

Master of Inclusive Education Articulated Set

includes:

Master of Inclusive Education Graduate Certificate in Inclusive Education

Master of Inclusive Education graduates are skilled Inclusive Educators capable of acting as agents of change in the context in which they work. The course links explicitly to the theoretical underpinnings of complexity and self-organisational theory and the key principles involved are those of collective intelligence, nested similarity, dispersed control, and self-organisation. Graduates will have developed the core knowledge and skills required to teach, consult, collaborate, advocate and evaluate in an inclusive service delivery model. The course also focuses on the research, advocacy and evaluative knowledge and skills required to scale-up innovations in inclusive education to the level of the school. The course covers International and Australian theory as well as best practice in the field of inclusion.

The Graduate Certificate in Inclusive Education course is designed to graduate highly skilled educators capable of working in a collaborative capacity in a range of inclusive settings. The program provides educators with the core knowledge and skills required to teach, consult, collaborate, advocate and evaluate in an inclusive service delivery model. The course covers International and Australian theory as well as best practice in the field of inclusion and aims to link explicitly to the theoretical underpinnings of complexity and self-organisational theory. The key principles involved are those of collective intelligence, nested similarity, dispersed control, and self-organisation. Graduates have capacity to act in a self-organising and emergent manner as inclusive educators.

The course includes the following awards:

Graduate Certificate in Inclusive Education *GradCertInclusiveEd*

Master of Inclusive Education *MInclusiveEd*

Course Study Modes and Locations

Graduate Certificate in Inclusive Education (3312IE)

Distance Education - Bathurst

Master of Inclusive Education (3712IE)*Distance Education - Bathurst*

Availability is subject to change, please verify prior to enrolment.

Normal course duration**Master of Inclusive Education**

Full-time 1.0 years (2.0 sessions)

Part-time 2.0 years (4.0 sessions)

The above is equivalent to full time years. Students may enrol in part time mode.

Graduate Certificate in Inclusive Education

Full-time 0.5 years (1.0 sessions)

Part-time 1.0 years (2.0 sessions)

Normal course duration is the effective period of time taken to complete a course when studied Full-time (Full-time Equivalent: FTE). Students are advised to consult the Enrolment Pattern for the actual length of study. Not all courses are offered in Full-time mode.

Admission criteria

[CSU Admission Policy](#)

Master of Inclusive Education

An applicant for admission to candidature for the degree of Master of Inclusive Education must have at least the following minimum qualifications:

- hold the degree of Bachelor of Education or equivalent from an approved tertiary institution; or
- hold the degree of Bachelor of Education (Honours) or equivalent from an approved tertiary institution; or
- hold a Bachelor's degree or equivalent from an approved tertiary institution with an endon integrated professional qualification (such as a Graduate Certificate, Graduate Diploma, Bachelor of Teaching Secondary) in teaching, speech pathology, occupational

therapy, physiotherapy, or psychology; or

- possess other qualifications and/or work experience deemed to be equivalent by the University under the provisions of the Australian Qualifications Framework (AQF); and
- complete any additional qualifying subjects or course prescribed by the Faculty Board.

Graduate Certificate in Inclusive Education

Entry is available to candidates with a three-year qualification in education or a degree with an end-on diploma in education or other qualifications deemed to be equivalent by the Faculty of Education.

Credit

[CSU Credit Policy](#)

Master of Inclusive Education

No special arrangements apply.

Graduate Certificate in Inclusive Education

No special arrangements apply.

Articulation

The Master and Graduate Certificate make up an articulated set of courses and credit is given in each higher level course for the subjects completed in the lower.

Graduation requirements

Master of Inclusive Education

To graduate students must satisfactorily complete 64 points.

Graduate Certificate in Inclusive Education

To graduate students must satisfactorily complete 32 points.

Course Structure

The **Graduate Certificate in Inclusive Education** consists of 32 points of study, comprising:

- four 8 point core subjects.

The **Master of Inclusive Education** consists of 64 points of study, comprising:

- four 8 point core subjects
- a choice of four 8 point electives or electives may also be chosen in a sequence to form a strand in one of the following three areas – Project, Leadership or Teaching.

Graduate Certificate in Inclusive Education

Core Subjects – 32 points

- [ESS440](#) Teaching & Learning in the Differentiated Classroom
- [ESS422](#) Assessment & Evaluation for Learning
- [ESS423](#) Designing & Managing the Inclusive Learning Environment
- [ESS426](#) Collaboration & Teamwork in the Inclusive School

Master of Inclusive Education

Core Subjects - 32 points

- [ESS440](#) Teaching & Learning in the Differentiated Classroom
- [ESS422](#) Assessment & Evaluation for Learning
- [ESS423](#) Designing & Managing the Inclusive Learning Environment
- [ESS426](#) Collaboration & Teamwork in the Inclusive School

Elective Subjects – 32 points chosen from the list below or selected as a sequence to form a strand in one of the following three areas:

Project Strand

- [EEB504](#) Data informed practice
- [ESS540](#) Developing the Inclusive School and
- [ESS527](#) Inclusive Education Project (16-point subject)

Teaching Strand

Choice of 4 electives from:

- [ESS512](#) Programming for Students with High Support Needs
- [ESS513](#) Meeting the Needs of Students with Communication Difficulties

- [ESS599](#) Inclusive Education Legislation, Policy & Resourcing
- [ESS508](#) Early Intervention and Inclusion
- [ESG504](#) Providing Challenging Learning for Gifted Students
- [ESS518](#) Reading difficulties: Prevention and intervention
- [ESS515](#) Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach
- [ESS516](#) Understanding Mathematical Difficulties
- [EPT505](#) Inclusive Education Practicum

Leadership Strand

Choice of 4 electives from:

- [ESS512](#) Programming for Students with High Support Needs
- [ESS513](#) Meeting the Needs of Students with Communication Difficulties
- [ESS599](#) Inclusive Education Legislation, Policy & Resourcing
- [EEB504](#) Data informed practice
- [EMT503](#) leadership and ICT Integration
- [ESS515](#) Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach
- [ESS540](#) Developing the Inclusive School

The following subjects are **key subjects** effective from 201230. The rationale for choosing these two subjects is that they are based on essential knowledge required for both courses. They will cater for students commencing in different sessions.

Graduate Certificate in Inclusive Education

- [ESS440](#) Teaching & Learning in the Differentiated Classroom
- [ESS423](#) Designing & Managing the Inclusive Learning Environment

Master of Inclusive Education

- [ESS440](#) Teaching & Learning in the Differentiated Classroom
- [ESS423](#) Designing & Managing the Inclusive Learning Environment

Enrolment Pattern

Graduate Certificate in Inclusive Education

Year 1

Session 1

- [ESS440](#) Teaching and Learning in the Differentiated Classroom
- [ESS422](#) Assessment and Evaluation for Learning

Session 2

[ESS423](#) Designing and Managing the Inclusive Learning Environment

[ESS426](#) Collaboration and Teamwork in the Inclusive School

Master of Inclusive Education

Year 1

Session 1

[ESS440](#) Teaching and Learning in the Differentiated Classroom

[ESS422](#) Assessment and Evaluation for Learning

Session 2

[ESS423](#) Designing and Managing the Inclusive Learning Environment

[ESS426](#) Collaboration and Teamwork in the Inclusive School

[Exit point for Graduate Certificate in Inclusive Education]

Choice of one strand or selection of four electives from:

Project strand

Year 2

Session 3

[EEB504](#) Data informed practice

[ESS527](#) Inclusive Education Project (Commenced) (16 point)

Session 4

[ESS540](#) Designing the Inclusive School

[ESS527](#) Inclusive Education Project (Completed) (16 point)*

* [ESS527](#) is a capstone subject and must be completed in the final session of study

Teaching strand

Year 2

Session 3

Choice of two electives from:

- [ESS512](#) Programming for Students with High Support Needs
- [ESS513](#) Meeting the Needs of Students with Communication Difficulties
- [ESS515](#) Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach
- [ESS516](#) Understanding mathematical difficulties
- [ESS518](#) Reading Difficulties: Prevention and Intervention

Session 4

Choice of two electives from:

- [ESS508](#) Inclusion and Early Intervention (0-8)
- [ESS599](#) Inclusive Education Legislation, Policy and Resourcing
- [ESG504](#) Providing Challenging Learning for Gifted Students
- [EPT505](#) Inclusive Education Practicum*

* [EPT505](#) is a capstone subject and must be completed in the final session of study

Leadership strand

Year 2

Session 3

Choice of two electives from:

- [ESS512](#) Programming for Students with High Support Needs
- [ESS513](#) Meeting the Needs of Students with Communication Difficulties
- [ESS515](#) Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach
- [EEB504](#) Data-Informed Practice
- [EMT503](#) Leadership in Learn Teach ICT

Session 4

- [ESS599](#) Inclusive Education Legislation, Policy and Resourcing
- [ESS540](#) Designing the Inclusive School*

* [ESS540](#) is a capstone subject and must be completed in the final session of study

Workplace learning

Please note that the following subjects may contain a Workplace Learning component.

EPT505 Inclusive Education Practicum

Accreditation

Professional Recognition

The Master of Inclusive Education is recognised by the NSW Department of Education and Communities as meeting their requirements for the preparation of specialist Special Education teachers. As a graduate you will have the capacity to achieve employment as a specialist teacher in Special Education.

Contact

Current Students

For any enquiries about subject selection or course structure you will need to contact your Course Director. You can find the name and contact details for your Course Director in your offer letter or contact your School office.

Prospective Students

For further information about Charles Sturt University, or this course offering, please contact info.csu on 1800 334 733 (free call within Australia) or [enquire online](#).

The information contained in the 2017 CSU Handbook was accurate at the date of publication: May 2017. The University reserves the right to vary the information at any time without notice.

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