

960NL Master of Education (Specific Learning Difficulties)

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:	Associate Professor John Munro
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>Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) 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>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>This is a coursework classified course.</p> <p>Please note that this course will not provide you with registration to teach in Australia.</p> <p>Completion of the Master of Education (Specific Learning Difficulties) 960NL does not make students eligible for VIT registration. To be eligible for VIT registration Master of Education (Specific Learning Difficulties) 960SL must be completed: https://handbook.unimelb.edu.au/view/current/960SL (../view/current/960SL)</p>
Learning Outcomes:	<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, 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; # 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;
Course Structure & Available Subjects:	Students undertake seven core subjects. The details of the project must be negotiated with Dr John Munro.

Subject Options:	<p>Core subjects</p> <table border="1"> <thead> <tr> <th data-bbox="389 174 1074 264">Subject</th> <th data-bbox="1074 174 1348 264">Study Period Commencement:</th> <th data-bbox="1348 174 1485 264">Credit Points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="389 264 1074 320">EDUC90278 The Psychology of Exceptional Learning</td> <td data-bbox="1074 264 1348 320">August</td> <td data-bbox="1348 264 1485 320">12.50</td> </tr> <tr> <td data-bbox="389 320 1074 376">EDUC90507 Language & Literacy Intervention 1</td> <td data-bbox="1074 320 1348 376">March, August</td> <td data-bbox="1348 320 1485 376">12.50</td> </tr> <tr> <td data-bbox="389 376 1074 432">EDUC90195 Learning Disabilities: Literacy</td> <td data-bbox="1074 376 1348 432">March</td> <td data-bbox="1348 376 1485 432">12.50</td> </tr> <tr> <td data-bbox="389 432 1074 488">EDUC90194 Learning Disabilities: Numeracy</td> <td data-bbox="1074 432 1348 488">August</td> <td data-bbox="1348 432 1485 488">12.50</td> </tr> <tr> <td data-bbox="389 488 1074 544">EDUC90329 Leading Professional Learning</td> <td data-bbox="1074 488 1348 544">August</td> <td data-bbox="1348 488 1485 544">25</td> </tr> <tr> <td data-bbox="389 544 1074 633">EDUC90335 Minor Project in Education</td> <td data-bbox="1074 544 1348 633">Summer Term, Semester 1, Semester 2</td> <td data-bbox="1348 544 1485 633">12.50</td> </tr> <tr> <td data-bbox="389 633 1074 723">EDUC90334 Minor Project in Education 2</td> <td data-bbox="1074 633 1348 723">Summer Term, Semester 1, Semester 2</td> <td data-bbox="1348 633 1485 723">12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90278 The Psychology of Exceptional Learning	August	12.50	EDUC90507 Language & Literacy Intervention 1	March, August	12.50	EDUC90195 Learning Disabilities: Literacy	March	12.50	EDUC90194 Learning Disabilities: Numeracy	August	12.50	EDUC90329 Leading Professional Learning	August	25	EDUC90335 Minor Project in Education	Summer Term, Semester 1, Semester 2	12.50	EDUC90334 Minor Project in Education 2	Summer Term, Semester 1, Semester 2	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:	<p>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:</p> <ol style="list-style-type: none"> 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. <p>Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>																								
Further Study:	<p>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.</p>																								

Links to further information:

http://education.unimelb.edu.au/study_with_us/professional_development/course_list/learndiff