

ESS540 - Designing the Inclusive School

Session 2 2015

Faculty of Education

School of Teacher Education

Bathurst Campus

Distance Mode

Subject Coordinator Jo Fitzgibbon

Subject Overview

Welcome to a new session of study at Charles Sturt University. This subject outline is accessible through mobile devices from <http://m.csu.edu.au>.

This subject addresses the way schools can be designed to be more responsive to individual difference. This includes the role of the school leader as an agent and strategic planner for change in the learning design of schools. The subject will examine contemporary national and international literature on school reform, improvement, and organisational change as a context for the study of the way schools can be designed for inclusion. The design approach employed in the subject applies principles derived from the study of self-organising systems and their application in education. The subject will focus on the way the school can self-organise and plan for learner diversity. Assessment items focus on the use of the principles and practice of self-organisation to design solutions and solve problems that relate to making schools more inclusive.

Introduction

What is this subject about

In this subject you will take up the challenge of inclusion at the scale of the school by focusing on the design of an inclusive school setting. You will use the subject text and readings as a source of new theoretical and practical knowledge and as a framework for school design. You will then inform the framework with your prior course knowledge and professional experience. You will use these sources of information in combination to build your own design framework for an inclusive setting. In doing so, you will focus on the ways in which good practice can scale up in an inclusive school. The term of reference for the subject and assignments can be a school in which you currently work, have worked or a fictitious inclusive school.

Your Subject Outline

The University, Faculty and School policies, regulations and procedures frame your studies detailing your rights and expectations, your requirements and the procedures necessary for successful navigation through your studies. It is important for you to read all this information and clarify any issues with your Subject Coordinator. Faculty and School policies are published online in the Faculty/School Folio. <http://www.csu.edu.au/faculty/educat/folio>

Your subject coordinator

Jo Fitzgibbon

Academic biography

Welcome to ESS540. I hope that you find this subject extends and challenges your thinking, as it constantly does mine. I have been part of the teaching team for this subject for several sessions now, and am looking forward to working with you all.

Previously I worked as a Learning Support Teacher/Coordinator in the private sector. My role encompassed team teaching, small group intervention, funding applications and evaluations and providing regular whole staff professional development in the area of current research-based practices for the effective inclusion of all students. I have worked collaboratively with staff by providing instruction and modelling of these teaching practices, within their classrooms, to assist them in creating differentiated learning experiences for their students.

During this time, as both a classroom teacher and learning support teacher/coordinator, I have been a Distance Education student at Charles Sturt University. I completed a MEd (Literacy), in the days when late night submissions on EASTS was still just a dream; and a MEd (Inclusive Ed) more recently, where the developments in digital technologies have been both a joy and at times a nightmare. Currently, I am embarking on my PhD in the effectiveness of repeated reading intervention in improving children's deficits in reading fluency and comprehension.

With my experiences in education, both as a teacher and a student, I am passionate about supporting teachers in implementing current research-based differentiated practices within their classroom to cater for the diverse needs of every student within an inclusive environment. My aim has always been to work collaboratively with teachers in assisting them to use best learning practices to create successful learning experiences for all their students.

I am looking forward to supporting you in your learning this session as you explore the designing of an inclusive school.

All the best,

Jo

Learning outcomes

On successful completion of this subject, students will

- demonstrate an understanding of the relationship between comprehensive school reform and inclusion;
- recognise and describe the characteristics of an inclusive school;
- apply the principles of Universal Design to school level decision-making;
- apply theoretical principles of self-organisation to the school design problem-solving including: the development of a simple rules and schema for the inclusive school; building collective intelligence through collaborative networks; using the research on professional development to build teacher capacity for inclusion; the design of emergent feedback systems and the role of technology for knowledge discovery and management in schools;
- translate school policy into strategy for inclusive practice;
- apply research on school change and innovation to the development of inclusive school practice; and
- analyse, resolve, and evaluate problem-based cases using the principles of self-organisation.

Course competencies

Prerequisites for this subject are:

- Qualifications to gain entry into a Masters Degree - Master of Inclusive Education, Master of Education (Inclusive Education) or Master of Education.
- Satisfactory completion of prior subjects in the degree.



Contact Procedures

Academic enquiries

Any questions concerning the teaching of this subject can be made by contacting your subject coordinator.

Subject Coordinator Jo Fitzgibbon

Email jfitzgibbon@csu.edu.au

Phone To be advised.

Mobile 0413 582983

Fax To be advised.

Campus Other

Building/Room number To be advised.

Consultation procedures

The subject coordinator will be available for student consultation. You will normally be informed of the details of such consultation via your subject site or other method.

Minimum standards of consultation

According to the [Academic Communication with Students Policy](https://policy.csu.edu.au/view.current.php?id=00139#s3) (<https://policy.csu.edu.au/view.current.php?id=00139#s3>) (clause 8 in section 3), when a student directly contacts a teaching staff member for information, advice and/or support (except in online teaching spaces) the teaching staff member will respond to the request within 3 working days. Clauses 19-21: Use of Online Discussion and Communication Technologies states that for each subject, the Subject Coordinator will be expected to set up and/or activate an appropriate asynchronous communication technology and respond at least once a week to student messages that request information and advice.

The [Higher Degree by Research Candidates Policy - Academic Communication](https://policy.csu.edu.au/view.current.php?id=00283) (<https://policy.csu.edu.au/view.current.php?id=00283>) states that a Communication Plan, a documented agreement between a HDR candidate and his/her supervisory team that establishes common understandings and expectations of how and when communication will occur during the candidature will be developed. The Plan should then be reviewed regularly throughout candidature.

Contact procedures

Email is the preferred medium for initial contact. Arrangements can then be made for direct contact via telephone.

Subject Delivery

Details of your timetable can be found here:

<http://student.csu.edu.au/study/study-essentials/timetable>
(<http://student.csu.edu.au/study/study-essentials/timetable>)

Learning Design

Where does this subject fit into the overall course design?

This is the final subject in the Master of Education (Inclusive Education)/Master of Inclusive Education and an elective in the Master of Education.

Subject materials

Distance materials consisting of a subject outline and subject modules will be available via the subject Interact site for your completion of the subject.



How to engage with the modules and units in the course subjects:

Unit organisation

This subject is divided into two units comprised of 11 modules in total. There are two assessment items in the subject, one for each unit. One item is submitted near the middle of the session and one at the end. The assessment items are made up of parts or assessment tasks. The tasks required to complete those components are described in each unit. It is important that you learn the difference between these terms. Remember that Assessment Items are the assignments you hand in on the due dates. Assessment tasks, as the name suggests, are the parts that make up each assessment item. They are completed as you progress through the tasks in each unit.

Connecting assessment tasks together

As stated above, each Assessment item is made up of Assessment Tasks that are compiled and submitted on two occasions during the subject. It is your responsibility to keep up with the work in the modules so that you can submit all of the assessment tasks together to meet the requirements of the Assessment item on the due date.

Schedule

Session	Week	Module	Topic	Assessment
Week	commencing			
1		Module 1	Inclusion	Task 1
2		Module 2	Effective Schools	Task 2
3		Module 3	The problem, challenge, and foci for designing school reform effort	Task 3
4		Module 4	Theory	Task 4
5		Module 5	Simple rules	Task 5
6		Module 6	Understanding the theory	Assessment 1, Tasks 1-5 due
7		Module 7A	Embedded Design	Task 6
8		Module 7B	Embedded Design	Task 7
9		Module 8	Emergent Feedback	Task 8
10		Module 9	Organising for self-organisation	Task 9
11		Module 10	Reflecting on your design	Task 10
12		Module 11	Challenges	Task 11
13			Pulling it all together	
14				Assessment 2, Tasks 6-11 due

Residential school

There is no residential school for this subject.



Text and Learning Materials

Prescribed text(s)

Bain, A. (2007). *The self-organizing school: Next generation comprehensive school reform*. Lanham, MD: Rowman & Littlefield.

Required reading / resources

CSU supplied via online subject Interact site:

- Subject Outline
- Modules

Assessment Information

Introduction to assessment

Your assessments require you to reflect not only on the content from this subject, but to integrate your knowledge from previous subjects and your experience.

Pass Requirements

In order to obtain a passing grade in this subject you must:

- Submit all assignments by their due date unless granted an extension as per late submission of assignments
- Gain an overall grade of PS or higher for the combined assessment items

Grades

This subject is graded from FL (Fail) to HD (High distinction)

Assessment Requirements

Assessment at CSU is criterion-referenced and standards-based where students' work is assessed against stated criteria that reflect the expected learning outcomes of the course and subject. Subjects that use a satisfactory/unsatisfactory grading scale will have this clearly identified within the Subject Outline.

For further information please consult the University's [Assessment Policy: Coursework Subjects](https://policy.csu.edu.au/view.current.php?id=00301) (https://policy.csu.edu.au/view.current.php?id=00301).

Referencing

Referencing is an important component of academic writing. All CSU assessment tasks should be appropriately referenced. The specific details of the referencing requirements are included in each assessment task description.

For further information and assistance with referencing refer to <http://student.csu.edu.au/study/referencing-at-csu>

Presentation

The requirements for the following areas of academic writing are graded as pass/fail and are described more fully in the modules:

- Essential literacy criteria
- Referencing criteria for academic writing
- Publication standards for academic writing

Additionally, students must address all the assessment criteria as outlined in the module in order to



meet the subject requirements.

Plagiarism

Charles Sturt University expects that the work of its students and staff will uphold the values of academic honesty and integrity. The Guide to Avoiding Plagiarism is located at: <http://student.csu.edu.au/study/plagiarism>. This is an important resource that will help you understand these values and apply them in practice. You should familiarise yourself with these requirements and ensure that all assessments submitted by you are your own work, have not been submitted elsewhere and comply with the University's requirements for academic integrity.

The University has purchased Turnitin software. This software has two functions, a pre-emptive education function which students may use to check their own work prior to submission, and a plagiarism detection function which academics may use to check the student's work for improper citation or potential plagiarism. Use by students is optional and is not a prerequisite for submission.

You are encouraged to check your work for originality prior to submission. You can register with Turnitin to create a Student Account under the CSU Turnitin Licence at http://www.turnitin.com/login_page.asp. Further information on how to use Turnitin is provided within the Guide to Avoiding Plagiarism: <http://student.csu.edu.au/study/plagiarism/checking>.

Extensions

Assignments should reach the University no later than the due date. Assignments, therefore, need to be posted some time in advance of the due date to arrive on time.

You are requested to do all in your power to meet assignment deadlines. Extensions will only be given if you face unforeseen and unavoidable problems. Extensions cannot be given towards the end of session. In this case you need to apply for an incomplete grade or course withdrawal. Work and family related pressures do not normally constitute sufficient reasons for the granting of extensions or incomplete grades.

If it becomes obvious that you are not going to be able to submit an assignment on time because of an unavoidable problem, you must submit your request for an extension **in writing prior to the due date**. Extensions will not be granted on or after the due date. Assignments received more than two weeks after their due dates, without an extension having been granted, will be returned with no marks awarded. Pro-rata reductions in the awarded mark (10% per day) will be made for items received late without a granted extension. Extensions, for students resident in Australia, can only be granted by the subject coordinator.

The last date for receipt of assignments at the University is the last day of the teaching session (prior to the exam period), in circumstances where your lecturer has granted an approved extension.

Online Submission

Assessment tasks can be submitted electronically to the CSU Assignment Section via EASTS (Electronic Assignment Submission Tracking System).

In order to access EASTS, click on the EASTS link in the menu bar on the left hand side. This will take you to the EASTS site where you are provided with step-by-step instructions to guide you through the online submission process. EASTS has a help function that will allow you to print out instructions to assist you in this process if required.

Note:

- A message will be sent to the email address, as recorded on the system under 'My Email', confirming the receipt of your assessment task via EASTS.
- A duplicate assignment cover sheet will be attached to the assessment task on receipt at CSU.
- Assessment tasks submitted electronically via EASTS will be returned, after marking, (in



most cases) by post, not electronically.

Postal Submission

It is recommended that your name and your student number be included in the header or footer of every page of any assignment. Charles Sturt University has a centralised assignment receipt centre. Unless they are submitted electronically all assignments should be accompanied by a completed assignment cover sheet and mailed to the following address:

Assignment Section
Division of Learning and Teaching Services
Charles Sturt University
Locked Bag 600
Building 483, Nathan Cobb Drive
Wagga Wagga NSW 2678

The Assignment Section will record the receipt of your assignment on the computer system and date stamp it. It will then be forwarded directly to the marker. If you wish to confirm receipt of your assignment you can do so online through [my.csu](http://my.csu.edu.au/) (<http://my.csu.edu.au/>).

Hand Delivered Submission

Distance Education Students can lodge their assignments at any campus via the special assignment post box located outside the Division of Learning and Teaching Services on each campus. These boxes are cleared at 5 pm each week day.

The Assignment Section will record the receipt of your assignment on the computer system and date stamp it. It will then be forwarded directly to the marker. If you wish to confirm receipt of your assignment you can do so online through [my.csu](http://my.csu.edu.au/) (<http://my.csu.edu.au/>).

Faxed / Emailed Assignments

In normal circumstances you may not submit via Fax or email. Under extenuating circumstances contact your Subject coordinator for options available to you.

Penalties for Late Submission

Assignments received more than two weeks after their due dates, without an extension having been granted, will be returned with no marks awarded. Pro-rata reductions in the awarded mark (10% per day) will be made for items received late without a granted extension. Extensions can only be granted by the subject coordinator.

Resubmission

Resubmission of assignments is only permitted at the request of the subject coordinator. Where a resubmission is invited the maximum grade possible is a pass.

Assignment Return

You should normally expect your marked assignment to be despatched/returned to you within three weeks of the due date, if your assignment was submitted on time. If an assignment is submitted on time but not returned by the return date, you should make enquiries in the first instance to the subject coordinator. If the subject coordinator is not available, contact Student Services Support Central on 1300 734 654.

Feedback

Your assignments will be marked according to the criteria described in the modules. A numerical value will be allocated and written feedback will be provided.

Past exam paper(s)

The [Past exam paper\(s\)](https://online.csu.edu.au/cgi-bin/examsrch) (<https://online.csu.edu.au/cgi-bin/examsrch>) for this subject are available by following the link provided. Please be aware that not every subject will have past exam papers



available for access.

Assessment Items

Item number	Title	Type	Value	Due date*	Return date**
1	Assessment item 1, Assessment Tasks 1-5	Assignment	40%	24-Aug-2015	14-Sep-2015
2	Assessment item 2, Assessment Tasks 6-11	Assignment	60%	05-Oct-2015	26-Oct-2015

* due date is the last date for assessment items to be received at the University

** applies only to assessment items submitted by the due date

Assessment item 1

Assessment item 1, Assessment Tasks 1-5

Value: 40%

Due date: 24-Aug-2015

Return date: 14-Sep-2015

Length: 3000 words (maximum)

Submission method options

EASTS (online)

Task

ASSESSMENT TASK 1: (500-600 words)

Develop your own list of the essential characteristics of an Inclusive School (no more than 10). Provide brief research support (a paragraph, with citations for each of the characteristics). You need not confine the inclusions on your list to the readings described in the subject. If you are enrolled in the Master of Education or the Master of Inclusive Education draw upon relevant reading from other subjects in your course and your experience. Ensure that all characteristics incorporate support from the literature.

ASSESSMENT TASK 2: (500-700 words)

Use your module 2 readings to update and revise your list of essential characteristics of an inclusive school (no more than 10). Provide brief research support for the additions and alterations (a paragraph with citations for each of the characteristics). Again, you need not confine the inclusions on your list to the readings described in the subject. If you are enrolled in the Master of Education or the Master of Inclusive Education draw upon relevant reading from other subjects in your course and your broader experience. Ensure that all characteristics incorporate support from the literature. **Additionally, write a one-page summary (including citations) describing the similarities and differences between inclusive and effective schools.**

ASSESSMENT TASK 3: (400-500 words)

Build a two-column table that connects the nine design targets described in chapter 2 with your list of characteristics of an inclusive school. On the left hand side of the matrix identify the characteristics of your inclusive school. In the right hand column describe the targets that are most critical in realizing the goal or characteristics of your school. **Explain why they are important (one page).** Your inclusions should be specific although you need not matrix every characteristic to every design target. The purpose of this task is to create an opportunity for you to join some dots and make connections between goals/characteristics/intents and process.

ASSESSMENT TASK 4: (500-600 words)

Add a third column to your table that connects the tenets of the theory to the targets and your



list of characteristics. Provide a one page description of the way the theoretical principles connects to the targets and the goals/characteristics on your list. Again you do not need to matrix all of the components with all others. Use the design targets and characteristics to show your understanding of the elements of the theory.

ASSESSMENT TASK 5: (500-600 words)

Build a list of the simple rules that would guide your self-organizing school. Make a list- add it to your chart in a new column, showing the way your rules would address the characteristics and enable the design targets. **Present a justification (no more than 2 pages in length) as to why your simple rules will generate the right term of reference to realize the targets and characteristics.**

Rationale

This assessment item will help you to identify the key features of a self-organizing school and how those features can be embedded in a school design.

Marking criteria

Full marking criteria and standards for each assessment item will be provided to students at the beginning of the session via the subject Interact site – in *Resources*.

Requirements

Assessment tasks 1-5 are submitted as one assessment item with one coversheet by the due date. **Do not submit the individual components.**

Assessment item 2

Assessment item 2, Assessment Tasks 6-11

Value: 60%

Due date: 05-Oct-2015

Return date: 26-Oct-2015

Length: 4500 words (maximum)

Submission method options

EASTS (online)

Task

ASSESSMENT TASK 6: (750-900 words)

Use the foremast that follows to embed one simple rule in a broader school design. Describe the program, method, process that articulates your rule. For example, if your rule stated that the school is committed to the implementation of curriculum-based measurement (CBM), describe the CBM approach you will employ to articulate your rule in practice. If you chose collaboration, what model or approach will you use? An online search, or research included in other subjects in the areas will yield extensive resources. **Write one page for the rule describing the approach, research support for the program or method it embodies and why it is important for an inclusive school. Write an excerpt from the position description that represents how your articulated rule is reflected in the role of the teacher.** For example, how does your selected approach to assessment, collaboration or pedagogy play out in the role definition of the teacher? The description can take the form of bullet points or a brief narrative. Remember that the description needs to refer to demonstrable skills. Those skills should reflect the research-derived characteristics of the rule. See figure 6.1 in the text for an example using cooperative learning. **Write one page explaining why the bullets/elements are the essential skills required to articulate the rule in the practice of teachers.** How does your role description scale up? What is the trajectory of role development for a teacher in your school over time and at different levels in a career path? For example, what does the teachers role/expectations in



relation to collaboration or assessment look like at the Entry, Mid and Advanced Career levels? To complete this step use these levels and figure 6.2 to build the trajectory for your rule. **Write one page explaining the way your role scales up and why it will create a trajectory for teachers over time and build the capacity of the school to self-organize.**

ASSESSMENT TASK 7: (600-700)

Write a one/two paragraph introduction to a professional development program as though you were speaking to the staff of the school. Incorporate the principles of effective practice and show how you will incorporate the embedded design principle, simple rule in your description. **Use the "Its all in the Design" reading to develop a two page description of the professional development sessions you will include in your design to prepare teachers with the skills and knowledge required to fulfil their roles in the two areas of focus.** Your design should include all 8 components. You need not develop the materials for the session although you should describe them. Your description should integrate the instrumental focus of the "Its all in the Design" reading with the readings on effective professional development.

ASSESSMENT TASK 8: (800-1000 words)

Write a one page description of the way in which you will apply the emergent feedback approach in your school. How will teachers get the feedback required to self-organize? Develop a set of items (no more than 10) for an observation tool or a rating scale that addresses the way in which one of your rules is now reflected in the role and day-to-day practice of the teachers in your inclusive school. The items should reflect the way your rule is defined in the roles of teachers. Then describe how the tool will be used in your inclusive school. It is important to note that you need not produce a finished tool like those described throughout the text, just the items, the way or format for responding and an explanation of the way your tool will be used. Again, the detail for this step should come from the subjects completed to date. **Assume that in your inclusive school, every teacher has to complete a portfolio in order to progress in the career trajectory. Describe the contents of the portfolio. Your portfolio items should reflect the school's simple rules and be informed by the what you know, have read and experienced about inclusive practice.** Again, use the text, your experience in the course and elsewhere when identifying items. Rank your items according to their priority and importance to the inclusive school. To complete this task: Identify the items included in your portfolio. Remember they need to reflect the school's simple rules. Describe how the information gathered serves each individual Describe how the same information serves the school and inclusive practice **The above should constitute no more than 2 paragraphs per item. Provide a rationale from the text and from you work throughout the course for the items in your portfolio. (one to two pages).** Remember you have already described the items. In your rationale consider the way feedback is critical to a self-organizing school and relate your rationale to the priorities of your school, its simple rules and embedded design. To develop your rationale, consider the way feedback drives an inclusive self-organizing school and how the feedback teachers receive will ultimately shape what happens day-to-day in classrooms.

ASSESSMENT TASK 9: (500-700 words)

Design the three level network of teams for your school using the approach described in the text. To do so complete the following: **Provide a one page description that explains your team design. How will teams collaborate (from readings), how will your teams be organized (from readings/chapter)? Design your network.** To do so list each of the teams and their role. Describe each of the teams at each level. Use the following headings membership, role of the team, connections to other teams. **Develop a diagram (similar to the one described in figure 7.2) for your school showing the number of teams and the levels.** Explain how your network answers the questions posed by Voetmann 2012, pages 13-16. **Write a one page explanation describing how the network serves the design and can exert school level influence** (see text chapters 2 and 7 for an account of school level influence) as it relates to your Inclusive School characteristics. You may wish to use an example that relates to your simple rule like the one presented in chapter 7.

ASSESSMENT TASK 10: (500-600 words)



Now, take a step back from the process. Reflect on the goals and design targets and **write a two page discussion explaining why the process you have completed for just two rules, when applied to a total school design, could create the conditions for sustainability**, school level influence and the deployment of research-based practice at scale in a school. How could this make a school more inclusive?

ASSESSMENT TASK 11: (500-600 words)

Write a 500 word SWOT (Strengths Weaknesses Opportunities Threats of the design you have created Assessment Tasks 1-10. Under each of the aforementioned headings address what would be required to scale your design into routine practice. This involves the recognition that decisions about career paths, position descriptions and feedback are not often under school level control. Consider how these important structural elements of embedded design could be addressed at the system level. What kind of influence would need to be exerted for this to occur? **Include a two paragraph description of the role of technology in your design.** In completing this task draw upon the work completed in other courses and your experience as it relates to your design. Be realistic about the threats and opportunities that exist in your context as you consider scaling up the concepts you have learned about in the course.

Rationale

In this unit you will engage in activities that scale up your design through the completion of various tasks.

Marking criteria

Full marking criteria and standards for each assessment item will be provided to students at the beginning of the session via the subject Interact site – in *Resources*.

Requirements

Assessment Tasks 6-11 are all submitted as one assessment item with one coversheet by the due date. **Do not submit the individual components.**

Support Services

Student Central

Student Central is the first point of contact for currently enrolled students to access all non-teaching services. Student Central liaises closely with Divisions and Schools to ensure the timely and accurate resolution of student enquiries.

You may direct your enquires in person to Student Central staff situated within the Learning Commons found on campus at Albury-Wodonga, Bathurst, Dubbo, Orange, and Wagga Wagga.

You may also contact Student Central through:

ask@csu.edu.au (mailto:ask@csu.edu.au)
1800 ASK CSU (1800 275 278)
Phone from outside Australia: + 61 2 6933 7507



Information on Your Library Services

Finding Information

CSU Library provides you with free access to over 600,000 books and 50,000 journals, and much more. Get an introduction to your library with the [Library Orientation Toolbox](http://www.csu.edu.au/division/library/find-info/toolbox) (<http://www.csu.edu.au/division/library/find-info/toolbox>).

Primo Search

Finding the resources you need is easy with [Primo Search](http://primo.unilinc.edu.au/primo_library/libweb/action/search.do?dsent=1&dstmp=1328694476534&) (http://primo.unilinc.edu.au/primo_library/libweb/action/search.do?dsent=1&dstmp=1328694476534& Search most of the Library's collections, including online resources, print publications and CSU research. Plus, you can easily place loan requests, view your current loans, and renew items online.

Online Resources

You'll find journal databases, eBook collections, and other useful online information sources listed under [Key Resources](http://student.csu.edu.au/library/find-information) (<http://student.csu.edu.au/library/find-information>).

eReserve

Some subject readings may be held in [eReserve](http://student.csu.edu.au/library/find-info/search-reserve) (<http://student.csu.edu.au/library/find-info/search-reserve>). Online access is encouraged to help reduce CSU's carbon footprint, however a printed copy of eReserve subject readings can be purchased through [CSU Print](http://www.csu.edu.au/division/student-learning/csu-print/home) (<http://www.csu.edu.au/division/student-learning/csu-print/home>).

Borrowing

Your borrowing privileges depend on your enrolment. Visit [Information for Students](http://student.csu.edu.au/library/help/information-for-students) (<http://student.csu.edu.au/library/help/information-for-students>) to find out what you are eligible for. The [Library FAQs](http://www.csu.edu.au/division/library/how-to/faq) (<http://www.csu.edu.au/division/library/how-to/faq>) have more information on borrowing and access to resources.

Need help?

CSU Library staff are available to answer your questions by phone, Live Chat, email, forum, or in person. See [Ask a Librarian](http://student.csu.edu.au/library/contacts/ask-a-librarian) (<http://student.csu.edu.au/library/contacts/ask-a-librarian>) for more information.

Keep up to date with what is happening in your Library through Facebook, Twitter and our blog.



[CSU Library Facebook](http://www.facebook.com/CSULibrary) (<http://www.facebook.com/CSULibrary>)



[CSU Library Twitter](http://twitter.com/CSU_Library)

(http://twitter.com/CSU_Library)



[CSU Library Blogs](http://student.csu.edu.au/library/about-your-library/library-blog)

(<http://student.csu.edu.au/library/about-your-library/library-blog>)

Academic Learning Assistance

CSU's Learning Skills Advisers can help you develop the skills you need to succeed in your studies.

Learning Skills advisers can help you with:

- Understanding and preparing assignments
- Study skills
- Exam preparation
- Time management
- Notetaking and
- Referencing and avoiding plagiarism

Learning Skills also have specialists in English Language, online learning and maths and statistics who can support your development in these areas.



Students can take advantage of online resources and workshops, forums and individual appointments either in person, or online. More information is available at student.csu.edu.au/study (<http://student.csu.edu.au/study>).

STUDYLINK provides access to a variety of short, non-award subjects in preparation for university study. Subjects are available throughout the year through flexible, online delivery, and each is designed to help you gain confidence, skills and knowledge for your university studies (<http://www.csu.edu.au/student/studylink/>).

Student Support - <http://student.csu.edu.au/support>

A wide range of services are provided to support your student academic experience. Services are available on campus with relevant services also available via telephone and online. Services provided include:

- Orientation
- Student mentoring
- Scholarship and financial assistance
- Counseling support and referral
- Academic appeals and legal advice referral
- Disability, welfare and equity support and referral
- Health and wellbeing
- Social and recreational activities
- Graduation
- Indigenous student support
- International student support

Residential Student Support - <http://student.csu.edu.au/campus/residences/residential-advisors>

The Residential Support Scheme operates across all campuses to provide for the pastoral care and welfare of residents and actively encourages student participation and involvement in all aspects of residential life. The residential community is supported and structured to provide an environment to support student academic achievement.

For assistance and initial contact go to

Student Central

Email: ask@csu.edu.au (mailto:ask@csu.edu.au) (mailto:ask@csu.edu.au)

Phone: 1800 ASK CSU (1800 275 278)

Phone from outside Australia: + 61 2 6933 7507

Career Development

[Career Development](http://student.csu.edu.au/study/careers) (<http://student.csu.edu.au/study/careers>) includes a range of services, from first through to the final year of study, which support students' self-assessment, awareness of opportunities, improvements to decision making, and gaining the necessary skills for making successful transitions post-study. This support is available face to face, via telephone and online.

Distance Education Outreach Team

Assistance for students studying by distance education with Charles Sturt University.

The DE Outreach Team is available to all CSU students studying by Distance Education.

We can assist you with:

- Your orientation to CSU and DE study;
- Study skills;



- Preparing assignments;
- Time management;
- Online learning, and
- Any other questions you may have about studying by DE at CSU.

We provide these services in a number of different ways including:

- Outreach sessions to locations around Australia including group and individual sessions;
- Advice and support via phone, email, and Skype;
- Preparing assignments;
- Online workshops;
- Regional Study Centres, and
- Online resources and social media.

Find us at:

<http://student.csu.edu.au/study/de-outreach>

<https://www.facebook.com/DistanceEDatCSU>

Policy and Procedures

University Policies and Regulations

Academic matters are defined by, and are subject to, Charles Sturt University policies and regulations. Your Subject Outline should be read in conjunction with all such academic regulations and policies, as some of these may affect the outcome of your studies.

Academic Progress Regulations

The University requires each student to progress through his or her course at a rate that will enable him or her to complete the course in a specified maximum time. This maximum time is intended to ensure the currency of the knowledge within the course and therefore professional suitability of graduates. Failure to complete within the specified maximum time shall lead to the expiry of a student's enrolment in the course. The University believes that all students have a right to know in advance of study in their course exactly what constitutes satisfactory progress in that course. To this end the University will specify a maximum completion time for each course, and will also provide support to students identified as being at risk of exclusion.

Key Subjects

Passing a key subject is one of the indicators of satisfactory academic progress through your course. You must pass the key subjects in your course at no more than two attempts. The first time you fail a key subject you will be 'at risk' of exclusion; if you fail a second time you will be excluded from the course.

The [Academic Progress Policy](https://policy.csu.edu.au/view.current.php?id=00250) (<https://policy.csu.edu.au/view.current.php?id=00250>) sets out the requirements and procedures for satisfactory academic progress, for the exclusion of students who fail to progress satisfactorily and for the termination of enrolment for students who fail to complete in the maximum allowed time.

Variations to Subject Outlines

Should it be necessary to change the content of the Subject Outline during a teaching session, it will be done in consultation with the Head of School and other support services of the University. You then will be notified of the changes in writing by the subject coordinator.

Variations to Assessment

Should it be necessary to vary the assessment in this subject, you will be notified in writing by the Subject Coordinator, or Subject Convenor where one is appointed. The variations to assessment include variations to the assessment tasks and/or assessment procedures for assignments, examinations and any other assessment task published in the Subject Outline. The variations will be communicated



only after the Subject Coordinator or Subject Convenor has obtained approval from their Head of School. The overriding principle is that such changes will not disadvantage students and is made in accordance with the [Subject Outlines Policy](https://policy.csu.edu.au/view.current.php?id=00267) (https://policy.csu.edu.au/view.current.php?id=00267).

Evaluation of Subjects

It is University policy that all subjects are evaluated every time that they are offered. The University's Division of Student Learning administers the Subject Experience Survey through CSU's online evaluation system. Staff in the faculties and schools value your feedback very highly and take account of your comments when reviewing learning and teaching in each subject.

If you are interested in the details of any enhancements to this subject as a result of the latest survey, please contact the subject coordinator. Students can also view overall results for subjects via the Student Subject Experience Survey Results Portal:

<https://student.csu.edu.au/home/subject-experience-survey-results>

Surveys for each of the subjects you are enrolled in for this session will be available for you to complete for a period of 4 weeks from the last week of the teaching session. An email message will alert you to the availability of the surveys online.

Please complete the subject evaluation by following the link:

<https://P8.courseval.net/etw/ets/et.asp?nxappid=CS2&nxmid=start> (http://
<https://P8.courseval.net/etw/ets/et.asp?nxappid=CS2&nxmid=start>)

Individual subject results are only reported to the Subject Coordinator and Heads of Schools after grades have been submitted for each teaching session (except where subjects have one student the results are not reported to staff).

Special Consideration

Academic regulations provide for special consideration to be given if you suffer misadventure or extenuating circumstances during the session (including the examination period) which prevents you from meeting acceptable standards or deadlines.

Applications for special consideration must be submitted in writing and include supporting documentary evidence. Such applications should be sent to the Student Administration Office.

For further information about applying for special consideration please refer to [Special Consideration Policy](https://policy.csu.edu.au/view.current.php?id=00298) (https://policy.csu.edu.au/view.current.php?id=00298).

Assessment Regulations

The assessment practices of all University subjects are conducted in accordance with the University's [Assessment Policy: Coursework Subjects](https://policy.csu.edu.au/view.current.php?id=00301) (https://policy.csu.edu.au/view.current.php?id=00301).

Academic Conduct

The University expects that you, as a student, will be honest in your studies and research and that you will not do anything that will interfere with or frustrate the studies and research of other students. In particular, you are expected to:

- acknowledge the work of others in your assignments and other assessable work;
- not knowingly allow others to use your work without acknowledgment;
- report honestly the findings of your study and research; and
- use only permitted materials in examinations.

Details of expected academic conduct are provided in:

- the [Student Academic Misconduct Policy](https://policy.csu.edu.au/view.current.php?id=00279) (https://policy.csu.edu.au/view.current.php?id=00279);



- the [Academic Progress Policy](https://policy.csu.edu.au/view.current.php?id=00250) (https://policy.csu.edu.au/view.current.php?id=00250);

Students are also expected to be responsible in the use of University facilities and resources and to abide by University rules concerning the Library and electronic resources.

- the [Library Rule](https://policy.csu.edu.au/view.current.php?id=00280) (https://policy.csu.edu.au/view.current.php?id=00280); and
- the [Computing and Communications Facilities Use Policy](https://policy.csu.edu.au/view.current.php?id=00145) (https://policy.csu.edu.au/view.current.php?id=00145).

Copies of the Rule of the Library and Code of Conduct for Users of Electronic Facilities can also be obtained from the Library or the Division of Information Technology (DIT) Service Desk.

Penalties for breaching the above Rule and Policies include suspension or exclusion from the University.

Students also have expectations of the University and of other students in the cooperative endeavour of studying. Details of these expectations are provided in the [Student Charter](https://policy.csu.edu.au/view.current.php?id=00268) (https://policy.csu.edu.au/view.current.php?id=00268).

Subject Outline as a Reference Document

This Subject Outline is an accurate and historical record of the curriculum and scope of your subject. The [Subject Outline Policy](https://policy.csu.edu.au/view.current.php?id=00267) (https://policy.csu.edu.au/view.current.php?id=00267) (at clause 16(f)) requires that you retain a copy of the Subject Outline for future use such as for accreditation purposes.

