

## 960-SL Master of Education (Specific Learning Difficulties)

<b>Year and Campus:</b>	2008
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	
<b>Contact:</b>	Education Student Centre
<b>Course Overview:</b>	<p>The Master of Education (Specific Learning Difficulties) is designed around the Victorian Institute of Teaching requirements for course accreditation and registration of teachers in specialist areas. Since the Victorian Institute of Teaching's requirements are aligned with those in other states in Australia, students completing these courses will be eligible to apply for registration interstate. The courses also are designed along the recommendations of the Council on Exceptional Children in the USA.</p> <p>Please note that this course will not provide you with registration to teach in Australia.</p>
<b>Objectives:</b>	<p>Students completing the Master of Education (Specific Learning Difficulties) should be able to:</p> <ul style="list-style-type: none"> <li># critically analyze and evaluate the learning processes (cognitive, affective, conative and socio-cultural) involved in literacy and numeracy learning and developmental trends to acquiring this knowledge, evaluate assumptions, practices and procedures used learning disabilities in terms of current theories of cognitive processing, cognitive development and learning;</li> <li># identify the causes of different types specific learning difficulties in these areas;</li> <li># use and evaluate a range of contemporary procedures for diagnosing and reporting literacy and numeracy difficulties that are supported by current research in learning and educational psychology;</li> <li># use an integrated teaching framework that accommodates that learning characteristics of students who have specific literacy and numeracy learning difficulties , develop and implement relevant intervention and instructional procedures that are supported by current research in learning and educational psychology;</li> <li># identify the characteristics of successful literacy and numeracy intervention programs, identify and select empirically validated teaching practices for these students;</li> <li># use an integrated model of classroom pedagogic practice to design and implement targeted clinical intervention programs;</li> <li># evaluate and analyze the effectiveness of literacy and numeracy education programs intended for use with students who have learning difficulties in these areas and modify them to match individual ways of learning;</li> <li># develop and implement education programmes that are supported by current research;</li> <li># critically analyze and evaluate the learning processes (cognitive, affective, conative and socio-cultural) involved in literacy and numeracy learning and developmental trends to acquiring this knowledge, evaluate assumptions, practices and procedures used learning disabilities in terms of current theories of cognitive processing, cognitive development and learning;</li> <li># identify the causes of different types specific learning difficulties in these areas;</li> <li># use and evaluate a range of contemporary procedures for diagnosing and reporting literacy and numeracy difficulties that are supported by current research in learning and educational psychology;</li> <li># use an integrated teaching framework that accommodates that learning characteristics of students who have specific literacy and numeracy learning difficulties , develop and implement relevant intervention and instructional procedures that are supported by current research in learning and educational psychology;</li> <li># identify the characteristics of successful literacy and numeracy intervention programs, identify and select empirically validated teaching practices for these students;</li> <li># use an integrated model of classroom pedagogic practice to design and implement targeted clinical intervention programs;</li> <li># evaluate and analyze the effectiveness of literacy and numeracy education programs intended for use with students who have learning difficulties in these areas and modify them to match individual ways of learning;</li> <li># develop and implement education programmes that are supported by current research.</li> </ul>

<b>Subject Options:</b>	<table border="1"> <thead> <tr> <th data-bbox="389 136 1074 232">Subject</th> <th data-bbox="1082 136 1347 232">Study Period Commencement:</th> <th data-bbox="1355 136 1485 232">Credit Points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="389 237 1074 288">472-618 The Psychology of Exceptional Learning</td> <td data-bbox="1082 237 1347 288">Semester 2</td> <td data-bbox="1355 237 1485 288">12.50</td> </tr> <tr> <td data-bbox="389 293 1074 344">460-715 Language &amp; Literacy Intervention 1</td> <td data-bbox="1082 293 1347 344">Semester 2</td> <td data-bbox="1355 293 1485 344">12.50</td> </tr> <tr> <td data-bbox="389 349 1074 400">476-889 Learning Disabilities: Literacy</td> <td data-bbox="1082 349 1347 400">Semester 1</td> <td data-bbox="1355 349 1485 400">12.50</td> </tr> <tr> <td data-bbox="389 405 1074 456">476-890 Learning Disabilities: Numeracy</td> <td data-bbox="1082 405 1347 456">Semester 2</td> <td data-bbox="1355 405 1485 456">12.50</td> </tr> <tr> <td data-bbox="389 461 1074 512">460-633 Leading Professional Learning</td> <td data-bbox="1082 461 1347 512">Semester 2</td> <td data-bbox="1355 461 1485 512">25</td> </tr> <tr> <td data-bbox="389 517 1074 568">472-619 Prof Practice - Specific Learnng Diff 1</td> <td data-bbox="1082 517 1347 568">Year Long</td> <td data-bbox="1355 517 1485 568">12.50</td> </tr> <tr> <td data-bbox="389 573 1074 624">472-620 Prof Practice Specific Learnng Diff 2</td> <td data-bbox="1082 573 1347 624">Year Long</td> <td data-bbox="1355 573 1485 624">12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	472-618 The Psychology of Exceptional Learning	Semester 2	12.50	460-715 Language & Literacy Intervention 1	Semester 2	12.50	476-889 Learning Disabilities: Literacy	Semester 1	12.50	476-890 Learning Disabilities: Numeracy	Semester 2	12.50	460-633 Leading Professional Learning	Semester 2	25	472-619 Prof Practice - Specific Learnng Diff 1	Year Long	12.50	472-620 Prof Practice Specific Learnng Diff 2	Year Long	12.50
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<b>Entry Requirements:</b>	<p>An applicant may be eligible for entry into the Master of Education (Specific Learning Difficulties) if the applicant has:</p> <ul style="list-style-type: none"> <li># completed an approved degree and an approved teaching qualification or equivalent;</li> <li># completed an approved four-year teaching degree or equivalent; or</li> <li># completed an approved equivalent qualification which is recognised by the Faculty as evidence of 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.</li> </ul>																								
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt; &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>																								