

**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

Programme Title	: Doctor of Education
Programme QF Level	:7
Course Title	: Policies & Practices in Special Education in the Asia-Pacific Region
Course Code	: EPC7173
Department	: Special Education and Counselling
Credit Points	: 3
Contact Hours	: 18 hrs (contact hours & consultations) 21 hrs (directed learning)
Pre-requisite(s)	: EPC7172; EDD8008; EDD8016; EDD8017
Medium of Instruction	: EMI
Course Level	: 7

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course aims to enable the candidate to engage in a small-scale investigative research project through advanced study into one aspect of special educational needs in the Asia-Pacific region. It provides an opportunity to critically reflect upon major issues relating to the development of a coherent and flexible understanding of special education and intervention options from both local and international perspectives. The focus is on exploring existing policies and practices within the region and internationally and on the identification of existing models being employed to support students with special educational needs.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Develop a critical understanding and knowledge to articulate carefully considered emergent philosophies and key principles for children with a special education need and provision and intervention options in the Asia-Pacific region and beyond.
- CILO<sub>2</sub> Synthesize ideas from a critical analysis of specific systems for the effectiveness in promoting learning for children with a special education needs.
- CILO<sub>3</sub> Demonstrate the ability to use an understanding of child development and issues of progression when undertaking research with learners with diverse abilities.
- CILO<sub>4</sub> Critically analyze the roles and responsibilities of education systems and specialist and mainstream teachers in supporting students with diverse learning needs, by examining elements of practical experience and by observation and creative and innovative thinking, with reference to literature.

## 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Problem identification and prioritizing with regard to special educational needs and policy development in the Asia-Pacific region	CILO 1, 2, 4	Mini-lecture, discussion, presentation
Policy and legislation regarding students with special needs in the Asia-Pacific region	CILO 1, 2, 4	Mini-lecture, discussion, presentation
Critical analysis of the factors that drive the social, political and historical contexts of special educational needs in the Asia-Pacific region	CILO 2, 4	Mini-lecture, discussion, presentation
Child development for diverse learners	CILO 1, 3	Mini-lecture, discussion, presentation
Generation of relative theoretical concepts in methodology, conceptual and analytical framework(s) and epistemology used for the analysis	CILO 1, 2	Mini-lecture, discussion, presentation
Analysis of educational systems in relation to supporting students with special educational needs	CILO 1,2,4	Mini-lecture, discussion, presentation

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
Critically review systemic policies, support programs and practices for supporting students in one area of special education in the Asia-Pacific region. Prepare a critical analysis paper suitable for publication in a refereed journal (summative 3000 words )	100%	CILO <sub>1, 2, 3, 4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- Armstrong, F., & Barton, L. (2007). *Policy, experience and change :Cross-cultural reflections on inclusive education*. Dordrecht, The Netherlands: Springer.
- Curriculum Development Council. (1998). *Guide to curriculum for maladjusted children*. Hong Kong: Working Group, Curriculum Development Institute, Education Department.
- Danforth, S., & Gabel, S. L. (2008). *Disability & the politics of education: An international reader*. New York: Peter Lang.
- Education Bureau. (2010). *Whole school approach: Integrated education operation guide [全校參與模式 - 融合教育運作指南]* (2nd ed.). Hong Kong: Education Bureau.
- Education Department (1994). *Guidelines on internal assessment for academically low achievers. Junior Secondary level*. Hong Kong: Advisory Inspectorate
- Ikpa, V. W., & McGuire, C. K. (2008). *Policy, leadership, and student achievement: Implications for urban communities*. Charlotte, N.C.: Information Age Pub.
- Itkonen, T. (2009). *The role of special education interest groups in national policy*. Amherst, New York: Cambria Press.
- Forlin, C., & Lian, M.-G. J. (2008). *Reform inclusion and teacher education: Towards a new era of special education in the Asia-Pacific Region*. Routledge Taylor & Francis Group.
- Friend, M., & Bursuck, W. D. (2006). *Including students with special needs: A practical guide for classroom teachers*. Boston, Mass.; Hong Kong: Pearson/Allyn and Bacon.
- Garry, H. (2014). *Inclusive special education: Evidence-based practices for children with special needs and disabilities*. New York: Springer.
- Hammeken, P. A. (2007). *Inclusion: An essential guide for the paraprofessional: A practical reference tool for all paraprofessionals working in inclusive settings* (2nd ed.). Thousand Oaks, Calif.: Corwin Press.
- Hui, M. L. H., Dowson, C. R., & Moont, G. M. (Eds., 2003). *Inclusive education in the new millennium*. Hong Kong: Association for Childhood Education International
- Jorgensen, C. M., Schuh, M. C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore, Md.: Paul H. Brookes.
- Lissitz, R. W., & Schafer, W. D. (2009). *Alternate assessments based on alternate achievement standards: Policy, practice, and potential*. Baltimore, Md.: Paul H. Brookes Pub.
- MacIntyre, G. (2008). *Learning disability and social inclusion: A review of current policy and practice*. Edinburgh, Scotland: Dunedin.
- Mellard, D. F., & Johnson, E. (2008). *RTI: A practitioner's guide to implementing response to intervention*. Thousand Oaks, Calif.: Corwin Press.
- Phillipson, S. N. (Ed.). (2007). *Learning diversity in the Chinese classroom: Contexts and practice for students with special needs*. Hong Kong University Press.
- Poon-McBrayer, K. F. (2002). *Meeting special needs in mainstream classrooms*. Hong Kong: Longman.

- Rosenberg, M. S., McLeskey, J., & Westling, D. L. (2011). *Special education for today's teachers: An introduction* (2nd ed.). Upper Saddle River, N.J.; Hong Kong: Pearson Education.
- Rose, R. (2007). Curriculum considerations in meeting special educational needs In L, Florian (Ed.) *The International Handbook of Special Education*. London: Sage
- Sacks, A., & Sacks, A. (2009). *Special education: A reference book for policy and curriculum development* (2nd ed.). Millerton, New York: Grey House Publishing.
- Salvia, J. Ysseldyke, J. E. & Bolt, S. (2007). *Assessment in special and inclusive education*. Boston, Mass.: Houghton Mifflin.
- Sydney, A. (2010). *A handbook for inclusion managers: Steering your school towards inclusion*. London, England: Routledge/NASEN.
- Turnbull, H. R., Huerta, N., Schrandt, S., Stowe, M., & Weldon, L. (2009). *The individuals with disabilities education act as amended in 2004* (2nd ed.). Boston, Mass.: Pearson.
- Zhang, W. (2010). *Theories, policy and practice of lifelong learning in East Asia*. London, England: Routledge.

Selected papers from international refereed journals will be recommended during the course.

#### **7. Related Web Resources**

Nil

#### **8. Related Journals**

Nil

#### **9. Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

#### **10. Others**

Nil

**Annex**

Programme Title : Doctor of Education  
 Course Title : Policies & Practices in Special Education in the Asia-Pacific Region  
 Course Code : EPC7173  
 Department : Special Education and Counselling  
 Credit Points : 3

Delivery mode:

**Online learning as the primary delivery mode**

<b>Range of classroom-based contact hours (0-15)</b>	<b>Range of hours for online learning (24-39)</b>	<b>Total No. of-Contact Hours</b>
		39

**Directed study mode**

<b>Range of classroom-based contact hours (4-15)</b>	<b>Range of guided independent learning hours (24-35)</b>	<b>Total No. of-Contact Hours</b>
18	21	39