

In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



EDED13435 *Students with Special Needs*

Term 2 - 2024

Profile information current as at 19/05/2024 05:37 am

All details in this unit profile for EDED13435 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In the unit "Students with Special Needs", pre-service teachers gain awareness of their professional obligations, roles and responsibilities in relation to the Disability Standards for Education and the way that these standards inform policy and procedures for meeting the needs of students with disabilities in inclusive school settings. They build knowledge of the definitions and criteria used to categorise disabilities in educational environments and explore the concept of "person first" approaches to meeting the needs of learners with disability in the middle years of schooling. Students take an holistic view of supporting the access and participation of learners with special needs and evaluate specific differentiation, accommodation and management strategies to make recommendations that support inclusion, wellbeing, safety and learning of all students in inclusive mainstream settings. They research and document examples of good practice for consulting with students, parents, specialist services and wider community support agencies and demonstrate knowledge of how to access and facilitate partnerships that improve the educational outcomes for individuals with disabilities.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite:- EDED11457

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2024

- Bundaberg
- Mackay
- Online
- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure - Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure - International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback - Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Email, forum and survey

Feedback

Guest speakers were excellent.

Recommendation

Continue to invite guest speakers from a range of backgrounds.

Feedback from Forum and phone conversations.

Feedback

Assignments combined theoretical with practical application.

Recommendation

Continue to emphasise how the theoretical and practical knowledge combine in the assignments.

Feedback from Survey and drop-in sessions.

Feedback

Assignment feedback.

Recommendation

Continue to ensure markers provide feedback and feed-forward.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Appraise the roles and responsibilities of educational stakeholders under legislation and policy for students with disabilities
2. Propose processes that overcome barriers to successful inclusion of students with disabilities
3. Evaluate strategies that support the psychological wellbeing, behaviour, accessibility and learning of students with special needs within whole class groups
4. Explain the rationale for accommodations and modifications that support the learning and social needs of students with disability
5. Interpret research literature and primary data sources to make recommendations that support the needs of students with disabilities.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability
- 2.6 Information and Communication Technology (ICT)
- 3.7 Engage parents/carers in the educative process
- 4.1 Support student participation
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.