

981SL Postgraduate Certificate in Education (Specific Learning Difficulties)

Year and Campus:	2015															
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															
Coordinator:	Associate Professor John Munro															
Contact:	<p>Discontinued Course</p> <p>Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)</p>															
Course Overview:	<p>The last intake to this course was in 2014. From 2015 please refer to the <u>Graduate Certificate in Education (Specific Learning Difficulties) GC-EDSLD (../view/current/GC-EDSLD)</u></p> <p>The Postgraduate Certificate in Educational Studies (Specific Learning Difficulties) is designed for classroom teachers who wish to undertake professional development to have a better understanding of the needs of students with specific learning disabilities who have been placed in their classrooms.</p>															
Learning Outcomes:	<p>Students completing the Postgraduate Certificate in Educational Studies (Specific Learning Difficulties) should 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 in the area of specific learning difficulties # Acquire a substantial understanding of relevant theory, and practice and assessment of students with literacy and numeracy difficulties; # Be acquainted with the range of expert writing and research on particular topics # Be eligible, under particular specified conditions, for employment in designated positions within the Department of Education and Early Childhood Development, Victoria, and in other schools and authorities # Have an ongoing interest in the study and practice of education for students with additional educational needs # Establish a sound basis for further studies in Education at the Master's level. 															
Course Structure & Available Subjects:	Students complete 50 points of study															
Subject Options:	<p>The course is comprised of 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>EDUC90195 Learning Disabilities: Literacy</td> <td>March</td> <td>12.50</td> </tr> <tr> <td>EDUC90194 Learning Disabilities: Numeracy</td> <td>August</td> <td>12.50</td> </tr> <tr> <td>EDUC90278 The Psychology of Exceptional Learning</td> <td>August</td> <td>12.50</td> </tr> <tr> <td>EDUC90507 Language & Literacy Intervention 1</td> <td>March, August</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90195 Learning Disabilities: Literacy	March	12.50	EDUC90194 Learning Disabilities: Numeracy	August	12.50	EDUC90278 The Psychology of Exceptional Learning	August	12.50	EDUC90507 Language & Literacy Intervention 1	March, August	12.50
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Entry Requirements:	<p>1. In order to be considered for entry, applicants must have completed either</p> <ul style="list-style-type: none"> # an approved degree and an approved teaching qualification or equivalent, or # an approved four year teaching degree or equivalent, or 															

	<p># a relevant tertiary degree and documented relevant professional or teaching experience which together demonstrate preparation for the course comparable to an applicant with an approved teaching qualification.</p> <p>Meeting these requirements does not guarantee selection.</p> <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> # prior academic performance; and if appropriate # relevant work experience. <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Admission and Selection into Course Policy.</p> <p>4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 is required.</p>
<p>Core Participation Requirements:</p>	<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 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:</p> <ul style="list-style-type: none"> 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. <p>Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>
<p>Further Study:</p>	<p>Graduates may progress to a range of other graduate coursework programs.</p>
<p>Links to further information:</p>	<p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list/learndiff</p>