Description: Topics in Inclusive Education

Subject: EDU
Cat-nbr: 8327
Class: 34779
Term: 2, 2004
Mode: EXT
Units: 1.00
Campus: TW MBA

Academic group: FOEDU
Academic org: FOE002
Student contribution 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:

1. describe and discuss a wide range of issues related to the education of individuals with special educational needs, with particular reference to education in inclusive settings
2. 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
3. demonstrate a high level of competence in critically evaluating research in the field and integrating significant findings with inclusive teaching practice
4. describe, discuss and analyse recent progress in Australia and overseas, in policy developments related to inclusive education
5. 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>
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<tbody>
<tr>
<td>The education of children and young people with a wide range of disabling conditions in inclusive settings</td>
<td>50.00</td>
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<tr>
<td>The application of theoretical knowledge and research findings to teaching practice: the integration of research and teaching</td>
<td>35.00</td>
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<tr>
<td>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>
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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.

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
STUDENT WORKLOAD REQUIREMENTS:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>40.00</td>
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<tr>
<td>Directed Study</td>
<td>95.00</td>
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<tr>
<td>Private Study</td>
<td>30.00</td>
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ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
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<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>999.00</td>
<td>40.00</td>
<td>13 Sep 2004</td>
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<tr>
<td>ASSIGNMENT 2</td>
<td>999.00</td>
<td>60.00</td>
<td>25 Oct 2004</td>
</tr>
</tbody>
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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 (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 may be applied.

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 each item.

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 twenty-four (24) hours of receipt of request being made 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. The Faculty will NOT accept submission of assignments by facsimile. Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the Examiner of the course to negotiate such special arrangements.

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.

OTHER REQUIREMENTS

1. Students will require access to e-mail and Internet access to USQConnect for this course.
2. Students are to use a recognised referencing system a specified by the Examiner.