

SEMESTER 2

COURSE OUTLINE

"Educational and Social Policy for People with Disabilities" (EDU670)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	EDU 670	SEMESTER OF STUDY	B'
COURSE TITLE	Educational and Social Policy for People with Disabilities		
INDEPENDENT TEACHING ACTIVITIES <i>where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits</i>		WEEKLY TEACHING HOURS	CREDIT UNITS
LECTURES AND LABORATORY EXERCISES		3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).			
TYPE OF <i>general background, special background, specialization general knowledge, skills development</i>	General		
PREREQUISITE COURSES:	-		
LANGUAGE OF TEACHING AND EXAMINATION:	GREEK		
THE COURSE IS OFFERED TO STUDENTS	NO		
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php		

(2) LEARNING OUTCOMES

Learning Outcomes <i>The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.</i> <i>Consult Annex A</i> <ul style="list-style-type: none">• Description of the Level of Learning Outcomes for each of the study pathways according to the Qualifications Framework of the European Higher Education Area• Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B• Learning Outcomes Writing Guide

The purpose of the course is to equip students with the knowledge, skills and attitudes needed to contribute to the development and implementation of inclusive policies and programs, ensuring that people with disabilities have access to educational and social opportunities. Through the exploration of best practices and the study of supportive institutions and structures, students will enhance their ability to support the individual development and social participation of people with disabilities.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about

- the basic concepts and principles of social and educational policy for people with disabilities.
- the institutional and legal framework at national and international level for the rights of people with disabilities
- the social challenges and inequalities faced by people with disabilities in education, employment and other areas of society.
- the study of approaches to the integration and inclusion of people with disabilities in education, work and social life
- analysing and evaluating disability policies and understanding the factors affecting their implementation.
- raising awareness and empathy around disability issues, shaping positive attitudes in society and in education and workplaces.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and

Respect for the natural environment

Demonstrate social, professional and ethical responsibility and sensitivity to gender issues

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

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Other...

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The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Historical development of the rights of people with disabilities.

This week focuses on familiarising with disabilities with current challenges and developments concerning the rights of people with disabilities, focusing on issues of accessibility, employment and equal participation in social life.

2. From the medical to the social model.

In this section, we are very interested in the presentation of the two models and their main characteristics and we will discuss the variations of these different models. In addition, an important aim of the chapter is to understand the individual elements that characterize these models and to critically analyze the transition from one model to the other

3. The evolution of legislation for people with disabilities in Greece and Cyprus.

In this section, the contribution of the legislative interventions in both Greece and Cyprus regarding persons with disabilities will be analysed in depth, while extensive reference will be made to specific legislative acts that demonstrate the historical evolution of the legislation

4. Study of educational structures in Greece and Cyprus for people with disabilities.

In this section, all the interventions that have been carried out in the educational systems of the two countries (Greece, Cyprus) will be presented and the appropriate formula for the effective provision of knowledge and education to people with disabilities will be sought. In addition, there will be an extensive reference to the educational policies of the two countries, as well as to the educational reforms that have been made to improve the educational structures.

5. Supportive institutions and Special Education Staff in the school unit.

In this section, the roles and responsibilities of both supportive institutions and Special Education Staff will be presented with absolute precision, as well as a comparative analysis of cases before their introduction in Special Education. Finally, a reference will be made to the new challenges in the education of people with disabilities and how these can positively develop the above institutions

6. Diversity and inclusion in education.

This section deals extensively with the concepts of diversity and inclusion and will refer to the actions that need to be taken in order for people with disabilities to have equal learning opportunities with typically developing people. In addition, evidence will be presented that highlights the necessity of inclusive education for the smooth integration of all people in the social and economic life of the country.

7. International policies and good practices for people with disabilities.

In this section, reference will be made to the international policies that have been expressed over the years, which of them have been adopted and what were their effects on people with disabilities and society as a whole. Moreover, the analysis of good practices of States, with the constant supervision of the society of nations will generate intense reflections and critical thinking.

8. Integration policies and educational legislation in Greece and Cyprus for people with disabilities.

In this section, reference will be made to the legislative interventions that are milestones for the education of people with disabilities in Greece and Cyprus respectively, and there will be a comparison with other European legislative decrees, in order to fully understand the education system for people with disabilities.

9. Social policy and integration in the workplace for people with disabilities.

In this section, the working conditions of people with disabilities will be presented, as well as the problems they face in their everyday life, which prevents them to a significant extent to integrate smoothly in a workplace. In addition, the key social policy positions that will be mentioned will give new impetus to the challenges that people with disabilities face in their working life. Finally, it will also be worth mentioning the contribution of social policy to enhancing the role of people with disabilities in today's workplace

10. Social entrepreneurship and disability: Promoting business models that support people with disabilities.

In this section we will refer to the emergence of business models that empower people with disabilities, emphasizing the dynamics that this issue has gained in the society of nations, while highlighting the importance of social entrepreneurship for people with disabilities.

11. Strategies to support families of people with disabilities.

In this section, we will present the actions and strategies that have been developed in recent years to support families of people with disabilities, as well as the impact they have on both the individuals themselves and their families. In addition, the shortcomings in the field of social care for families of people with disabilities will be highlighted and ways to address them will be sought.

12. Lifelong learning and teacher development/training on disability issues

In this section, extensive reference will be made to the importance of continuous training and lifelong learning of teachers on issues concerning people with disabilities and ways to improve them. In addition, a major issue concerns the development of a central educational policy based on the need to provide incentives for teacher training.

(4) TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Distance	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with students</i>	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, Laboratory Training, Communication with students.	
ORGANISATION OF TEACHING <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.</i> <i>The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.</i>	Activity	Semester workload
	<i>Lectures</i>	<i>39</i>
	<i>Laboratory exercises</i>	<i>13</i>
	<i>Interactive Teaching</i>	<i>13</i>
	<i>Study & Literature Analysis</i>	<i>26</i>
	<i>Study preparation</i>	<i>26</i>
	<i>Job Writing</i>	<i>36</i>
	<i>Independent Study</i>	<i>47</i>
	Total	200
STUDENT ASSESSMENT <i>Description of the evaluation process</i> <i>Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other</i> <i>Explicitly identified assessment criteria are stated and if and where they are accessible to students.</i>	<i>Weekly interactive activities (20% in total): On a weekly basis, students will have the opportunity to interact with the teacher, other students and/or other relevant stakeholders to complete certain activities. These activities are an integral part of the course and help the student understand and assimilate each week's material. The instructor will select 10 interactive activities prior to the start of the course that will count towards the final course grade, each worth 2% of the grade. The remaining interactive activities will be available for students to complete (but will not contribute to their final grade) to facilitate self-assessment and to aid in-depth learning.</i> <i>Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.</i> <i>Final examination (50%): the final examination will assess the students' understanding of the learning objectives set for the course and their ability to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</i>	

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Gouvia, D. & Therianos, K. (2014). *Educational policy*. Athens

Karalis, Th. (2016). *Adult participation in lifelong learning: Incentives and barriers to participation (2011- 2016)*. INE GSEE and FHW GSEVEE.

Maloupas, Ch. (2015). *Special Education in Cyprus*. Retrieved February 25, 2015, from

Papakonstantinou K. D. (2019). *Work, labour relations and employment policies of people with disabilities*. Athens.

Tsibidaki, A. (2016). Communication between parents of children with special educational needs and/or disabilities and special education workers. *Pedagogical Currents in the Aegean*, 10,

- Related scientific journals:

Journal of Disability Policy Studies

Disability & Society

Canadian Journal of Disability Studies

International Journal of Disability, Development and Education

Scandinavian Journal of Disability Research

Journal of Learning Disabilities

behavioural disorders