



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: Catering for Diverse and Special Needs

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
SEC	3206	86685	1, 2009	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070105

### STAFFING

Examiner: Barry Fields  
Moderator: Stephen Hughes

### 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

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.

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

1. discuss the nature and impact of student diversity on curriculum and pedagogy (Assignment 1)
2. choose and justify strategies for the management of student behaviour problems (Assignment 2)
3. define and describe children with special needs in regular secondary classrooms (Assignment 2)
4. critically discuss the rationale for and the implementation of inclusive education, with particular reference to children with special needs (Assignment 2)
5. 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 (Assignment 2)
6. begin to plan, implement and evaluate instruction, based on analysis of appropriate data, to meet the specific needs of individuals and groups of students (Assignment 2)
7. demonstrate, where appropriate effective use of ICT in completion of course assessment (All assessment items)
8. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing. (All assessment items)

## 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	5.00
4.	Identification and assessment of children with special needs	5.00
5.	Behaviour management	40.00
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).

There are no prescribed texts for this course. Reference material will be provided on Study Desk and in class.

## 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
Directed Study	50.00
Lectures	12.00
Private Study	79.00
Tutorials	24.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	40.00	40.00	06 Apr 2009 (see note 1)
ASSIGNMENT 2	60.00	60.00	12 Jun 2009

### 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](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)

## 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.

## **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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