

## 487PP Bachelor of Early Childhood Studies(Pathways Program)

Year and Campus:	2012																																
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>																																
Level:	Undergraduate																																
Duration & Credit Points:	250 credit points taken over 60 months																																
Coordinator:	Jan Deans																																
Contact:	Education Student Centre Alice Hoy Building																																
Course Overview:	<p>The Bachelor of Early Childhood Studies Pathways Program is designed to give holders of a TAFE Diploma of Children's Services from a recognised TAFE the opportunity to upgrade their qualification to degree level by undertaking the BECS course part time and on an external basis.</p> <p>Students entering the Pathways Program receive 150 points credit towards the BECS course and complete the remaining 250 points externally, normally over four years.</p> <p>Students will have the opportunity to attend an orientation program at the commencement of Semester 1. An additional on-campus program will be offered in Semester 2.</p> <p>All subjects are offered in intensive mode.</p> <p><b>Completion of this course does not qualify graduates to teach in primary schools.</b></p> <p><b>There is no longer an intake into this course</b></p>																																
Objectives:	The course is designed to meet the growing demand for early childhood educators who can work across a range of early childhood services. The general aim of the course is to educate students in early childhood studies and to provide professional training for students.																																
Course Structure & Available Subjects:	<p>Students enrolled in the Bachelor of Early Childhood Studies (Pathways) course complete subjects in progression through the year.</p> <p>Each subject will be taken within a six week study period. Students are expected to attend an "on-campus" day early in each teaching period ie Semester 1, winter intensive period and Semester 2. Dates and further details will be given to students soon after enrolment.</p>																																
Subject Options:	<div><b>First Year</b><table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC30045 CTP31P Curriculum 3-5 (FT)</td><td>Not offered 2012</td><td>12.50</td></tr><tr><td>EDUC20054 CTP11P Teaching and Learning (FT)</td><td>Not offered 2012</td><td>12.50</td></tr><tr><td>465-223 CDS23P Play &amp; Development (FT)</td><td>Semester 2</td><td>12.50</td></tr><tr><td>EDUC20051 CDS22P Socialisation and Identity (FT)</td><td>Not offered 2012</td><td>12.50</td></tr><tr><td>EDUC20055 CFS12P Arts 1 (FT)</td><td>Not offered 2012</td><td>12.50</td></tr></table></div> <div><b>Second Year</b><table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC30047 CDS31P Language, Literacy &amp; Numeracy (FT)</td><td>Not offered 2012</td><td>12.50</td></tr><tr><td>EDUC40004 ECP42P Administrative Processes (FT)</td><td>Not offered 2012</td><td>12.50</td></tr><tr><td>EDUC30001 CTP32P Curriculum Design 2 (FT)</td><td>Not offered 2012</td><td>6.25</td></tr></table></div>			Subject	Study Period Commencement:	Credit Points:	EDUC30045 CTP31P Curriculum 3-5 (FT)	Not offered 2012	12.50	EDUC20054 CTP11P Teaching and Learning (FT)	Not offered 2012	12.50	465-223 CDS23P Play & Development (FT)	Semester 2	12.50	EDUC20051 CDS22P Socialisation and Identity (FT)	Not offered 2012	12.50	EDUC20055 CFS12P Arts 1 (FT)	Not offered 2012	12.50	Subject	Study Period Commencement:	Credit Points:	EDUC30047 CDS31P Language, Literacy & Numeracy (FT)	Not offered 2012	12.50	EDUC40004 ECP42P Administrative Processes (FT)	Not offered 2012	12.50	EDUC30001 CTP32P Curriculum Design 2 (FT)	Not offered 2012	6.25
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EDUC30046 CDS32P Developmental Differences (FT)	Not offered 2012	12.50
EDUC20015 CFS21P Mathematics (FT)	Not offered 2012	12.50

**Third Year**

Subject	Study Period Commencement:	Credit Points:
EDUC30052 Practicum 3 P	Not offered 2012	18.75
EDUC40025 ECP43P Managing the Centre (FT)	Not offered 2012	12.50
EDUC40007 CTP41P Inclusive Curriculum (FT)	Semester 1, Semester 2	12.50
EDUC30007 CFS31P Information Technology (FT)	Not offered 2012	12.50
EDUC40005 CDS41P Social Diversity (FT)	Not offered 2012	12.50

**Fourth Year**

Subject	Study Period Commencement:	Credit Points:
EDUC40038 Practicum 4P	Semester 1	12.50
EDUC40026 ECP41P Leadership & Advocacy (FT)	February	12.50
EDUC40027 CDS42P Assessment & Evaluation (FT)	Semester 1	12.50
EDUC40012 CFS32P Science (FT)	Semester 2	12.50
EDUC40024 Special Research Study P (FT)	Semester 1, Semester 2	12.50

Students may, if eligible, undertake

Subject	Study Period Commencement:	Credit Points:
EDUC40023 Special Research Study P (Honours)(FT)	Not offered 2012	12.50

**Entry Requirements:**

A diploma in Community Services (Child Care Services)

**Core Participation Requirements:**

The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the

	ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress.Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.
<b>Graduate Attributes:</b>	University graduate attributes are available at <a href="http://www.unimelb.edu.au/about/attributes.html">http://www.unimelb.edu.au/about/attributes.html</a>