhance the learning of individuals in the context of the inclusive classroom.

SYNOPSIS

EDU3322 introduces pre-service teachers to the educational needs, learning and behavioural characteristics of students with "High Support Needs" in inclusive schooling settings. The processes of needs identification, curriculum development, appropriate pedagogy and support are addressed. Particular attention is paid to the needs of students with "low incidence disabilities" and severe adjustment or behavioural and psychological difficulties leading to high support needs. Students

will also survey the existing provisions made by schools in attending to the inclusion of students with HSN, including the roles of a range of support staff and the models of service delivery they operate under.

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. Demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (Assignment 1 and 2)
2. Define the categories of lower incidence disabilities and high support needs (Tests)
3. Describe the causes and characteristics of each low incidence disability category (Tests)
4. Articulate those characteristics in (2) which impact on social and academic development (Assignment 1 and 2, tests)
5. Describe and justify how teachers can modify and adapt curriculum and instruction to include students with low incidence disabilities (Assignment 1)
6. Describe current policy guidelines, educational provisions, and support services for students with low incidence disabilities (Assignment 2)

TOPICS

Description	Weighting (%)
1. Students will be introduced to a wide range of disabilities and problems which typically impact on a child's adjustment to school and school performance. The general areas covered include the following:	100.00
1.1. Defining terms - High Support Needs; Inclusive Education; Low Incidence Disabilities - 10%	
1.2. Intellectual impairment - 10%	
1.3. Hearing impairment - 10%	
1.4. Visual impairment - 10%	
1.5. Physical disabilities and health impairments - 10%	
1.6. Communication disorders - 10%	
1.7. Policy, service provision guidelines and support services - 15%	
1.8. Exploration of conceptual frameworks that support the generation of practical guidelines for inclusive practices - 20%	
1.9. Contextualising High Support Needs - 5%	

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).

Gargiulo, RM 2006, *Special Education in Contemporary Society*, 2nd edn, Thomson Higher Education, Belmont, CA.

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>

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	28.00
Directed Study	80.00
Lectures	12.00
Private Study	25.00
Tutorials	20.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
TEST 1	15.00	15.00	18 Aug 2008
TEST 2	15.00	15.00	27 Oct 2008
ASSIGNMENT 1	35.00	35.00	31 Oct 2008
ASSIGNMENT 2	35.00	35.00	31 Oct 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 achieve at least 50% of the marks or a grade of at least C-. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- 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 or grades 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.
- 9 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
- 10 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next day. Students are to note on the assignment cover the date of the public holiday for the Examiner's convenience.

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 course 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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