

472-620 Prof Practice Specific Learnng Diff 2

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: , - Taught on campus.
Time Commitment:	Contact Hours: 45 days of professional practice in block rounds in at least two different types of settings Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p>
Subject Overview:	In these two subjects, students undertake the equivalent of 45 days of supervised professional practice in at least two different types of settings in block rounds of ten or fifteen days. These settings, both segregated and inclusive settings, provide course participants with the opportunity to design, implement and evaluate programs for students with special needs.
Assessment:	Satisfactory completion of professional practice in each setting with either 10 or 15 days in each one. Students are required to submit a written report on each placement. It includes: a 500 word statement of the setting's policies and programs and its modus operandi to achieve them; an outline of 10 program lesson plans and a rationale for the choice of the methods and strategies used in each session and a 500 word evaluative statement concerning the effectiveness of the teaching and learning strategies used in the lesson plans.
Prescribed Texts:	None
Recommended Texts:	A.Ashman & J. Elkins (Eds.), (2nd Edn) Educating Children with Diverse Abilities. Pearson Education Australia, 2005
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<ul style="list-style-type: none"> # Experience first hand working with students with specific learning difficulties and those with disabilities # Demonstrate sound skills in behavioural management # View educational assessment and specific assessments # Show knowledge of relevant support services and communication systems for students with disabilities and impairments # Demonstrate an ability to communicate with students with disabilities or impairments
Links to further information:	www.edfac.unimelb.edu.au

Related Course(s):	Master of Education (Specific Learning Difficulties) Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework Postgraduate Certificate in Educational Studies (Generalist) Postgraduate Certificate in Educational Studies (Generalist) External Postgraduate Diploma in Educational Studies (Generalist) Postgraduate Diploma in Educational Studies (Generalist) External Postgraduate Diploma in Educational Studies (Specific Learn. Difficulties)
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