The University of Southern Queensland

Course Specification

Description: Teaching Students with High Support Needs

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING

Examiner: Barry Fields
Moderator: Patrick O'Brien

RATIONALE

While representing a relatively small percentage of the school-age population, students with low incidence disabilities present a major challenge to teachers of regular school primary classes. Such children often require major adaptations to the regular class curriculum, as well as the use of instructional procedures which are not normally part of the regular class teacher's teaching repertoire. If the goal of inclusion is to be achieved for these students it is imperative that teachers acquire (1) a good understanding of these student's needs and (2) the professional expertise to work effectively with them.

SYNOPSIS

In this course students will be introduced to the learning and behavioural characteristics of low incidence disability groups. Major focus will be on students with intellectual impairment, sensory impairment, behaviour disorders, physical disability, and speech and language disorders. Students will acquire an understanding and knowledge of the curriculum and instructional accommodations and strategies needed by children from these disability groups. Particular attention will be given to a survey of existing provisions for these children and the support services which are available to the children, to their parents, and to teachers.

OBJECTIVES

On completion of this course students will be able to:

- Define the categories of lower incidence disabilities.
- Describe the causes and characteristics of each low incidence disability category.
- Articulate those characteristics in (2) which negatively impact on social and academic development.
• Describe and justify how teachers can modify and adapt curriculum and instruction to accommodate the needs of students with low incidence disabilities.
• Describe current policy ascertainment guidelines, educational provisions, and support services for students with low incidence disabilities.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Introduction/Categories of Low Incidence Disabilities</td>
<td>5.00</td>
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<tr>
<td>2. Intellectual Impairment</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Hearing Impairment</td>
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<td>4. Visual Impairment</td>
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<td>5. Physical Disabilities and Health Impairments</td>
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<td>6. Communication Disorders</td>
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<tr>
<td>7. Policy, Ascertainment Guidelines and Support Services</td>
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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.

To be notified.

STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>28</td>
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<tr>
<td>Directed Study</td>
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<td>Lectures</td>
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<tr>
<td>Private Study</td>
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<td>Tutorial</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>ASSIGNMENT 1</td>
<td>999.00</td>
<td>50.00</td>
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<td>ASSIGNMENT 2</td>
<td>999.00</td>
<td>50.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
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NOTES:

• Letter grades will be used in this course and displayed in the Notes Section.
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 (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   If students submit assignments after the due date without prior approval then a penalty of 5% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

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 (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/SECARIAT/calendar/Part5/ or in the printed version of 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 five days if required by the Examiner.

3 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 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.

5 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).

6 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.

7 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

8 All assessment items must be attempted/submitted and passed.