



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: Topics in Inclusive Education

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	8327	91513	2, 2009	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE002
Student contribution band:	National Priority Teaching
ASCED code:	070113

STAFFING

Examiner: Linda De George-Walker
Moderator: Barry Fields

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

The purpose of Inclusive Education is to maximise learning outcomes for all students in the class, particularly those students who have been previously marginalised by more traditional approaches to learning and education. Inclusive schools create a culture of respect for diversity within the school community. Educational policies, practices and pedagogies in an inclusive school respect the cultural and social contexts that are an inherent part of student lives and student learning. Curriculum content is then negotiated and differentiated to maximise relevance and connectedness to student learning needs, interests, skills and abilities. All Queensland teachers are required by the College of Teachers to be skilled in the processes and practices of the inclusive curriculum.

SYNOPSIS

This course investigates topics in inclusive education from three broad perspectives: the philosophy of inclusion; social and cultural contexts in learning; curriculum and pedagogy in the inclusive curriculum. The first section interrogates the concept of "Education for All" to show how many students have been marginalised by traditional educational policies, processes and practices. Stereotypes, prejudice, inclusive school cultures, collaboration and labelling are some of the topics investigated. The second section investigates how school communities and teachers can respond effectively to diversity. The third section addresses issues that relate to how teachers maximise learning outcomes for all students. The assessment for the course is structured in a way as to allow you to pursue topics of individual interest.

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 the successful completion of this course, the student will be able to:

1. identify social and cultural contexts that impinge on the quality of the learning experience for all students (All assessment)
2. critically evaluate policies, processes and practices of inclusive education in Australia and overseas (All assessment)
3. demonstrate a high level of competence in differentiating the curriculum to maximise learning outcomes for all students (All assessment)
4. establish relationships with students, parents, colleagues, school administration and support networks to provide quality educational experiences for all students (All assessment)
5. describe and analyse social and political issues which affect the provision of inclusive educational services (All assessment).
6. demonstrate competence in written language and scholarly writing including correct spelling, grammar and bibliographic referencing (All assessment).

TOPICS

Description	Weighting (%)
1. Inclusive society; Inclusive community; Inclusive schools and the Inclusive classroom	50.00
2. Power and Identity: Research and teaching	35.00
3. The differentiated curriculum: Maximising learning outcomes for all students	15.00

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).

Keefe, M & Carrington, S (eds) 2006, *Schools and diversity*, 2nd edn, Pearson Education Australia, Frenchs Forest, NSW.

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.

Recent issues of Journals in the field eg Australasian Journal of Special Education; International Journal of Disability, Development and Education; Teaching Exceptional Children; Educational Psychologist; International Journal of Disability, Development and Education; Exceptional Children; Focus on Exceptional Children; Journal of Abnormal Child Psychology; Journal of Learning Disabilities; Special Education Perspectives; The Journal of Special Education; Learning Disability Quarterly; Support for Learning.

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>

Bowe, F 2005, *Making inclusion work*, Merrill Pearson,

Choate, JS 2004, *Successful inclusive teaching*, 4th edn, Pearson,

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	95.00
Private Study	30.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	40.00	40.00	17 Aug 2009
ASSIGNMENT 2	60.00	60.00	28 Oct 2009

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility 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 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 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 aggregate of the weighted grades 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>.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to UConnect 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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