The University of Southern Queensland  
Course specification

<table>
<thead>
<tr>
<th>Description: Establishing an Inclusive Setting</th>
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<tbody>
<tr>
<td>Subject</td>
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<tr>
<td>EDU</td>
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Academic group: FOEDU  
Academic org: FOE002  
Student contribution band: 1  
ASCED code: 070113

STAFFING
Examiner: Patrick O'Brien

REQUISITES
Pre-requisite: Students must be enrolled in one of the following Programs: BEEC or BEPR

RATIONALE
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

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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<tbody>
<tr>
<td>1. Disability, policy and practice</td>
<td>20.00</td>
</tr>
<tr>
<td>2. Transitions - preservice educator, family and school</td>
<td>10.00</td>
</tr>
<tr>
<td>3. The process of collaboration</td>
<td>30.00</td>
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<tr>
<td>4. Planning for organisational change</td>
<td>30.00</td>
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<tr>
<td>5. Designing developmentally appropriate lesson plans</td>
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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).


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.

Forlin, C 1999, *From the inside looking out*, USQ, Toowoomba. (video and support book)


STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
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<tbody>
<tr>
<td>Assessment</td>
<td>22.00</td>
</tr>
<tr>
<td>Directed Study</td>
<td>50.00</td>
</tr>
<tr>
<td>Lectures</td>
<td>14.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>50.00</td>
</tr>
<tr>
<td>Tutorial</td>
<td>14.00</td>
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</tbody>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>50.00</td>
<td>50.00</td>
<td>02 Mar 2004</td>
</tr>
<tr>
<td></td>
<td>(see note 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>50.00</td>
<td>50.00</td>
<td>02 Mar 2004</td>
</tr>
</tbody>
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NOTES:
1. The course examiner will advise the due dates for all assessment items.

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 assignment.

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 gained by the student 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/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 five days if required by the Examiner. The student must retain
this copy until the grade for this course has been finalised.

3 The examiner may grant an extension of the due date of an assignment in
extenuating circumstances.

4 In the event that a due date for an assignment falls on a local public holiday in their
area, such as a Show holiday, the due date for the assignment will be the next
working day. Students are to note on the assignment cover the date of the public
holiday for the Examiner's convenience.

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 The Faculty will normally only accept assessments that have been written, typed
or printed on paper-based media.

9 Marking criteria are provided in course material as mark sheets/guides or as part
of assignment specifications.

10 All assessment items must be submitted and passed.

11 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 will require access to e-mail and Internet access to USQConnect for this course.