

960NE Master of Education (Special Education, Inclusion & Early Intervention)

Year and Campus:	2015 - Parkville
CRICOS Code:	056817G
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	100 credit points taken over 12 months full time. This course is available as full or part time.
Coordinator:	Dr Lisa McKay-Brown
Contact:	<p>Discontinued</p> <p>The last intake to this course was in 2014, from 2015 please refer to the <u>Master of Learning Intervention MC-LI</u> (../view/current/MC-LI) .</p> <p><u>Contact Us</u> (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE)</p> <p>Call: 13 MELB (13 6352)</p>
Course Overview:	<p>The last intake to this course was in 2014, from 2015 please refer to the <u>Master of Learning Intervention MC-LI</u> (../view/current/MC-LI) .</p> <p>Current research on inclusive practices has identified a need for more classroom teachers to be trained in special education and early intervention at pre and post service level. The Master of Education (Special Education, Inclusion & Early Intervention) aims to do this by providing training to teachers and practitioners in understanding the learning and programming needs of children and students with disabilities enrolled in specialist, regular schools and preschools.</p> <p>Information in this page relates to the Master of Education (SEIEI) 960-NE course. Students who wish to obtain VIT recognition should refer to the Master of Education (SEIEI) <u>960SE course</u> (../view/current/960SE) .</p> <p>Please note that this course will not give you registration to teach in Australia.</p> <p>This is a coursework classified course.</p>
Learning Outcomes:	<p>Students completing this course will:</p> <ul style="list-style-type: none"> # Deepen their knowledge and extend their understanding in the general area of recent developments in educational thought and practice; # Acquire a substantial understanding of relevant theory and practice in particular areas of education pertinent to the specialisation program in their course; # Improve their ability to present carefully reasoned and appropriately documented positions, using appropriate research principles and methods, on matters of educational significance related to their chosen subjects to specialist and non-specialist audiences; # Be acquainted with the range of expert writing and research on particular topics in the field of education; # Apply to the resolution of practical situations in areas of education related to their studies, principles for action based on pertinent writings and research; # Be eligible under particular specified conditions for employment in designated positions with the Victorian Department of Education and Training, and in other school authorities and in Early Childhood Intervention programs funded by Human Services Victoria; # Have an ongoing interest in the study and practice of inclusive education; and # Establish a sound basis for further studies in education at doctoral level.
Course Structure & Available Subjects:	This course is comprised of 6 compulsory subjects and an elective.
Subject Options:	<p>Compulsory subjects</p> <p>There are six compulsory subjects:</p>

Subject	Study Period Commencement:	Credit Points:
EDUC90756 Using Data To Build Learning Pathways	March	12.50
EDUC90287 Promoting Positive Learning	March	12.50
EDUC90290 Promoting Positive Behaviour	August	12.50
EDUC90334 Minor Project in Education 2	Summer Term, Semester 1, Semester 2	12.50
EDUC90335 Minor Project in Education	Summer Term, Semester 1, Semester 2	12.50
EDUC90766 Including Learners with Disabilities	August	12.50

Elective subjects

Select one of

Subject	Study Period Commencement:	Credit Points:
EDUC90351 Social-Communication, Behaviour and ASD	Not offered 2015	25
EDUC90350 Communication, Social Skills & Disability	Not offered 2015	25

Entry Requirements:

An applicant may be eligible for entry into the Master of Education (Special Education, Inclusion & Early Intervention) if they have:

- # Completed an approved degree and an approved teaching qualification or equivalent; or
- # Completed an approved four year teaching degree or equivalent;
- # or completed an approved equivalent qualification which is recognised by the faculty as adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the faculty.

Core Participation Requirements:

The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.

Further Study:	Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.
Links to further information:	http://education.unimelb.edu.au/study_with_us/professional_development/course_list/special_ed_inclusion_and_early_intervention