



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
SPE	3003	87377	1, 2009	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: Janice Stenton  
Moderator: Linda De George-Walker

### REQUISITES

Co-requisite: EDC1400 or EDU1010

### OTHER REQUISITES

Students must have successfully completed the entire previous year's professional experience courses in order to enrol in this course. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. 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

While representing a relatively small percentage of the school-age population, students with low incidence disabilities present a major challenge to teachers. Such children often require individualised, specialised pedagogical skills. Teachers need to acquire a good understanding of these student's needs and the professional expertise to work effectively with them. They must also understand that, for these children, transitions into schools, between schools and from school are significant stages in their education development. These transitions rely on a commitment from teachers to working in a systematic and collaborative manner with families, agencies, employers and schools to ensure high quality programmes delivering appropriate outcomes.

### SYNOPSIS

This course introduces pre-service teachers to the individual educational needs of students with low incidence disabilities and the processes of developing appropriate curriculum and pedagogy for them. It will also examine how transitions for these students are facilitated through careful planning, preparation and documentation of a systematic and coordinated process suited to the

individual needs of families, schools and the range of professionals involved. A 15 day professional experience placement is attached to this course. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## 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. articulate the diverse learning needs of students with high support needs. (Tutorial Activity and Quizzes).
2. identify a range of teaching strategies that address the educational needs of students with high support needs. (Seminar Presentation and Quizzes)
3. analyse transitions from a general education and special education perspective for students with a range of disabilities. (Tutorial Activity, Seminar Presentation and Quizzes)
4. demonstrate competence in information literacy skills, including critical and reflective thinking. (Tutorial Activity, Seminar Presentation and Quizzes)
5. demonstrate competence in and appropriate use of language and literacy, including spelling, grammar, punctuation and bibliographic referencing (Tutorial Activity, Seminar Presentation and Quizzes)

## TOPICS

	Description	Weighting (%)
1.	Low incidence disabilities and educational perspectives	10.00
2.	Sensory impairments	10.00
3.	Intellectual impairment	10.00
4.	Physical disabilities and health impairments	10.00
5.	Exploring features of transition plans and life skills	30.00
6.	Curriculum and pedagogy	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).

Garguilo, R. M 2006, *Special education in contemporary society*, 2nd edn, Thomson Wadsworth, 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	40.00
Directed Study	35.00
Lectures	10.00
Private Study	35.00
Tutorials	20.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
TUTORIAL ACTIVITY	35.00	35.00	04 Mar 2009 (see note 1)
SEMINAR PRESENTATION	35.00	35.00	04 Mar 2009
QUIZZES	60.00	30.00	04 Mar 2009
PROFESSIONAL EXPERIENCE	1.00	1.00	04 Mar 2009 (see note 2)

### NOTES

1. The Examiner will advise the due date for all assessment items.
2. Professional Experience dates as per the Professional Experience timetable available on the web. A mark of one (1) indicates you have passed the professional experience component. A mark of zero (0) indicates you have not passed the professional experience component. the weighting of 1% is used for administrative purposes only and is NOT included in the overall weighting for this course. Note: Completion of the professional experience component is a requirement for BEDU (Special Education) students only. Other students enrolled in this course do not undertake the professional experience component.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities 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 satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.

- 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 and must satisfactorily complete the sector-based professional experience and the combined academic component/s.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted 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:  
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 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>

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and have Internet access to USQConnect for this course.
  - 2 **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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