



SPED828

Professional Practice in Special Education

S2 External 2016

Institute of Early Childhood

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General Information

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Credit points

4

Prerequisites

SPED821 and SPED824 and SPED825 and SPED826

Corequisites

SPED822 and SPED823 and SPED827

Co-badged status

Unit description

Students will implement and document an evidence-based instructional cycle including initial assessment, program design and justification, program delivery, monitoring and evaluation in their work place or other approved site. Students will reflect deeply at each stage of the cycle and critique and evaluate their own professional practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.

Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.

Apply appropriate professional ethical standards in the implementation and documentation of educational programs.

Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.

Critically evaluate and reflect on the process and outcomes of educational programs.

General Assessment Information

ASSESSMENT

There are four pieces of work with grades attached that are required for this unit.

Assessment Tasks

Name	Weighing	Due
Program Proposal	0%	7th August, 2016

Assessment Report	20%	15th August, 2016
Program Design	20%	29th August, 2016
Portfolio of Program	40%	31st October, 2016
Presentation of Program	20%	7th November, 2016

What is required for these assignments?

In general good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly, and observe any stated word limits. Please use single spacing.

Supervisor Consultation Times

The assessment pieces in this unit are to be developed independently by students.

Students are to be marked on their own work. However students will be able to contact their appointed supervisor individually for guidance on specific questions at 4 x specific times during the semester. The supervisor consultation times will be provided on the unit website in the first week of the semester or as soon as students have determined their chosen area of study and have been allocated their supervisor. Note that consultation times will vary per supervisor and that supervisors will only be available at these 4 x consultation times. These meetings may be organized on campus in person or via Skype or phone. Supervisors may be emailed at other times. However, for matters of assessment equity, supervisor input to student project design is to be minimal. In this unit, students are expected to lead the consultation process. For example, students should come prepared to their consultation meetings, (perhaps send a copy of any assessment or intervention data or an agenda of what you would like to discuss with your supervisor prior to the meeting), and to lead the discussion during consultation meetings with their supervisor. Students are expected to determine the best assessment regime, program design and intervention technique for their target student or group of students with minimal guidance from their supervisor.

The following information refers to general information about assessment.

How do I submit my assignments?

You will submit your assignments through the iLearn website. Detailed instructions will be provided on the website.

You should follow the detailed instructions carefully. Marks (up to 5% of the total mark) may be deducted, for example, for failing to name submitted files correctly or failing to write your name on the assignment.

As you will be asked to submit each of your written assignments via the TURN-IT-IN SITE for SPED828 assignments, a cover sheet is not necessary for this unit.

KEEP A COPY OF YOUR ASSIGNMENT

Can I submit a late assignment?

Assignments received after the due date will be accepted provided they are received no later

than 10 calendar days late. Note that this is a period of grace, not a new deadline, and extension requests for events after the original due date will not be considered. No assignment will be accepted after 10 days, except when an extension has been applied for before the due date and granted. After the due date (unless an extension has been granted)) a late penalty will be applied, leading to a reduction in the awarded mark. The late penalty is 5% of the total mark for each calendar day that the assignment is outstanding beyond the due date. These penalties are imposed in fairness to students who submit assignments on time.

What if my hard disc crashed, my pet Hippotamus ate my computer, etc?

Computer problems will not be accepted as reasons for extensions. You are responsible for making sure that your work is adequately backed up. Make sure that your work is regularly backed up on a USB drive or to a cloud-based backup and do not leave your submission to the last minute. Always keep your hippopotamus and your computer in separate rooms.

What if I accidentally submit a blank assignment, the Wrong Document, etc?

We can only mark what you submit. Make sure that you re-download your assignment from the location that it was submitted and verify the correct document has been submitted. No consideration will be offered if you submit the incorrect document.

How do I know if my assignment submission was successful?

Staff will NOT respond to requests to confirm that assignments have been correctly submitted. You will receive an emailed receipt on successful submission of your assignment in your student e-mail account. Make sure that this has been received and retain this receipt. No claims will be considered regarding missing assignments without this receipt. You can also re-download your assignment to double-check it was submitted (see above). Always keep a copy of your assignment.

How do I get an extension?

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date. Reasons for the extension need to be documented through the disruption to studies process accessible through ask.mq.edu and supported with documentation (e.g., A Professional Authority Form).

NOTE: You should read the additional information about the conditions for disruption to studies in the "General Assessment Information" section of this unit guide.

Note that:

- It is advisable that students contact the individual supervisor via Dialogue **prior to submitting their request through ask@mq.edu.au**

Extensions will only be granted in receipt of the completed form submitted through askMQU, plus documentation.

Emails are not appropriate means of extension requests.

- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.

- **Extensions are usually not granted on the due date.**

What if I exceed the word limits?

Components of answers beyond the stated word limit will not be marked.

That is, answers will only be marked up to the stated word length.

How will I get feedback on my assignment?

Individual feedback will be provided through the iLearn site. Assignment results will be available in GRADES.

Can I resubmit an unsatisfactory assignment?

The resubmission of unsatisfactory assignments is not permitted.

General Assessment Information

Rationale for Mode of Assessment

Assignments are designed to enable you to reflect more deeply on a particular problem or scenario and to write a considered response.

Grading Procedures

Results for assessments will be reported as grades (i.e., HD, D, Cr, P, F). Where grades are used to report results for assessment components with significant weighting, convenors may also optionally add the suffixes of + (plus) or - (minus) to the generic descriptor in order to provide additional detail.

For example:

Pass+

Pass

Pass-

In this case, a "Pass +" would indicate a performance in the upper end of the pass range, a grade of "Pass" would indicate a mid range pass and a "Pass -" would indicate performance at the lower end of the pass range. This principle is applied to all grade descriptions (i.e., HD, d, Cr, P, F)

Raw scores for all assessments will be moderated according to the University guidelines so that work judged to be of a given standard is awarded a moderated score within the following distribution: High Distinction 85-100; Distinction 75-84; Credit 65-74; Pass 50-64; Fail 0-49. For example, if it is judged that the HD standard for a particular assessment is met by work scoring 90-100, raw scores will be adjusted so that students received moderated scores between 85-100. This moderation takes into account both the stated performance standards for the assessment component and the degree of difficulty of the specific task.

Assessment Weighting

All assessment tasks must be attempted for students to be eligible for an overall passing grade in the unit. Students who do not attempt all assessment tasks will receive a maximum unit mark of 40 and an overall grade of Fail (F) for the unit.

Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with a better performance in the other components.

Consistent with the University assessment policy, moderated scores will be used in the calculation of final grades. The final unit score will be the weighted average of the moderated scores for the unit.

There are several components of the assessment in this unit. All components must be completed.

Marking Criteria and Performance Descriptors for Assignments

In general, markers will be looking for the following qualities in your assignments:

- Concise address of the critical points provided.
- Appropriate critical analysis and justification where needed.
- Integration of information from relevant content in the unit.
- Quality of critical analysis
- Evidence of generalization of the concepts and principles relevant content in the unit to new examples
- Evidence of a deep understanding of the range of factors which affect student behaviour and student learning.
- Evidence of a deep understanding of the principles underpinning explicit instruction and related assessment, intervention and monitoring.
- Evidence of a deep understanding of the principles underpinning functional assessment, related intervention design and monitoring.

You are encouraged to evaluate your work against these criteria.

Performance Descriptors

High Distinction

There is *pervasive* address of critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles and a clear ability to generalize concepts and principles to the most difficult examples.

Distinction

There is *extensive* address of the critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles although students may have difficulty in applying some concepts and principles to the most difficult examples.

Credit

There is *strong* address of the critical points in the vast majority of responses and a deep understanding of the majority of key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There may be a small number of consequential gaps in understanding of basic principles. Students may have difficulty in applying some concepts and principles to a limited number of examples.

Pass

There is *solid* address of the critical points in the majority of responses and a demonstration of deep understanding of most key principles. There are appropriate and concise justifications, descriptions and analysis integrating relevant information. Students may have difficulty in applying some concepts and principles to some examples.

Fail

There is *poor* address of the critical points in the majority of responses. There is little evidence of deep understanding of principles. Justifications, descriptions and analyses would often be incomplete and/ or unclear. Students demonstrate a poor understanding of the majority of concepts and principles and are only able to apply these to a minority of examples.

Resubmission

Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with an improved performance in the other component(s).

Resubmission of assignments is not permitted.

Disruption to studies and extensions for assignments

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date. Reasons for the extension need to be documented through the disruption to study process through ask@mq.edu.au and supported (e.g., a Professional Authority Form in the case of illness) by documentation.

Extension will only be granted in receipt of the completed form submitted through askMQ, plus documentation.

Disruptions due to work commitments require a statutory declaration from a work supervisor (eg. School Principal) stating that the work commitment was not known at the time of enrolment.

University Disruption to Studies Policies and Procedures

See Policies and Procedures section of this unit guide for further details.

Appeals

Appeals against grades for individual assessment components.

If any student has concern about the marking of an assessment, they must:

1. Consult the member of staff who marked the work.
2. If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within **one week** of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark.

Please note that it is MUSEC policy to double mark all failing assessments. The decision of the unit convenor is final.

Appeals against final unit grades

See the Policies and Procedures section for details on appeals against unit grades.

Academic Honesty and Plagiarism

You must read the University's policies and procedures on Academic Honesty.

More information can be found in the Policies and Procedures section of this unit guide.

Standardised Transcript Marks

Your overall unit result will be assigned a standardised numerical grade (SNG) on your University transcript. High Distinction grades are assigned a mark between 85 and 100, Distinction grades between 75 and 84, Credit grades between 65 and 74, Pass grades between 50 and 64, Pass Conceded grades between 45 and 49 and Fail grades below 45. For further information, see the Grading Policy.

Fail Grades

Entry into units in the post graduate coursework program requires a clear pass (i.e., a final unit grade of at least "c" or "P") in all previously completed SPED units. that is, you will not be granted automatic entry into units if you have failures in previously attempted SPED prefixed units. If you have failing grades on your record (1) You may be allowed to continue at the discretion of the Director of MUSEC (or nominee) with a special approval (waiver), or (2) You may be required to reattempt the relevant units until a clear pass is obtained.

Students with fail grades **MUST** seek academic advice before attempting to re-enrol.

Satisfactory Progress

Students are expected to maintain satisfactory progress in a course/program of study. Normally, students will be asked to **show cause** why their candidature should not be terminated if they fail any unit twice. Further, students may be asked to show cause if they receive more than two failures in a course/program of study.

Assessment Tasks

Name	Weighting	Due
<u>Nomination of Program & Child</u>	0%	Week 1 or 07/08/16
<u>Part 1 - Assessment Report</u>	20%	15th August, 2016
<u>Part 2 : Program Design</u>	20%	29th August, 2016
<u>Part 3: Portfolio of program</u>	40%	31st October, 2016
<u>Part 4: Presentation</u>	20%	7th November, 2016

Nomination of Program & Child

Due: **Week 1 or 07/08/16**

Weighting: **0%**

First of all, you are required to nominate a general target skill area and any important characteristics about your target child (or small group of children), so that a supervisor can be assigned. This proposal statement must be submitted within the first week of semester. About 100 words should be enough for you to cover the following four elements of information in your proposal statement. NB: It is essential to answer the first three questions, so that a supervisor can be assigned.

1) **What is the target skill to be taught?** Examples of areas of target skill interest include: non-verbal communication in autism, recognizing numbers on flash cards, matching pictures to real objects, vocabulary instruction in low progress readers, spelling instruction, teaching money skills to children with disabilities, etc.

2) **Characteristics of the target child?** Examples of useful child characteristics include: age of child, category of disability (e.g., learning difficulty, cerebral palsy, severe communication disorder, autism, etc.); and impact level of disability (e.g., mild, moderate, severe or profound). Also, are you planning to work with one child or are you planning to work with a small group of children? Any other information that might be useful so that a supervisor can be assigned.

3) **Site for the implementation of the program?** It is necessary to explain where your data will be collected. Examples of sites might include: at your work place, after school care, play group, homework tutorial, child's home, etc. NB: It is expected that most students will conduct their data collection with a child at their own place of work. However, for those students who are unemployed, there are a limited number of opportunities for students to work with a nominated

child at the MUSEC Special School for data assessment and program implementation. Please contact the Unit Convenor immediately if you are unable to access a target child yourself for this unit of study.

4) Although not essential for this initial proposal statement, if you do have an idea in mind for the intervention program - **How do you propose to teach the target child, the identified target skill?** NB: Examples of evidence based teaching strategies have been covered in SPED822, SPED824, SPED825, SPED827 etc.

Your proposal statement should be submitted via the Assignment section of the web site by the end of week ONE. Once the general target skill area and the known characteristics of the target child are nominated, you will be assigned a supervisor either via the Assignment section of the website or by Dialogue e-mail contact.

You should not start the assessment of the target child until you have spoken to your supervisor and your proposed program of assessment and intervention is approved.

This task relates to the following Learning Outcome:

Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.

On successful completion you will be able to:

- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.

Part 1 - Assessment Report

Due: **15th August, 2016**

Weighting: **20%**

The first piece of assessment in this unit is a report on an individual (or group of students) with special education needs, assessment procedures and an analysis of the results (300 - 500 words).

On successful completion you will be able to:

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.

- Critically evaluate and reflect on the process and outcomes of educational programs.

Part 2 : Program Design

Due: **29th August, 2016**

Weighting: **20%**

The second piece of assessment in this unit is a documentation and justification of a proposed intervention program design including how the target skill will be taught (800 -1,000 words).

On successful completion you will be able to:

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Part 3: Portfolio of program

Due: **31st October, 2016**

Weighting: **40%**

The third piece of assessment in this unit is a portfolio of intervention program implementation including lesson plans, monitoring, and critical reflections and evaluations (1,000 - 1,500 words).

On successful completion you will be able to:

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation

to relevant stakeholders.

- Critically evaluate and reflect on the process and outcomes of educational programs.

Part 4: Presentation

Due: **7th November, 2016**

Weighting: **20%**

The fourth piece of assessment for this unit is a presentation with 10 x supporting power point slides.

On successful completion you will be able to:

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Delivery and Resources

General Organisation of the Unit

The unit is organised in a flexible delivery format. It builds on and integrates the skills that students have gained in previous qualifications and professional experiences as well as the skills and knowledge gained in their current program of study. Students will apply their knowledge of assessment and instructional approaches suitable for students with disabilities or special education needs acquired during their program. Students are expected to work independently applying their professional knowledge and creative problem solving capacities to develop strategies to individualize programming, instruction, and assessment for pupils in their current work place or other approved setting. Students will be expected to demonstrate their use of ethical, justifiable, evidence -based practices and to critically evaluate their programming and pedagogical practices.

It is very important to note that all components of this unit will be conducted on the web site. This means that internet access is essential for the completion of this unit.

In flexible delivery units, it is critical that students are organised and disciplined. It is suggested that you allocate a total of 8-12 hours per week to study for this unit. If you get significantly

behind in your planning and implementation of your case study, it may be impossible to catch up. Please start your case study as soon as possible.

Supervisor Consultation Times

The assessment pieces in this unit are to be developed independently by students.

Students are to be marked on their own work. However students will be able to contact their appointed supervisor individually for guidance on specific questions at 4 x specific times during the semester. The supervisor consultation times will be provided on the unit website in the first week of the semester or as soon as students have determined their chosen area of study and have been allocated their supervisor. Consultation times will vary per supervisor. Note that supervisors will only be available at these 4 x consultation times. These meetings may be organized on campus in person or via Skype or phone. Supervisors may be emailed at other times. However, for matters of assessment equity, supervisor input to student project design is to be limited. Students are expected to lead the consultation meetings with their supervisor and to determine the best assessment regime, program design and implementation for their target student or group of students with minimal guidance from their supervisor.

Unit delivery: Teaching and Learning Activities

Readings are designed to broaden students understanding of relevant topics.

Changes Made Since the Last Offering of the Unit.

New readings have been added.

Response to Student Feedback

Student feedback to our units is generally very positive, and so we retain the practices that students appreciate. We regularly make changes to units as a result of feedback.

There are no compulsory seminars for this unit of study.

A "Welcome to the Unit" seminar will be uploaded and available from the ilearn site in the first week of semester

There are no drop-in sessions required for this unit of study

Downloadable Documents

ALL resource materials must be downloaded from the website.

Due to the vast range of topics that students are likely to select for their individual projects, there are no mandatory readings suggested for this unit.

From time to time, articles of general interest may be uploaded to the ilearn site.

These readings must be downloaded from the Multisearch website in the library, or from other sites as indicated in the study guides.

ECHO360

What is ECHO360?

There will be an introduction session over viewing the assessment and welcoming students to

this unit via ECHO360 and will be accessed through links in the ECHO block. This presentation will typically consist of video or audio. It may be accessed from the unit website.

Information about using ECHO360 is available at

http://www.mq.edu.au/iLearn/student_info/lecture_recordings.htm

and

http://www.mq.edu.au/iLearn/student_info/podcasts.htm

What do I need to do before I access ECHO360?

In order to use ECHO360 you will need QuickTime or other video player software (iTunes, VLC or Windows Media Player) and Flash for streaming playback or for downloading. You can download QuickTime through the iLearn site and you will be prompted to install Flash when you first access ECHO360, if it is not already installed on your computer.

What if I can't get ECHO360 working?

Don't panic. Contact the Student IT Helpdesk

Phone: (02) 9850 HELP (4357) (Option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face to face: Building C5C Room 244, Macquarie University

Website: <http://www.mq.edu.au/onehelp/>

IT Onehelp ticket lodgement: <https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa>

Discussion Forums

Important information about the unit will be posted in Discussions in the “General” section. You should check it regularly – AT LEAST ONCE EVERY 48 HOURS

Although unit convenors typically check the Discussion Forums daily (on weekdays), they will not respond to all posts, as discussion between students may be more appropriate.

Dialogue

Important information, particularly for students outside Sydney will be sent through Dialogue. You should check it regularly - AT LEAST ONCE EVERY 48 HOURS.

Preferably, unit related messages should be directed to unit staff using Dialogue on the website. Questions that you have that are relevant to others in the unit should be posted in Discussion Forums. If you send such questions using Dialogue, they may be posted anonymously and answered in Discussions.

Unit Schedule

Classes

There are no classes for this unit. Students will negotiate contact with an academic supervisor on an individual basis. This contact may be face to face meetings on campus, e-mail, phone, Skype or fax contact.

The following table gives an overview of elements to be covered in the unit and the suggested completion date.

These dates indicate the Monday of the beginning of each semester week.

TOPIC	RECOMMENDED COMPLETION DATE	CONTENT	FORMAT
1	Week beginning Monday 1st August	Introduction and overview	View the Welcome seminar found on ECHO360. Submit your Nomination Statement asap this week.
2	Monday 8th August	Meet your supervisor Assessment of target learner/s	On-campus, telephone or skype meeting. Make arrangements for target learner/s observation Prepare and conduct relevant assessments
3	Monday 15th August	Part 1 Assessment Due	Work on Assessment Report Submit Assessment Report Part 1 - Assessment Report is due by end of this week. NB: Actual due date is negotiable with supervisor.
4	Monday 22nd August		Prepare Program Design
5	Monday 29th August	Part 2 Assessment Due	Prepare Program Design based on Assessment Report Part 2 - Assessment is due by the end of this week. NB: Actual due date is negotiable with supervisor.
6	Monday 5th September		Commence with the teaching of learner/s
7	Monday 19th September		University Recess (no classes)
8	Monday 26th September		University Recess (no classes)
9	Monday 3rd October		Continuation of teaching of learner/s
10	Monday 10th October		Continuation of teaching of learner/s
11	Monday 17th October		Continuation of teaching of learner/s
12	Monday 24th October		Work on Portfolio

13	Monday 31st October	Part 3 Assessment Due	Part 3 - Portfolio is due by the end of this week. Actual due date is negotiable with supervisor.
14	Monday 7th November	Part 4 Assessment Due	Part 4 - Presentation is due by the end of this week. Actual due date is negotiable with supervisor.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

This guide provides information relevant to the successful negotiation of the unit. Students should be familiar with the rules, policies and procedures outlined in the Macquarie University Handbook (available at <http://handbook.mq.edu.au/2014/>), the Macquarie University Calendar of Governance, Legislation and Rules (available at <http://universitycouncil.mq.edu.au/legislation.html>), and Macquarie University policies, procedures, guidelines and schedules (available at <http://www.mq.edu.au/policy/>).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

The Disability Support provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their academic potential. Service provision is determined on a case-by-case basis following an assessment of a student's needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

For information about registering with the Disability Service and to download the Campus Wellbeing Registration Form and Health professional form go:

http://students.mq.edu.au/campus_life/campus_wellbeing_support_services/disability_service/how_to_register/

You must register annually, irrespective of whether a disability/health condition is temporary, long-term or permanent.

Students wishing to request support services from the Disability Service should make an appointment to see a Disability Advisor IMMEDIATELY AFTER ENROLLING at Macquarie University. If you are not registered with the Disability Service at the time of an assessment task, you may not be provided with any accommodations.

Phone: (02) 9850 7497 TTY (02) 9850 6493

Email: campuswellbeing@mq.edu.au

In person: Level 2, C8A (Lincoln Building).

It is strongly recommended that you contact convenors IMMEDIATELY AFTER ENROLLING (or as soon as possible for temporary disabilities) to discuss adaptations that may assist you in the successful negotiation of units with the Macquarie University Special Education Centre.

Typically, we require a minimum of three weeks notice to be able to ensure that accommodations for Problem Solving exercises or in-class assessments can be put in place. Please contact your unit convenors or Associate Professor Mark Carter **BEFORE 18th August, 2016** to ensure that your needs are met.

MUSEC DISABILITY LIAISON OFFICER: Associate Professor Mark Carter

MUSEC, Building X5A, Room 106

Phone (02) 9850 8694 email mark.carter@mq.edu.au

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

IT Help

Phone: (02) 9850 HELP (4357) (option 1) or Freecall: 1800 063 191

Email: help@mq.edu.au

Face to Face: Building C5C Room 244, Macquarie University

Website: http://mq.edu.au/about_us/offices_and_units/informatics/help/

IT Service Desk Request Form: <https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa>

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Assessment tasks

- Nomination of Program & Child
- Part 1 - Assessment Report
- Part 2 : Program Design
- Part 3: Portfolio of program
- Part 4: Presentation

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical

practices to solve complex problems in the education of students with special education needs.

- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Assessment tasks

- Part 1 - Assessment Report
- Part 2 : Program Design
- Part 3: Portfolio of program
- Part 4: Presentation

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Assessment tasks

- Part 1 - Assessment Report
- Part 2 : Program Design
- Part 3: Portfolio of program

- Part 4: Presentation

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Assessment tasks

- Part 1 - Assessment Report
- Part 2 : Program Design
- Part 3: Portfolio of program
- Part 4: Presentation

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education

needs.

- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Assessment tasks

- Nomination of Program & Child
- Part 1 - Assessment Report
- Part 2 : Program Design
- Part 3: Portfolio of program
- Part 4: Presentation

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Integrate and synthesize theory, knowledge and skills from across the program and apply to professional practice as a special educator in a work-related context.
- Apply clinical judgement in the selection and application of evidence based pedagogical practices to solve complex problems in the education of students with special education needs.
- Apply appropriate professional ethical standards in the implementation and documentation of educational programs.
- Effectively communicate complex ideas regarding program planning and implementation to relevant stakeholders.
- Critically evaluate and reflect on the process and outcomes of educational programs.

Assessment tasks

- Part 1 - Assessment Report
- Part 2 : Program Design
- Part 3: Portfolio of program

- Part 4: Presentation

Changes from Previous Offering

Response to Student Feedback.

Student Feedback to our units is generally very positive, and we retain practices that students appreciate. We have made no changes to this unit as a result of feedback.

General Assessment Information

HERE ARE SPECIFIC DETAILS ON THE FOUR PIECES OF ASSESSMENT FOR THIS UNIT

In general, markers will be looking for the following qualities in your assignments:

Part 1 - Assessment Report

- Includes a succinct description of the individual with special education needs to whom the task will be taught,
- Includes a summary of the methods and results of assessment/analysis .
- Includes a brief comment on the strengths of the individual and one area to be developed.
- Includes a statement of the hypothesis regarding the specific target behaviour or new concept/skill to be developed.

Note that the statement of the hypothesis must be consistent with the results of the assessment/analysis. (300 - 500 words)

Part 2 - Program Design

- Includes specific teaching objectives.
- Includes a brief review of any relevant literature on the teaching of similar tasks to individual with special education needs.
- Includes a description or analysis of the specific target behaviour or concept/skill to be taught.
- Includes a description of the teaching methods to be used.

The plan for the program design shall include a description of the intervention, including a description of how the replacement behaviour or new concept/skill will be taught. Students must also review one previous study that has evaluated their recommended intervention approach to justify your use of this procedure. The program design also includes a description of the plan for evaluating the intervention using direct observation for data collection (800 - 1000 words).

Part 3 - Portfolio of Program Implementation

- A brief description of the teaching sessions (including lesson plans)
- Charting of progress made by the learner/s
- A brief description of how the intervention was evaluated (to assess whether or not it was in fact working).
- Critical reflections and evaluation of the progress made by the individual with special education needs.
- Recommendations for the future

Phase 2 was the plan. Now students are to implement a series of lessons incorporating on going records of their observations of the target individual with special education needs' learning; reflections on teaching and learning outcomes; and write up the results. The portfolio should describe the intervention program. This description should be sufficiently detailed to enable another teacher to be able to implement the intervention in the classroom. Describe the progress of the individual with special education needs. Evaluate and reflect on the program implementation. Describe how the data was collected. Describe how the intervention program was evaluated (to assess whether or not it did in fact work). This evaluation should include the collection of objective data on the target behaviour and replacement behaviours; or concept/skill development, via direct observation to evaluate the effects of the intervention program. Finally, students are to make 1-2 recommendations for future instruction of the target skill that could be offered to the individual with special education needs' parent or teacher (1,000 - 1,500 words).

Part 4: The Presentation

Students are to record a short presentation (using up to 10 supporting power point slides) documenting the overall case study and intervention program discussing the relative strengths and weaknesses of the program.

Required Unit Materials and Readings

Text

There is no set text for this unit.

However students may find the following text (which was recommended for other units in this program of study) useful:

Alberto, P. A., & Troutman, A. C. (2013). Applied behaviour analysis for teachers (9th ed.). Upper Saddle River, NJ: Pearson

Other Readings

There are no required readings for this unit.

A few suggested readings may be uploaded to the ilearn site over the course of the semester - depending on student need.

Students may download these from the Multisearch section of the Library website.

Unit Web Page

Access

An iLearn website has been established to support this unit. The site will offer the option of discussion forums on specific topics and Dialogue (private communication) within the unit. Required study materials, review quizzes and assessment information are available on the website.

You should check the website (General Discussion Forum and your Dialogue) at least ONCE EVERY 48 HOURS. You will NOT receive any material in the mail.

ALL communication is through the website.

The website may be accessed at:

<https://ilearn.mq.edu.au>

Information about using iLearn is available at:

http://www.mq.edu.au/iLearn/student_info/

This page includes information and links (on the left hand side of the page) about topics such as: navigating iLearn, using discussion forums, getting started with iLearn.

How do I get a password?

Information on first time log in and passwords is at

<https://mypassword.mq.edu.au/index.php?screen=MQInitPW>

You will need your Student OneID number, surname and date of birth.

What if I have password problems or need IT help?

If you have password problems or any other difficulties accessing the website, please contact:

Student IT Help

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face-to-face: Building C5C, Room 244

Website: <http://www.mq.edu.au/onehelp/>

Onehelp Ticket Lodgement: <https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa>

PLEASE NOTE:

If you have contacted IT Help and still have difficulties obtaining your user name and password

and are **UNABLE** to access unit websites **at the end of the first week of semester**, please contact Natalie Watson (natalie.watson@mq.edu.au) at MUSEC. Arrangements may be made to email you important study materials.

Where Do I Start

To get you started in this unit, tick off each action as you complete it.

ACTION	COMPLETED
Carefully read this unit guide	
Carefully read this unit guide a second time	
Complete your 100 word Nomination Statement and submit it via the unit ilearn web page as soon as possible within the first week of semester.	
If you have no access to a potential target child with a special education need for the purposes of the assessment in this unit, then contact the course convenor via the Dialogue site on ilearn within the first week of semester to discuss your options for accessibility to learners.	
Go to the unit website (from Friday 29th July, 2016) and check Dialogue and Discussion Forums for messages.	
If you have problems accessing the site contact IT Help urgently.	
Go to the START HERE section of the website, read and follow the instructions.	

Changes since First Published

Date	Description
21/07/2016	Updated description of staff member