

960SL Master of Education (Specific Learning Difficulties)

Year and Campus:	2010 - Parkville
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 John Munro
Contact:	Education Student Centre Level 2 Alice Hoy Building
Course Overview:	<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>
Objectives:	<p>Students completing the Master of Education (Specific Learning Difficulties) should be able to:</p> <ul style="list-style-type: none"> # critically analyze and evaluate the learning processes (cognitive, affective, connative 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; # identify the causes of different types specific learning difficulties in these areas; # 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; # 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; # identify the characteristics of successful literacy and numeracy intervention programs, identify and select empirically validated teaching practices for these students; # use an integrated model of classroom pedagogic practice to design and implement targeted clinical intervention programs; # 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; # develop and implement education programmes that are supported by current research; # critically analyze and evaluate the learning processes (cognitive, affective, connative 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; # identify the causes of different types specific learning difficulties in these areas; # 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; # 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; # identify the characteristics of successful literacy and numeracy intervention programs, identify and select empirically validated teaching practices for these students; # use an integrated model of classroom pedagogic practice to design and implement targeted clinical intervention programs;

	<ul style="list-style-type: none"> # 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; # develop and implement education programmes that are supported by current research. 																								
Course Structure & Available Subjects:	Students undertake seven core subjects																								
Subject Options:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90278 The Psychology of Exceptional Learning</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90507 Language & Literacy Intervention 1</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90195 Learning Disabilities: Literacy</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90194 Learning Disabilities: Numeracy</td> <td>August</td> <td>12.50</td> </tr> <tr> <td>EDUC90329 Leading Professional Learning</td> <td>August</td> <td>25</td> </tr> <tr> <td>EDUC90277 Prof Practice - Specific Learnng Diff 1</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC90276 Prof Practice Specific Learnng Diff 2</td> <td>Year Long</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90278 The Psychology of Exceptional Learning	March	12.50	EDUC90507 Language & Literacy Intervention 1	July	12.50	EDUC90195 Learning Disabilities: Literacy	March	12.50	EDUC90194 Learning Disabilities: Numeracy	August	12.50	EDUC90329 Leading Professional Learning	August	25	EDUC90277 Prof Practice - Specific Learnng Diff 1	Year Long	12.50	EDUC90276 Prof Practice Specific Learnng Diff 2	Year Long	12.50
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Entry Requirements:	<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"> # completed an approved degree and an approved teaching qualification or equivalent; # completed an approved four-year teaching degree or equivalent; or # 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. 																								
Core Participation Requirements:	Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.																								
Graduate Attributes:	Not available																								
Links to further information:	www.education.unimelb.edu.au																								