

Master of Inclusive Education

The below information is for new students. Current students should select their subjects by checking the Handbook for the year of their enrolment

The **Graduate Certificate in Inclusive Education** consists of 32 points of study, comprising:

- four 8 point core subjects.

The **Master of Inclusive Education** consists of 64 points of study, comprising:

- four 8 point core subjects
- a choice of four 8 point electives *or* electives may also be chosen in a sequence to form a strand in one of the following three areas – Project, Leadership or Teaching.

Graduate Certificate in Inclusive Education

Core Subjects – 32 points

ESS440 Teaching & Learning in the Differentiated Classroom
ESS422 Assessment & Evaluation for Learning
ESS423 Designing & Managing the Inclusive Learning Environment
ESS426 Collaboration & Teamwork in the Inclusive School

Master of Inclusive Education

Core Subjects - 32 points

ESS440 Teaching & Learning in the Differentiated Classroom
ESS422 Assessment & Evaluation for Learning
ESS423 Designing & Managing the Inclusive Learning Environment
ESS426 Collaboration & Teamwork in the Inclusive School

Elective Subjects – 32 points chosen from the list below or selected as a sequence to form a strand in one of the following three areas:

Project Strand

EEB504 Data informed practice
ESS540 Developing the Inclusive School and
ESS527 Inclusive Education Project (16-point subject)

Teaching Strand

Choice of 4 electives from:

ESS512 Programming for Students with High Support Needs
ESS513 Meeting the Needs of Students with Communication Difficulties
ESS599 Inclusive Education Legislation, Policy & Resourcing

ESS508 Early Intervention and Inclusion
ESG504 Providing Challenging Learning for Gifted Students
ESS518 Reading difficulties: Prevention and intervention
ESS515 Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach
ESS516 Understanding Mathematical Difficulties
EPT505 Inclusive Education Practicum

Leadership Strand

Choice of 4 electives from:

ESS512 Programming for Students with High Support Needs
ESS513 Meeting the Needs of Students with Communication Difficulties
ESS599 Inclusive Education Legislation, Policy & Resourcing
EEB504 Data informed practice
EMT503 leadership and ICT Integration
ESS515 Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach
ESS540 Developing the Inclusive School

The following subjects are **key subjects** effective from 2012/30. The rationale for choosing these two subjects is that they are based on essential knowledge required for both courses. They will cater for students commencing in different sessions.

Graduate Certificate in Inclusive Education

ESS440 Teaching & Learning in the Differentiated Classroom
ESS423 Designing & Managing the Inclusive Learning Environment

Master of Inclusive Education

ESS440 Teaching & Learning in the Differentiated Classroom
ESS423 Designing & Managing the Inclusive Learning Environment

Enrolment pattern

Graduate Certificate in Inclusive Education

Year 1

Session 1

ESS440 Teaching and Learning in the Differentiated Classroom
ESS422 Assessment and Evaluation for Learning

Session 2

ESS423 Designing and Managing the Inclusive Learning Environment
ESS426 Collaboration and Teamwork in the Inclusive School

Master of Inclusive Education

Year 1

Session 1

ESS440 Teaching and Learning in the Differentiated Classroom

ESS422 Assessment and Evaluation for Learning

Session 2

ESS423 Designing and Managing the Inclusive Learning Environment

ESS426 Collaboration and Teamwork in the Inclusive School

[Exit point for Graduate Certificate in Inclusive Education]

Choice of one strand or selection of four electives from:

Project strand

Year 2

Session 3

EEB504 Data informed practice

ESS527 Inclusive Education Project (Commenced) (16 point)

Session 4

ESS540 Designing the Inclusive School

ESS527 Inclusive Education Project (Completed) (16 point)*

*ESS527 is a capstone subject and must be completed in the final session of study

Teaching strand

Year 2

Session 3

Choice of two electives from:

ESS512 Programming for Students with High Support Needs

ESS513 Meeting the Needs of Students with Communication Difficulties

ESS515 Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach

ESS516 Understanding mathematical difficulties

ESS518 Reading Difficulties: Prevention and Intervention

Session 4

Choice of two electives from:

ESS508 Inclusion and Early Intervention (0-8)
ESS599 Inclusive Education Legislation, Policy and Resourcing
ESG504 Providing Challenging Learning for Gifted Students
EPT505 Inclusive Education Practicum*

*EPT505 is a capstone subject and must be completed in the final session of study

Leadership strand

Year 2

Session 3

Choice of two electives from:

ESS512 Programming for Students with High Support Needs
ESS513 Meeting the Needs of Students with Communication Difficulties
ESS515 Preventing Reading Difficulties in the Primary Classroom: A Schoolwide Approach
EEB504 Data-Informed Practice
EMT503 Leadership in Learn Teach ICT

Session 4

ESS599 Inclusive Education Legislation, Policy and Resourcing
ESS540 Designing the Inclusive School*

*ESS540 is a capstone subject and must be completed in the final session of study

Articulation

The Graduate Certificate in Inclusive Education articulates with the Master of Inclusive Education course.

MA Inclusive Education is based upon gaining knowledge of best practice in an area of specialism through research and literature, implementing this and researching the effect or impact on practice. This may be through practical, self-directed learning activities. Participants are encouraged to focus assignments on identified institutional and personal needs and to use practitioner action enquiry and reflective practice as a learning model.

Teachers-tutors focus their scholarship, research and enquiries on developing more effective practice in a specialist area while gaining a masters in Inclusive Education. The course is available to teachers - tutors in the UK and overseas and is run in a totally Distance Learning mode. Participants can opt for a Specialist route through the programme leading to a named award of

- * MA Inclusive Education (SEN and Inclusion)
- * MA Inclusive Education (Specific Learning Difficulties)
- * MA Inclusive Education (Gifted Education)
- * MA Inclusive Education (Social, Emotional and Behaviour Management)
- * MA Inclusive Education (Bilingual Learners)

Some of the special features of the MA Inclusive Education

- * Study anywhere in the world
- * Combine work with this online mode of part time study
- * Excellent distance learning support available through our virtual learning environment from tutors and from our Learning Resources service
- * Accreditation of Prior Learning APL is available in all but the dissertation module, allowing you to gain credit for prior study and therefore shorten your overall study period.

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Inclusive Education Curriculum

With the recent revisions of IDEA, the impact of the No Child Left Behind legislation, and the trend toward full inclusion of special needs students in the general curriculum, teachers are anxiously seeking skills to adapt curriculum to address the cognitive levels of all their students. This program will prepare teachers for diverse classrooms that include students who are cognitively, ethnically and socially diverse, and it will encourage teachers in the implementation of universal design instructional techniques on a daily basis.

M.A. INCLUSIVE EDUCATION

Click on the course name to view the description.

CODE	COURSE	CREDITS
ED 530	Contemporary Issues in Special Educ Issues of school reform and their impact on special education. Areas of investigation will include: inclusion; economics; legal issues; interrelationships among homes, family, and community agencies; early intervention practices; transitional alternatives; research and instruction. Master's program session 1. 3 credits.	3
ED 540	Typical & Atypical Growth & Develop Advanced study of human development from conception to adolescence. Course focuses on the typical and atypical physical, cognitive, and social-emotional development of children. Particular emphasis is placed on atypical development in the areas of physical, sensory, and motor development, atypical behavior, and mental health issues as they relate to and impact children with and without special needs. Master's program session 2. Offered online. 3 credits.	3
ED 727	Adapt Instruct. Inclusive Classrm I Examination and application of current methods and materials for assisting students as they read, study, and learn in the secondary school content area. The course will investigate differentiated instructional approaches to facilitate learning of the content area curriculum for all students. Master's program session 4. Offered online. 3 credits.	3
ED 728	Adapt Instruct. Inclusive Classrm 2 Teaching strategies for designing curriculum across all content areas to meet the needs of diverse secondary students. Students will learn to integrate reading comprehension strategies to enhance reading and learning across all areas of the curriculum. Students will explore various learning styles and preferences and be able to develop	3

brain-compatible strategies to address learning needs through multisensory teaching. Prerequisite: SED727. Master's program session 5. Offered online. 3 credits.

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| ED 730 | Classroom Mgmt/Behavioral Disorders | 3 |
| | Theoretical and practical study of individuals with emotional and behavioral disorders. Emphasis on the definition, characteristics, identification, intervention, educational approaches, research, and instructional strategies. Summer and Master's program session 3. 3 credits. | |
| ED 835 | Advanced Assessment | 3 |
| | Designed to prepare prospective teachers to actively participate in the assessment process. All methods of assessment will be examined. Students will be given instruction in the effective construction and proper use of tests and the legal issues surrounding assessment. Current theories, practices, and research will be investigated. Master's program session 6. 3 credits. | |
| ED 840 | Family/ Parent Issues/Conferencing | 3 |
| | The impact on a family of a child with disabilities is investigated. The course is designed to develop effective techniques for conferencing and establishing good working relationships with professionals and parents of children with disabilities. Fall semester and Master's program session 1. 3 credits. | |
| ED 841 | Autism: Theory and Practice | 3 |
| | This course investigates pertinent issues related to autism spectrum disorders and deals with the nature and dynamics of autism in relation to school, community, and home environments. Specific topics investigated include: definition and symptoms, family and professional relationships, behavior, multi-faceted treatment strategies, and constructive IEP/inclusion goals and objectives. Master's program session 3. 3 credits. | |

ED 850	<p>Seminar in Education of the Gifted</p> <p>This course investigates selected topics related to gifted individuals. It will focus on: assessment issues, instructional designs, delivery systems, promising practices, state standards and guidelines, and characteristics of individuals who are considered to be gifted. Master's program session 5. Offered online. 3 credits.</p>	3
ED 851	<p>Brain-Based Teaching and Learning</p> <p>This course presents current information on how the brain works, presenting brain-based strategies and techniques to meet the needs of cognitively, ethnically, culturally, and socially diverse student populations in targeted grade levels. The concept of universal design in instruction will be presented. Research findings will be examined with the implications for what to teach as well as how to teach it effectively. Master's program session 4. Offered online. 3 credits.</p>	3
ED 860	<p>Overview of Assistive Technology</p> <p>This course provides an overview of the many facets of assistive technology. Learners investigate the use of assistive technology as it relates to communication, mobility, education, recreation, vocation, independence, and therapy/rehabilitation. Course activities are designed to provide an overview of assistive technology applications with a focus on basic, secondary, and postsecondary educational environments. Master's program session 2 and 5. Offered online. 3 credits.</p>	3
ED 933	<p>Integrated Research Seminar</p> <p>This course prepares students to examine and evaluate quantitative and qualitative data. Designed to assist students in choosing research topics, reviewing literature, and selecting appropriate methodology. Each student will produce an introduction to a research proposal and a literature review for this proposal. Master's</p>	3

program session 5. Offered online. 3 credits.

Total Credits

36

Course Schedule

The courses are offered in the following sequence. You may choose to take one course at one time and complete the program in two years, or you may take two courses at one time and complete the program in one year.

SESSION 1 - August through October

ED530	Contemporary Issues in Special Education	3
ED840	Family and Parent Issues and Conferencing	3

SESSION 2 - October through December

ED860	Overview of Assistive Technology	3
ED540	Typical and Atypical Development	3

SESSION 3 - January through March

ED841	Autism: Theory and Practice	3
ED730	Classroom Management and Behavioral Disorders	3

SESSION 4 - March through late April/early May

ED727	Adapting Content Instruction for the Inclusive Classroom I	3
ED851	Brain-Based Teaching and Learning	3

SESSION 5 - late April/early May through June

ED728	Adapting Content Instruction for the Inclusive Classroom II	3
ED850	Seminar in Education of Gifted Students	3

SESSION 6 - June through August

ED835	Advanced Assessment	3
ED933	Synthesis of Research in Inclusive Education	3