Description: Educating Students with Special Needs

<table>
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<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
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Academic group: FOEDU
Academic org: FOE002
Student contribution 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; and
- 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**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Introduction to special education</td>
<td>15.00</td>
</tr>
<tr>
<td>2. Inclusive curriculum implications for regular class teachers</td>
<td>10.00</td>
</tr>
<tr>
<td>3. Teaching students with intellectual impairment</td>
<td>10.00</td>
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<tr>
<td>4. Teaching students with learning difficulties and disabilities</td>
<td>15.00</td>
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<tr>
<td>5. Teaching students with behaviour disorders</td>
<td>10.00</td>
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<tr>
<td>6. Teaching students with communication disorders</td>
<td>15.00</td>
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<tr>
<td>7. Teaching students with sensory impairments</td>
<td>10.00</td>
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<tr>
<td>8. Teaching students with physical and health impairments</td>
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<tr>
<td>9. Teaching students who are gifted and talented</td>
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**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).


**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,*
STUDENT WORKLOAD REQUIREMENTS:

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
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<tr>
<td>ESSAY</td>
<td>15.00</td>
<td>15.00</td>
<td>19 Mar 2004</td>
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<tr>
<td>CASE STUDY / ESSAY</td>
<td>35.00</td>
<td>35.00</td>
<td>07 May 2004</td>
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<tr>
<td>EXAMINATION - PART A</td>
<td>50.00</td>
<td>25.00</td>
<td>END S1 (see note 1)</td>
</tr>
<tr>
<td>EXAMINATION - PART B</td>
<td>25.00</td>
<td>25.00</td>
<td>END S1 (see note 2)</td>
</tr>
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NOTES:

1. Examination - Part A: fifty (50) multiple choice questions are to be answered. Students will be advised of the examination date for this course when the official timetable for Semester 1 2004 has been finalised.
2. Examination - Part B: five (5) questions are to be answered.

IMPORTANT ASSESSMENT INFORMATION

1. Attendance requirements:
   There are no attendance requirements for this course. However, it is the students' responsibility 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 10% of the total marks available for the assignment may apply for each
working day late.

4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate, via the summative
assessment items, that they have achieved the required minimum standards in
relation to the objectives of the course by satisfactorily completing all summative
assessment items (the examination and assignments).

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:
In a Closed Examination, candidates are allowed to bring only writing and drawing
instruments into the examination.

7 Examination period when Deferred/Supplementary examinations will be held:
Any Deferred or Supplementary examinations for this course will be held during
the examination period at the end of the semester of the next offering of 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.

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. The student must retain
this copy until the grade for this course has been finalised.

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

4 In the event that a due date for an assignment falls on a local public holiday in their
area, such as a Show holiday, the due date for the assignment will be the next
working day. Students are to note on the assignment cover the date of the public
holiday for the Examiner's convenience.

5 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.
6 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).

7 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.

8 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

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

10 All assessment items must be submitted and passed.

11 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

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 course examiner.