Description: Inclusivity and the Individual

<table>
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<th>Subject</th>
<th>Cat-Nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
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<td>2202</td>
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<td>ONC</td>
<td>1.00</td>
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Academic Group: FOEDU
Academic Org: FOE002
HECS Band: 1
ASCED Code: 070100

STAFFING
Examiner: Michelle Aniftos
Moderator: Lindy Austin

PRE-REQUISITES
Pre-requisite: TEA2201

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 increasingly contain diverse range of student abilities. Teachers are now required to be able to develop and also adapt curricula to meet the needs of all students, regardless of ability or disability.

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 and disabilities. Information will be provided on students with a range of intellectual, physical and other disabilities and also on students with learning difficulties, and those who are gifted. 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 teachers 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.

OBJECTIVES

On successful completion of this course preservice teachers will be able to:

- Identify and describe students with special needs in regular primary classrooms.
- Critically discuss the rationale for the implementation of inclusive education, with particular reference to students with special needs.
- Define and discuss the characteristics of students with special needs and the implications of those characteristics for teaching/learning.
- Plan, implement and evaluate instruction, based on analysis of appropriate data, to meet the diverse needs of individuals.
- Demonstrate an understanding of effective communication and collaboration with other professionals when planning to meet the special needs of all students.
- Develop, adapt, and modify curricula to provide for individual learners within the regular classroom.
- Discuss current and relevant policies regarding the education of students with special needs.
- Critically reflect on their practice and undertake informed decision-making based on their own independent judgment.

TOPICS

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Definition, characteristics and educational needs of students with a range of special needs</td>
<td>30.00</td>
</tr>
<tr>
<td>2. Inclusive education - policy, practice and critical review</td>
<td>20.00</td>
</tr>
<tr>
<td>3. Curriculum and instructional design and modification for students</td>
<td>30.00</td>
</tr>
<tr>
<td>4. Communication and collaboration for inclusive practice</td>
<td>20.00</td>
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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.


(Must have the Value Pack with on-line access to Course Compass.)
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.


STUDENT WORKLOAD REQUIREMENTS

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>28</td>
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<tr>
<td>Directed Study</td>
<td>30</td>
</tr>
<tr>
<td>Lectures</td>
<td>22</td>
</tr>
<tr>
<td>Private Study</td>
<td>45</td>
</tr>
<tr>
<td>Tutorials or Workshops</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks Out of</th>
<th>Wtg(%)</th>
<th>Required</th>
<th>Due Date</th>
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<tr>
<td>IN-SCHOOLS EXPERIENCE</td>
<td>1.00</td>
<td>0.00</td>
<td>Y</td>
<td>22 Jul 2003</td>
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<tr>
<td>ASSIGN 1 - LITERARY REVIEW</td>
<td>20.00</td>
<td>20.00</td>
<td>Y</td>
<td>18 Aug 2003</td>
</tr>
<tr>
<td>ASSIGN 2 - PRACTICAL REPORT</td>
<td>30.00</td>
<td>30.00</td>
<td>Y</td>
<td>06 Oct 2003</td>
</tr>
<tr>
<td>ASSIGN 3 - PEER PRESENTATIONS</td>
<td>20.00</td>
<td>20.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
</tr>
<tr>
<td>ASSIGN - CONTENT COMPETENCY</td>
<td>30.00</td>
<td>30.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
</tr>
</tbody>
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NOTES:

. A value of 1 indicates you have passed the In-Schools Experience component. Zero indicates you have not passed the In-Schools Experience component. Students will be advised by the Course Leader about assignment due dates.
. Students must negotiate date of Peer Presentations to their tutorial group between 6 and 31 October 2003.
. Content Competencies are assigned weekly throughout the course and students are encouraged to follow the submission guidelines provided in the Course Booklet

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 (or at least a grade of C-) 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:
   To be assured of receiving a passing grade a student must submit all of the summative assessment items and achieve at least 50% of the available weighted marks for those items.

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 (or 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/SECARIAT/calendar/Part5/ or in the printed version of 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 five days if required by the Examiner.

3 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.

5 The Faculty will NOT accept submission of assignments by facsimile.
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 All assessment items must be attempted/submitted and passed.

10 Students must successfully complete the practicum component of this course to be assured a passing grade.