



# SPED823

## Students with High Support Needs: Curriculum and Instruction

S2 External 2016

*Institute of Early Childhood*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Credit points

4

Prerequisites

Admission to GradDipSpecEd or MSpecEd

Corequisites

SPED822

Co-badged status

Unit description

This unit examines curriculum issues and instructional strategies for students with high support needs. It provides a practical introduction and guide to developing relevant and meaningful educational programs within the context of contemporary policy and 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:

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.

Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.

Generate creative solutions to complex educational problems.

Think critically to generate and evaluate complex ideas relevant to special education policy and practice.

Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.

Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.

Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## General Assessment Information

### General Assessment Information

#### Rationale for Modes of Assessment

Assignments are designed to enable you to reflect more deeply on a particular problem or scenario and to write a considered response. Problem Solving Exercises are designed to assess understanding, problem solving and application of concepts, principles and strategies covered in the unit. The Problem Solving Exercises may address skills such as assessment, writing objectives and selecting, applying and justifying intervention and assessment strategies.

#### Grading Procedures

Results for assessments will be reported as Grades (i.e., HD, D, Cr, P, F). Where the 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 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 descriptors ( 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 and 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.

### **Marking Criteria and Performance Descriptors for Problem Solving Exercises and Assignment**

In general, markers will be looking for the following qualities in your responses to the questions and scenarios in problem solving exercises and assignments:

- Concise address of the critical points in the scenarios provided.
- Appropriate critical analysis and justification where needed.
- Integration of information from relevant content in the unit.
- Quality of critical analysis
- Evidence of generalisation of the concepts and principles addressed in the unit to new examples
- Evidence of a deep understanding of the range of factors underpinning assessment and intervention.

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 generalise 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). You must, however, gain an overall pass on the two problem solving exercises and the assignment.

**Resubmission of assessments and assignments is not permitted.**

### Disruption to studies and extensions for assignments and problem solving exercises.

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date or a later date for completion of a Problem Solving exercise. Reasons for the extension need to be documented through the disruption to studies process accessible through [ask.mq.edu.au](http://ask.mq.edu.au) and supported ( eg., 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.

Disruption due to work commitments require a Statuary 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 the 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:

- . Consult the member of staff who marked the work.
- . 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 postgraduate coursework program requires a clear pass (i.e., a final 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.

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>Problem Solving Exercise 1</u>	45%	13.9.2016
<u>Problem Solving Exercise 2</u>	45%	15.11.2016
<u>Assignment</u>	10%	27th September, 2016

### Problem Solving Exercise 1

Due: **13.9.2016**

Weighting: **45%**

Problem Solving Exercises consist of a series of practical problems. The problems presented are typically scenario based and require the practical application of principles and knowledge addressed in the unit. The assessment may involve the presentation of video and/or text-based scenarios. Many questions will be similar in format to the problem solving activities presented during topic seminars, on the discussion forum and during problem solving review seminars for the unit and these will provide excellent preparation for Problem Solving Exercises. For example, students may be required to; describe, identify or give examples of problems related to learning; develop or critique goals or objectives; adapt curricula for students with high support needs; analyse, justify and/or develop support or intervention strategies.

The first Problem Solving Exercise will cover the first six topics and the second will cover the entire unit, but will have a focus on the last four topics.

A Problem Solving Exercise is an open book assessment of three hours duration. The Problem Solving Exercises will be completed in class (or with a supervisor for distance students). They may use both video segments and text-based scenarios or questions. You may bring any paper-based materials to the assessment including textbooks and your own notes. PLEASE NOTE THAT SHARING OF MATERIALS WILL NOT BE ALLOWED IN PROBLEM SOLVING EXERCISES UNDER ANY CIRCUMSTANCES. You may not use electronic devices such as computers, iPads or other tablets, or phones.

**Problem Solving Exercises are designed to assess your competency with the material covered in the unit and, consequently, a high pass mark is typically set.**

The specific instructions for each Problem Solving Exercise will be on the first page of the question paper. You may only write on the question paper provided. Any breaches of the instructions (for example, using your own paper to make notes about questions, taking any notes out of the room where the Problem Solving is held) may result in zero marks being awarded for that exercise, or zero marks being awarded for some questions.

**NOTE: You must bring your student ID or Campus Card with you to the Problem Solving Exercise and display it on your desk.**

Information about Campus Cards is at



[http://students.mq.edu.au/services\\_and\\_facilities/  
services\\_facilities\\_a-z/campus\\_card/](http://students.mq.edu.au/services_and_facilities/services_facilities_a-z/campus_card/)

## When are Problem Solving Exercises held?

For students completing the exercises on-campus, Problem Solving Exercises are held:

**13th September, 2016**

**15th November, 2016**

There will be two sessions each day, one at 10am and one at 5.00pm. **Students are required to indicate which session they will attend via the Choice activity on the iLearn site. The Choice activity will be open for 48 hours following a notice in the general discussion. Students must respond in this timeframe or they will be allocated to a session.**

Problem Solving Exercises need to be completed by **distance students** with a supervisor as follows:

Should be completed between Problem Solving 1

Monday 12th September

and

Sunday 18th September

Problem Solving 2

Monday 14th November

and

Sunday 20th November

**If a Problem Solving Exercise is completed outside these dates without a serious reason and without the approval of your unit convenor and Dr Alison Madelaine, you may be awarded an F grade.**

## Where are they held?

Compulsory Problem Solving Exercises will be held at MUSEC (Building X5A) to supervise internal students and external students who live in the Sydney metropolitan area. The Sydney metropolitan area is considered to be the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the North. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Alison Madelaine). Under all but exceptional circumstances (e.g., documented medical problems) it is expected that students residing in the Sydney metropolitan area will attend the on-campus assessment session.

Distance students living outside the Sydney metropolitan area will need to make arrangements for an appropriate, approved supervisor **before the end of the second week of the semester (FRIDAY 12th August).**



**Students who normally live within the Sydney area, but who will be out of Sydney at the time of a Problem Solving Exercise MAY NOT ARRANGE external supervision.**

**Requests for supervisor changes may be considered for students permanently changing location but WILL NOT be considered for students travelling during the semester.**

**Students are required to be available for the entirety of the official examination period.**

## **What are the special arrangements for distance students?**

Off-campus completion of Problem Solving Exercises is also available as an additional support to students who enrol in external mode and reside outside the Sydney metropolitan area. The Sydney metropolitan area is considered to be the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the North. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Alison Madelaine).

You need to nominate a supervisor to receive the materials and supervise Problem Solving Exercises and feedback sessions. You must also complete a Statutory Declaration stating that you will not have any unsupervised access to Problem Solving exercises and feedback materials. Under normal circumstances, supervisors would have a working relationship with you but must not be personally related to you or in a subordinate role. Appropriate supervisors could include a head/executive teacher, school principal or school counsellor. Friends or acquaintances will not be accepted as supervisors. It is your responsibility to locate an appropriate supervisor who is acceptable to the External Student Supervision Coordinator (Dr Alison Madelaine). The acceptance of nominated supervisors is entirely at the discretion of the External Student Supervision Coordinator. Under normal circumstances, materials will only be sent to the supervisor at a work postal address. If you wish to discuss the suitability of a potential supervisor, please contact Dr Madelaine by phone on (02) 9850 9699 or email ([alison.madelaine@mq.edu.au](mailto:alison.madelaine@mq.edu.au)).

You must also complete a **Statutory Declaration** stating you will not have any unsupervised access to the Problem Solving exercises or feedback materials.

A SUPERVISOR NOMINATION FORM IS PROVIDED FOR DOWNLOAD IN THE FIRST SECTION OF EACH UNIT GUIDE.

A STATUTORY DECLARATION FORM IS PROVIDED FOR DOWNLOAD IN THE ILEARN SITE FOR EACH UNIT.

## **Completing the Statutory Declaration**

You must complete ONE Statutory Declaration to cover all units you are attempting each semester. **It is your responsibility to ensure that you read and understand the requirements of the Statutory Declaration, and that you supply all required information.** Your Statutory Declaration must be witnessed and signed by a suitable person (see the list on the form). For most students, the preferred witness would be your school principal. The form must be returned with your supervisor nomination form(s) to Dr Alison Madelaine.

If there is a violation of the Statutory Declaration you must contact Dr Alison Madelaine and the unit convenor as a matter of urgency.

The supervisor nomination form and Statutory Declaration must be returned to MUSEC by the end of the second week of the semester (**FRIDAY, 12TH AUGUST**). Nomination forms will not be accepted after this date and you will have to complete Problem Solving Exercises on-campus or withdraw from the unit. **This deadline is ABSOLUTELY NOT negotiable. That is, if you fail to submit a supervisor nomination by the deadline, you MUST attend the specified on-campus session or withdraw from the unit.** You will receive an emailed acknowledgement of your supervisor nomination. If you do not receive an acknowledgement, your nomination has not been received and you must contact the External Student Supervision Coordinator urgently.

\*\*\*Please note that you need to provide a separate supervisor nomination form for EACH unit you are enrolled in. You should receive an acknowledgement for EACH unit you are enrolled in. You need only return one Statutory Declaration, but indicate which units you are completing.

Supervisors should be aware that they would be required to supervise you for two Problem Solving Exercises of 3 hours each. They will also need to supervise you for two feedback sessions lasting up to 1 hour each.

Further, they will be required to certify that appropriate conditions have been in place. Supervisors may do other work while you are completing the assessment/feedback sessions but they must remain with you. Acting as a supervisor is voluntary but supervisors do receive a formal letter of appreciation.

Problem Solving Exercises will be posted to your supervisor approximately one week before the due date and you will have a one-week window in which they must be completed and returned.

**It is critical that the assessments are completed in the date range specified.**

**It is essential that a correct WORK address is provided for your supervisor, and that other information on the Supervisor Nomination Form is accurate.**

**The provision of a non-work address (for example, your supervisor's home address) for your supervisor's workplace, or the provision of other misleading information, may be treated as academic misconduct.**

**Please ask your supervisor to carefully check the dates before signing the nomination form to ensure they will be available.**

Please note that you will need access to a computer or DVD player in order to complete the Problem Solving Exercises and/or feedback sessions.

Before EACH Problem Solving Exercise and EACH Feedback Session you will be sent, through Dialogue on the iLearn website, a copy of the letter, instructions and certification form to be sent to your supervisor. You must respond to this message **WITHIN 48 HOURS** to indicate that you have read and understood the conditions of the Problem Solving Exercise or Feedback Session and to confirm that the supervisor's name and mailing address are correct. Problem Solving and Feedback packages will not be mailed out until this confirmation is received.

If you provide a late response, and your assessment package is sent out late, **NO ADDITIONAL TIME WILL BE ALLOWED FOR COMPLETION**. You must still complete the Problem Solving Exercise before the 18th September (first Problem Solving Exercise) or 20th November (second Problem Solving Exercise).

## What happens if my Problem Solving Exercise does not arrive?

We recommend that you check with your supervisor before the day you plan to complete the Problem Solving Exercise that he/she has received the package from MUSEC. If your supervisor has not received the package, we recommend double-checking the internal mail handling within your school or organisation before contacting MUSEC. If the materials cannot be found after a search, contact MUSEC (phone (02) 9850 8708 or email [musec.reception@mq.edu.au](mailto:musec.reception@mq.edu.au)).

## What if I need to change my supervision arrangements?

If your circumstances change and you no longer need to complete a Problem Solving Exercise externally, or if you are able to travel to MUSEC for a feedback session or if there are any other changes to your supervision arrangements, **you must notify the convenors of each unit you are completing AND the External Student Supervisor Co-ordinator.**

**If you complete a Problem Solving Exercise or a Feedback Session with a person who is not an approved supervisor, you may be awarded a Fail grade.**

## How do I get feedback if I attended the on-campus session?

Two feedback sessions are held after Problem Solving Exercises. The dates for these are nominated at the beginning of the semester and students should ensure that they are available for at least 1 of these sessions. Students who attend campus to complete the Problem Solving Exercises are normally expected to attend these sessions for feedback. The answers to Problem Solving Exercises will be presented. Lecturers will overview the general principles, marking key, sample answers and discuss common problems or misconceptions. Students will be able to view their marked Problem Solving Exercises during the feedback sessions, but notes may not be made. Problem Solving Exercises will be returned for this session but they may not be retained.

If you have concerns about Problem Solving Exercises, please make an individual appointment after the feedback session. Individual appointments will not be made to give individual feedback unless students have attended a scheduled session or can provide evidence of unavoidable disruption to study, such as a medical certificate.

## How do I get feedback if I completed the Problem Solving Exercise with an external supervisor?

Feedback seminars will be audio or video-recorded and sent to external students on DVD, along with the marked Problem Solving Exercise. Materials for the feedback session will be posted to your supervisor approximately 2 weeks after receipt of the exercise. Please note that your final results will not be released until all feedback materials have been returned to the University. Please note if you plan to attend a feedback session at MUSEC, you should inform the unit convenor that you do not require the feedback materials.

It is critical for students and supervisors to understand that students may only have access to materials in the presence of their supervisor. This means that the supervisor must post these items back to MUSEC. If a student has **any unsupervised access** to either the Problem Solving Exercises or feedback materials (including posting them to MUSEC), they will automatically be failed on the Problem Solving Exercise, resulting in a failure on the unit. If a student decides to withdraw from the unit, materials must still be returned directly to MUSEC.

## How do I get feedback if I am an out-of-Sydney student and choose to travel to MUSEC for the Problem Solving Exercises?

If you are a distance student, and choose to travel to MUSEC for the Problem Solving Exercises, but do not want to travel to the feedback seminars, you will need to have a supervisor for the feedback sessions. This should be arranged by the end of the second week of semester. If there are any changes to this arrangement, you should notify your unit convenor.

## Is there anything else I should know about Problem Solving Exercises?

Students sometimes think that they do not need to be thoroughly familiar with the material in the unit as the exercises are open book. This is most definitely not the case. You need to be sufficiently familiar with the material to know where to look for material that will enable you to solve a given problem. Also, while you will have time in the Problem Solving Exercises to check a detail or look at an example, you will NOT have time to read chapters or review topics that have not been adequately covered in the first instance.

## What if I am unable to complete a Problem Solving Exercise?

If you are unable to attend a Problem Solving Exercise, **you should submit a disruption to studies form** through ask.mq.edu.au. It is advisable to contact your unit convenor prior to submitting the request.

Reasons for the extension need to be documented through the disruption to studies process accessible through ask.mq.edu.au and supported with documentation (eg. a Professional Authority Form).

Extension will only be granted in receipt of the completed form submitted through askMQ, plus documentation. Further information about special consideration is in the General Assessment Information section.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

## How do I get the results of Problem Solving Exercises?

Marked Problem Solving Exercises will be available for reviewing at the following Feedback Seminars.

Grades for the Problem Solving Exercises will be posted on the unit website, in GRADES under the TOOLS tab.

**Please note that it is Centre policy that results will not be given over the phone or by email.** Please visit the unit website for information.

On successful completion you will be able to:

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.

- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education policy and practice.
- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.
- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## Problem Solving Exercise 2

Due: **15.11.2016**

Weighting: **45%**

**See Problem Solving Exercise 1 for full details of Problem Solving Exercises**

On successful completion you will be able to:

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education policy and practice.
- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum

and instruction in special education.

- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## Assignment

Due: **27th September, 2016**

Weighting: **10%**

The assignment will present tasks related to the education of students with high support needs. The assignment will be available from the unit website from the date of the first Problem Solving Exercise ( 13.9.2016). Assignments should be submitted via the link to Turnitin that is provided on the web site.

### What is required for the assignment?

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.

You must complete the cover sheet provided for each assignment.

### How do I submit my assignment?

You will submit your assignment 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 for failing to write your name on the assignment.

### KEEP A COPY OF YOUR ASSIGNMENT

### How do I use the assignment cover sheet?

The cover sheet will be attached to the assignment (available on the iLearn website). Note that the checklist on the assignment must be completed or your assignment will not be accepted. You will be notified through Dialogue that your assignment was not acceptable and you will need to submit the assignment again with a completed cover sheet. Note that typing your student number on the coversheet is considered equivalent to providing a signature.

### Can I submit a late assignment?

Assignments (either original submissions or resubmitted assignments) received after the due date will be accepted provided they are received no later than **ten 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 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 Drive Crashed, My Pet Hippopotamus Ate my Computer etc?**

Computer problems will not be accepted as reasons for extensions. You are responsible for making sure your work is adequately backed up. Make sure your work is regularly backed up on a USB drive or to a cloud-based backup and don't leave your submission to the last minute. Always keep your hippopotamus and 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 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. You may submit your assignment as many times as you wish before the due date and only the last submitted version will be marked.

### **How do I Know My Assignment Submission was Successful?**

Staff will NOT respond to requests to confirm that assignments have been correctly submitted. You will receive an email receipt on successful submission of your assignment in your student email 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.au](http://ask.mq.edu.au) and supported with documentation ( eg. 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 unit coordinator via Dialogue **prior to submitting their request through** [ask.mq.edu.au](http://ask.mq.edu.au)
- Extension will only be granted in receipt of the completed form submitted through askMQ, 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 limit.

### **How will I get feedback for my assignment?**

Individual feedback will be provided electronically. Assignment marks will be available in GRADES.

### **Can I resubmit an unsatisfactory assignment?**

Resubmission of unsatisfactory assignments is not permitted.

On successful completion you will be able to:

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
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- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.
- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## Delivery and Resources

### General Organisation of the Unit

The unit is organised in External mode only, and is organised in a flexible delivery format. A combination of seminars, readings, and Internet delivery is employed. There will be some compulsory and optional on campus sessions for students living in the Sydney metropolitan area. Please see the 'Unit Schedule' for further details.

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

Delivery is designed such that students may seek as much or as little assistance as required in completing the 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 topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

### Unit delivery: Teaching and Learning Activities

Readings are designed to prepare students for the seminars as well as broaden their understanding of topics.

Students participate in Discussion Forums on the subject web site, complete the Review Quizzes for each topic on the web site, complete the assigned readings and activities in the Study Guides and seminars, and complete any additional exercises for each topic.

Students who attend on-campus optional seminars will participate in individual and small group activities and discussion.

### Changes Made Since the Last Offering of the Unit.

On line participation is no longer applicable to this unit. The assessment tasks have been changed.

### Response to Student Feedback

Student feedback to our units is generally very positive, and we retain practices that students appreciate. We have made some changes to units as a result of feedback:

Provision of supplementary exercises for problem solving sessions

Discussion forum posts are now optional

Two feedback sessions are offered after each problem Solving Exercise

Assessment quizzes have been removed

### Optional Seminars

These are typically used for delivery of new content or review. See the "Topics" table for further

details. Any student may choose to attend an optional seminar.

As this unit is available externally, there will only be optional seminars to offer Feedback to students. Students should check the 'Unit Schedule' for dates. Note that students living outside the Sydney Metropolitan area will have access to feedback via their nominated supervisor.

## Feedback Seminars

At these seminars students may view their marked Problem Solving Exercises and the lecturer will discuss each question and respond to questions. Students who attend these sessions may make an appointment for further individual feedback if they wish. Feedback seminars will be offered more than once for each Problem Solving Exercise. Students should be aware that if they choose not to attend these seminars, individual appointments will not be made unless there is a serious reason for non-attendance (such as a documented illness). The seminars will be recorded for distance students outside the Sydney area who have an approved supervisor (see ASSESSMENT) to view under supervision.

## Compulsory Seminars - Problem Solving Exercises

External students living in the Sydney metropolitan area and all internal students **must** attend in-class assessment seminars. There is no compulsory on campus attendance for students completing the unit externally outside the Sydney metropolitan area. The Sydney metropolitan area is normally considered to be the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the north. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Alison Madelaine).

## Drop-in Sessions

Drop-in sessions will be offered this semester. Consult the Unit Schedule for times and date. Students should contact the unit convenor to make an appointment if they have concerns about their progress in the unit. Unit convenors are contactable via email and phone.

## Review Quizzes

Generally, there will be a Review Quiz for topics in the unit, available on the unit website. These quizzes enable you to monitor your own learning. The review quizzes will remain open throughout the semester.

## What are Review Quizzes?

Review quizzes are online assessments in multiple-choice format. There is one quiz for each topic in the unit. We strongly suggest you complete the Review Quiz for each topic as a means of monitoring your own learning.

## How do I do Review Quizzes?

The quizzes may be taken by logging into the unit web site and scrolling down to the link to the quiz within each topic section.

## **I'm concerned about doing an online quiz. What should I do?**

A "dummy quiz" has been set up to give you some practice and allow you to get used to the quiz module. You may attempt the dummy quiz as many times as you like. It is strongly recommended that every student attempt the dummy quiz each semester. The dummy quiz is in the first section of the website under the heading "THINGS YOU SHOULD DO" and "Attempt the Dummy Quiz". Click on the link to open the quiz.

## **How do I know my attempt at a review quiz has been successful?**

You will receive confirmation that your quiz has been submitted. Your mark will be available in "GRADES" under the TOOLS tab on the left hand side of the webpage. Once you have completed a quiz, you should be able to view your answers and the feedback. If you are concerned about your mark, contact the unit convenor to discuss your results.

## **How many times may I attempt a quiz?**

You may attempt review quizzes as often as you like. Review quizzes are not part of the assessment, they allow you to monitor and review your own learning.

## **I can't access the quiz or it won't work correctly?**

Such problems are ALMOST ALWAYS RELATED TO USING AN INCORRECT BROWSER. Firefox is the recommended browser for iLearn. Contact IT help if you have problems.

## **Downloadable Documents**

**ALL** study guides and resource materials must be downloaded from the website. Readings must be downloaded from the Multisearch website in the library, or from other sites as indicated in the study guides.

## **ECHO**

### **What is ECHO?**

Topics in this unit will involve a seminar recording via ECHO and will be accessed through links on the relevant topic pages. These presentations will typically consist of video or audio. They are accessed from the unit website. The presentation may include elucidation of the readings, additional information and practical exercises. Seminars should be viewed after you have completed the relevant reading for the topic.

Information about using ECHO is available at

[http://www.mq.edu.au/iLearn/student\\_info/lecture\\_recordings.htm](http://www.mq.edu.au/iLearn/student_info/lecture_recordings.htm)

and

[http://www.mq.edu.au/iLearn/student\\_info/podcasts.htm](http://www.mq.edu.au/iLearn/student_info/podcasts.htm)

### **What do I need to do before I access ECHO?**

In order to use ECHO 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

ECHO, if it is not already installed on your computer.

## **What if I can't get ECHO working?**

Don't panic. Contact the Student IT Helpdesk. Contact details can be found in the "IT HELP" section

## **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.**

There will be a discussion Forum for each Module topic where students have the option to post questions or comments and discuss the issues raised during the unit

Contributions to the online discussion forum are not compulsory but can be a beneficial way of exchanging ideas and discussing unit content with other students.

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.

## **Announcements/General Discussion**

**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.

## **DVD**

Feedback on Problem Solving Exercises for students outside the Sydney area and for international students will be presented on DVD. You should check that you have access to a suitable DVD player or computer.

Enquiries regarding all dispatch and student postgraduate materials should be directed to: General Enquiries at MUSEC

## **Unit Schedule**

Classes

All seminars are in Room 130 at MUSEC Building X5A. There are **two compulsory assessment seminars** that **MUST** be attended by internal students and external students living in the Sydney metropolitan area. All remaining seminars are optional.

**NOTE:** Only afternoon seminars are available, except for the compulsory assessment seminars,

which will be available in both the morning and afternoon.

Seminars will vary in length depending on the content to be covered.

All sessions are held on TUESDAY.

Date	Time	Seminar Format
2/8	5pm-6pm	Optional Seminar: Unit Organisation/Introduction
9/8	5pm-6pm	Drop-in session
16/8	5pm-6pm	Drop-in session
23/8	5pm-6pm	Drop-in session
6/9	5pm-6pm	Drop-in session
6/9	5-6pm	Optional Problem Solving Exercise Review
13/9	10am-1pm or 5pm-8pm	Problem Solving Exercise I COMPULSORY SEMINAR (for internal students and external students living in the Sydney metropolitan area)
19/9 TO 2/10		UNIVERSITY RECESS
4/10	5-6pm	Optional Feedback session
11/ 10	10am-11am	Optional Feedback session
18/ 10	5-6pm	Drop-in session
25/ 10	5-6pm	Drop-in session
1/11	5-6pm	Drop-in session
8/11	5pm-6pm	Optional Problem Solving Exercise review

15/ 11	10am-1pm or 5pm-8pm	Problem Solving Exercise II  <b>COMPULSORY SEMINAR (for internal students and external students living in the Sydney metropolitan area)</b>
22/ 11	5-6pm	Optional feedback seminar
29/ 11	10am-11am	Optional feedback seminar

The following table gives an overview of topics covered in the unit and the recommended completion dates.

Topic	Recommended Completion Date	Content	Format
1	7/8	Introduction	iLecture (2 hr 10 min)
2	14/8	Inclusion	iLecture (1 hr 20 min)
3	21/8	Working in a Team	iLecture(1 hr 5 min)
4	28/8	Assessment and Program Design	iLecture (2 hr 20 min)
5	4/9	Issues in Curriculum Design	iLecture
6	11/9	Teaching for Acquisition	iLecture (1 hr 45 min)
7	16/10	Introduction to Communication	iLecture(1 hr 30 min)
8	23/10	Introduction to Challenging Behaviour	iLecture
9	30/10	Teaching for Maintenance and Generalisation	iLecture
10	6/11	Monitoring and Evaluation	iLecture (1 hr 12 min)

## 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](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](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/](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](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](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/](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](http://ask.mq.edu.au).

## 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](http://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.

The Disability Service 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/](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](mailto: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 and Associate Professor Mark Carter BEFORE the 18th August to ensure your need are met.**

MUSEC DISABILITY LIASON OFFICER : Associate Professor Mark Carter

MUSEC, Building X5A, Room 104

Phone (02) 9850 7880      email: [mark.carter.mq@gmail.com](mailto:mark.carter.mq@gmail.com)

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://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/](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.

## **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**

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education policy and practice.
- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.
- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

#### **Assessment tasks**

- Problem Solving Exercise 1
- Problem Solving Exercise 2
- Assignment

### **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**

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education policy and practice.
- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.
- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## **Assessment tasks**

- Problem Solving Exercise 1
- Problem Solving Exercise 2
- Assignment

## **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**

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on

advanced understanding of recent developments in research-based practice in special education.

- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education policy and practice.
- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.
- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## **Assessment tasks**

- Problem Solving Exercise 1
- Problem Solving Exercise 2
- Assignment

## **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**

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education

policy and practice.

- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.
- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## **Assessment tasks**

- Problem Solving Exercise 1
- Problem Solving Exercise 2
- Assignment

## **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**

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education policy and practice.
- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.

- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## **Assessment tasks**

- Problem Solving Exercise 1
- Problem Solving Exercise 2
- Assignment

## **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**

- Creatively design or adjust curriculum, and instructional strategies, based on advanced understanding of recent developments in research-based practice in special education.
- Select or design assessment tasks, monitoring and evaluation procedures based on advanced understanding of recent developments in research-based practice in special education.
- Review, analyse, consolidate, and synthesise knowledge relevant to professional practice in special education in inclusive and specialised settings.
- Generate creative solutions to complex educational problems.
- Think critically to generate and evaluate complex ideas relevant to special education policy and practice.
- Effectively communicate an understanding of theoretical concepts relevant to special education policy and practice to a variety of audiences, including parents and professionals.
- Make high-level and independent judgements in the areas of assessment, curriculum and instruction in special education.
- Initiate, plan, implement and evaluate strategies for assessment, curriculum and instruction in special education with professional responsibility and accountability.

## **Assessment tasks**

- Problem Solving Exercise 1
- Problem Solving Exercise 2



- Assignment

## Required Unit Materials and Readings

### Text

The text for the unit is:

Westling, D. L., Fox, L., & Carter, E (2015). Teaching students with severe disabilities, loose leaf version (5/e). Upper Saddle River, NJ: Prentice Hall.

Other Required Reading:

Compulsory readings may be downloaded from Multisearch section of the Library web site at: <http://www.library.mq.edu.au> or from sites as advised in the study guides.

Required readings should be completed prior to viewing the relevant Echo360 recording, iLecture or seminar and in conjunction with the study guide.

## 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/](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 data 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](mailto: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 MUSEC ([musec.reception@mq.edu.au](mailto:musec.reception@mq.edu.au)). 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	
Organise purchase of the textbook	
Go to the unit website (from Friday 29th July) 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.	
While you are on the website, check the Practicum arrangements associated with your unit and course and download the Practicum Handbook.	
Go to the Topic 1 section of the website and follow the instructions.	

## Changes since First Published

Date	Description
20/07/2016	General assessment information was moved to the correct section.