



SPED828

Professional Practice in Special Education

S1 Day 2017

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Mark Carter

mark.carter.mq@gmail.com

Contact via Dialog

X5A Room 113

By appointment

Lecturer

Sally Howell

sally.howell@mq.edu.au

Contact via Email

By appointment

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

Overview of Assessment Requirements

This is a unit of study where each student develops an individual case study project. As a capstone unit, SPED828 is designed to be an independent study unit with limited supervision. Please note that there are no compulsory seminars, classes nor lectures to attend for this unit. Nonetheless, there is a lot for you to do over the semester. It is very important that you get started immediately on your case study project.

Based on the knowledge and skills gained in your program of study, you are expected to design and implement a special education intervention. The program would normally be conducted in your workplace but, for full-time students, interventions may be conducted in the on-site school, in negotiation with the principal (Dr Sally Howell). It would normally be expected that your intervention will consist of approximately 20 lessons over four weeks of instruction. Variations may be appropriate and these should be discussed with your supervisor. Your intervention may be with a class, small group or individual learner. The program may address any relevant area (e.g., reading, math, social skills, communication) but must be approved by your supervising academic. The program may be one you have developed yourself or an appropriate commercial or packaged program.

Please note that you may submit your assignments early. If you do so, notify your supervisor so they can be marked as soon as possible.

Supervisor Consultation Times

Students are expected to design and implement the program with limited guidance from their supervisor. Students will, however, be able to contact the unit convenor (or other appointed supervisor) for guidance on specific questions at nominated times during the semester. The supervisor consultation times will be provided on the unit website in the first two weeks 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 times.

General Requirements

Good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly.

Assignments should be consistent with APA Publication Guidelines. In particular, attention should be given to referencing, levels of headings and tables and figures.

Referencing

Your assignment should be formatted according to APA 6th Edition guidelines.

How do I Submit My Assignment?

You should save your work as a Microsoft Word file or RTF. The document should be named according to your surname and first initial (eg SmithJ SPED828.doc). You must submit your Assignment to the iLearn site. This will include a plagiarism check (TURNITIN). Due to size limitations of the online submission system, presentations should be submitted to your supervisor on a USB drive or DVD.

KEEP A COPY OF YOUR ASSIGNMENTS.

Can I Submit a Late Assignment?

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

Assignments received after the due date will be accepted provided they are received no later than 5 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 5 days, except when an extension has been applied for before the due date and granted. Note that the 5 day period of grace applies only to the original due date. No period of grace applies when an extension has been granted.

What if My Hard Disk 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.

How Do I Know My Assignment Submission was Successful?

There are two options for you to see your uploaded Assignments. 1. Return to the Assignment activity submission point where the uploaded file will be viewable. 2. If the Activities block is available for the unit, click on the Assignments link. All Assignment activities, including those that are 'already open' and 'closed', will be viewable here. **You will receive an email to your student email address on successful submission of an assignment. No claims regarding**

missing assignments will be considered under any circumstances without a copy of this email. KEEP A COPY OF YOUR ASSIGNMENT.

Special Consideration and Extensions

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies

Extension requests should be submitted before the due date. Extensions are usually not granted on the due date. Post-due date applications for extensions will not be considered under any circumstances except when the student can provide documentary evidence that it was impossible to complete a special consideration form before the due date. Extension requests for events after the original due date will not be considered

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 HECS census date.

Performance Descriptors for Assignments

High Distinction	There is pervasive demonstration of deep understanding of key principles relating to assessment and programming. There are appropriate and concise justifications, descriptions or analysis integrating relevant information. There is no evidence of consequential gaps in understanding. An extremely high level of technical skill is evident and interpretation of assessment and programming data are near flawless. The standard of written expression is flawless and there is accurate use of APA style.
Distinction	There is extensive demonstration of understanding of key principles relating to assessment and programming. There are appropriate and concise justifications, descriptions or analysis integrating relevant information. There are only minor gaps in understanding. A high level of technical skill is evident and interpretation of assessment and programming data are excellent. The standard of written expression is near flawless and there is accurate use of APA style with only very minor errors being evident.
Credit	There is good demonstration of understanding of key principles relating to assessment and programming. There are appropriate and concise justifications, descriptions or analysis integrating relevant information. There may be some gaps in understanding but these would not compromise implementation. A very good level of technical skill is evident and interpretation of assessment and programming data are good. The standard of written expression is very good and there is accurate use of APA style with minor errors being evident.
Pass	There is sound demonstration of understanding of key principles relating to assessment and programming. For the most part, there are appropriate and concise justifications, descriptions or analysis integrating relevant information. There may be gaps in understanding but these would not compromise program quality to a consequential extent. A solid level of technical skill is evident and interpretation of assessment and programming data are sound. The standard of written expression is sound and there is accurate use of APA style with minor errors being evident.

Fail

There is inadequate demonstration of understanding of key principles relating to assessment and programming. Justifications, descriptions or analysis integrating relevant information may be inadequate. There are substantial and significant gaps in understanding that would clearly compromise program quality to a consequential extent. Technical skill and/or interpretation of data are not satisfactory, The standard of written expression may be unsatisfactory and major errors in APA style may be evident.

How Will I Get Feedback on My Assignments?

Your marked assessment tasks, along with feedback information, will be made available in the Assessment section of the web site where it was submitted.

Resubmission

Resubmission of assessments and assignments is not permitted.

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 policy to double mark all failing assessments.

The decision of the unit convenor is final.

Appeals Against Final Unit Grades

Students should refer to the Grade Appeal Policy at <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html> and the Grade Appeal Procedures at <http://www.mq.edu.au/policy/docs/gradeappeal/procedure.html>

Grade Appeals must be submitted within 20 days of the release of the unit results.

Grade Appeals are submitted through ask.mq.edu.au

Academic Honesty and Plagiarism

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

These are on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what academic honesty and plagiarism are, how to avoid plagiarism, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee. Details of possible penalties are at http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html

Other important points:

- Close paraphrasing of another persons' writing is considered to be plagiarism. You must express ideas using your own words.
- Claim of ignorance of the University policy on plagiarism is NOT a defence. If you do not understand the preceding information, please seek advice from a member of the academic staff.

Transcript Numerical Grades

Your overall unit result will be assigned a numerical grade (NG) 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, and Fail grades below 49.

Final Result Grade Descriptors

The following generic grade descriptors provide university-wide standards for awarding final grades.

High Distinction: Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

Distinction: Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Credit: Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

Pass: Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

Fail: Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Satisfactory Progress

If you fail more than 51% of your units in a semester, you will be subject to review.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Proposal</u>	0%	No	9/3/17
<u>Assessment and Program Design</u>	40%	No	13/4/17
<u>Portfolio of Implementation</u>	40%	No	9/6/17
<u>Presentation</u>	20%	No	9/6/17

Proposal

Due: **9/3/17**

Weighting: **0%**

Submit a brief proposal (100 words) maximum describing your project. You should include a description of your learners or learner, context in which the teaching will occur and the skill or skills to be taught.

On successful completion you will be able to:

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

Assessment and Program Design

Due: **13/4/17**

Weighting: **40%**

Report on student assessment procedures, analysis of results, justification and documentation of proposed program design. Length will vary depending on the details of your program but recommended length is 2,000 to 3,000 words.

Details:

This assignment must be structured using the following headings. In all cases, sufficient detail should be provided to offer the marker with a clear understanding of what you have done (in the case of assessment) or are proposing (in the case of intervention). Appendices may be used for bulky and supplementary material and these do not contribute to the suggested word count.

1. Description of Learner(s)

Provide a succinct description of the learner(s) to whom the skill will be taught. Normal ethical and professional standards apply here with regard to confidentiality and no identifying

information should be provided. First names only or pseudonyms should be employed.

2. Description of Assessment Content and Procedures

Provide a clear and concise description of the assessment content (scope and sequence) as well as procedures used during the assessment.

3. Results and Interpretation of Assessment

Provide a comprehensive summary of the assessment results as well as a summary of the findings and implications for programming.

4. Instructional Objective or Objectives

An instructional objective or objectives should be presented appropriate to the skill or skills being taught.

5. Description of Intervention Program Including Monitoring

Provide a clear description of your proposed intervention and data collection strategies. The description of the intervention should include scope and sequence as well as teaching procedures and/or lesson plans, as appropriate.

6. Justification of Proposed Intervention Program

Provide a justification of your proposed intervention program in relation to empirical research evidence. Your justification should consider the strength and extent of available evidence. Your justification may be in terms of specific techniques employed (e.g., progressive time delay fading) or, in the case of a commercial or package program, evaluation studies.

If you are using a commercial or package program there are additional requirements for your justification. In this instance, you are also expected to provide a clear and robust rationale for the selection of the program in relation to alternatives, with a comprehensive address of the relative strengths and weaknesses. You should also outline any adaptations or modifications that may be necessary for your learners. You must articulate the specific features of the program that make it the most appropriate option for your purpose, clearly indicating your understanding of the underlying principles relating to instruction and curriculum design.

7. References

References should be presented in strict APA format.

Your assignment will be evaluated in terms of:

- Technical adequacy:
 - Description of Learner(s)
 - Description of Assessment Content and Procedures
 - Results and Interpretation of Assessment
 - Instructional Objective or Objectives
 - Description of Intervention Program Including Monitoring

- Justification of Proposed Intervention Program
- Supporting References
- Expression (clarity, organisation and use of appropriate academic style and conventions)
- APA Style

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.

Portfolio of Implementation

Due: **9/6/17**

Weighting: **40%**

Portfolio of intervention program implementation including lesson plans, monitoring, and critical reflections and evaluations. Length will vary depending on the details of your program but recommended length is 2,000 to 3,000 words.

Details:

This assignment must be structured using the following headings. In all cases, sufficient detail should be provided to offer the marker with a clear understanding of what you have done. Appendices may be used for bulky and supplementary material and these do not contribute to the suggested word count.

1. Copy of Description of Intervention Program Including Monitoring (with Revisions if Appropriate)

Include a copy of your Description of Intervention Program Including Monitoring (from the preceding assignment) at the start of this assignment. If you have revised the description based on feedback from your supervisor, you **MUST** indicate these revisions using the Track Changes feature of your word processor. This is **MANDATORY**. You may also include a summary of changes made in response to supervisor feedback at the start of this section if this will assist clarity. **NOTE THAT THIS SECTION IS NOT DIRECTLY ASSESSABLE IN THIS ASSIGNMENT BUT MARKER INTERPRETATION OF THE REMAINDER OF THE ASSIGNMENT IS LIKELY**

TO BE SIGNIFICANTLY COMPROMISED IF YOU FAIL TO DOCUMENT REVISIONS CLEARLY OR YOUR INTERVENTION IS NOT WELL DESIGNED.

2. Results

You should include a clear summary of student performance data (e.g., graphs, tables) during your instruction. In addition, at the very least, three examples of raw data you collected should be provided.

3. Interpretation and Critical Reflection

You should (1) provide a clear interpretation of the program with regard to effectiveness (including in relation to the set instructional objectives), (2) describe any changes made to instruction in response to student data and (3) provide suggestions for changes or improvements to the program.

4. References

References should be presented in strict APA format.

Your assignment will be evaluated in terms of:

- Technical adequacy:
 - Results
 - Interpretation and Critical Reflection
 - Interpretation with regard to effectiveness
 - Appropriateness of changes and revisions in response to performance data
 - Suggestions for future changes and revisions
 - Supporting references
- Expression (clarity, organisation and use of appropriate academic style and conventions)
- APA Style

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 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.

Presentation

Due: **9/6/17**

Weighting: **20%**

Presentation with 10 supporting slides. The presentation should be limited to 12 minutes and markers will only mark up to this limit.

Detail:

Your presentation should be in the format of a narrated self-contained PowerPoint file with a maximum of 10 slides. The presentation should be set up to advance slides automatically.

An internet search for the following may assist:

- How to record narration in Powerpoint
- How to Run Powerpoint in Kiosk Mode

The assignment will be evaluated in the following areas:

- Comprehensiveness of presentation (addressing background, assessment, intervention, justification, monitoring (i.e., results), changes and critical reflections, references).
- Clarity of presentation and appropriateness to professional audience

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.

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.

Students are expected to complete this unit with a high degree of independence. Some presentations on key aspects of the project will be offered on-campus and/or online. See the Unit Schedule section of this guide for details.

Technologies Used and Required

The unit uses an iLearn web site. You may access the site from:

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

Zoom Meetings will be used for consultation with the unit convenor for student who cannot attend on-campus. You can sign up to use the service for **free** (<https://www.zoom.us>) and download clients for computers and mobile devices here:

https://www.zoom.us/download#client_4meeting

Details regarding how to join the each meeting will be posted on the iLearn site.

Downloadable Documents

ALL relevant resource materials may be downloaded from the website.

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 also be a Discussion Forum for each topic where students can post questions or comments and discuss the issues raised during the unit. 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

Classes are not compulsory but will be held at 5.30 on Thursday in room X5A130 for those who wish to attend. External students may join the class via Zoom Meeting. The classes documented are the consultation times for the unit convenor. Consultation times for other academic staff will be announced on the iLearn site.

Date	Time	Topic
2/3	5.30pm	Overview (Mark Carter) (recorded for iLearn)
9/3	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
16/3	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
23/3	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
30/3	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
6/4	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
11/5	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
18/5	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
25/5	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)
1/6	5.30pm	On-campus Consultation and Zoom Meeting (Mark Carter)

Note: If no students attend the session or join the Zoom meeting in the first 15 minutes, the remainder of the session will be cancelled.

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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.a>

[u/policy/docs/complaint_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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.

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 Portal

The Student Portal provides the gateway to information for current students. It has been designed to bring all student resources to one location. The Portal contains links to Student email and calendar, online units, eStudent, askMQ and many other student and university resources.

Access the portal at

<http://students.mq.edu.au/home/>

The link for First Time Login is on this page. You must complete this login to get access to other sites such as eStudent.

The link to eStudent is on the Student Portal page.

eStudent is where students can enrol online, change their study programs view their academic record, receive announcements from the university, as well as change some personal information that may become out of date.

End of semester results can be found on the eStudent website.

If you are having problems accessing the site (e.g. password/browser/technical issues) contact the Helpdesk (see the IT Help section of this guide).

Check the eStudent Noticeboard and your university email weekly for important communication from the university such as advice of iLearn outages.

Visit <http://ask.mq.edu.au> to find answers to your student administration questions. Search the Q & A Section for answers and, if you can't find what you're looking for, submit an online enquiry and get a response to your official Macquarie University student email address.

Special consideration forms, grade appeals and grade reviews are submitted through AskMQ.

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.

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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. Please contact your unit convenors or Associate Professor Mark Carter BEFORE the 15th March to ensure your needs are met.

DISABILITY LIAISON OFFICER: Associate Professor Mark Carter

Building X5A, Room 113

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

- Assessment and Program Design
- Portfolio of Implementation
- 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

- Assessment and Program Design
- Portfolio of Implementation
- 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

- Assessment and Program Design
- Portfolio of Implementation

- 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

- Assessment and Program Design
- Portfolio of Implementation
- 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

- Proposal
- Assessment and Program Design
- Portfolio of Implementation
- 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

- Assessment and Program Design
- Portfolio of Implementation
- Presentation

Changes from Previous Offering

Assessment tasks have been consolidated and simplified.

Required Unit Materials and Readings

Text

There is no set text for this unit. Students may find the following texts and readings from all units in their program of study relevant.

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). Arrangements may be made to email you important study materials.