

Master of Education (Special Education)

1. About the Master of Education (Special Education)

The Master of Education (Special Education) takes a Design Thinking approach to analyse issues and challenges faced by persons with a range of additional learning needs. In particular, it focuses on problem solving, informed by advanced theoretical knowledge, from a person first perspective. The person first approach allows situations to be tackled from the perspective of the individual, and by doing so shifts the focus from a passive acceptance from the person at the centre of the issue to a more active role where their individual needs are actively considered. This approach questions traditional thinking and challenges learners' biases, prejudice and assumptions._____

The Master of Education (Special Education) highlights three distinct streams; the Autism stream, which provides educators with advanced knowledge and skills in supporting individuals with Autism; the Mental Health stream, which provides educators with advanced knowledge and skills in supporting individuals with Mental Health challenges, in particular, the three most prominent issues facing contemporary educators, Anxiety, Depression and Eating Disorders; and the Learning stream, which provides educators with advanced knowledge and skills in supporting individuals with a range of learning needs. Each of these streams addresses challenges and issues faced by mainstream teachers in 21st Century educational practice.

Graduate employment opportunities

Graduates of the Master of Education (Special Education) can progress to further postgraduate studies in related fields of education. They can also pursue advanced career options within the education profession, such as Lead Teacher status and leadership opportunities within schools and other educational establishments. In particular, this course provides graduates with a depth of knowledge and expertise in meeting the needs of all students within mainstream educational settings, which has application across all subject areas, in primary and secondary school contexts.

Course Overview

Course Title	Master of Education (Special Education)		
Study Options – Domestic Australian students	Full-time or Part-time Dynamic Online Study, on Campus or Blended mode	Study Options – International students	<p>Full-time on Campus or Full-time Blended</p> <p>International students on a student visa must not enrol into any more than a third or 33% of online subjects over their course and must study at least one subject that is face to face in each trimester.</p> <p>International students must maintain a minimum study load of 100% over a year (i.e., 1 EFTSL or above).</p>
Start Dates	February, June, September For specific dates visit the website .	Course Length	<p>Full-time: 2 years (6 trimesters)</p> <p>Part-time: 4 to 6 years</p>
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p> <p>FEE-HELP FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.</p>	Payment Options – International students	Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.
Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	Assessment	Essays, reports, presentations scenario and case studies, and reflective journals. Other assessment tasks may include research, collaboration / facilitation of discussion, scenario responses and problem based tasks.

Locations	Online, Flinders t (Melbourne), Ultimo (Sydney)	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	095587D
Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the Higher Education Standards 2015	Accrediting body	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

3. Admission Criteria

Title of course of study	Master of Education (Special Education)
Applicants with higher education study	The standard entry requirement is a completed qualification at AQF Level 7 (Bachelor degree) or above from an Australian University in a relevant field of study or an equivalent overseas higher education qualification or equivalent.
Applicants with vocational education and training (VET) study	Not applicable
Applicants with work and life experience	Demonstrated skills and knowledge gained through paid or unpaid employment, formal learning and/or non-formal learning (presented on a current resume with attached cover letter).
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.5 (Academic) with no skills band less than 6.00
Applicants with recent secondary education (within the past two years) with ATAR or equivalent* (for applicants who will be selected wholly or partly on the basis of ATAR)	Not applicable

Other admission options

(For applicants who will be selected on a basis other than ATAR)

Special Entry	Not applicable
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4. How to apply

Via direct application to the institution

- <https://apply.torrens.edu.au/>

5. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal

learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy](https://www.torrens.edu.au/policies-and-forms) - (<https://www.torrens.edu.au/policies-and-forms>)

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <http://www.torrens.edu.au/apply-online/course-credits>.

6. Where to get further information

- Torrens University Australia (TUA) Website <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website <http://www.uac.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website <https://www.qilt.edu.au/>

7. Additional Information

Course Structure

The Master of Education (Special Education) course structure is comprised of 12 subjects (120 credit points). The course of study consists of 11 core and 1 elective subjects at 10 credit points each.

For a list of elective subjects, please refer to the separate Course Structure document.

The course structure can be viewed or downloaded at the Student Hub, Course webpage <https://studenthub.torrens.edu.au/Hub>

Course Rules

To graduate with the Master of Education (Special Education), students must satisfactorily complete 12 subjects consisting of 11 core subjects and 1 elective subjects.

Subjects

SUBJECT DETAILS
<p>PFA401 Person First in Autism</p> <p>Person-Centred Approach</p> <p>Using a contemporary lens, evidence-based practices that both support and value Autistic individuals and their unique strengths are investigated in this subject. Neurodiversity is celebrated and explored as each Autistic individual is unique and requires a uniquely supportive learning environment, collaboratively designed to meet their learning needs. As part of a person-centred approach, the importance of always providing a 'voice' and a 'choice' for both the individual and their carer underpins all educational decisions and the importance of active listening and co-design for learning.</p> <p>An investigation of the history and complexity concerning a diagnosis of Autism Spectrum Disorder and the influence on the development of knowledge and application in education systems. A current definition, prevalence and the importance of early intervention are explored. Interactions with the varying perspectives, experiences, challenges, and aspirations in the Autistic community create a platform for students to examine bias, prejudice and assumptions and the impact on both individuals and families.</p> <p>Further, students' understanding is deepened when asked to critique the social implications relating to discrimination, policy and practices advocating for positive changes in education and community settings to value Autistic strengths. As educators, we need to be aware that we can positively affect change by raising awareness and implementing evidence-based support in inclusive classrooms.</p>

ASL402 Autism Support across the Lifespan

Utilising a holistic perspective, the lifespan for an individual with Autism in the present day is explored. From diagnosis, to schooling, communication and health, the experience for an individual and their carers varies. In this subject, students consider the range of challenges across the lifespan and the differing paths Autism takes for an individual and their carer. Given the complexity and unique nature of Autism, critical thinking about the day-to-day needs of individuals encourages students to enhance person first and problem-based thinking skills. Issues such as accessibility, the range of support, choices and types of community are examined. In addition, challenges across the lifespan will be identified and analysed, including communication, stigmas, misdiagnosis and co-morbidities.

In this subject, a range of interventions from past to present and varying viewpoints are critiqued in reference to person first and positive support. This aspect of the subject drives deeper thinking in relation to education philosophy. With this grounding, students reflect upon the contemporary pedagogy for supporting individuals with Autism in Education. Students consider factors such as social, health, education and accessibility in the early years of life, through to housing, work, relationships and services in adult life. This comparison between historical interventions and contemporary practices across the lifespan for individuals with Autism provides insight to the shifts in attitudes and support. Finally, the application of these complexities is introduced for a lateral thinking approach to education practices.

IMH402 Introduction to Mental Health Conditions

Students are introduced to a range of Mental Health conditions, understanding the complexity and interrelatedness between the challenges associated within each. The person first approach is used in this subject to introduce the problem-solving skills required when supporting an individual with Mental Health conditions. Students interact with a range of experiential perspectives of Mental Health, using interviews and scenarios to develop the person first approach. A range of perspectives, experiences, challenges and aspirations in the Mental Health community creates a platform for students to examine both the community and their own bias, prejudice and assumptions. Further, the range of carers involved in Mental Health conditions is considered for a deeper awareness of the impact of the conditions.

MHC402 Mental Health in Context

This subject explores the history of Mental Health, through to the awareness in the present day. An examination of the current knowledge and application in a range of life experiences enables students to formulate ideas regarding the impact of Mental Health. From diagnosis to schooling, communication, health, accessibility and finance, the experience for an individual varies. Further, the carer component of this subject evolves in terms of challenges and specific needs.

LDF402 Learning Differences

The person first approach is used in this subject to introduce the problem solving skills required when supporting an individual with learning differences, including but not limited to dyslexia, dyspraxia, dyscalculia and ADHD. This subject also explores the impact these challenges have on self-esteem and future learning aspirations. Further, examples of stereotyping, types of interventions and the genetic disposition of the learning challenges are discussed.

This subject develops students' awareness and understanding by analysing the range of traits across each learning condition. Presenting in various ways and areas of learning development, the stigmatised learning challenges are often described from a deficit viewpoint. Students will be analysing the history of such conditions and the evolution of interventions and support, in turn, continuing to evolve an attribute view of the traits of these conditions.

DYX403 Dyslexia

This subject explores the concept of dyslexia, as a social construct, and considers the historical and political background of the concept. This exploration underpins the background of current practice in managing learners who experience specific learning difficulties of a dyslexic nature in a school setting.

It presents dyslexia in terms of the problems it has resulted in for individuals during their lifetime when living with dyslexia, and incorporates a range of specific learning challenges that they have encountered. The subject then expands onto the understanding of dyslexia traits, comorbidity, or overlap, with other specific learning disorders, and the role of the parent/carer in the rise and range of dyslexia support. Understanding how this condition impacts aspirations in education and occupation choice creates the platform for students to apply this knowledge for a contemporary perspective of support needs in the classroom; and explore the impacts of the learning challenges, where students will be presented with perspectives from the individual and parents in various contexts and levels of support.

MHP601 Mental Health for Educational Practice

In this subject, students will appraise current mental health supports in schools and in turn, further develop or recreate these supports by utilising the knowledge and understanding developed over the course. Students once again explore bias, prejudice and stereotyping and examine their level of comfort in relation to supporting a range of mental health conditions in the classroom and the school community. Understanding the varying roles of carers and family dynamics forms a crucial component to broaden students' ability to apply the knowledge and skills developed in this course.

Prerequisite: IMH402; MHC402

ACP601 Autism: Contemporary Practices

Using the skills of critical analysis students will investigate contemporary evidence-based inclusive practices that are designed to support Autistic individuals in the modern classroom setting. Students will be presented with a range of appropriate support strategies, collaboration between stakeholders from the multidisciplinary team including carers to develop an individual education plan that uniquely caters for the needs of Autistic students in the inclusive classroom.

Identification of the importance of a range of allied health professionals and therapies are explored to ensure that individuals are successful across the lifespan. Finally, students will explore a range of contemporary practices to build a toolkit of individual supports that cater to Autistic strengths and provide best-practice strategies for individuals and carers. With both information and practical strategies students will feel empowered to make a difference to the lives of Autistic individuals within the inclusive classroom.

.Prerequisite: PFA401; ASL402

ICP601 Inclusive Classroom Practice

Classroom diversity is increasing rapidly and teachers need strategies to meet the needs of all students and celebrate their differences. Learning differences vary greatly and therefore need well-developed, suitable and equitable learning support and practice across the school.

This subject provides students with the opportunity to explore the many ways that the needs of all students can be addressed within the mainstream classroom. “Inclusion” describes the practice of enabling students with learning challenges to learn beside their peers and to embrace diversity. The subject focuses on developing and/or extending a positive perspective on inclusion, which is based on identifying and using each student’s strengths.

Differentiation is presented within this subject as a proactive rather than reactive plan, where practical strategies for planning, assessing and teaching are explored and implemented in an integrated approach that celebrates the strengths and meets the needs of all students.

Students will also apply the range of perspectives and skills gathered over the course to design a whole-of-school inclusion plan, based on a person first perspective, contemporary practices and education skills required for the plan. The students are challenged to build into the plan a range of supports with external partnerships to ensure the range of learning challenges presented in the school, education staff, parents and the wider community combat segregation and stigma, to create a community of acceptance, inclusion and best practices.

Prerequisite: LDF402; DYX403

EMP603 Education Major Project A

The Education Major Project provides students with an opportunity to plan and carry out an innovation/change or research project over two trimesters. Project A introduces and explores methodology and encourages critical and systematic reflection on your professional context. Students design an innovation/change or research project around an issue or problem related to their current context. This project enables students to draw on previous course work and apply theories, concepts and practices to improve an identified aspect of their context.

Prerequisite: ACP601; MHP601; ICP601

EMP604 Education Major Project B

Education Major Project B requires students to engage in an innovation/change or research project previously planned to demonstrate competence in the implementation of innovation/change or research processes. There is also a focus in the subject on the interpretation and presentation of the findings of the project, and the implications of such work for future practice.

Prerequisite: EMP603

ELECTIVE SUBJECTS

DTE401 Design Thinking for Education

Design thinking is an approach to innovation that involves identifying ‘problems’ or issues in a particular context, considering those who have a stake in these problems/issues, and designing a range of possible solutions that are then tested and refined in practice. In this subject, students will explore the concepts and processes of design thinking, including the origins of design thinking and its use across a range of disciplines and contexts. Following these general processes, students will then engage in a design thinking process to identify and address an issue within their own professional context. Through this design thinking process, students will engage in reflection and analysis of their professional skills, knowledge and judgement, and ultimately arrive at an advanced understanding of their roles as innovators and leaders in education.

IED402 Innovation for Education

In this subject students will analyse a variety of examples of innovative educational practice (including, for example, practices relating to the support of students with additional educational needs), critically examine the meaning of innovation and debate whether innovation can be quantified and measured. Students will be supported to identify problems/issues within education practice and will utilise tools and thinking processes designed to assist in the generation of innovative solutions. Finally, students will explore evaluation methodology as a means of analysing innovation outcomes relevant to their professional context in a systematic way.

TED403 Technology and Education

This subject challenges students to engage with a diverse range of educational technologies with a view to critically examining the relevance and application of such technologies within their professional context. More broadly, students will engage critically with the discourses surrounding technologies in education, refining their skills of critique and analysis to articulate the principles through which educators might make informed decisions about the effectiveness and appropriateness of specific technologies for learning. The subject will provide students with the opportunity to consider specific technologies that are relevant for their professional setting, for example technologies to engage students with Autism, and/or technologies relevant to the teaching of particular disciplines.

EDUC6000 Becoming a High-Achieving Professional

Research indicates that excellence in teaching is the single most powerful influence on student achievement. In this course, students explore what it means to be a high achieving professional educator in today's diverse and changing educational landscape. By examining the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers and their aligned focus areas at the lead teacher career stage, students will develop a deeper understanding of their content area and be able to articulate why their selected teaching practices and strategies are important in shaping learning in ways that are meaningful and valuable to diverse learners. The course assists students in articulating why they are expert pedagogues able to make appropriate professional judgments that successfully shape the manner in which they teach and respond to their students' learning.

UED602 Understanding and Interpreting Education Data

Data can be useful to inform change but it is also open to misuse and misinterpretation. Most large national and international education databases such as OECD, PISA, NAPLAN, TIMMS are accessible to all educators but require specific skills to analyse and interpret. In this subject students will critically explore and interpret International and national education. Politicians and education leaders often rely on such large datasets to inform policy decisions, change and practice, thus it is extremely important for educators to be able to critically interrogate and interpret large datasets to inform any decisions and interventions.

DSGN6031 Social Enterprise

The theoretical base of this subject focuses on developing the students' understanding of the fundamental contemporary theories of social entrepreneurship and a variety of applicable business models. The course will explore cross discipline material encompassing design, business and technology and how to acquire and combine knowledge and skills in all 3 areas to amplify the potential for success in 21st century society. At the core of this subject will be a focus on customer experience design, both theory and skill, and why user centric principles are increasingly used in business today.

Students will explore the application of entrepreneurship business strategies and apply this knowledge in a philanthropic context and come up with solution to a real world problem they can execute to the pitch ready stage for investment. The project will entail some type of 'design for good' aspect in either a profit or non- for-profit business model.

The course will also cover the latest neuro-leadership principles and why EQ is just as important as IQ in both design and business. Students will be expected to think critically as they evaluate complex ideas and learn the patterns, frameworks and mechanics of storytelling, behaviour design, game design and platform design.

Students will be expected to:

- Identify and analyse a social problem that needs to be solved.
- Plan and progress an idea through a business development lifecycle.
- Conduct face to face user interviews utilising a self-constructed questionnaire.
- Synthesize and visualize quantitative and qualitative data in order to communicate the patterns they discover in the data collected.
- Learning the basics of using a business model and value proposition canvas as tools for design.
- Create, present, and communicate a professional-level business deck along with a functional prototype in order to demonstrate their understanding of theoretical and practical concepts.

Learn and practice lean start-up and design thinking principles in the validation of their business idea along with validation of the prototype for the product or service they create.

MGT502 Business Communications

This subject introduces students to the concepts of business communications and transferrable academic skills. This subject presents an analysis of the types of communication processes, which occur in the internal and external business environment, including an examination of the theoretical underpinnings of communication in business. Emphasis is placed on writing skills, reports and presentations and on using technology to communicate. The subject introduces students to research skills, information literacy, critical analysis, writing and language techniques. The aims of this subject are to provide knowledge and skills needed for success in Higher Education, to help students manage their own success and to assist them in reaching their academic potential.

MGT600 Management, People and Teams

Understanding organisational behaviour, politics, dynamics and environments and how they impact on the role and legitimacy of the management function is the core of this subject. This subject helps individuals understand the constraints they face as managers and emerging leaders and how they can develop strategies to leverage advantages and overcome constraints and barriers in their organisations. The subject also focusses on developing some of the advanced communication skills necessary in management and leadership roles, and the ability of the individual to influence others. The subject introduces students to the concept of naturally occurring data and qualitative analysis. This subject also focuses on the development of knowledge and skills to enable students to identify, analyse and make effective decisions to resolve people-related issues in organisations, facilitate employee development, and develop and sustain effective teams in complex, diverse, and increasingly global operating environments.

MGT601 Dynamic Leadership

Leadership in modern organisations is a way of thinking and behaving. It is not necessarily a position in a hierarchy. Leadership is a process of energising, influencing and motivating others: up, down, sideways and diagonally. Becoming an effective leader requires self-awareness, self-management and a strong set of interpersonal communication skills, a set of capabilities that are often described as Emotional Intelligence (EQ). In addition, effective leaders think and act strategically, they build a climate for creativity and innovation, and are culturally sensitive and comfortable with ambiguity.

This subject focuses on developing your leadership capability and not leadership as a theoretical concept that applies to other people. It helps you explore your own leadership development and self-image, using the techniques of reflective research and supported by a mentoring partner. It guides you through the preparation of plan for your continued leadership and professional development that is consistent with your personal values, anchored by the academic literature and enables you to be authentic, confident and resilient in leading productive work places for the future.

Dynamic Leadership provides learning at the cognitive or intellectual level and at the affective or emotional level. It develops explicit knowledge of leadership (know-what) and the often-neglected tacit knowledge (know-how).

PUBH6007 Program Design, Implementation and Evaluation

This subject focuses on the competencies required of the public health professional in planning for the design, development, implementation, and evaluation of community health promotion and disease prevention initiatives. Attention is given to needs assessment, the role of program theory in the planning and implementation of programs and how to write a program and evaluation plan. Implementation of programs including stakeholder engagement and program management processes is also explored. Students learn about evaluation of programs, including process, impact and outcome evaluation, along with the principles and resources required to make evaluation successful. Reporting and dissemination of evaluation findings are also discussed.

PUBH6000 Social Behaviour and Cultural Factors in Public Health

Students in this subject explore the field and practice of public health. They learn to identify and analyse major social, behavioural and cultural factors affecting population health outcomes. These factors include social determinants of health

(e.g. gender, socioeconomic status and social capital), community capacity, resilience, age, race/ethnicity, the

environment and behavioural risk. Students explore medical, social and behavioural approaches to health promotion and public health interventions. They analyse current and emerging theoretical and conceptual frameworks from the social, behavioural and medical sciences. Students apply these frameworks and other theories presented in the subject, to intervention strategies and/or program initiatives that address current public health issues.

CPP614 Coaching and Positive Psychology

In this subject, the usefulness, relevance and relationship of coaching and positive psychology to counselling will be explored. Positive psychology emphasises the importance of finding meaning, purpose and a sense of accomplishment and moves away from focusing in what is clinically wrong. Students will review positive psychology's contribution as an approach to the 'helping relationship', including exploration of conflicting viewpoints and their respective empirical support.

As part of their exploration of the key positive psychology theorists, students will begin to develop an understanding of how they can synthesise coaching work into their potential coaching practice. They will learn a range of particular coaching skills, including solution-focused and strengths-based approaches, explore goal setting for personal and professional use.

This subject will balance theory and practice in its delivery and students will be encouraged to engage in interactive learning through discussion and experiential practice.

SDR404 Self Care and Developing Resilience

Resilience, a quality that allows individuals to recover from times of difficulty and crisis and can be developed through understanding and practice. The subject covers the principles of social, emotional, physical and psychological wellbeing as they relate to health behaviours. Students will analyse the role of capacity building and the promotion of wellbeing through strategies to enhance personal and professional self-care. The impact of vicarious trauma and the effects of burnout for professionals will be explored.

Students will be required to critically self-reflect applying theories and practice skills to personal lived experience and history and use this knowledge to develop a cohesive self-care plan suitable to future industry practice.

Locations

The Master of Education (Special Education) can be studied fully online or at the below Torrens University Campuses:

- New South Wales (Sydney) Ultimo campus
- Victoria (Melbourne) Flinders Street campus

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**

If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

- **FEE-HELP**

FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:
<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->
- FEE-HELP booklets:
<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).