Description: Educating Students with Special Needs

<table>
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<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
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<th>Term</th>
<th>Mode</th>
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<td>1, 2003</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Examiner: Don Rice
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
Upon completion of this course the student will be able to:

- trace the development of special education services with particular reference to recent developments in Australia, the United States, and the UK;
- list current trends and issues related to the education of students with special educational needs;
• demonstrate knowledge of the causes and chief characteristics of a range of disabling conditions and disorders;
• 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;
• 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;
• 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:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

Heward, W.L 2003, *Exceptional Children: An Introduction to Special Education*, 7th edition, Merrill, Columbus, OH.

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)


**STUDENT WORKLOAD REQUIREMENTS**

<table>
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<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
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<tr>
<td>Directed Study</td>
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<td>Private Study</td>
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**ASSESSMENT DETAILS**

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<th>Wtg(%)</th>
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<tr>
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<td>15.00</td>
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<td>21 Mar 2003</td>
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<tr>
<td>CASE STUDY/ESSAY</td>
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<td>EXAM - 2 HRS</td>
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**NOTES:**

- Student Administration will advise students of the dates of their examinations during the semester.

**OTHER REQUIREMENTS**

1. When there is more than one marker for a single item of assessment, the distribution patterns for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be graded.
4. Course Grades will be calculated by aggregating the weighted result for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. All assessment items must be attempted and submitted. Each Assessment item must be passed.
6. If assignments are submitted after the due date without an approved extension of time, a penalty may apply.