



The University of Southern Queensland

Course specification

Description: Inclusivity and the Individual

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
TEA	2202	44631	2, 2005	ONC	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070100

STAFFING

Examiner: Stephen Hughes

Moderator: Wendy Jones

RATIONALE

In recent years teaching has become more multifaceted and noticeably more complex with greater responsibility being devolved to schools and individual teachers. Teachers not only need to be able to provide appropriate education for their students, they also need to be cognizant of new developments that will impact on this, and to be able to take on a more active role in school development. The expectations for teachers have intensified. Teachers are required to undertake sophisticated judgments, have greater personal involvement in educational reform, and to be increasingly accountable for their students' achievements. Simultaneously, a major change has occurred in the philosophy underlying the education of students with special needs. Classrooms are complex systems of diversity. Teachers are required to be able to develop and also adapt curricula to meet the needs of all students, regardless of ability. Note: It is desirable that students have completed previous studies which meet the objectives outlined in the course TEA2201 Classroom Relationships before enrolling in this course.

SYNOPSIS

This course will focus on the education of all students within a regular classroom. It will consider the need for teachers to be able to cater for a diverse range of student abilities. Information will be provided on students with a range of diverse characteristics that require consideration for the planning and delivery of curricula. Consideration will be given to adapting or modifying the curriculum to meet the academic, physical, and social/emotional needs of these students. An introduction to the historical development of special education and the current focus on inclusivity will be provided. Preservice educators will be given practice in profiling the individual learning needs of students with special needs. Opportunities will be available for developing and enhancing collaborative skills. Interactions with people with special needs will be encouraged. Preservice teachers will also be kept up to date with the latest educational initiatives and policies as they relate to catering for diversity within the regular classroom. The school experience component of this course will require students to focus on adapting curricula to meet the needs of all students within their classrooms, in a school setting selected by the student. In addition, students will engage with Information Communication Technologies to build their knowledge

and repertoires of practice for teaching. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:

<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html> *If you are undertaking practical experience outside the State of Queensland, Australia you should check local requirements.

OBJECTIVES

On completion of this course students will be able to:

1. identify and describe students with additional education needs in regular primary classrooms
2. critically discuss the rationale for the implementation of inclusive education, with particular reference to students with additional education needs
3. define and discuss the characteristics of students with special needs and the implications of those characteristics for teaching/learning
4. plan, implement and evaluate instruction, based on analysis of appropriate data, to meet the diverse needs of individuals
5. demonstrate an understanding of effective communication and collaboration with other professionals when planning to meet the special needs of all students
6. develop, adapt, and modify curricula to provide for individual learners within the regular classroom
7. discuss current and relevant policies regarding the education of students with special needs
8. critically reflect on their practice and undertake informed decision-making based on their own independent judgment.

TOPICS

	Description	Weighting (%)
1.	Definition, characteristics and educational needs of students with a range of special needs	20.00
2.	Inclusive education - policy, practice and critical review	20.00
3.	Curriculum and instructional design and modification for students	40.00
4.	Communication and collaboration for inclusive practice	20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone

+61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Foreman, P (ed.) 2005, *Inclusion in action*, Nelson Australia, Southbank, Victoria.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Bauer, AM & Kroeger, SD 2004, *Inclusive classrooms: video cases on CD-Rom*, Pearson, Columbus, Ohio.

Foreman, P (ed) 2005, *Inclusion in action*, Thomson, Southbank, Victoria.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	30.00
Directed Study	40.00
Lectures	15.00
Private Study	54.00
Tutorials or Workshops	30.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
VIDEO CASES STUDY	40.00	40.00	16 Sep 2005
PRAC REPORT	60.00	60.00	14 Oct 2005
IN-SCHOOLS EXPERIENCE	1.00	0.00	17 Oct 2005 (see note 1)

NOTES

1. A value of one (1) indicates you have passed the In-Schools Experience component. A value of zero (0) indicates you have not passed the In-Schools Experience component. Students must successfully complete the practicum component of this course to be assured a passing grade.

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. alternative activities at a standard judged to be appropriate by the examiner is required before the 1 mark for the workshops can be awarded.
- 2 Requirements for students to complete each assessment item satisfactorily:

To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available for each assessment item.

3 Penalties for late submission of required work:

If students submit assignments after the due date without prior approval then a penalty of 10% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:

In order to gain a passing grade in the course, students must (i) submit all items of assessment; (ii) complete all professional experience requirements successfully; (iii) attain a passing grade or equivalent mark in at least two of the three coursework assessment items; and (iv) achieve a minimum of 50% of the total marks available for assessment in the course. Normally, there will be no opportunity for the resubmission of failed or unsatisfactory items of assessment. Students who do not achieve a passing grade in the course, may be eligible for supplementary assessment in the following circumstances: where the professional experience requirements constitute the only assessment item not completed satisfactorily; or where the professional experience requirements were completed satisfactorily, and (i) at least two of the other three Pass Rules were satisfied, and (ii) a minimum of 40% of the available marks were attained for the failed item.

5 Method used to combine assessment results to attain final grade:

The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.

6 Examination information:

There is no examination in this course.

7 Examination period when Deferred/Supplementary examinations will be held:

There will be no Deferred or Supplementary examinations in this course.

8 University Regulations:

Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.
- 2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
- 3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

- 5 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.
- 6 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination; IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).
- 7 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.
- 8 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
- 9 In order to gain a passing grade in the course, students must (i) submit all items of assessment; (ii) complete all professional experience requirements successfully; (iii) attain a passing grade or equivalent mark in at least two of the three coursework assessment items; and (iv) achieve a minimum of 50% of the total marks available for assessment in the course. Normally, there will be no opportunity for the resubmission of failed or unsatisfactory items of assessment. Students who do not achieve a passing grade in the course, may be eligible for supplementary assessment in the following circumstances: where the professional experience requirements constitute the only assessment item not completed satisfactorily; or where the professional experience requirements were completed satisfactorily, and (i) at least two of the other three Pass Rules were satisfied, and (ii) a minimum of 40% of the available marks were attained for the failed item.(
- 10 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to USQConnect for this course.
- 2 Students are to use a recognised referencing system as specified by the course examiner.
- 3 **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the State of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc.) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information:
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