

981SI Postgraduate Certificate in Education (SE,I&EI)

Year and Campus:	2013 - Parkville																
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																
Level:	Graduate/Postgraduate																
Duration & Credit Points:	50 credit points taken over 12 months part time.																
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Course Overview:	<p>The Postgraduate Certificate in Educational Studies (Special Education, Inclusion & Early Intervention) is aimed at providing training to teachers and practitioners in understanding the learning and programming needs of children and students with disabilities enrolled in regular schools and preschools. The subjects and their content address current international, national and state philosophies and practices in inclusion, special education and early intervention and the criteria and competencies established by the Council of Exceptional Children (an international professional association for special educators).</p> <p>The course is offered on a part-time basis over one year.</p>																
Objectives:	<p>Students completing the Postgraduate Certificate in Educational Studies (Special Education, Inclusion & Early Intervention) will be able to:</p> <ul style="list-style-type: none"> # Deepen their knowledge and extend their understanding in the general area of educational thought and practice; # Acquire a substantial understanding of relevant theory and practice in particular areas of education pertinent to the specialisation program in their course; # Improve their ability to present carefully reasoned and appropriately documented positions on matters of educational significance related to their chosen subjects; # Be acquainted with the range of expert writing and research on particular topics in the field of education; # Apply to the resolution of practical situations in areas of education related to their studies, principles for action based on pertinent writings and research; # Be eligible under particular specified conditions for employment in designated positions with the Victorian Department of Education and Training, and in other school authorities and in Early Childhood Intervention programs funded by Human Services Victoria Have an ongoing interest in the study and practice of inclusive education; # Establish a sound basis for further studies in education at doctoral level. 																
Course Structure & Available Subjects:	Students complete 50 points of study																
Subject Options:	<p>Compulsory subjects</p> <p>There are four compulsory subjects:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90287 Promoting Positive Learning</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90756 Using Data To Build Learning Pathways</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90290 Promoting Positive Behaviour</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90766 Including Learners with Disabilities</td> <td>August</td> <td>12.50</td> </tr> </tbody> </table>		Subject	Study Period Commencement:	Credit Points:	EDUC90287 Promoting Positive Learning	Semester 1	12.50	EDUC90756 Using Data To Build Learning Pathways	March	12.50	EDUC90290 Promoting Positive Behaviour	Not offered 2013	12.50	EDUC90766 Including Learners with Disabilities	August	12.50
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Entry Requirements:	<p>An applicant may be eligible for entry into the Postgraduate Certificate in Educational Studies (Special Education, Inclusion & Early Intervention) if the applicant has:</p> <ul style="list-style-type: none"> # completed an approved degree and an approved teaching qualification or equivalent; # completed an approved four-year teaching degree or equivalent; or # completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty.
Core Participation Requirements:	<p>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</p> <ol style="list-style-type: none"> 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. 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. 3. 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. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact Disability Liaison.
Graduate Attributes:	<p>The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html</p>
Links to further information:	<p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list/special_ed_inclusion_and_early_intervention</p>