

Master of Education (Special Education)

Course Code	Course Title	Course Synopses	AU
MED900	Educational Inquiry	<p>This course introduces participants to the fundamental processes involved in conducting research such as formulating research questions, writing a review of the literature by synthesizing empirical studies, understanding various methodological approaches, collecting and interpreting research data.</p> <p>Participants in this course will have opportunities to develop the skills, knowledge and strategies needed to read, interpret, and evaluate the quality of research reports. In addition, participants will gain a critical understanding of quantitative, qualitative, and combined research approaches.</p>	4
MED902	Integrative Project	<p>This capstone course requires participants to identify an education issue which forms the focus of inquiry, locate and read the most relevant literature to generate suggested potential solution to address the problem. The solution should show evidence that they are able to take the available information and restructure it in an appropriate way to deal with the issue.</p>	2
MSE901	Issues and Trends in Special Education	<p>This introductory course is designed to provide an overview of the issues and trends in the field of special education. The challenge for participants is to sift through competing information and arguments to build one's personal opinions or perhaps even question or change one's opinions about the education of children and adolescents with special needs.</p> <p>The course will provide participants with an understanding of special education in both international and local context, and highlight varied viewpoint relating to issues such as inclusion, accommodation of students with special needs, and the application of evidence-bases practices.</p>	4

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MSE902	Human Development	<p>This course examines the major dimensions of typical and atypical physical, cognitive, moral, emotional and social developments in relation to the patterns of growth, stability and change, which occur across the lifespan. The impact of biological, psychological, and social challenges on human development will be explored.</p> <p>An ecological perspective will be utilized to understand the individual, family, community, and society issues related to these challenges. A range of developmental learning theories will be introduced to help explain different outcomes in terms of learning, personality, behaviour, mental capacities and processes, and the influences of culture and language. Alongside the general theories of human development, disability will be introduced through a life course approach to offer an alternative framework for thinking about disability as it affects people of all generations and at all points of life course transition. This perspective is important, because it highlights how disabling societies and practices affect the population under consideration i.e. children, young people and adults, helping us to understand life course transitions in a collective way, and how this shapes our understanding of disability in the social world. Participants will be encouraged to link theoretical perspectives and empirical studies with their roles as educators in order to help them develop the necessary understanding and skills to assist others in navigating life's present and future challenges.</p>	4
MSE911	Learning Disabilities	<p>This course introduces students to the nature and cause of learning disabilities, and their assessment and intervention. Students will also have the opportunity to examine the research literature on the effectiveness of various practices as well as learn about the issues and debates in the field. This course provides an in-depth study on learning disabilities to equip students with relevant content knowledge and selected intervention skills to work with learners with learning challenges.</p>	4

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MSE912	Early Intervention	This course features a multi-disciplinary nature, which is crucial to transdisciplinary collaboration, a fundamental tenet within the early intervention of young children with disabilities as well as those at risk. A primary focus is the theoretical tenets, contextual elements in the practice of early intervention, and evidence-based intervention approaches. Participants will be guided through various formats of learning to be able to understand the history and theories of early intervention in the global literature, as well as to apply their understanding in the investigation of the contemporary early intervention programs, practices, policies, and future trends for development.	4
MSE913	Curriculum Design and Development	This course introduces curriculum design and development models and practices pertinent to the field of special education. Students will demonstrate the 'why', 'what' and 'how' of curriculum design and development. Effective teaching and learning requires a renewed focus on the unique needs of individual learners and an understanding of differentiated curricula and pedagogies to meet the needs of these learners. This course aims to offer the knowledge and skills to develop appropriate curricula and instructional approaches to accommodate learners with diverse needs ranging from those with high support needs to those who are gifted and talented.	4
MSE914	Evidence-based Practices in Special Education	This course provides an in-depth view of evidence-based practices in the field of special education. Participants will review the evidence-based practices across various domains (e.g., academic, behavioural, social emotional) in special education. Participants will also be introduced to the single-case research designs that are commonly used to evaluate the effectiveness of interventions with individuals with disabilities. Participants will be equipped to understand journal articles that examined intervention effectiveness in special education, and learn to translate this knowledge to impact their support of individuals with disabilities.	4

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MSE915	Assessment of Children and Youth with Special Needs	<p>The increased identification of children with special needs entails a more nuanced approach towards educational programming. The diverse profile that students with special needs requires a detailed assessment of their individual strengths and needs.</p> <p>This course offers an introduction to assessment and testing of children with special needs. It combines the introduction of the theories and concepts in assessment, with evidence-based practices when assessing children.</p> <p>Participants in this course will have direct experiences with screening, standardized, criterion-referenced, and behavioral assessment. Through these experiences, they will link the theories and concepts in measurement and child development with the practical guidelines, procedures, and applications.</p>	4
MSE916	Multi-Tiered Systems of Support (MTSS) to Build Success in Literacy for Educators	<p>Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioural interventions for students. The goal of MTSS is to systematically provide every child with the additional time and support to learn at high level by improving the match between instructional provisions and student's learning needs through a continuum of learning support.</p> <p>This course will look specifically at identifying literacy and meeting these needs. Participants in the course will learn how to address literacy problems for all students through increasingly differentiated and intensified literacy assessment and instruction.</p> <p>As this framework takes a systemic approach, it is relevant to school personnel at different levels: school leaders, Heads of Department, Allied Educators (Learning and Behavioural Support), Learning Support Coordinators and classroom teachers. Educators in mainstream as well as special schools will benefit from this course.</p> <p>In order to benefit from this course, participants are required to have basic knowledge of reading instruction.</p>	4