
**HANDBOOK FOR
THE CERTIFICATE IN
SPECIAL EDUCATION
1984 - 1986**



INSTITUTE OF EDUCATION

USE OF THE HANDBOOK

The Handbook is a guide to the programme of study leading to the award of the Certificate in Special Education.

Part I sets out the programme objectives, the structure and organization of the various courses of study, the course content and the overall programme assessment. The detailed course outline, readings and specific requirements for each course of study will be available to students from the course instructors. The schedule for the part-time, three-year programme as shown in table 1 (page 5) serves as a guide to the sequencing of the different components of the programme for each Term and Semester over the duration of three years.

Part II contains the information that is relevant to the admission and registration of students for the Certificate in Special Education programme. This information is subject to change from time to time. However, if students require more details about courses and facilities, they are advised to address their enquiries to:

The Head
Student Affairs Department
Institute of Education,
469 Bukit Timah Road,
Singapore 1025.
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Compiled by :

The Department of Education for Children With Special Needs
School of Education and Development Studies

January 1984

CONTENTS

	Page
<u>Part I</u>	
1 Introduction to the Programme	1
2 Course Objectives and Structure	2
3 Programme Description	4
4 Schedule of Courses of Study	5
5 Course Content	6
6 Overall Programme Assessment	10
<u>Part II</u>	
7 Admission Requirement	11
8 Fees	11
9 Library Facilities	12
10 Other Facilities	13
11 Academic Terms	14

THE PROGRAMME OF STUDY LEADING TO THE
AWARD OF THE CERTIFICATE IN SPECIAL EDUCATION

PART I

INTRODUCTION

The programme of study is designed specifically to train teachers for teaching children with special needs. These children include those who have various degrees of learning disabilities or impairments, namely, intellectual, physical, visual and auditory or a combination of these.

The Institute of Education has drawn up a pre-service programme to assist the Associations or Schools in the formal training of their experienced but untrained teachers. The programme is designed to introduce the trainees to the basic Principles of Educational Practice and in addition, a large proportion of the coursework deals with the specific types of disabilities that are encountered in the teaching of these children. In other words, throughout the period of training, the learning activities are intended to relate the practical skills of daily instruction to the underlying psychological theories and principles that govern the growth and development of these children. The programme is intended to be practice-oriented so as to ensure a direct linkage with the real issues and problems encountered by the teachers in their special classes.

COURSE OBJECTIVES

The Course is designed to achieve the following objectives :

- ° To provide a framework of knowledge, skills and attitudes that are unique to Special Education.
- ° To examine and analyse critically the Educational, Psychological, Social and Physical needs of disabled children.
- ° To examine and explore alternative programmes of teaching and learning that are relevant to the needs of these children.
- ° To acquire the skills necessary for the identification of specific disabilities, and the diagnosis of individual weaknesses, followed by a variety of appropriate remedial instructional treatment.

COURSE STRUCTURE

There are four main areas of study, namely,

- | | |
|---|-------------|
| a) The Principles of Educational Practice | (330 hours) |
| b) Educational Studies | (180 hours) |
| c) Professional Studies | (180 hours) |
| d) Curriculum Studies | (390 hours) |

Each of these areas has a number of different components that are directed at the foundation or core of teacher education and these in turn are supplemented by specific areas of study that are unique to the teaching of children with special needs.

In the course of the programme both at IE and in the Special Schools, theories and principles will be translated into pedagogical competencies or skills. To achieve this linkage between theory and practice, the inter-relationships among the four main areas of study will be emphasized repeatedly. The interdependent nature of each of the areas is illustrated in the organizational framework as shown in figure 1.

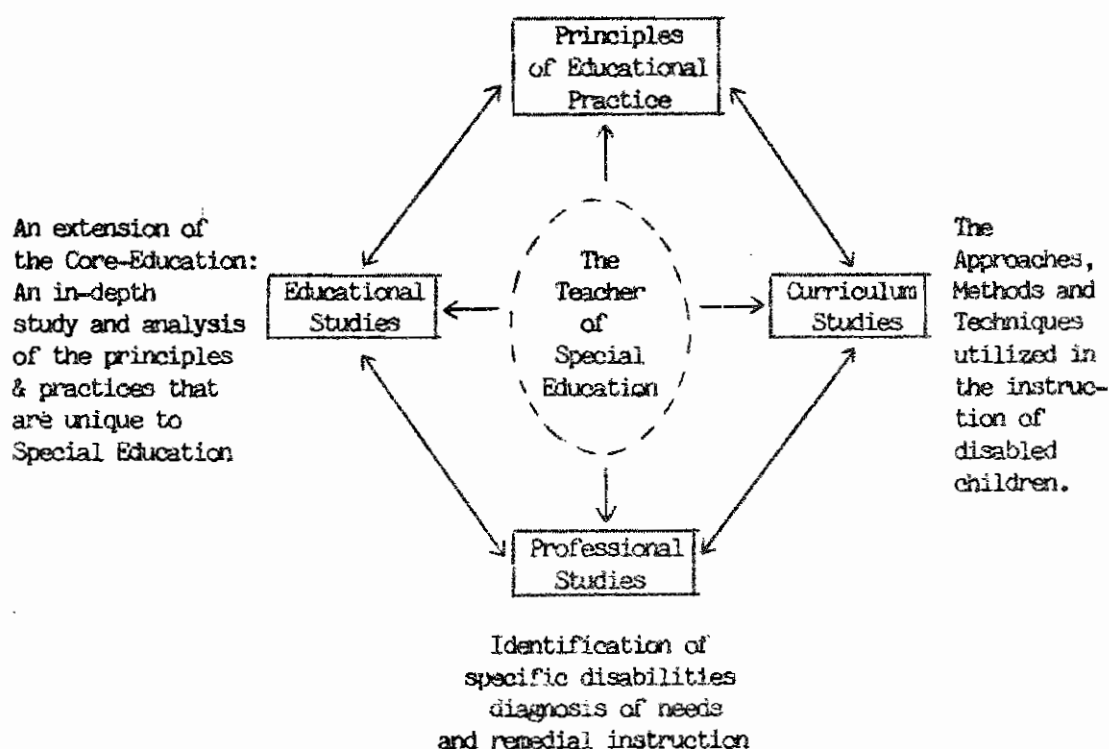
The meaningfulness of the training experiences for the teacher of Special Education will depend to a large extent on :

- ° The relevance of the course for the practising teacher and
- ° the inter-relatedness of the entire programme of learning experiences.

Figure 1

THE STRUCTURE OF THE PROGRAMME FOR
THE CERTIFICATE IN SPECIAL EDUCATION

- | | |
|---------------------------------|---------------------|
| ° General Theories of Education | "Foundation" or |
| ° Child Development | "Core Education" |
| ° Educational Psychology | with |
| ° Sociology of Education | Special Emphasis on |
| ° Philosophy of Education | the needs of the |
| | 'special child' |



- ° the intellectually impaired - social skills training;
behaviour modification;
mental retardation.
- ° the hearing impaired - audiology; speech, language
and auditory training;
sign language.
- ° the visually impaired - vision assessment;
the use of braille;
psycho-educational aspects
of the visually impaired.
- ° the physically impaired - communication;
mobility training
behaviour modification.

THE PROGRAMME DESCRIPTION

The programme consists of 1080 hours of coursework, divided into various areas of study, namely,

Principles of Educational Practice

This is similar to the Core-Education component of the Certificate in Education which deals with the foundations underlying the Principles of Pedagogical Practice.

330 hours

Educational Studies

Learning Disabilities (60 hours)

Individualized Programming (60 hours)

Test, Measurement & Evaluation (60 hours)

180 hours

Professional Studies

Language Disorders (30 hours)

Diagnosis and Remediation (30 hours)

Social Skills including

Self-help Skills (14 hours)

Intelligence & Achievement (16 hours)

Advanced Social Skills (30 hours)

Audiology/Mobility Aids/

Communication Board/

Vocational Skills (30 hours)

Counselling & Guidance

for the disabled child

& his family (30 hours)

180 hours

Curriculum Studies

English Language

(including Science) (120 hours)

Mathematics (60 hours)

Art & Craft (45 hours)

PE & Recreation (60 hours)

Music/Music Therapy (60 hours)

Instructional Technology (45 hours)

390 hours

Total Duration :

1080 hours

TABLE 1 : CERTIFICATE IN SPECIAL EDUCATION (PART-TIME)
SCHEDULE OF COURSES OF STUDY OVER THE 3-YEAR PERIOD

CONTENT	TERM	1st Year (1984)				2nd Year (1985)				3rd Year (1986)				TOTAL HOURS
		Jan	Mar	Jul	Sep	Jan	Mar	Jul	Sep	Jan	Mar	Jul	Sep	
		1	2	3	4	1	2	3	4	1	2	3	4	
PRINCIPLES OF EDUCATIONAL PRACTICE		10	14	40	40	21	30	30	24	40	30	40	11	330
EDUCATIONAL STUDIES		-	-	30	30	30	30	-	-	-	30	30	-	180
PROFESSIONAL STUDIES		-	14	60	16	30	-	-	30	-	30	-	-	180
CURRICULUM STUDIES														
ENGLISH LANGUAGE INCLUDING SCIENCE		18	12	-	-	-	-	-	30	-	30	-	-	120
MATHEMATICS		-	-	-	30	-	30	-	-	-	-	-	-	60
INSTRUCTIONAL TECHNOLOGY		-	-	-	-	-	-	30	-	15	-	-	-	45
ART AND CRAFT		-	-	-	-	-	-	-	-	-	-	30	15	45
PHYSICAL EDUCATION & RECREATION		13½	16½	-	-	-	-	-	-	-	-	-	30	60
MUSIC/MUSIC THERAPY		13½	16½	-	-	-	-	30	-	-	-	-	-	60
AVERAGE NO. OF AFTERNOONS PER WEEK		5	2	3	3 (1 self study)	5	2 (1 self study)	3	3	5	2	4 (1 self study)	2	
TOTAL HOURS PER TERM		73	85	130	115	81	90	90	84	55	120	100	56	1080
TOTAL HOURS PER YEAR		404				345				331				

SCHEDULE OF INSTRUCTION

The programme is scheduled as a part-time course covering a period of 12 terms in 3 years and the coursework is apportioned accordingly as shown in Table 1. This serves as a tentative scheme for the sequence and conduct of the courses. This will be subject to adjustment according to the needs of the programme.

COURSE CONTENT

This section sets out briefly the description for each course of study. Details of the course content, objectives and assessment will be made available before the commencement of the course.

The Principles of Educational Practice (330 hours)

- (a) This area deals with the Principles and Practice of Education. It offers the foundation to the theories and principles of pedagogical practice, namely, the Philosophical, Psychological, Sociological and Comparative Aspects of Education.
- (b) In relation to the education of children with special needs, this component sets out the principles that govern the remedial instruction of these children within the continuum of their normal education and schooling. In this respect, the trainees acquire an understanding of both the knowledge and skills in working with not only the "special" child but also the "normal" majority.
- (c) This component begins in Term I (January-March) with an introduction to the prevailing issues in Special Education, especially the rationale for teaching children with disabilities. It offers a basis for the introduction to the "Core Education" component of the Certificate in Education Programme which is expected to be taught in the July Semester. Trainees will join the Certificate in Education students for Themes I & II which are "Teaching in Singapore" and "The Pupils We Teach".

Principles of Educational Practice is an extension of the Core Education component. After this base of "normal" development, trainees will be exposed to the problems associated with teaching children who have various disabilities. It leads in turn to the Certificate in Education's Core Education Themes III & IV which deal with the "Teacher/Pupil and the Curriculum" and "The School and the Society". These themes will later be extended to include curriculum for the disabled child as well as the adjustments involved in their daily lives and in society.

(d) Assessment

At the end of each year of part-time study, the Principles of Educational Practice will be assessed by means of a written examination (a combination of multiple-choice and essay questions). In addition, there may be informal course assignments which students are required to undertake.

Educational Studies (180 hours)

- (a) This course builds upon and extends the knowledge and principles that are introduced in the Principles of Educational Practice through an in-depth study of the issues and problems that are associated with the teaching of :-

- (i) Learning Disabilities
- (ii) Individualised Programming, and
- (iii) Test, Measurement and Evaluation.

- (b) In each year, for each of the three topics, there will be 30 hours of lectures followed by 30 hours of classroom-based investigation of some specific problems that are associated with children having special needs.

(c) Assessment

At the end of each course of study, trainees will be required to submit written assignments and/or a project.

Professional Studies (180 hours)

- (a) This area of study offers study and training in areas of special education. These include skills oriented courses, such as the teaching of social skills, language disorders, diagnosis and remediation, audiology and auditory training. They will prepare teachers to teach children with hearing, visual, physical and intellectual impairments.

Professional Studies

Language Disorders	(30 hours)	
Diagnosis and Remediation	(30 hours)	
Social Skills including		
Self-help Skills	(14 hours)	
Intelligence & Achievement	(16 hours)	
Advanced Social Skills	(30 hours)	
Audiology/Mobility Aids/ Communication Board/ Vocational Skills	(30 hours)	
Counselling & Guidance for the disabled child & his family	(30 hours)	180 hours

(c) Assessment

At the end of each course, the submission and successful completion of a written or practical course assignment.

Curriculum Studies (390 hours)

- (a) This area of study is designed to introduce the trainees to the various methods and techniques of teaching the different school subjects to disabled children.

- (b) A total of six different areas of curriculum studies deal with the major subject areas of the primary school curriculum. The emphasis is on the development of social and personal skills through the integration of the content and learning experience of language, sciences, art and craft, physical education and music. The various subject areas are as follows :

(i) English Language (120 hours)

The first 30 hours of coursework will aim at upgrading the trainee's language proficiency, that is helping the teacher to use English more effectively and fluently. The remaining part of the course (90 hours) deals with speech and language acquisition and the methodology of teaching Language Arts integrated with Science. The trainees will also learn how to plan a language programme for disabled children.

(ii) Mathematics (60 hours)

This deals specifically with the methodology of teaching mathematics, especially arithmetic skills to disabled children.

(iii) Art and Craft (45 hours)

Characteristics of child-art for both the 'normal' and the 'disabled' child will be explored with the trainees. Materials and techniques used for motivating disabled children will be examined critically. Specific ideas and activities for these children will be discussed in depth.

(iv) Physical Education and Recreation (60 hours)

PE aimed at promoting the normal growth and development of the child will be explored. The special physical needs of disabled children will be identified. Trainees will learn to organize and manage the various aspects of the PE programme for the special child. These include both planning and the teaching of movement, dance, manipulative skills with small apparatus, and water confidence activities.

(v) Music and Music Therapy (60 hours)

Trainees will explore the techniques of music therapy through various forms of musical activities for disabled children. The approach will be based on practical work that involves the teaching of songs and singing, instrumental exercises and other such activities.

(vi) Instructional Technology (45 hours)

Basically, this is part of the foundation course under the Principles of Pedagogical Practice. It is designed to train the trainees in the use of various kinds of teaching materials as effective aids to children's learning. Trainees will not only acquire the skills involved but will also explore the range of media, materials and programmes that are unique to the teaching of disabled children.

(c) Assessment

Each course will be assessed by a written and/or practical assignment depending on the nature and requirements of the various training activities.

OVERALL PROGRAMME ASSESSMENT

Throughout the period of training, the trainee is expected to attend all sessions of training and teaching practice as required. In addition, students must complete satisfactorily all course requirements including written exams and/or written and practical assignments and supervised classroom teaching practice in the Special School, before they are deemed to have successfully completed the Programme leading to the award of the Certificate in Special Education.

PART II

ADMISSION REQUIREMENT FOR THE CERTIFICATE IN SPECIAL EDUCATION

Candidates seeking admission to this Programme must possess passes at 'O' Level Examination in at least 3 subjects which must include English Language. (These passes may be obtained at different sittings in the GCE 'O' Level Examination.)

At the end of the training, the successful candidates will be awarded a Certificate in Special Education by the Institute.

FEES FOR CERTIFICATE IN SPECIAL EDUCATION (PART-TIME PROGRAMME)

All fees must be paid punctually as they fall due (during the first two weeks of each semester); failure to do so will incur a late fee charge of \$10. Failure to pay fees beyond the third week of the semester will lead to suspension from the programme till all fees are paid. The Institute reserves the right to revise fees at any time.

Fees payable by students are as follows:-

Direct tuition fees : \$200 p.a.

Supplementary fees : \$28 p.a.

Group Personal Accident

Insurance fee : \$2.50 p.a.

Caution money : \$50 payable on admission and refundable on completion of the programme or on termination of the programme, subject to satisfactory conduct

Certificate fee : \$10 payable on successful completion of the programme

LIBRARY FACILITIES

The Library's total stock consists of 93,800 books in the four official languages, 450 periodical subscriptions, and a growing collection of educational and psychological tests and microtext material. The books and bound periodicals are arranged on the open shelves by subject according to the Library of Congress Classification System. The tests and microtext material are kept in the Reference Section.

The Library provides loan, information and reference services to all students and staff of the Institute as well as school principals and teachers in Singapore.

All students must register with the Library. Upon registration each student is given six library tickets: five for borrowing general books for a period of three weeks and one for borrowing Reserved Books on a two-hourly basis. Fines are charged for overdue loans.

The Reference Service Section serves as the centre of general information and assistance in using the library resources and facilities.

The Inter-library loan service is available for staff and higher degree students engaged in thesis research. Photocopying facilities are also provided.

The opening hours are as follows :

During term	:	Monday to Friday	8.30 am - 6.00 pm
		Saturday	8.30 am - 5.00 pm

During vacation:	Monday to Friday	8.30 am - 5.00 pm
	Saturday	8.30 am - 1.00 pm

Further information of the IE library is available in the Library Handbook which is distributed to all students on enrolment.

OTHER FACILITIES

Lecture Theatres

The Institute has one theatrette and seven lecture theatres. The biggest lecture theatre can accommodate about 250 students and the smallest about 150. The theatrette, which has a seating capacity of about 350, is used for seminars, talks, concerts, forums and the showing of films.

Other Teaching Facilities

The Institute is also equipped with Language Laboratories, Science Laboratories, Computer Workroom, a Media Workroom for preparation of teaching aids and charts, a Photo-laboratory and two Video Studios. There are also tutorial rooms and special subject rooms.

Games Facilities

At the moment the facilities for games include four tennis courts, basketball courts and football fields. The construction of a gymnasium is expected to be completed by mid-1984. The gymnasium will have 3 badminton courts that can double up for use as volleyball and basketball courts.

Canteens

There are two canteens on the campus. Canteen 1 is located on the first storey of the Students' Recreation Centre. This canteen is self-service and provides Chinese, Muslim and Indian food. It is open from 7.30 am to 5.00 pm on Mondays to Saturdays. Canteen 2 is located in House No 4 and serves a la carte style Chinese and Western food and a variety of hawker-type food. This canteen is open from 8.00 am to 4.30 pm on Mondays to Saturdays.

Sundry Store

There is a sundry store which sells newspapers, stationery, toiletries, etc. It is located on the first storey of the Students' Recreation Centre.

Bookshop

There is a bookshop run by the National University of Singapore Multi-purpose Co-operative Society. It is located at the annex of House No 4.

Cash-on-line Facilities

There is a POSB automated teller machine installed on the first storey of the Students' Recreation Centre next to the sundry store.

ACADEMIC TERMS 1984

The Academic year consists of two semesters of two terms each as follows :-

January Semester 1984	:	Term I	3 January - 10 March
		Term II	19 March - 26 May
July Semester 1984	:	Term I	2 July - 1 September
		Term II	17 September - 1 December