



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.  
Please consult the web for updates that may occur during the year.

### Description: Establishing an Inclusive Setting

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	2321	74453	1, 2008	ONC	1.00	Fraser Coast

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070113

## STAFFING

Examiner: Stephen Hughes

## REQUISITES

Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BEPR or BPMU or BEPH or BEEH or BESP

## OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.) Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>.

## RATIONALE

Contemporary classrooms are complex and dynamic contexts where diversity is inherent in the student population. One response to the diversity of modern educational communities is inclusion. Establishing an inclusive setting is a priority for schools that are concerned with ensuring that all students have access to and can participate in the curriculum offered at the whole of school and classroom levels. The processes used to identify student learning support needs, design and deliver inclusive curriculum and monitor student progress are shaped by a range of contexts. These include legislation, provider policies, community expectations and teacher competency.

## SYNOPSIS

EDU2321 introduces pre-service teachers to the issues involved in catering for a diverse range of student learning. The diversity inherent in contemporary school communities and the features of an inclusive setting that best supports access to and participation for all in the curriculum offered by schools will be explored. Students will identify the contextual factors that impact on contemporary approaches to inclusive education and critically examine their own values and personal situatedness in relation to these. Establishing an inclusive setting at the whole of school and classroom/teaching unit levels will be explored along with useful models for addressing issues of establishing inclusive cultures, policies and practices. The process of collaboration and

consultation is a feature of the course and students will be given opportunities to explore these processes through structured workshops.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On successful completion of this course preservice educators will be able to:

1. critically discuss inclusive education issues (Assignments 1 and 2)
2. demonstrate an understanding of the contextual factors that impact on contemporary educational contexts (Assignments 1 and 2)
3. demonstrate an awareness of the whole of school and classroom/teaching unit processes that promote the establishment of an inclusive setting (Assignment 2)
4. critically analyse their personal position in relation to inclusive education (Assignments 1 and 2)
5. identify and describe the human and other resources that are available to support the establishment of an inclusive setting for students with educational support needs (Assignments 1 and 2)
6. identify and describe the processes used by schools to support students with particular emphasis on collaboration (Assignments 1 and 2)
7. analyse a classroom context and design a plan to address issues of class culture, policies and practices from an inclusive viewpoint (Assignment 2)
8. generate a daily plan for a diverse classroom context to reflect the operation of an inclusive teacher (Assignment 1)
9. demonstrate competence in written language and scholarly writing including correct spelling, grammar and bibliographic referencing.

## TOPICS

	Description	Weighting (%)
1.	Exploration of the inclusive schooling construct	20.00
2.	Exploration of the contextual factors that influence contemporary schools in relation to inclusion (including the self)	10.00
3.	Features of an inclusive setting- exploring the Index for Inclusion- Whole of school and classroom/teaching unit levels	20.00
4.	School based processes for supporting students with educational support needs	10.00
5.	The Process of Collaboration	20.00
6.	Working with Families	10.00
7.	Planning for Organisational Change	10.00

## 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*, Thomson, Southbank, Vic.

## 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.

Whether you are on, or off campus, the USQ Library is an excellent source of information <http://www.usq.edu.au/library/> . The gateway to education resources is here...  
<http://www.usq.edu.au/library/faculties/education/default.htm>

Ashman, A, & Elkins, J 2005, *Educating children with diverse abilities*, Pearson Education, Frenchs Forest, NSW.

(video and support book)

Booth, T, & Anscow, M 2002, *Index for Inclusion*, CSIE, Bristol.

Dettmer, P, Thurston, LP, & Dyck, NJ 2005, *Consultation, collaboration and teamwork for students with special needs*, Pearson, Sydney.

Foreman, P 2005, *Inclusion in action*, Thomson, Sth Bank, Vic.

Friend, M 2005, *Special education: Contemporary perspectives for school professionals*, Pearson Education Inc. Sydney.

Friend, M, & Cook, L 2003, *Interactions: Collaboration skills for school professionals*, Pearson Education, Sydney.

Mastropieri, MA, & Scruggs, TE 2004, *The inclusive classroom: strategies for effective instruction*, Pearson Education Inc. Columbus, Ohio.

Rosenberg, MS, O'Shea, L & O'Shea, DJ 2002, *Student teacher to master teacher: a practical guide for educating students with special needs*, 3rd edn, Merrill/Prentice Hall, Upper Saddle River.

Thomas, CC, Correa, VI, & Morsink, CV 2001, *Interactive teaming: enhancing programs for students with special needs*, 3rd edn, Merrill, Upper Saddle River.

Thousand, JS, Villa, RA, & Nevin, AI 2002, *Creativity & collaborative learning: The practical guide to empowering students, teachers, and families*, 2nd edn, Paul Brooks Publishing Co. Sydney.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	24.00
Directed Study	43.00
Lectures	11.00
Private Study	65.00
Tutorials	22.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	50.00	50.00	24 Apr 2008
ASSIGNMENT 2	50.00	50.00	12 Jun 2008

## 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.
- 2 Requirements for students to complete each assessment item satisfactorily:**  
To complete each of the assignments 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 of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:**  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 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 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 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:**  
<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.
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