**RATIONALE**

Policies of inclusiveness and social justice demand that school systems and teachers respond appropriately and effectively to the needs of all children. For teachers this means, at the very least, the acquisition of appropriate attitudes towards and knowledge of students with special needs. Teachers must also develop effective methods and strategies for the teaching/learning and management of all students and to meet the specific needs of individual students with special needs. Children with special needs include the gifted; those with intellectual, physical or sensory impairments; and those experiencing social, emotional and/or behavioural adjustment difficulties. It is necessary to prepare teachers for this breadth of responsibility by providing information based on current theory and research about factors that affect the academic and social development of students in the regular classroom and to provide beginning teachers with skills and experiences that enable them to collaborate with other professionals.

**SYNOPSIS**

This course focuses on the range of students with special needs in secondary classrooms. Characteristics of such students, their teaching/learning and adjustment needs will be addressed along with practical, research-based methods and strategies for meeting their academic, social and emotional needs. The course will be embedded within a framework of current educational philosophy and policies pertinent to the education of students with special needs.

**OBJECTIVES**

On successful completion of this course students will be able to:

1. Define and describe children with special needs in regular secondary classrooms.
2. Critically discuss the rationale for and the implementation of inclusive education, with particular reference to children with special needs.
3. Define and discuss the characteristics of students with special needs and the implications of those characteristics of student behaviour and adjustment for teaching/learning.
4. Begin to plan, implement and evaluate instruction, based on analysis of appropriate data, to meet the specific needs of individuals and groups of students.
5. Demonstrate an understanding of the nature of collaborative consultation in the process of formal ascertainment and joint service delivery to students with special needs.

**TOPICS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Definition, Characteristics and Educational Needs of Children with a Range of Special Needs</td>
<td>20.00</td>
</tr>
<tr>
<td>2. Inclusive Education, Policy, Practice and Critical Review</td>
<td>30.00</td>
</tr>
<tr>
<td>3. Diagnostic Assessment of Children with Special Needs</td>
<td>10.00</td>
</tr>
<tr>
<td>4. Curriculum and Instructional Design and Modification for Children with Special Needs</td>
<td>40.00</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).


(must have the Value Pack with on-line access to Course Compass)

**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.

**STUDENT WORKLOAD REQUIREMENTS:**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Directed Study</td>
<td>50.00</td>
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<tr>
<td>Lectures</td>
<td>12.00</td>
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<tr>
<td>Private Study</td>
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<tr>
<td>Tutorial</td>
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**ASSESSMENT DETAILS**

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1 - ESSAY</td>
<td>40.00</td>
<td>40.00</td>
<td>20 Jul 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(see note 1)</td>
</tr>
<tr>
<td>ASSIGNMENT 2 - LEARNING JRNL</td>
<td>60.00</td>
<td>60.00</td>
<td>22 Oct 2004</td>
</tr>
</tbody>
</table>

**NOTES:**
1. Due date for assignment 1 to be negotiated with the examiner.

**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 10% 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 achieve at least 50% of the available weighted marks for the summative assessment items. All 20 days of
Professional Context Experience (PCE) must be completed satisfactorily before a passing grade can be awarded.

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/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 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.

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

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

5 Professional presentation is expected for assignments (including appropriate use of grammar, punctuation and spelling). Attachment of an assignment cover sheet is necessary and available from the Faculty Assignment Collection Office, G315.

6 Applications for assignment extension must be made on an `Extension Request Form' before the due date and where appropriate supported by documentary evidence.

7 All 20 days of Professional Context Experience (PCE) must be completed satisfactorily before a passing grade can be awarded.