The education of students with disabilities continues to move towards a more inclusive approach. Many students with a range of special needs are now educated in regular settings. This requires educators to be able to develop and adapt curricula to meet the needs of a diverse range of learners within the regular setting. It is also important for educators to be aware of the issues surrounding disability and current policy and practice regarding supporting people with disabilities.

SYNOPSIS
This course will provide the preservice educator with the skills to be able to establish and implement an inclusive setting. Consideration will first be given to current issues regarding disability awareness and to policy and practice in disability areas. Transition issues faced by students, families and educators will be viewed in relation to making a positive move to inclusive education for all concerned. Preservice educators will be trained in the process of collaboration and the ability to work in teams to problem-solve challenges associated with inclusion. Organisational and administrative issues will be considered. The developmental aspect of lesson planning and the importance of adapting the curriculum to meet the individual needs of students within regular settings will also be covered.

OBJECTIVES
On successful completion of this course preservice educators

- will be able to: Debate current policy and practice issues regarding disability
  Identify and describe transition issues faced by students, families and educators
  Critically discuss inclusive education
  Demonstrate their ability to work in collaborative teams
  Respond to organisational and administrative issues when
planning for inclusion Define and discuss the developmental aspect of lesson planning Critically reflect on their practice and undertake informed decision-making based on their own independent judgment

TOPICS

Description Weighting (%)  
1. Disability, policy & practice 20.00  
2. Transitions - preservice educator, family & school 20.00  
3. The process of collaboration 20.00  
4. Planning for organisational change 30.00  
5. Designing developmentally appropriate lesson plans 10.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED:
Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

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.

Recommended Readings:
Thomas, C. C., Correa, V. I., & Morsink, C. V. (Zoos). Interactive Teaming: Enhancing Programs for Students with Special Needs. (3rd Ed), New Jersey: Merrill  

STUDENT WORKLOAD REQUIREMENTS

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<tr>
<th>ACTIVITY</th>
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<td>Directed Study</td>
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ASSESSMENT DETAILS

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NOTES:
1. Further details about the due dates are detailed in the assessment section of the Course Specifications.
2. Further details about the due dates are detailed in the assessment section of the Course Specifications.

OTHER REQUIREMENTS
1. When there is more than one marker for a single item of assessment, the results will be moderated.
2. Marking criteria will be provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be graded: HD, A, B, C, F or I.
4. Course grades will be calculated by aggregating the weighted result for each summative assessment item. Any ungraded assessment item will receive a Pass, Fail or Incomplete.
5. Each assessment item must be submitted and passed.
6. Assignments submitted after the due date may be penalised in accordance with University policy on assignments.