



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: Educating Students with Special Needs

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	5321	86381	1, 2009	EXT	1.00	Toowoomba

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

STAFFING

Examiner: Linda De George-Walker
Moderator: Barry Fields

RATIONALE

This course is an introduction to the education of students with disabilities. It is designed to be of particular relevance to teachers in regular schools who have students with disabilities included in their classes, and current or intending special educators and support personnel. Inclusive policies have resulted in many students with disabilities attending regular classes, and this has created a need for teachers in all settings and at all levels, to upgrade their knowledge and skills in relation to the special educational needs associated with a range of disabling conditions.

SYNOPSIS

This introductory course comprises a comprehensive study of the educational support needs of students with intellectual impairment, learning disabilities, emotional and behavioural disorders, communication disorders, sensory impairments, and physical impairments. There is also a section on the exceptional needs of students who are gifted and talented. Information about disabling conditions which may impact on school learning and adjustment is presented, but the emphasis is on evaluating the individual learning needs of students to optimise their access to the curriculum.

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 the student will be able to:

1. trace the development of special education services with particular reference to recent developments in Australia, the United States, and the UK (Essay)
2. list current trends and issues related to the education of students with special educational needs (Essay)
3. demonstrate knowledge of the causes and chief characteristics of a range of disabling conditions and disorders (Essay, Case Study, Exam)

4. apply knowledge and understanding of the learning characteristics of students with special needs to curriculum development and classroom practice with particular reference to the inclusive curriculum (Case Study, Exam)
5. demonstrate a knowledge of the programs, curriculum adaptations and teaching strategies that have been developed for students experiencing mild-moderate difficulties in social and emotional development (Case Study, Exam)
6. demonstrate a knowledge of management procedures and curriculum adaptations relevant to the teaching of students with special needs in the regular and special education classroom.

TOPICS

Description	Weighting (%)
1. Introduction to special education	15.00
2. Inclusive curriculum implications for regular class teachers	10.00
3. Teaching students with intellectual impairment	10.00
4. Teaching students with learning difficulties and disabilities	15.00
5. Teaching students with behaviour disorders	10.00
6. Teaching students with communication disorders	15.00
7. Teaching students with sensory impairments	10.00
8. Teaching students with physical and health impairments	10.00
9. Teaching students who are gifted and talented	5.00

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).

Heward, WL 2008, *Exceptional children: an introduction to special education*, 9th edn, Pearson, Ohio.

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.

, , *Australasian journal of special education*,
(held by USQ Library)

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://use.edu.au/library/faculties/education/default.htm>

Ashman, A & Elkins, J (eds) 2005, *Educating children with diverse abilities*, 2nd edn, Pearson Education, Frenchs Forest, NSW.

Westwood, P 2003, *Commonsense methods for children with special needs: strategies for the regular classroom*, 4th edn, Routledge/Falmer, London.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	20.00
Directed Study	65.00
Private Study	80.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
CASE STUDY/ESSAY	50.00	50.00	20 Apr 2009
EXAMINATION - PART A	25.00	25.00	END S1 (see note 1)
EXAMINATION - PART B	25.00	25.00	END S1 (see note 2)

NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm
Examination - Part A: fifty (50) multiple choice questions are to be answered. Students will be advised of the examination date for this course when the official timetable for the semester has been finalised.
2. Examination - Part B: five (5) questions are to be answered.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility 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:
In a Closed Examination, candidates are allowed to bring only writing and drawing instruments into the examination.
 - 7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during the examination period at the end of the semester of the next offering of 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.
- 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 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 working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.
- 8 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.
- 9 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).

- 10 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.
- 11 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 12 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

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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