The University of Southern Queensland

Course Specification

Description: Topics in Inclusive Education

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU</td>
<td>8327</td>
<td>14900</td>
<td>2, 2002</td>
<td>EXT</td>
<td>1.00</td>
<td>TWMBA</td>
</tr>
</tbody>
</table>

Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070113

STAFFING
Examiner: Don Rice
Moderator: Barry Fields

RATIONALE
Under inclusive schooling policies increasing numbers of children with special needs are being educated in regular classes. There is a need therefore for all teachers to have a detailed understanding of the philosophies and practices of inclusive education, and to be competent to address a range of special educational needs in their students. In addition, all school personnel should be knowledgeable about the most common categories of disability, the special support services available in the school system and community, and the procedures required to access support for their students. There is an expectation of students in this unit that they will build a strong knowledge base on topics related to inclusive education and will attempt to reflect that knowledge in their teaching practice.

SYNOPSIS
In this course students will examine key concepts and questions relating to the evolution of inclusive schooling practices in Australia. They will also investigate how schools organise to accommodate an increasingly diverse student population and how teachers can adapt the curriculum to meet special educational needs. As illustrations of both curricular and organisational adaptations a special study is made of the inclusion of children with challenging behaviours and sensory impairments. Also included is a module which addresses the effects on families of inclusive schooling practices; this module was written by the parent of a child with special educational needs. The assessment for the course is structured in such a way as to allow students to pursue topics of individual interest. Students are strongly advised to read in the relevant journal literature.
OBJECTIVES
On the successful completion of this course, the student will be able to:

- Describe and discuss a wide range of issues related to the education of exceptional individuals, with particular reference to education in inclusive settings.
- Demonstrate competence in identifying educational and related needs and to design appropriate instructional strategies which take account of both psychological characteristics and particular learning requirements.
- Demonstrate a high level of competence in critically evaluating research in the field and integrating significant findings with inclusive teaching practice.
- Describe, discuss and analyse recent progress in Australia and overseas, in policy developments related to inclusive education.
- Describe and analyse social and political issues which affect the provision of inclusive educational services.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The education of children and young people with a wide range of disabling conditions in inclusive settings</td>
<td>50.00</td>
</tr>
<tr>
<td>2. The application of theoretical knowledge and research findings to teaching practice: the integration of research and teaching</td>
<td>35.00</td>
</tr>
<tr>
<td>3. Social and political issues to be considered along with psychological and learning characteristics, in the provision of inclusive educational services</td>
<td>15.00</td>
</tr>
</tbody>
</table>

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.

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
STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>40</td>
</tr>
<tr>
<td>Directed Study</td>
<td>95</td>
</tr>
<tr>
<td>Private Study</td>
<td>30</td>
</tr>
</tbody>
</table>

ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg (%)</th>
<th>Required</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>18 Sep 2002</td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>50.00</td>
<td>50.00</td>
<td>Y</td>
<td>15 Nov 2002</td>
</tr>
</tbody>
</table>

OTHER REQUIREMENTS

1. When there is more than one marker for a single item of assessment, the distributions and means for the different markers will be compared and marks adjusted if necessary.
2. Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.
3. Summative assessment items will be given a numerical score or grade.
4. Course grades will be calculated by aggregating the weighted result or numerical score for each summative assessment item. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.
5. Each assessment item must be passed.
6. If assignments are submitted after the due date without an approved extension of time, a penalty of 10% of the mark awarded by the examiner for the assessment item may apply for each day late.