

# Syllabus

for course at first level

**Special Education, Basic Course**  
**Special Education, Basic Course**

**15.0 Higher Education**  
**Credits**  
**15.0 ECTS credits**

|                          |                                 |
|--------------------------|---------------------------------|
| <b>Course code:</b>      | UQ108F                          |
| <b>Valid from:</b>       | Spring 2009                     |
| <b>Date of approval:</b> | 2009-01-21                      |
| <b>Department</b>        | Department of Special Education |
| <b>Subject</b>           | Special Education               |

## Decision

The course is independent of a study programme. The subject area is special education.

This syllabus was approved by the Head of the Department of Special Education on January 21, 2009.

This syllabus is valid as of spring 2009.

## Prerequisites and special admittance requirements

### Course structure

| Examination code | Name                            | Higher Education Credits |
|------------------|---------------------------------|--------------------------|
| DK11             | Special Education, Basic Course | 15                       |

### Course content

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This syllabus is valid as of spring 2009.

### Learning outcomes

Upon completion of the course, students are expected to:

- describe basic system theory and ICF (International Classification of Functioning, health and Disability),
- provide an overview of educational legislation in Sweden and in countries represented by the students,
- provide an overview of historical and contemporary issues, concepts and values in the international field of special education,
- describe and analyze variability in learning and individual development,
- identify participation and inclusive/exclusive activities in educational settings,
- describe and apply some educational assessment strategies.

### Education

Instruction is generally given in the form of lectures, study group work (including web searches), field visits, seminars, individual and group presentations. The students own experiences will be integrated within the theoretical content of the course. Students are expected to be present at scheduled lectures, group meetings and participate actively in all parts of the course.

### Forms of examination

The course is examined as follows: five reflection papers, one written group report, two practicum assignments and one individual written exam.

For all course components students will receive letter grades on a seven-point scale related to the learning objectives of the course:

A = Excellent  
B = Very Good  
C = Good  
D = Satisfactory  
E = Adequate  
Fx = Inadequate  
F = Totally Inadequate

The assessment criteria for the course will be distributed at the beginning of the course.

### Required reading

Allan, J. (ed.) (2003). *Inclusion, participation and democracy - what is the purpose?* London: Kluwer Academic, London Dordrecht (233 p)

Björck Åkesson, E. Granlund, M. & Simeonsson, R. (2005). Special Education : A Systems Theory Perspective. In: Heimdahl Mattson, E. Lange, A-L, Roll-Pettersson, L. & Allodi-Westling, M. *Mångsidigt samspel*. Stockholm: HLS Förlag. (15 p).

Bodrova, E. & Leong, D. (2007). *Tools of The Mind : The Vygotskian Approach to Early Childhood Education*. New Jersey: Merrill Prentice Hall. (234 p).

ICF International classification of Functioning, health and Disability. WHO Kaufmann, J.M.& Hallahan, D.P. (2004). *Special Education: What it is and why we need it*. Boston: Allyn&Bacon. (99 p).

Novak, G. & Pelaz, M. (2004). *Child and adolescent development: A behavioural systems approach*. Chap. 7: Cognitive development. (34 p).

Shonkoff, J.P. & Meisels, S.J. Handbook of Early Childhood Intervention. Second Edition. Cambridge: Cambridge University Press. (pp 94-115, 115-135, 135-160 = 65 p) - Ch. 5 Cultural Differences as Sources of Developmental Vulnerabilities and Resources (pp 94-115) - Ch. 6 Protective Factors and Individual Resilience (pp 115-135) - Ch. 7 Transactional regulation (pp 135-160)

Smith, T.E.C. et al (2004). *Teaching Students with Special Needs in Inclusive Settings*. forth Edition Boston: Allyn and Bacon. (Valda delar 45 p).

United Nations (1989). *The Convention on the Rights of The Child*. (36 p).

Other articles chosen by teachers and students.