Course Outline (Higher Education)

School:	School of Education
Course Title:	TEACHING STUDENTS WITH COMPLEX NEEDS
Course ID:	EDBED3113
Credit Points:	15.00
Prerequisite(s):	(EDBED1013 and EDBED1014)
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070113

Description of the Course:

This course offers an inclusive approach to catering education programs for students with complex needs such as high functioning autism, cerebral palsy and Rhett's Syndrome. There is particular focus on alternative and augmentative communication tools, curriculum planning and adaption. Graduates will engage in a philosophical understanding of acceptance and active learning. Professional practice, multidisciplinary approaches and communication skills will be built to focus on the abilities and needs of students and the best practice teaching strategies.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	☐	☐	☐	☐	☐	☐

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate						
Advanced			✔			

Learning Outcomes:

Knowledge:

K1. Develop a knowledge of the curriculum and ways in which access and expectation can be adapted to ensure engagement

K2. Understand the range of needs that are required for students with complex needs before, during, after or as part of an education program

K3. Understand the range of needs that are required for students with complex needs before, during, after or as part of an education program

Skills:

S1. Respond to and plan complex needs of students in an inclusive and dignified manner

S2. Develop and understand communication processes between teachers, students, parents and professionals

S3. Demonstrate how different alternative and augmentative communication can be used to enhance expression, comprehension and demonstration of knowledge

Application of knowledge and skills:

A1. Develop and design curriculum adaptions for specific needs

A2. Identify significant people in the life of students with complex dis/ability and understand language required to develop meaningful relationships

A3. Understand and experience alternative and augmentative devices and how they can be incorporated into the curriculum

Course Content:

- Curriculum and classroom management that includes a range of needs and activities that can be time consuming
- Individual learning plans for complex student needs
- Teaching strategies for complex needs
- Communication systems such as Proloquo2go and PECS
- Practical ways to use assistive technology in the classroom
- The multidisciplinary approach as best practice for teaching children with complex needs
- Professional dialogue required to discuss student's abilities and achievements with parents
- Typical characteristics of a range of complex sensory, physical and emotional dis/abilities.

Values:

V1. All students have the right to access and improve through educational opportunities

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in

explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, A3	AT #1, AT #2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	S3, A2,	AT #1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3	AT #1, AT #2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2, S3	AT #1, AT #2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	A1,	AT #2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S2, S3,A2 APST 1.5, 1.6, 3.1, 3.7, 7.3	Write and develop a positive questionnaire for parents/ carers/ professionals to gather information required to effectively teach students with complex needs. Conduct the interview and plan for this student in cooperative teams.	Cooperative team work and class work	40-60%
K1,K3,S1, S3, A1, A3 APST 1.5, 1.6, 3.1, 3.2	Adapt three lesson plans to make them accessible to students with particular complex needs. Write a report that demonstrates the involvement and achievements of the student having participated these lessons.	Case-study and learning plan for individual needs	40-60%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool