

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: International Perspectives in Special Education
Course Code	: EPC8174
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

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 detailed investigation through study into special education needs in at least one international jurisdiction. It enables the candidate to critically reflect upon major issues relating to the international development of special education and localized practices in providing support. The focus will be to identify policies and practices within one region and evaluate the range of models being employed to support students with special educational needs. It is envisaged that whenever possible this will involve a study tour to visit the country(ies).

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Articulate critically emergent philosophies and key global principles for supporting learners with a special education need and provision and intervention options in at least one international jurisdiction.
- CILO₂ Compare ideas from a critical analysis of international systems with localized practice regarding the effectiveness in promoting learning for children with a special education need.
- CILO₃ Demonstrate the ability to critically reflect upon major issues that have impacted systemic change.
- CILO₄ Identify socio-cultural issues impacting on education support for special education.
- CILO₅ Widen their understanding of the roles and responsibilities of international education systems and specialist and mainstream schools in providing appropriate education opportunities for all students.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
A critical review of the international perspectives on special education	CILO 1, 2, 4, 5	Mini-lecture, discussion, presentation
Contextual and cultural issues regarding special educational development within at least one international context	CILO 1, 2, 4, 5	Mini-lecture, discussion, presentation
Analysis and justification for special education in context within the chosen country and its relation to inclusive education	CILO 1, 2, 3, 4, 5	Mini-lecture, discussion, presentation, study tour
Identification of international policies and practices for addressing issues in special education across diverse socio-cultural systems	CILO 1,2,3, 4, 5	Mini-lecture, discussion, presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Within at least one international context critically review systemic policies, support programs and practices for supporting students in one area of special education. Prepare a comparative paper suitable for publication in a refereed journal. (summative 3000 words)	100%	CILO _{1, 2,3,4, 5}

5. Required Text(s)

Nil

6. Recommended Readings

- Bagley, C., Jha, M. M., & Verma, G. K. (2007). *International perspectives on educational diversity and inclusion: Studies from America, Europe and India*. London, England: Routledge.
- Cornwall, J., & Graham-Matheson, L. (2011, Eds.). *Leading on inclusion: Dilemmas, debates and new perspectives*. Routledge, Taylor & Francis Group.
- Forlin, C., & Lian, M-G. J. (Eds.) (2008). *Reform, Inclusion & Teacher Education: Towards a New Era of Special Education in the Asia-Pacific Region*. Abingdon: Routledge.
- Forlin, C., (2012). *Future directions for inclusive teacher education: An international perspective*. New York, Routledge.
- Norwich, B. (2008). *Dilemmas of difference, inclusion and disability: International perspectives and future directions*. London: Routledge.
- O'Neill, T., & Zinga, D. (2008). *Children's rights: Multidisciplinary approaches to participation and protection*. Toronto Ont.: University of Toronto Press.
- Price, K. M., & Nelson, K. L. (2007). *Planning effective instruction : diversity responsive methods and management (3rd ed.)*. Belmont, Calif. : Thomson/Wadsworth.
- Riggs, E. G., & Gholar, C. R. (2009). *Strategies that promote student engagement: Unleashing the desire to learn (2nd ed.)*. Thousand Oaks, Calif.: Corwin Press.
- Rotatori, A. (2014). *Special education international perspectives: Biopsychosocial, cultural, and disability aspects*. Bingley: Emerald.
- Rouse, M., & McLaughlin, M. J. (Eds) (2000). *Special education and school reform in the United States and Britain*. London: 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
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 Department : Special Education and Counselling
 Credit Points : 3

Delivery mode:

Online learning as the primary delivery mode

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

Directed study mode

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