

Bachelor of Education (Special Education) (BESP) - BEd (SpecEd)

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [BEDU Bachelor of Education](#).

	On-campus
Campus:	Springfield, Toowoomba
Fees:	Commonwealth supported place International full fee paying place
Standard duration:	4 years full-time, 9 years part-time

Contact us

Current students

Telephone 1800 007 252 (within Australia freecall), +61 7 4631 2285 (from outside Australia), email usqassist@usq.edu.au or submit a question via [USQAssist](#).

Program focus

The Bachelor of Education (Special Education) program aims to prepare teachers who have the skills and knowledge to respond effectively to the diverse needs of all students particularly those who experience learning difficulties.

We are currently redeveloping our programs for 2009. This area of study will remain available, with greater flexibility.

Professional accreditation

Graduates of this program who meet the 'good character' and other requirements of the Queensland College of Teachers will be eligible for registration as a teacher in Queensland. Please note that the Board conducts a national history check as a key element of its consideration of the suitability of all applicants for teacher registration.

Program aims

The Bachelor of Education (Special Education) is a four year program designed to prepare teachers to maximise learning outcomes for all students in regular and/or special education settings.

The graduates will have:

- Specific areas of knowledge and application, that includes understanding and developing responsive curriculum and learning experiences for students with:
 - (1) speech and language difficulties
 - (2) social, emotional and behavioural difficulties
 - (3) learning difficulties
 - (4) autism spectrum disorder.
- A comprehensive understanding of Inclusive Education as inclusive education overarches all aspects of each course.
- High level information literacy skills. Assessment tasks within the program provide structured learning experiences that develop and promote life long learning for the graduate through high level information literacy and research skills

- Ethical decision making skills that include an understanding and appreciation of the unique qualities of every learner.
- Assessment and reporting skills that are able to inform decision making, parents/caregivers and other professionals.
- Communication and collaboration skills that are responsive, sensitive, effective and based on a level of professional respect.
- Information literacy skills that encourage the research, analysis and exploration of topics and issues so that graduates become autonomous as lifelong learners within the profession.
- The capacity to maintain professional networks through dialogue, discussion and continuing professional growth.

Program objectives

The Bachelor of Education (Special Education) seeks to:

- To prepare teachers who are able to respond effectively to the diverse needs of all students, particularly those students who experience learning difficulties.
- Prepare teachers who have the skills and knowledge to be exceptional teachers in regular school settings or to be informed and qualified teachers in special education settings.
- Enable successful graduates to obtain teacher registration in Queensland.

Admission requirements

Normal Entry (on-campus full-time)

Applicants who have completed Year 12 at a Queensland secondary school (or its equivalent) are eligible for consideration under the standard admission requirements. The overall position (or its equivalent) is used as the general basis for selection. Applicants must have obtained at least 'Satisfactory Achievement' or equivalent in English and must satisfy any pre-requisites for content studies from other Faculties.

Entry to the Bachelor of Education (Special Education) may be subject to availability of places.

International applicants must have met the [University's English language requirements](#) or have completed the [University's ELICOS/UNIPREP program](#).

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of your higher education and you as a student pay a [student contribution amount](#), which varies depending on the courses undertaken. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

International full fee paying place

International students pay [full fees](#). Full fees vary depending on the courses that are taken and whether they are studied on-campus, via distance education/online. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Program structure

To be awarded a four year Bachelor of Education (Special Education), normally a beginning educator must have completed 32 units at undergraduate levels 1-4.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Duration and Mode of Offer:	4 years full-time equivalent study (ONC), up to a maximum duration of 9 years.
Mode of Delivery:	On-campus (ONC).
Units:	32 units plus professional experiences (Professional Experiences sometimes occur outside the usual University teaching weeks. Travel to settings outside the Toowoomba, and Springfield area may be necessary to complete the Professional Experience component of this program).

Areas of study

- Faculty Courses (FOE)
- Education and Primary Studies (EDI/PRI)
- Integrated Studies (PRT)
- Special Education Courses (EDU & SPE)

Subject Group and Course Label	Courses to be Studied	Units
Faculty Courses (FOE)	FOE1000	2
	FOE2001	
Education and Primary Studies (EDU./PRI)	EDU1010 Introduction to Curriculum and Pedagogy	4
	EDC2200 Indigenous Perspectives for Educators	
	PRI4001 Internship: Professional Project	
	PRI4002 The Beginning Professional	
Integrated Studies (PRT)	PRT2201	14
	PRT2202	
	PRT3201 Educating for Diversity	
	PRT3202 Becoming Literate	
	PRT4201 Becoming Numerate	
	PRT4202 Educating for Healthy Communities	
	PRT4000	
Special Education courses (SPE/EDU)	EDU2321	12
	SPE1002	
	EDU2322	
	SPE1005	
	EDU3323	
	SPE1001 The Practice of Inclusion: Maximising Learning Outcomes for All	
	EDU3321	
	EDU3322	
	SPE1004 Speech, Language & Communication Disorders	
	SPE1006 Transitions and Life Skills	
	SPE1003 Augmentative and Alternative Communication	
Total		32

Program completion requirements

The Bachelor of Education (Special Education) is a 32 unit program with embedded professional experience, and an internship. Responsibility for meeting program requirements rests with individual students. Students should ensure that they adhere to the recommended enrolment patterns (included in the Handbook).

Practical experience

Requirements for Supervised Professional Experience (SE) in Bachelor of Education (Special Education)

Students enrolling in this program are required to undertake 115 days of embedded professional experience. At least 80 days must occur in an approved educational environment under direct supervision (SE). Professional experiences sometimes occur outside the usual University teaching weeks. Travel to settings outside the Toowoomba and Springfield area may be necessary to complete the professional experience component of this program.

Requirements for Non-Supervised Experience (NSE) in Bachelor of Education (Special Education)

Students are required to undertake thirty-five days Non Supervised Experience (NSE). These non supervised experiences are intended to (i) expand students' understanding of the diverse contexts in which learning can take place; (ii) raise awareness of factors influencing the teaching-learning process; and (iii) provide opportunities for involvement in relevant educational, workplace or profession development activities. Five days are connected to and form a part of course SPE1002 and 30 days are connected to PRT4000

Eligibility to Undertake Professional Experience in Queensland Educational Settings

Under the terms of the Commission for Children and Young People Act (QLd. 2000), students undertaking professional experience are considered to be **volunteers** engaged in **regulated employment**. As such, all students must apply to the Commission to be issued with a notice that they are **suitable to work in child-related employment**. As part of this application, the students must consent to the Commission conducting a criminal history check as the key element of the process of determining suitability. All applications for a suitability notice must be made at the local campus of the university at the commencement of their program. Students who do not make application, or who do apply but are subsequently deemed **unsuitable**, will not be able to undertake the professional experience components of the program.

Further information, including a list of serious offences which could lead to a student being deemed unsuitable, are available from the Commission's website at <http://www.ccypcg.qld.gov.au/employment/>

IT requirements

Students will be expected to have access to a computer with common productivity software (e.g. word processing, e-mail, web browser).

Exit points

Students who are unable to complete the full 32 unit requirement of this program may, subject to Program Coordinator approval, be eligible to exit this program with the following qualifications. The relative number of professional education units are detailed for each qualification. Students who wish to exit at these points must meet the requirements outlined in the following table.

Diploma in Education Studies	Associate Degree in Education Studies	Bachelor of General Education Studies
8	16	24

Recommended Enrolment Pattern

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
FOE2001	1	1	1	1, 3				

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
FOE1000	1	1	1	1, 2, 3				
EDU2321	1	1						
SPE1002	1	1						
EDC2200 Indigenous Perspectives for Educators	1	2				2, 3		
EDU1010 Introduction to Curriculum and Pedagogy	1	1					OE 5 days SE	
EDU2322	1	2						
SPE1005	1	2						
PRT2201 +	2	1					10 days SE	
EDU3321	2	1						
PRT2202 +							15 days SE	
EDU3323	2	2						
SPE1001 The Practice of Inclusion: Maximising Learning Outcomes for All	2	2						
PRT3202 Becoming Literate+	3	1					Pre-requisite: PRT2201 and PRT2202 OE 15 days SE	
SPE1006 Transitions and Life Skills	3	1						
SPE1004 Speech, Language & Communication Disorders	3	1						
EDU3322	3	2						
PRT3201 Educating for Diversity+	3	2					OE	
SPE1003 Augmentative and Alternative Communication	3	2						
PRT4201 Becoming Numerate+	4	1, 3					Pre-requisite: PRT3201 and PRT3202 OE 20 days SE	
PRT4202 Educating for Healthy Communities+	4	1					Pre-requisite: PRT3201 and PRT3202 OE	
PRI4001 Internship: Professional Project	4	2					Pre-requisite: PRT2201 and PRT2202 and PRT3201 and PRT3202 and PRT4201 and PRT4202 OE	
PRI4002 The Beginning Professional	4	2					OE	
PRT4000 +	4	2					32 days NSE	

Footnotes

+ 2 units

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.