



# EDST8206

## Professional Practice 1: Teaching English in the Primary School

Session 1, Weekday attendance, North Ryde 2020

*Macquarie School of Education*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Convenor

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Credit points

10

Prerequisites

Corequisites

EDST8200

Co-badged status

### Unit description

This unit is the first of a three unit sequence that introduces students to English teaching in the primary years. It includes the first Professional Experience placement for the course. Learning will include a focus on language development, language and literacy in Australian curriculum and other policy documents and quality research-informed teaching strategies. The unit offers a systematic, research-based introduction to foundational knowledge of language and literacies and provides opportunities to develop knowledge of the language system and its uses, purposes, and practices in reading and writing for a range of audiences and purposes and in a range of mediums including visual and multi-modal forms. Learning and teaching will develop understanding of the integration of technology, the role of quality texts in supporting literacy learning and how to nurture creativity and engagement in English during the primary years. Students will also complete a professional experience placement where they work with a Supervising Teacher and gain experience in curriculum, pedagogy, and classroom management in a school environment. During this professional experience placement, students will engage in reflexive practices to evaluate and critique their experiences and knowledge and gain experience in evidence-based teaching 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:

**ULO1:** Analyse the features and role of the language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance one's own and students' learning.

**ULO2:** Evaluate the features of language systems and communication critical to code breaking and meaning making and apply this knowledge to enhance teaching and learning.

**ULO3:** Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.

**ULO4:** Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.

**ULO5:** Develop and apply research-informed strategies to create Syllabus aligned classroom learning experiences that utilise a range of mediums, pedagogies and language modes including multi-modal texts and respond to the diversity of K-6 student

learners.

## Assessment Tasks

### Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

## General Assessment Information

### Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required. (In fact, they just create more scrolling for markers using Turnitin, so please don't use them in EDST8206.)

### Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

**Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

**Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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 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.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

## Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your

judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

## Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the [Academic Integrity policy](#) for more information.

## University policy on grading

### Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

### Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the assessment policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

In order to ensure clear distinctions between grades, final marks of 49, 64, 74 and 84 will not be used. The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (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.

<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.

## Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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

## Units with Submissions of Family & Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

## Confidentiality

Students must respect the need for sensitivity and confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

## Delivery and Resources

### Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: [https://ask.mq.edu.au/account/pub/display/unit\\_status](https://ask.mq.edu.au/account/pub/display/unit_status)

## Prescribed and recommended readings

### Compulsory Texts:

Fellowes, J. & Oakley, G. (2020). *Language, literacy and early childhood education* (3<sup>rd</sup> ed.). Oxford University Press.

Derewianka, B. (2011). *A new grammar companion for teachers*. Primary English Teaching Association.

### Recommended additional texts:

Christie, F. (2005). *Language education in the primary years*. UNSW Press.

Derewianka, B & Jones, P. (2012). *Teaching language in context*. Oxford University Press.

Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2015) (6<sup>th</sup> ed.). *Language and learning: An introduction for teaching*. Oxford University Press.

Hill, S. (2012). *Developing early literacy. Assessment and teaching* (2<sup>nd</sup> ed.). Eleanor Curtain Publishing.

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2<sup>nd</sup> ed.). Primary English Teaching Association Australia (PETAA).

Kalantzis, M, & Cope, B. (2012). *Literacies*. Cambridge University Press.

McLeod, S., & McCormack, J. (eds) (2016). *Introduction to speech, language and literacy*. Oxford University Press.

Moats, L. (2010). *Speech to print: Language essentials for teachers* (2<sup>nd</sup> ed.). Paul H. Brookes Pub. Co.



Tompkins, G.; Campbell, R.; Green, D. (2015). *Literacy for the 21<sup>st</sup> Century: A balanced approach*. Pearson Education Australia.

Walsh, M. (2011). *Multimodal literacy. Researching classroom practice*. Primary English Teachers Association.

Winch, G. (2013). *The grammar handbook*. Oxford University Press.

Winch, G., Johnston, R., March, P., Ljungdahl, L. & Holliday, M. (2020). *Literacy: Reading, writing and children's literature* (6<sup>th</sup> ed.). \ Oxford University Press.

Wing Jan, L. (2015). *Write ways*. (4<sup>th</sup> ed.). Oxford University Press.

## iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection may be included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included under the Leganto link. Please check the iLearn unit regularly.

## Lectures

Lectures are available on the web through ECHO360. You must listen to all lectures if you do not attend these 'live'. Students enrolled in 'weekday attendance' mode are expected to attend all live lectures. PowerPoint slides will be available in the Active Learning Tool.

## Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

## Access and technical assistance

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for uploading your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### **This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

## Structure

The unit will be delivered using a combination of lectures (both live, for 'weekday attendance' students, and pre-recorded), tutorials and 'lectorials' where that format best suits the content. In the lectorials/ tutorials and at on-campus or online sessions for those enrolled in 'infrequent attendance' mode, students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

## Attendance Requirements

Attendance at all lectorials/tutorials (internal or 'weekday' enrolment) and on-campus days (external or 'infrequent' enrolment) for this professional qualification is **compulsory** (minimum 80% attendance required).

## Unit Schedule

### **Coronavirus (COVID-19) Update**

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult [iLearn](https://iLearn.mq.edu.au) for latest details, and check here for updated delivery information: [https://ask.mq.edu.au/account/pub/display/unit\\_status](https://ask.mq.edu.au/account/pub/display/unit_status)

Weeks	Content	Other details
Week 1	<b>Module 1: Introduction to language and literacies;</b> the 'four resources' model for organising this unit of study	No face-to-face classes for 'weekday attendance' (internal) students in Week 1.  Listen to the online lecture and complete preparatory task for next week (refer to iLearn site).
Weeks 2 and 3	Completion of <b>Module 1; Module 2: Code-breaking</b>	End of Week 2: <u>On-campus day #1</u> for 'infrequent attendance' (external) students.
Weeks 4 to 6	<b>Module 3: Meaning making</b>	Week 4 will also include a quiz on Modules 1 and 2.  No face-to-face classes in Week 5 for 'weekday attendance' (internal) students; online activities will apply.
Weeks 7 and 8	<b>Module 4: Text use</b>  Also: professional experience preparation.	Weeks 7 and 8 will include quizzes on Module 3.  The MQ recess falls between Weeks 7 and 8. Part A of the major assignment will be due during the recess.
Weeks 9 and 10	<b>Module 5: Text analyst/text critic</b>  Also: professional experience preparation.	Week 9 will include a quiz on Module 4.  End of Week 9: <u>On-campus day #2</u> for 'infrequent attendance' (external) students.  No face-to-face classes in Week 10 for 'weekday attendance' (internal) students; complete online activity and make use of recorded lecture.  Part B of the major assignment will be due at the end of Week 10.
Weeks 11, 12, 13	<b>Module 6: Professional experience</b> (15 days)	The professional experience report will be due following the placement.

There may be limited variation to this teaching schedule in response to student needs.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)

- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Department Procedures

In addition, the following policies and procedures of the Macquarie School of Education are applicable in this unit.

## Attendance

Activities completed during weekly tutorials (internal/'weekday') or on campus days (external/'infrequent') are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

**MTeach units:** All units in this course have an 80% minimum attendance requirement. This is a requirement for accreditation with the NSW Education Standards Authority.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

## Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

## **Workload**

You should expect to commit 150 hours of your time to your studies in this unit, as well as additional hours as necessary for completion of the 15 day professional experience placement.

## **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address [Note: Please do not email staff from any email account other than your uni email account.]
- The Dialogue function on iLearn
- Other iLearn communication functions

## **External Students**

1. The on-campus sessions on March 7 and May 9 2020 are essential to student engagement and learning, and attendance on both days is compulsory. Failure to attend, or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

## **Professional Experience Unit Placement Expectations**

Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience:

- A Working with Children Check or State/ Territory equivalent
- Anaphylaxis training (practical and online training). Please note that Anaphylaxis training is only current for 2 years so students will need to update this if they take longer than 2 years to complete the M.Teach.
- Child Protection online training

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students who are completing any unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified being in need of additional support for Professional Practice and/or Bookwork, the Department's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

## Fitness to practice requirements

Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a

placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

## Other important policies

### Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BEd or M.Teach.) are advised to seek academic advice.

### On-campus sessions

The on-campus sessions for this unit are on:

March 7 (9:00-5:00)

May 9 (9:00-5:00)

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during the first half of the semester.

## 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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)

- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## 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.

## Student Enquiries

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

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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.